Professionalization and Career Development In Anthropology

Anthropology 499 Syllabus (Fall 2013)

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Course Meets from 2-5:00pm on Wednesdays

Course Description (4 credits)
This course provides advanced doctoral students in the Department of Anthropology with a set of critical professionalization skills that are needed to define their career goals, develop an academic portfolio, and prepare a competitive job application. The course will review different career pathways for Anthropology Ph.D.s, help students build their teaching and writing skills, discuss issues of diversity and ethics, and assist students in preparing a job application. This is accomplished through readings, discussions, on-line and in-class exercises, and faculty run professionalization workshops on how to (1) plan your career trajectory, prepare a professional cv, and write an effective job application, (2) designing an interdisciplinary course in anthropology and effective strategies for teaching in a diverse classroom setting, (3) professionally review and write publishable book chapters and research articles, and (4) and understanding important issues faced by junior faculty regarding professional ethics in research, teaching, and collegiality.

The Disability Resources and Educational Services (DRES http://disability.illinois.edu/), is a unit of the College of Applied Health Sciences, that serves as the designated office of the University that coordinates campus-wide services for students with disabilities. The University is required to make textual, verbal, video, and/or graphical information available to students with disabilities in a timely, accurate, and accessible fashion. If you have any special needs please contact me and the DRES office

GOAL: TO DEVELOP ESSENTIAL KNOWLEDGE IN AREAS OF TEACHING, PUBLISHING, PROFESSIONAL ETHICS, AND APPLYING FOR A JOB

Given that each student’s career goals and doctoral thesis are unique, the list of readings, websites, and on-line resources included in the syllabus are designed to serve as resource when needed. Each student is not required to read all of this material for our class.

GRADING
Students will receive a number grade (based on a 1-100 scale) for each completed assignment. Late assignments will receive a lower grade than assignments handed in on time. In general, all assignments must be submitted on-line by 12:00 midnight on the Sunday prior to our class meeting. Assignments submitted on Monday will be graded as
if they were handed in on time, and then reduced by 7 points. Assignments submitted on Tuesday, will be graded as if they were handed in on time and then reduced by 15 points.

Since a critical part of our course involves discussion and feedback in class, 15% of each student’s final grade will be based on student’s performance in these in-class discussions.

Grade based on:
In-class Discussion 15%
2 page career statement 5%
Revised career statement 5%
Journal article review 10%
Manuscript Evaluation 5%
Symposium proposal 5%
Revised Symposium proposal 5%
Press Release 5%
Interdisciplinary syllabus 10%
15 minute lecture 10%
Self-assessment of teaching 5%
Teaching Philosophy 5%
Preparing CV 5%
Job letter 10%

TOTAL 100%

Final grades will be assigned as follows
95-100% = A+
90-94 = A
85-99 = B+
80-84 = B
75-79 = C+
70-75 = C
65-69 = D+
60-64 = D
>60 = F

The course is divided into four Major Units, with each Unit lasting several weeks.

UNIT 1: CAREERS IN ANTHROPOLOGY (2 weeks)
Each student is asked to write a 2 page statement regarding her/his personal career aspirations. This should include what type of job/position (private sector, Research 1 University, Liberal Arts College, Community college, Public sector, NGO) she/he hopes to get when they complete their Ph.D., their commitment to teaching, research, public education, and service, and where they envision their career five years after receiving a
Ph.D. These statements will be shared electronically two days prior to our class meeting. Each student will be asked to critique/discuss/comment on two of these career statements. After a class discussion (which includes meeting with recent Ph.D.s in Anthropology (see below), each student will be asked to revise and resubmit their statement.

Assignment: Write a 2 page statement = 5%
Assignment: Write a revised statement = 5%

Read: Gasman, M. 2010. Why I like being a professor.  

Graduate College, University of Illinois Career Services  
http://www.grad.illinois.edu/careerservices

National Association of Graduate and Professional Students (NAGPS) - An advocacy group for graduate-professional student needs and rights.

Association for Support of Graduate Students - Provides support tools for graduate students, particularly for the thesis and dissertation writing process.

PhD Comics - Web site that distributes the only comic strip about graduate student life designed by a Stanford PhD.


BANDIT – Biological Anthropology Developing Investigators Troop: For those on the job market and the tenure track, in the lab and the field, from post-defense to pre-tenure, adjuncts, assistants, visitors, and academic hobos of all stripes.  
http://aapabandit.blogspot.com/

For this unit we will bring to class a recent U of I Ph.D. in Anthropology who teaches at EIU University, one who teaches at Parkland Community College, and one who works in an administrative role on campus to talk about their job position, job responsibilities, and long-term career goals. These recent Ph.D.’s will be asked to describe what she/he does in an average week, to discuss their career trajectory, and to comment on the career statements drafted by the students.

As part of this discussion, students will be given the curriculum vitae of several Anthropology faculty and we can discuss the career path of these faculty during their first 5 years post-Ph.D.

In addition, students will be asked to find links to resources that will be provided to students in future classes.
UNIT 2: PUBLISHING AND MANUSCRIPT REVIEW (4 weeks)
Academic hiring and promotion committees want young scholars to be active participants in disseminating knowledge to students, the public, and the profession. This includes publishing the results of scholarly research, writing review manuscripts, presenting new ideas and perspectives, and serving as a critical reviewer of manuscripts and book chapters prior to their publication. Over the next four weeks we will focus on **how to evaluate and write a publishable book chapter or research article**. I expect that as you become more familiar with evaluating and critiquing the work of others, you will gain important insights into best practices in how to develop a strong and persuasive theoretical argument, organize, analyze, and present your results, and place your research within the context of related research in your field. In our department, ABD students have the option of writing a thesis that is in a book format (sociocultural and linguistic anthropologists) or as a series of publishable research articles (archaeologists and biological anthropologists).

**READ/REVIEW: Those chapters listed below that are most relevant to your research and career interests.**


Exercise A. How to review and evaluate a research article.

Each student will be assigned an article for peer review and given a set of instructions for manuscript review from a major Anthropological journal in their subfield (e.g. American Anthropologist, American Ethnologist, American Journal of Physical Anthropology, American Journal of Primatology, American Antiquity, Journal of Archaeological Method and Theory). If possible, this will be a version or draft of an article prior to it being accepted in a journal. All students in a given subfield will be assigned to independently review the same article.

Following the journal’s review instructions as closely as possible, each student will evaluate the manuscript and distribute their review electronically to the class for discussion and critique two days prior to our class meeting.

Assignment: Journal article review = 10%

Class discussion: fundamentals of writing a journal article (organization, content, identifying significant research questions, collaboration), process of peer review, article submission, responding to reviewers/editors comments, article revision, and a discussion of the length of time from submission to publication.

Exercise B. Writing and Evaluating a Thesis Chapter

Building on this experience, three students will be asked to submit a partial or complete draft of a chapter of their doctoral dissertation to the class. All students, including the author of the chapter, will apply the same criteria used to review journal articles in evaluating and critiquing one of these thesis chapters and submit electronically a written peer-reviewed anonymous evaluation. These evaluations are due two days prior to our class meeting.

Assignment: Manuscript Evaluation = 5%

Class discussion: All students will participate in an in-class discussion identifying ways to revise and strengthen each chapter. We will discuss common problems encountered in drafting a thesis chapter including writing a thesis outline, how to organize a chapter, identifying the theoretical issues and empirical data set needed to answer the research questions outlined in your chapter, and identifying the big picture of your thesis.
I will organize a panel of senior graduate students, Assistant Professors, and Tenured Professors in our department to discuss strategies of writing, how they deal with procrastination and feelings of isolation when writing, interactions with one’s advisor and committee members during thesis writing, interactions with other professionals in the discipline, and the value of developing a social and academic support network. We also will read and discuss information provided by the Graduate College and Counseling Center.

Graduate College University of Illinois Writer’s Workshop  
http://www.grad.illinois.edu/writing-resources-campus-resources  
http://www.library.illinois.edu/ugl/howdoi/rwr/index.html


**Dissertation Doctor** - Dissertation articles and writing tips.

**Thesis News** - Provides articles on a variety of topics.

**Writing Your Dissertation** - A site from the University of North Carolina that provides specific strategies for managing the difficulties associated with writing the dissertation.

**PhinisheD** - A discussion and support group for graduate students trying to finish their dissertations.

**Exercise C. Organizing a Panel or Symposium at a National Meeting**

Each student will be asked to write a short proposal or symposium abstract based on their thesis research for a state-of-the-art panel discussion or invited symposium at a national meeting of one of the major anthropology societies. Organizing such a symposium is a way to promote yourself and your research, make important contacts with leading scholars in your field, and establish your credentials as a young and innovative thinker. In addition, the proceedings of such a symposium are often published as an edited book or a special issue of a journal, and such a publication would greatly strengthen your curriculum vitae and make you a stronger candidate for an academic job.

The proposal/symposium abstract should include a 1-2 page description of the theoretical and empirical issues addressed in the symposium, the goals of the symposium, and a list of participants who will be presenting at your symposium. This should be your “fantasy” symposium so be certain to include a balance of senior and junior scholars. I encourage you to discuss your “Symposium” with your advisor or other faculty members. Also consider that interdisciplinary symposia or symposia that focus on a broader set of related topics (theoretical, geographical, comparative) have higher visibility, are better attended, and are more attractive to publishers.
Students need to send an electronic copy of their symposium proposal two days prior to the class. Students in the class need to post an anonymous peer-review of the symposium proposal.

Assignment: Symposium proposal = 5%

**Class discussion**: All students will participate in an in-class discussion identifying ways to revise and strengthen the Symposium proposal and each student will be required to consider these critiques and revise and resubmit their proposal.

Assignment: Revised Symposium proposal – 5%

Each student will be asked to assume the role of Conference Program Chair and rank the Symposium proposals from 1 to N for inclusion in the Conference.

Read:


Visit the following websites for information on Conferences and Symposia
American Anthropological Association - [http://www.aaanet.org](http://www.aaanet.org)
American Association of Physical Anthropologists – [http://www.physanth.org](http://www.physanth.org)
National Association for Student Anthropologists – [http://www.aaanet.org/sections/nasa](http://www.aaanet.org/sections/nasa)

Finally, each student is required to write a 1-page press release or promotional summary, written for the general public, that highlights or promotes their research. This should describe the goals and major findings of your research and include a statement indicating how your research contributes to the public good and to the advancement of science.

Assignment: Press Release = 5%

Press releases and promotional summaries will be provided as examples.
FEEDBACK MID-COURSE EVALUATION (week 4):
Each student will be asked to provide feedback for the following three questions
1. What is working well in our class?
2. What is not working well in our class?
3. What changes would you recommend to improve the class?

UNIT 3. TEACHING (Four weeks).
Anthropology is a highly interdisciplinary field of study that at its core integrates information on human behavior, culture, language, history, prehistory, biology, and evolution. Although a given anthropologist may identify as a humanist, a social scientist, or a biological scientist, all anthropologists teach courses that integrate several subfields of Anthropology. In this session, students are asked to develop an interdisciplinary anthropology course for freshmen or sophomores (equivalent to a 100- or 200-level course at the University of Illinois) than includes effective strategies for teaching in a diverse classroom. Such a course would be very attractive to any College or University search committee considering your job application. Possible courses could include “The Nature and Culture of Sex”, “Prehistory, Ethnohistory, and Culture of Mexico”, “Understanding Human Cultural and Biological Diversity”, “Human Health: A Biological and Cultural Perspective”, “Imagining Identity: the Intersection of Lived Experience, DNA, History, and the Archaeological Record”, etc. Over the next two classes, students from different subfields will be asked to work in teams of two or three to develop a hypothetical syllabus for an interdisciplinary anthropology course. The syllabus should include the course description, course goals, and a detailed outline of two or three lecture topics. This would also include a set of on-line resources, in-class exercises, and/or readings related to these lecture topics.

Syllabi from a set of interdisciplinary Anthropology courses will be provided as examples, and our goal will be to develop a list of criteria that should be included on all syllabi.

In addition, the Center for Teaching Excellence and the Directory of Teaching Resources for faculty and instructors at UIUC (workshops available on campus and on line) offer materials and information that are of great help in developing syllabi and a teaching philosophy. Our campus also has many teaching resources and workshops available on campus

Campus website to visit
http://cte.illinois.edu/
http://www.teachingandlearning.illinois.edu/directoryofteachingresources/index.html

Exercise A. Teaching to a Diverse Student Body
Students will be asked to watch the Diversity in the Classroom video prepared by the Department of Anthropology at the University of Illinois. This video includes common situations and best practices for effective teaching to a diverse student community.
Read Lee Warren’s piece on Hot Moments in the Classroom. 
http://isites.harvard.edu/fs/html/icb.topic58474/hotmoments.html

Each student will be asked to complete the Implicit Associations Test, Harvard University and we will discuss the results.

Class Discussion: We will discuss the Teaching to a Diverse Student Body video, and the Department of Anthropology’s Affirmative Action officer will be invited to participate in the discussion

We will discuss student’s rights, teacher’s responsibilities, and issues/procedures/penalties for cheating, plagiarism, student misconduct, and capricious grading as outlined in the Handbook.

Students are required to review the Academic Student Handbook
http://admin.illinois.edu/policy/code/article1_part3_1-302.html

Exercise B. Syllabus Design
Students will submit an electric copy of their syllabus two days prior to class. Each student will be assigned two syllabi to read and prepare a written critique and evaluation of these syllabi using the list of criteria that we developed in-class the previous week. The main goal in critiquing each syllabus is to identify g areas of strength and one or two areas that need to be strengthened.

Assignment: Interdisciplinary syllabus = 10%

Class Discussion: We will discuss ways of measuring and tracking teaching effectiveness. Students will be asked to consider a set of measurement tools for assessing the success of the course that include both active learning assessments (I clicker) and more traditional assessment tools (tests, quizzes, short in-class writing assignments). Each student will discuss the type of grading assignments (multiple choice exams, essay exams, student project, presentations, web assignments, and papers) that best fit their newly designed class. Other teaching concerns discussed will include developing a classroom atmosphere that facilitates student questions and in-class discussions, and ways of building student skills over the semester. I will invite members of the LAS Teaching Academy http://www.las.illinois.edu/faculty/services/academy/ to our class and ask them to give a brief presentation on campus resources for teaching and professional development.

Peer Review of Teaching: Sample Guidelines and Documents from the University of Minnesota Teaching American Students, Ellen Sarkisian

Exercise C. MicroTeach
Each student will be asked to present a 15 minute lecture/presentation based on a topic in their course syllabus. The presentation will be videotaped for assessment. Students in class will be asked to evaluate the lecture and present peer feedback on both presentation style and content based on questions listed in our Departmental and Campus ICES forms. We will discuss the usefulness of ICES forms and which questions are most relevant to obtaining student feedback in your course.

Assignment: 15 minute lecture = 10%

Each student will be asked to review their own video performance and provide a self assessment that will be sent electronically to all students. The presenter also will be required to meet with a faculty member of their choice to discuss teaching effectiveness, teaching philosophy, and technology in the classroom. Students will be asked to lead an in-class discussion outlining what they gained from meeting with the faculty member.

Assignment: Self-assessment of teaching = 5%

**Exercise D. Teaching Philosophy**

Students will be provided a set of anonymous Anthropology Faculty Teaching Philosophy statements. These will be discussed in class focusing on the strengths and weaknesses of each statement.

Each student will be asked to discuss their policy on computers and cell phones in the classroom. How can computers in the classroom be used to benefit student learning and engagement? We will also have a discussion of on-line learning vs. learning in a traditional classroom,

Each student will be asked to develop a statement of their teaching philosophy and teaching experience that would be included in a job application. A draft of this statement should be submitted for review and discussion electronically two days prior to our class. Each student will be assigned two of these statements to critique.

Assignment: Teaching Philosophy = 5%

**UNIT 4. PROFESSIONAL ETHICS (2 weeks).**

**Exercise A. Ethics Workshop**

Each student is required to attend the Department of Anthropology’s yearly workshop on Professional Ethics and to bring with them to the workshop a set of written questions that pertain to ethical issues they have experienced or anticipate experiencing during their academic careers. These might includes issues of sexual harassment, gender
discrimination, expectations of how senior faculty should mentor junior faculty, expectations and responsibilities regarding coauthorship and collaborative research, faculty behavior on university and departmental committees, conflict of interest, and personal and professional relationships with students and colleagues.

Read: Special Issue of the American Journal of Primatology on Ethics Issues in Field Primatology. 2010 volume 9 pages 749-793


Appendix B to this syllabus provides a list of additional readings and resources utilized as part of the Department of Anthropology’s recently-convened Ethics Workshops.

**Exercise B. Preparing Ethical Guidelines for Research**

Based on information presented and discussed at the Ethics Workshop students will be asked to work collaboratively in drafting a set of ethical guidelines for Anthropological research.

The websites listed below should be helpful in accomplishing this, and a list of additional helpful resources is provided in Appendix B.

- UIUC Institutional Review Board for the Protection of Human Subjects (IRB) ([http://irb.illinois.edu/](http://irb.illinois.edu/))
- UIUC Institutional Animal Care and Use Committee (IACUC) ([http://iacuc.research.illinois.edu/](http://iacuc.research.illinois.edu/))
- National Center for Professional & Research Ethics, University of Illinois at Urbana-Champaign
- University of Illinois Ethics Office
- Ethics Section of the American Society of Archaeology website ([http://www.saa.org/publicftp/PUBLIC/resources/law_ethics.html](http://www.saa.org/publicftp/PUBLIC/resources/law_ethics.html))
- National Ctr for Professional & Research Ethics (U of I)
- Ethics Section of the American Association of Physical Anthropologists ([http://physanth.org/search?SearchableText=ethics](http://physanth.org/search?SearchableText=ethics))
- Ethics Education Library (Illinois Institute of Technology), ([http://ethics.iit.edu/eelibrary/](http://ethics.iit.edu/eelibrary/))

**UNIT 5. SEARCHING FOR A JOB (2 weeks)**

GOAL: Build skills required to be successful in presenting a strong job application for academic and nonacademic positions in anthropology.
A set of faculty resumes/cv, Provost Communication #9 (promotion and tenure, http://provost.illinois.edu/communication/09/ and resumes/cv from Ph.D. students from our Department employed in nonacademic and academic positions will be made available to students in the class. Student also will be asked to visit the Career Center of the American Anthropological Association (http://www.aaanet.org/profdev/), the American Association of Physical Anthropologists Jobs Posting website (http://physanth.org/job-postings) and Career Information website (http://physanth.org/career), and the Society of American Archaeology Career website (http://www.saa.org/publicftp/public/resources/Careers.html)

**Exercise A. Preparing Curriculum Vitae**
Recent Job Descriptions in Anthropology will be distributed to the students. Each student will be asked to prepare a resume/cv for two of these jobs, one that is an academic position and one that is a nonacademic position. A set of job sample letters will be provided for discussion and evaluation.

Assignment: Preparing CV = 5%

**Exercise B. Preparing Job Applications**
Each student will be asked to prepare a two page letter of introduction and application for one of the job positions. These letters should detail their background, research skills, work experience, and intellectual and problem-solving strengths. These assignments will be shared electronically with other students as well as a set of Anthropology Faculty from all four subfields of Anthropology. The faculty and students will provide a written evaluation of each cv/resume and application letter. Students will be required to revise their resume/cv and application letter according to comments and feedback.

Assignment: Job letter = 10%

**Exercise C. Non-Academic Career Experiences**
Anthropology will either invite or through video conferencing bring to campus two alumni who have had successful non-academic or private sector careers. Invited speakers will discuss their experiences at UIUC, discuss how Anthropology has informed and benefited their professional careers, and discuss nonacademic careers for people trained in Anthropology. Students will be encouraged to engage the speakers, describe the skill set they bring to private sector jobs and nonacademic jobs, and discuss career opportunities.

READ: The articles below make excellent arguments for including anthropologists in market research.

- R&D 2.0: Fewer Engineers, More Anthropologists, Harvard Business Publishing
- Ethnographic Research: A Key to Strategy, Harvard Business Review
- Olson's Anthropologists Bring New Meaning to Marketing, MinnPost.com
- Mirror Mirror; the Anthropologist of Dressing Rooms, New York Times
- Breakthrough Market Discoveries Often Hide Out in Latent Form, Examiner.com
- The Science of Desire, Business Week
• Nonacademic Careers for People Trained in Biological Anthropology,  
  http://weber.ucsd.edu/~jmoore/bioanthro/brochure2.html.

**FINAL CLASS MEETING (1 week)**

For our final class, we will discuss the value of Anthro 499 for students in our doctoral program, what can be done to improve the class, what assignments/exercises/readings should be eliminated, and what assignments/exercises/readings should be added.

**FEEDBACK MID-COURSE EVALUATION:**

Each student will be asked to provide feedback for the following three questions

1. What is working well in our class?
2. What is not working well in our class?
3. What changes would you recommend to improve the class?
4. Were changes made earlier in the semester and were these effective?

Each student will be asked to take an on-line web tools survey in which they evaluate the class.

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**Appendix A. Other Readings of Interest**

**Books**


Appendix B. Additional Readings and Resources from Annual Ethics Workshops


**Making Ethical Decisions**  [http://www.scu.edu/ethics/practicing/decision/](http://www.scu.edu/ethics/practicing/decision/)


Institutional Review Board, Sample Informed Consent Guidelines

Institutional Review Board, Sample Parent Permission Letter


