

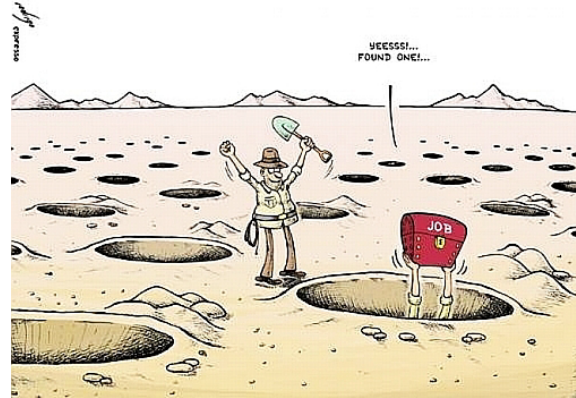
ANTHROPOLOGY 9001A  
PROFESSIONAL DEVELOPMENT  
FALL 2023

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*Office hrs:* Tues-Fri by appointment

*Class time:* Wed 1:30 - 4:30 pm  
SSC 3315



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### Course description

Anthropologists develop a suite of valuable transferrable skills that can be effectively applied in a wide range of job settings. This course aims to help you identify and strengthen your marketable skills and learn to present yourself effectively to prospective employers both within and outside of academia. These skills include time management, oral communication, grant writing, teaching, leadership, research, project management, editing, interpersonal skills, and an appreciation of ethical and civic responsibility. As a group, we will decide which ones to focus on developing this term. The course emphasizes peer and participatory learning and includes a series of collaborative and individual exercises that will not only serve to enrich your skills, but also provide you with concrete experiences to add to your CV. For 2023, the group capstone projects for the course will involve one of three options: 1) developing virtual anthropology outreach activities for use in primary and/or high school settings, 2) developing anthropology-informed online anti-racism or other social justice resources for the anthropology department website, 3) a project of your own choosing that aligns with course themes and learning outcomes.

### Course philosophy and structure

This course aims to foster a learning community in which everyone in the class shares information and experiences with the group, facilitating personal and professional development. We will all be learning from and with each other. Class format will vary from week to week and will include, among other things, a mix of brainstorming sessions, guest speakers, group discussions, student presentations, and workshop sessions.

### Learning outcomes

By the end of the course you will be able to:

- 1) describe and implement a range of strategies to improve your work efficiency and productivity
- 2) write and present for a range of audiences more effectively than you did previously
- 3) provide constructive, specific, actionable feedback to peers
- 4) quickly and effectively incorporate constructive feedback into your writing and presentations
- 5) implement backwards design principles in planning learning experiences for diverse learners

- 6) identify steps you can take to improve your chances on the job market and begin implementing them
- 7) market yourself more effectively to a range of prospective employers both within and outside of academia

### **Assessment**

Your final grade will be based on the following assignments:

Developing your scholarly persona – Youtube/website/LinkedIn (Oct. 4)	10 %
Popular writing assignment/book review (Oct. 25)	10 %
Special Topics course outline (Nov. 22)	15 %
Job application package (Dec. 6)	15 %
Capstone Project (Dec. 13)	30 %
Participation	20 %

Your grade in this course will be based on a series of short assignments and your participation. The first four assignments listed above involve individual written work (details will be posted on OWL early in the semester). The capstone project involves developing a specific product for a particular audience (individually or as part of a team), and a written reflection on the process with specific attention to transferrable job skills you gained in the process. If you opt to collaborate with others, everyone will receive the same grade on the group project, and an individual grade for the written reflection (which will be written individually). The two components will be averaged to obtain each student's project grade.

Participation accounts for a substantial part of your grade and is a measure of the strength of your contributions during group discussions (in terms of both quality and quantity) and the quality of your in-class presentations, feedback on peers' work, and any in-class activities or short written assignments that are not assessed individually. Being prepared for class (check the course syllabus and the Weekly Lesson pages in OWL for instructions) will help you do well in this aspect of the course.

### **Class schedule**

This schedule is a living document, open to negotiation over the course of the semester so that course content can respond to students' needs and interests. Any changes will be discussed in class, agreed upon by everyone, and posted on OWL.

We can incorporate additional topics if there is interest among the group. Some potential topics not currently in the syllabus include:

- Tips and tricks for literature searching
- Citation management
- Publication metrics and altmetrics
- Grant writing

No doubt you can think of others!

Review the outline carefully and think about whether there are topics that you would like to add, or swap for existing ones. We will discuss potential changes in our first meeting.

**Topics:**

- Introduction to course objectives, structure and assignments.
- Service learning
- Managing your time and yourself

**Before class:**

Complete the time management self-test here:

[https://www.uwo.ca/sdc/learning/selfhelp/assess\\_your\\_skills/time\\_management\\_selfassessment.html](https://www.uwo.ca/sdc/learning/selfhelp/assess_your_skills/time_management_selfassessment.html)

**Links we'll investigate during class (no need to read them beforehand):**

- Smart Goals Worksheet from U of T: <https://studentlife.utoronto.ca/wp-content/uploads/SMART-Goals-Worksheet.pdf>
- Daily To Do List from Cornell: <http://isc.cornell.edu/wp-content/uploads/2015/10/Creating-a-Daily-To-Do-List.pdf>
- Pomodoro Technique: [https://en.wikipedia.org/wiki/Pomodoro\\_Technique](https://en.wikipedia.org/wiki/Pomodoro_Technique)
- Procrastination/Time Management from the American Psychological Association: <http://www.apa.org/gradpsych/2013/03/hours.aspx> (pick your top 2)
- Sharpening your Focus from the Learning Fundamentals Blog: <http://learningfundamentals.com.au/blog/developing-razor-sharp-focus-with-zen-habits-blogger-leo-babauta/> (pick your top 2)
- [http://anthropology.uwo.ca/graduate/advice\\_for\\_grad\\_students.html](http://anthropology.uwo.ca/graduate/advice_for_grad_students.html) (advice from former Anthro grad students)

**For Future Reference** (Be aware of the very useful links on these pages):

- Western's time management and motivation resources: <https://learning.uwo.ca/presentations/> (scroll down to see the presentations for grad students)
- Learning Development and Success: <https://learning.uwo.ca/>
- SGPS Life and Community resources: [https://grad.uwo.ca/life\\_community/index.html](https://grad.uwo.ca/life_community/index.html)
- Professional development training offered by Western: [https://grad.uwo.ca/career\\_development/index.html](https://grad.uwo.ca/career_development/index.html)

**Mini-assignments for the coming week** (We'll revisit these in class and adjust if needed):

- 1) Track your time this week. What do you do when? When are you most productive?
- 2) Digital detox for at least half a day this week (Can you do a full day? Longer?)

- We're all familiar with academic presentations and publications as a means to establish a scholarly record. What other options are open to you, especially when you're starting out?
- Establishing a scholarly e-persona

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**Week 3. Writing for a popular audience; Constructive feedback****September 27**

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**Topics:**

- Popular audience venues for Anthropologists – what opportunities are out there?
- How to grab your reader's attention and hold onto it
  
- What are we trying to do when we give feedback?
- What makes feedback constructive?

**Bring:**

- A draft of your scholarly persona submission so we can workshop them

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**Week 4. Academic publishing; open access****October 4**

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**Scholarly persona submission due (Feedback deadline Oct 4; Submit until Oct 7)**

**Read before class (on OWL) (first and last are required reading, choose to read 2<sup>nd</sup> Or 3<sup>rd</sup>):**

Kansa, E. S. W. Kansa and L. Goldstein

2013 [On Ethics, Sustainability and Open Access in Archaeology](#). *SAA Archaeological Record* 13(4):15-22.

Pandian, Anand (*choose this one OR Turin*)

2018 Open Access, Open Minds. <https://culanth.org/fieldsights/open-access-open-minds>, accessed Dec. 15, 2020

Turin, Mark (*choose this one OR Pandian*)

2019 Ownership, Control, Access & Possession in Open Access Humanities Publishing. <https://blog.scholaried.org/ownership-control-access-possession-in-oa-humanities-publishing/>, accessed Dec. 15, 2020.

Anderson, Ryan

2020 Anthropology gets a little more open (access).

<https://anthrodendum.org/2020/01/26/anthropology-more-open-access/>, accessed Dec. 15, 2020

**Topics:**

- Academic publishing
- Open Access

**In class:**

- What makes a good presentation?

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**Week 5. Presenting****October 11**

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**Prepare:**

A 3 minute presentation on a topic of your choice (it doesn't have to be academic). It can be about how to do something, why everyone should love/do/try something, your thesis research

project, a past research project, or any other complex topic that you can convey in an engaging and accessible way. You'll *present* it in class.

We'll use a format inspired by the Three Minute Thesis competition (3MT). You get: One take. One static slide. No props.

Here's a link to videos of the 2019 Canadian national finalists:

[https://www.youtube.com/playlist?list=PLFLt7C4TyD\\_fAawvmozF77T3K1V0gK31S](https://www.youtube.com/playlist?list=PLFLt7C4TyD_fAawvmozF77T3K1V0gK31S)

***In class:***

Presentations and constructive peer feedback

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**Week 6. Workshop session: Popular writing (OR book review)      October 18**

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***If there's something else you want to write for this assignment I'm open to suggestions! It can be for a popular or academic audience but it should be relatively short. Let me know if you have an idea - let's talk about it.***

***Bring:***

A complete draft of your popular article (or book review, or whatever else you choose to write)

***In class:***

- We'll workshop your writing assignments

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**Week 7. Teaching      October 25**

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***Popular/Academic Writing Assignment due (Feedback deadline Oct 25; Submit until Oct 28)***

***Prepare:***

Pick a topic for your special topics course!

***Topics:***

- Backwards course design
- Writing effective learning outcomes
- Active learning techniques

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**Reading Week – no class      November 8**

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Sleep. Eat. Relax. Get caught up. Recharge. 😊

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**Week 8. Course outline Presentations; Writing CVs & Cover Letters      November 15**

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***Prepare:***

A 7-8 minute presentation about your course. Sell us on why we should all take it and demonstrate/explain an active learning strategy that you would use in one of the classes.

Be sure to illustrate the links between your learning outcomes and assessments so we can see how you've implemented backward design principles.

**Bring:**

A draft of your course outline – at a minimum it must include a course description, learning outcomes, grade breakdown, list of assignments and a list of topics with some representative readings (the full reading list is optional at this stage). We will workshop them in class.

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**Week 9. Workshop session: CVs and cover letters**

**November 22**

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**Course outlines DUE** (Feedback deadline Nov 22; Submit until Nov 25)

**Bring:**

- Job ads for one academic and one non-academic position that would make effective use of your broad range of experience
- A draft of your cover letter and CV for one of those positions.

**Topics:**

- Academic vs. non-academic CVs
- Tailoring your CV and letter to a position

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**Week 10. Workshop session: Capstone projects**

**November 29**

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**In class:**

- Present the outreach projects – group feedback.

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**Week 11. Looking back; moving forward**

**December 6**

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**Job application packages DUE** (Feedback deadline Dec 6; Submit until Dec 9)

**Things we'll discuss:**

- Reflections on the outreach projects. Pay particular attention to the skills you acquired that you could present to employers.
- Goal setting. Is it something you do? Set a 10 year career goal. This is your perfect dream job as you envision it right now. Establish 1-year and 5-year goals you'll need to achieve that goal. Remember to think big – and remember that you can revisit and change these plans whenever you like. You're not locking yourself in, you're just imagining a possible future.

**Capstone project materials and written reflections DUE.** (*Feedback deadline Dec 13; Submit until Dec 16*)

### **Questions and Concerns**

I'm here to help. Please ask if expectations are ever unclear, if you are struggling with course material, or you have questions or concerns related to the course. I want this course to help you develop skills and experience that you would like to develop. The topics we will cover and the nature of the assignments (including their weighting) are open to negotiation. Let me know if you'd like to change something. Changes will be made by consensus.

### **Late Assignments**

It's not fair to other students in the class if you have extra time to complete an assignment. Late assignments will therefore be penalized by 5% per day late. Life happens and sometimes there are extenuating circumstances that make it impossible to complete work on time. I'm flexible and accommodating – I only ask that you speak to me **before** the deadline to make arrangements.

### **Academic Policies**

Please familiarize yourself with Western's current academic policies regarding accessibility, plagiarism and scholastic offences, and medical accommodation. These policies are outlined here:

<https://westerncalendar.uwo.ca/academicPolicies.cfm?SelectedCalendar=Live&ArchiveID>

Note that unauthorized content generation – the production of academic work, in whole or part, for academic credit, progression or award, whether or not a payment or other favour is involved, using unapproved or undeclared human or technological assistance including Generative Artificial Intelligence – is considered plagiarism.

### **Accessibility at Western**

Please contact me if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. For Western's commitment to Accessibility, visit:

<http://accessibility.uwo.ca/>