PS 608 is a workshop on professional development primarily designed for first year graduate students in the Department of Political Science. The course (and most individual classes) will be divided between time devoted to discussion of the responsibilities and challenges facing graduate students and beginning teachers, and broader questions of professional development in Political Science. The professional development portions of the course will help you become acclimated with the norms and expectations of graduate school and a variety of professional roles pursued by students trained in Political Science programs. We will also reserve time each session to discuss any problems or issues that have come up for you in the previous weeks.

Readings

There is one required text for the course (Available in the Duckstore or through Amazon):


All other readings will either be available on the course Blackboard site under the “Course Documents” link or emailed in advance. Many readings and resources are also available on the “PS Graduate Students Resources” Blackboard site. Please note that the syllabus is subject to change throughout the term; I will announce any such changes by email. Please check your UO email and the course Blackboard daily. I will frequently send you information regarding department events, links to additional readings, and other important course-related messages.

Requirements and Evaluation

The course is only offered on a Pass/No Pass Basis. To Pass the class, you must:

• Attend each session having completed the assigned readings.
• Actively participate in class discussions.
• Complete the professional development related assignments outlined in the syllabus.
• Complete all other assignments outlined in the syllabus.

Assignments

1. Complete one professional development related assignment of your choice:
   a. Attend one workshop of the Teaching Effectiveness Program (TEP) or the UO Graduate School of your choice. Email Professor Kauffman when you have completed the course. See the TEP and UO Graduate School websites for workshop descriptions:
      • [http://tep.uoregon.edu/workshops/index.html](http://tep.uoregon.edu/workshops/index.html)
      • [https://gradschool.uoregon.edu/PACE%20Workshops](https://gradschool.uoregon.edu/PACE%20Workshops)
      • [Note: the workshops should be different from those attended during previous terms.]

2. **Attend one or more department events**, i.e. job talk, graduate conference presentation, PS speaker series, or Morris Center speaker series. Email Professor Kauffman when you have completed the assignment.

3. **Maintain a reflection journal** (in black and white composition notebook or electronically) with three entries based on the weekly prompting questions below. Each entry should be at 1-3 pages. You will submit your reflection journals at least twice during the term.

**Academic Integrity**

By enrolling in this course you agree to abide by the University’s Student Conduct Code. Everything in your assignments must be your own work. Neither ignorance of these policies nor the lack of an intention to cheat or plagiarize will be considered a legitimate defense. Raise questions you have with me before problems arise. If you are caught cheating or plagiarizing, you will receive a zero on your assignment, you will be referred to the Office of Student Conduct, and you may fail the class. For more information on the Student Conduct Code and on plagiarism, see these websites:

http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx
http://libweb.uoregon.edu/guides/plagiarism/students/
http://tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academidishonesty.html

**Special Needs**

Both I, as a professor, and the University of Oregon are committed to creating inclusive learning environments. Please notify me if any aspects of my instruction methods or course design result in barriers to your participation. If you have a disability or require special accommodation, I encourage you to contact the Accessible Education Center in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu. If you have already been in contact with the Accessible Education Center and have a notification letter, please provide me with a statement from the Accessible Education Center during the first week of class so that we can make appropriate arrangements. University policy requires that “students MUST present a notification letter from the Accessible Education Center to receive testing accommodations” (see http://aec.uoregon.edu/). Please note that accommodations are not retroactive and that students are encouraged to discuss their needs early in the semester.

**Learning Outcomes**

The purpose of this course is to help incoming graduate students to become acclimated with the norms and expectations of graduate school and a variety of professional roles pursued by students trained in political science programs.

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**Schedule of Classes**

1. **April 2: The Second Year Paper (Field Paper)**

   *Reading:*
   - Semenza, p.p. 91-115

   *Assignment:*
   - Bring to class with you an abstract for a potential “field paper” (250---400 words). Be prepared to give a 1-minute overview of the paper. After class, workshop your abstract/topic with colleagues
and turn in the revised version by May 21.

Journal reflections questions:
• Do you have a research paper or research design that you have been working on that could be revised for the second year paper? What is the paper about? In other words, what is the puzzle or question the paper is trying to explain? What type of methods do you (or might you) employ? What are the expected findings or conclusions of the paper? What are the larger political implications of your findings? Who would be the likely chair and second reader?

2. April 9: Developing a Dissertation Prospectus

Reading:
• Sample prospectuses on blackboard
• Semenza, pp. 167-194.

Assignment:
• Select one of the dissertation prospectuses on Blackboard that relates to your field of interest. Be prepared to give a short (2 minute) presentation to the class about the prospectus. You should focus on the central question/puzzle, research design and methodology, hypothesis, larger implications, and strengths and weaknesses of the prospectus.

Journal reflection questions:
• What are some of the potential dissertation topics you have thought about? Have you discussed these ideas with any faculty or peers? What kind of dissertation do you want to write?

3. April 23: Fellowship and Proposal Writing

Reading:
• Adam Przeworski and Frank Salomon, “The Art of Writing Proposals,” SSRC (Blackboard)
• Read at least one sample funding proposal posted on the Graduate Student Resources Blackboard site in the “Funding” folder.

Assignment:
• Drop by faculty office hours and ask them about fellowship opportunities for graduate students. Research, identify and bring to class at least one appropriate funding opportunity that will be available over the next year.

4. May 7: Human Subjects and Responsible Research (with Carolyn Craig)

• Workshop with Research Compliance Services on conducting responsible research, including human subjects research

5. May 21: Preparing for the Job Market (June 5) – with guest faculty

Reading:
• Read 4-5 sample cover letters on the course blackboard before class.
• Read 2-3 teaching or research statements on the course blackboard before class.
• Semenza, pp. 255-287; 287-326 (skim Appendix)
Journal reflection questions:
• Congratulations on surviving your first-year. Now, how will you spend your summer? Will your plans help you advance in the program? Get a job?

Turn in Journals and all other assignments by June 4.