

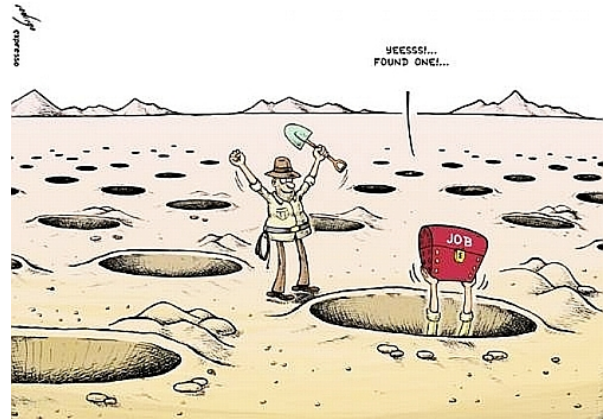
ANTHROPOLOGY 9001B  
PROFESSIONAL DEVELOPMENT  
WINTER 2022

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*Instructor:* Lisa Hodgetts  
*e-mail:* lisa.hodgetts@uwo.ca

*Office hrs:* Via zoom  
Tues-Fri by appointment

*Class time:* Thurs 9:30am-12:30 pm  
*Zoom:* see the link on our OWL site



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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 2022, the capstone project for the course will involve reaching out to Anthropology@Western alumni to document and share their successful job-seeking experiences, and/or developing equity and diversity resources for the anthropology department website, and/or a great project that you propose.

### 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 academic persona – Youtube/website/LinkedIn (Feb. 3)	10 %
Popular writing assignment/book review (March 3)	10 %
Special Topics course outline (March 17)	15 %
Job application package (April 7)	15 %
Capstone Project (April 14)	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

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)

Training available at Western – check out what's on offer:

- [https://grad.uwo.ca/career\\_development/development\\_opportunities/thriving/index.html](https://grad.uwo.ca/career_development/development_opportunities/thriving/index.html)

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

- [http://grad.uwo.ca/current\\_students/living\\_well/index.html](http://grad.uwo.ca/current_students/living_well/index.html) (you've likely already seen this one at orientation)
- [http://www.sdc.uwo.ca/learning/information\\_for/graduate\\_students.html](http://www.sdc.uwo.ca/learning/information_for/graduate_students.html)
- <http://gradpath.uwo.ca/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****January 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****February 3**

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**Scholarly persona submission due (Feedback deadline Feb 3; Submit until Feb 6)**

**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****February 10**

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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) February 17**

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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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**Reading Week – no class February 24**

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Sleep. Eat. Relax. Recharge. 😊

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**Week 7. Teaching March 3**

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***Popular/Academic Writing Assignment due (Feedback deadline Mar 3; Submit until Mar 6)***

***Prepare:***

Pick a topic for your special topics course!

***Topics:***

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

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**Week 8. Workshop session: Course outlines; Writing CVs & Cover Letters March 10**

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***Prepare:***

A 10 minute presentation about your course. Sell us on why we should all take it and demonstrate/explain a novel teaching 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 backwards 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. Capstone projects**

**March 17**

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**Course outlines DUE** (Feedback deadline Mar 17; Submit until Mar 20)

**No class meeting.**

This is dedicated time to work on the outreach activities ahead of the workshop on March 31. I'm happy to meet with anyone who wants feedback on their ideas or drafts.

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**Week 10. CVs and cover letters**

**March 24**

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**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 11. Workshop session: Capstone projects**

**March 31**

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**In class:**

- Present the outreach projects – group feedback.

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**Week 12. Looking back; moving forward**

**April 7**

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**CVs and cover letters DUE** (Feedback deadline Apr 7; Submit until Apr 10)

**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 Apr 14; Submit until Apr 17)*

### **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. Sometimes (and especially during a pandemic!) 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>

### **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/>