Workshop on Professional Development
Political Science 608, Winter 2015, 1 credit
Mondays, 4:00-4:50pm, PLC 908

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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
      • https://gradschool.uoregon.edu/PACE%20Workshops
      • [Note: the workshops should be different from those attended during PS Orientation Week and Fall term.]
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 at least four 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://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx)
- [http://libweb.uoregon.edu/guides/plagiarism/students/](http://libweb.uoregon.edu/guides/plagiarism/students/)
- [http://tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academicdishonesty.html](http://tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academicdishonesty.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/](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. **JANUARY 5: WRITING & RESEARCH**
   - Students report on research centers they found on campus, including the resources, support and opportunities they offer.
   - Discussion of writing, revision, and research in Political Science

   **Reading:**
   - Semenza, pp. 76-115.
“Structuring a Literature Review” (Available on Blackboard)

Assignment:
Pick one of your favorite political science articles you read last term (or previously) and be prepared to explain why you like it (please bring an electronic or physical copy). You may also discuss an article you think is particularly bad if you would like.

Journal Reflection Questions:
What habits have you formed since the beginning of the term (writing, reading or study habits, work/leisure balance, habits in seminar)? Which do you think have been most useful? Which might you think about modifying?

2. JANUARY 12: BUILDING YOUR CV

Reading:
“Curriculum Vitae Tips,” University of Washington
“Writing your CV,” Dartmouth

Assignment:
Read at least 3 examples of CVs on Political Science Resources Blackboard.
Bring a current copy of your CV to class to share. After class, revise your current CV and develop one for the year 2019.

Journal Reflection Questions:
Write a narrative to accompany your CV for the year 2018. What do you want to be doing and why? What are the most important experiences and opportunities you think you will need to pursue while in graduate school to help you meet this goal?

3. JANUARY 26: ATTENDING CONFERENCES

Reading:
Semenza, 195--213, “Attending Conferences”
Clark, “How To Give a Talk: Better Academic Speaking in a Nutshell”
Hargittai, “Conference Do’s and Don’ts,” Inside Higher Education, 10 October 2009
Koopman, “How to Write an Abstract”
UNC, “Abstracts”
Mitchell, “Tips for presenting, chairing and discussing at conferences,”
http://pages.uoregon.edu/rmitchel/gradprogram/tip_presenting1.htm
Mitchell, “Political Science Annual Conferences, Locations, Dates and Proposal Schedule,”
http://pages.uoregon.edu/rmitchel/gradprogram/tip_conf.htm (skim)
Assignment:
• Bring to class with you a 250–500 word abstract for a conference you would like to apply for.

Journal reflection questions:
• Do you have a research paper or research design that you have been working on that could be revised for a conference presentation? 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 employ? What are the findings or conclusions of the paper? What are the larger political implications of your findings?

4. FEBRUARY 9: PREPARING FOR YOUR COMPREHENSIVE EXAMS (With Graduate Student Guests)

Reading:
• Mitchell, “Strategy for Taking Courses and Studying to Prepare for a Comprehensive Exam”

Assignment:
• Review the reading lists and sample exam questions for your primary and secondary fields.
• Drop by faculty office hours this week and ask them about their writing habits and which journals they read on a regular basis. In their opinion, which journal are the most influential in the field? Which journals are the most overrated and why?

Journal reflection questions:
• How and when do you plan on preparing for your comprehensive exams? After reading the past examination questions, what are your impressions?
• What do you think the purpose is of comprehensive exams? Do comprehensive exams meet their goals?

5. MARCH 2: PUBLISHING IN POLITICAL SCIENCE

Reading:
• Semenza pp. 214-237.
• Mitchell, “Tips for Getting Published.”

Assignment:
• Identify one journal you are interested in publishing in and gather and bring to class submission guidelines and criteria.

Journal Reflection questions:
• Identify a piece of academic writing (book or journal article) whose style and tone you find appealing. What do you like about it? What can you learn from how it is written? How can you use its insights to help strengthen your writing?
• If you had 10 weeks of time to author your first journal article, what would you write about?

Turn in Journals and all other assignments by Monday, March 16.