POS7930-19Spring 0001

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POS 7930: Professional Development: Academic Careers in Security Studies

Department of Political Science

Dr. Kerstin Hamann

COURSE SYLLABUS

Instructor:	Dr. Kerstin Hamann
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Office Hours:	By appointment
Class meeting time:	T 10:00a.m.-12:00 noon, every other week
Credit Hours:	1
Class Location:	HPH 305G

Catalog Course Description

This class prepares Ph.D. students for teaching, submission of articles to peer-reviewed journals, grant writing, and other questions related to an academic career.

Course Goals and Learning Objectives

The course prepares students for success in an academic career. Topics include professional and research ethics, preparation for applying for academic jobs, effective reviewing of article manuscripts, preparation for publication, and other issues that are relevant for pursuing a successful academic career in Security Studies and related fields (e.g. Political Science, International Relations). Students will need to come to class prepared (i.e. have completed the readings) in order to have useful discussions of relevant topics. Throughout the semester, students will complete assignments related to professional development. I will

provide feedback on the assignments, and students will used the revised assignments to assemble a professional portfolio as their final course product.

By the end of the class, students will

- have a clearer sense of what it means to work in academia including the different facets of academic jobs
- understand expectations related to academic work depending on the the type of institution of higher education
- be aware of issues related to diversity in the discipline
- understand the issues related to professional presentations and publications
- understand how to apply for an academic job
- have an academic CV on file
- understand fundamental issues related to teaching in higher education, including potential legal and ethical issues.

Attendance and Grading

The class will meet every two weeks for 2 hrs each. Students will be graded Satisfactory/Unsatisfactory. In order to earn a Satisfactory grade, students are expected to:

- Attend all class meetings. If you must miss a class meeting due to illness or a personal emergency, please contact the instructor prior to the class to document exceptional circumstances that necessitate missing class. If students miss a class, they are still responsible for the course content and all assignments.
- Come to class prepared; that is, students are expected to have completed all the readings prior to the class meeting.
- Participate in class discussions.
- Complete all assignments by the deadlines. The final exam will be a take-home portfolio. Assignments that are completed in a sloppy or unprofessional manner, are incomplete, or are turned in late, do not count towards the completion requirement. All assignments are detailed online on the course home page under "Modules." Some assignments require that you attend presentations outside of the classroom, so please plan accordingly. If there are exceptional personal circumstances or unforeseen emergencies for why you have to miss a class or cannot complete an assignment by the deadline, you must contact me prior to the class meeting or deadline.
- Behave professionally in all aspects related to the course, including email and other communication, classroom behavior, etc. Consider this a practice environment for your professional development!
- The usefulness of this course heavily depends on how well prepared you are for class. Class format will be primarily discussion; as such, you are expected to participate in each class meeting. It is expected that you attend all class meetings.

Required Texts and Materials

All readings (listed below) are available electronically. Several readings are available in **Kent Worcester (ed.), 2018. *Navigating Political Science: Professional Advancement & Success in the Discipline*. Washington, D.C.: American Political Science Association**.

Additional Course Policies:

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at **www.shield.ucf.edu (http://www.shield.ucf.edu/)** and **http://cares.sdes.ucf.edu/ (http://cares.sdes.ucf.edu/)**.

If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.

Course Accessibility Statement:

It is my goal that this class be an accessible and welcoming experience for all students. The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with **Student Accessibility Services (http://sas.sdes.ucf.edu/)** (Ferrell Commons 185, **sas@ucf.edu (mailto:sas@ucf.edu)**, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

Academic Conduct Policy:

Students should familiarize themselves with **UCF's Rules of Conduct (http://osc.sdes.ucf.edu/process/roc)**. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- *Helping another violate* academic behavior standards.
- Please note that for the purpose of this class, any material that is taken verbatim from another source must be indicated as such by the use of quotation marks. Failure to do so will also be considered plagiarism.

For more information about Academic Integrity, students may consult **The Center for Academic Integrity (https://academicintegrity.org/)**.

For more information about plagiarism and misuse of sources, see "**Defining and Avoiding Plagiarism: The WPA Statement on Best Practices (http://wpacouncil.org/node/9)**".

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, **The Golden Rule. (http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf)** UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see **http://goldenrule.sdes.ucf.edu/zgrade (http://goldenrule.sdes.ucf.edu/zgrade)**.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at **http://emergency.ucf.edu/emergency_guide.html (http://emergency.ucf.edu/emergency_guide.html)** .
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are located in this building, see **http://www.ehs.ucf.edu/workplacesafety.html (http://www.ehs.ucf.edu/Workplacesafety)** (click on link from menu on left).
- To stay informed about emergency situations, sign up to receive UCF text alerts by going to **my.ucf.edu (http://my.ucf.edu)** and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video.
  You CAN Survive an Active Shooter (https://youtu.be/NIKYajEx4pk)

  (https://youtu.be/NIKYajEx4pk)

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Meeting Dates and Topics

Jan 8

Class Contents and Expectations

Making Career Choices: Academic or Non-academic?; Preparing Abstracts for Conference Papers

The Research Presentation – introductory discussion (see Assignment in Module "Research Presentation"); *From Resume to Curriculum Vitae* – introductory discussion (see Assignment in Module "CV"); Planning Ahead - Conference Paper Submissions

Read:

- **Profession Symposium: "Beyond the Ivory Tower: Political Science Careers Outside Academia." *PS: Political Science & Politics*, July 2016, 501-533**
- Chapters by John Sides and Robert Farley in Worcester (pp. 233-246).

Jan 22

Diversity in the Political Science Academic Profession; The Role of Implicit Biases

Read:

- Sirnate, Vaundhara (2018) in Worcester, p. 137-142
- Emily Beaulieu et al. (2018) in Worcester, p. 31-38
- Buhr, Renee L. and Nicholas Sideras. 2015. **"Finding the Invisible Women: Gender Stereotypes versus Student Interest in Foreign Policy and Security Subfields."** *PS: Political Science & Politics* 48(3): 473-477.
- Lavariega Monforti, Jessica and Mellissa R. Michelson. 2008. "**Diagnosing the Leaky Pipeline: Continuing Barriers to the Retention of Latinas and Latinos in the Discipline**." *PS: Political Science & Politics* 41(1): 161-166.
- Alexander-Floye, Nikol G. 2015. **"Women of Color, Space Invaders, and Political Science: Practical Strategies for Transforming Institutional Practices."** *PS: Political Science & Politics* 48(3): 464-468.
- Novkov, Julie and Scott Barclay. 2010. **"Lesbians, Gays, Bisexuals, and the Transgendered in Political Science: Report on a Discipline-Wide Survey**." *PS: Political Science & Politics* 43(1): 95-

106.

- **The Monkey Cage Gender Gap Symposium**
- Sapiro, Virginia and David Campbell. 2018. "**Report on the 2017 APSA Survey on Sexual Harassment at Annual Meetings**." *PS: Political Science & Politics* 51(1): 197-206.

Feb 5

Professional Ethics in the Discipline

Guidelines to Ethics in the Profession; Ethics in a Conducting Research

Read:

- APSA Committee on Professional Ethics, Rights and Freedoms. 2012. *A Guide to Professional Ethics in Political Science*, 2nd ed. Washington, D.C.: American Political Science Association. (**APSA Ethics Guide**)
- Daniela Piccio. 2016. **"'United in Diversity': Research Ethics in European Political Science."** *PS: Political Science & Politics* 49(4): 839-844.
- Cronin-Furman, Kate and Milli Lake. 2018. "**Ethics Abroad: Fieldwork in Fragile and Violent Contexts**." *PS: Political Science & Politics* 51(3): 607-614.
- Johnson, Jeremy B. 2018. "**Protecting the Community: Lessons from the Montana Flyer Project.**" *PS: Political Science & Politics* 51(3): 615-619. (Read also media reports on this study in the **New York Times** **(https://www.nytimes.com/2014/10/29/upshot/professors-research-project-stirs-political-outrage-in-montana.html)** and **Washington Post** **(https://www.washingtonpost.com/news/monkey-cage/wp/2015/05/13/campaign-experiment-found-to-be-in-violation-of-montana-law/?noredirect=on&utm_term=.97565f031dba)**)

Feb 19

Academics as Scholars

How to Review Manuscripts for Academic Journals; Preparing an Academic Article for Publication; Trends in Publication

Read:

- Niemi, Richard G. 2006. "**Reducing the Burden of Manuscript Reviewing**." *PS: Political Science and Politics* 39(4): 887–89.
- Miller, Beth, Jon Pevehouse, Ron Rogowski, Dustin Tingley, Rick Wilson. 2013. "**How to Be a Peer Reviewer: A Guide for Recent and Soon-to-be PhDs**." *PS: Political Science and Politics* 46 (1): 12-123. (also in Worcester, p. 7-17)

- Stimson, James A. n.d. “Professional Writing in Political Science: A Highly Opinionated Essay.” Retrieved at http://www.unc.edu/~jstimson/Working_Papers_files/Writing.pdf (http://www.unc.edu/~jstimson/Working_Papers_files/Writing.pdf) .
- Walker, Lee Demetrius. 2019. "Rejection of a Manuscript and Career Resilience ." *PS: Political Science & Politics* 52(1): 44-47
- Weeks, Gregory. 2006. "Facing Failure: The Use (and Abuse) of Rejection in Political Science. " *PS: Political Science & Politics* 39(4): 876-882.
- *AJPS* blog http://ajps.org/2013/12/ (http://ajps.org/2013/12/) ; read postings on “Seven Deadly Sins of Publishing” (Dec. 6, 8, 9, 10, 2013)
- Hamann, Kerstin; Philip H. Pollock, and Bruce M. Wilson. 2009. “Who SoTLs Where? Publishing the Scholarship of Teaching and Learning in Political Science. ” *PS: Political Science & Politics* 42(4): 729-735.

Mar 5

Preparing for and Applying for Academic Jobs; Applying for Grants and Fellowships; How to Make the Most of Conferences

Where to Find Job Postings; Types of Academic Positions; Job Application and Interview Processes; Making Conferences Productive

Read:

- Mathews-Gardner, Lanethea; Michelle D Deardorff, Grant Reeher, William Hudson, MaryAnne Borrelli, Glen Halva-Neubauer. 2008. Getting a Job at a Teaching Institution—and Then Succeeding: A Q&A with Experienced Teacher-Scholars . *PS: Political Science & Politics* 41(3): 575-578.
- Lang, James. 2017. "How to Prepare for a Teaching Career." ***Chronicle of Higher Education*** Jan. 8.
- Campbell, A. Malcolm, Omar A. Quintero, and Jennifer Frederick. 2012. "How to Get a Teaching Job at a Primarily Undergraduate Institution." The American Society for Cell Biology. Available online at https://www.ascb.org/wp-content/uploads/2015/12/How-to-get-a-teaching-job.pdf (https://www.ascb.org/wp-content/uploads/2015/12/How-to-get-a-teaching-job.pdf) .
- Hatch, Trevan and Antonius Skipper. 2016. "How Much are PhD Students Publishing before Graduation?: An Examination of Four Social Science Disciplines." *Journal of Scholarly Publishing* 47(2): 171-179.
- Miller, William J. and Bobby Gentry. 2011. “Navigating the Academic Job Market in Treacherous Times.” *PS: Political Science & Politics* 44(3): 578-582.
- Saiya, Nilay. 2014. “Navigating the International Academic Job Market .” *PS: Political Science & Politics* 47(3): 845-848.
- Afonso, Alexandre. 2016. "Varieties of Academic Labor Markets in Europe ." *PS: Political Science & Politics* 49(4): 816-821.
- Ishiyama, John, Alexandra Cole, Angela Nichols, Kerstin Hamann and Kimberly Mealy. 2012. “Graduate Student Teacher Training Courses, Job Placement, and Teaching Awards in the United States .”

In Eszter Simon and Gabriela Pleschová (eds.), *Teacher Development in Higher Education: Existing Programs, Program Impact, and Future Trends*. London & New York: Routledge, pp. 34-52.

- Smith, David T. and Rob Salmond. 2011. "**Verbal Sticks and Rhetorical Stones: Improving Conference Presentations in Political Science**." *PS: Political Science & Politics* 44(3): 583-588.
- Salmond, Rob and David T. Smith. 2011. "**Cheating Death-by-PowerPoint: Effective Use of Visual Aids at Professional Conferences**." *PS: Political Science & Politics* 44(3): 589-596.
- Mark W. Pleiss. 2017. **"The Art of the Campus Interview."** *The Chronicle of Higher Education*, Feb. 2.

Additional short articles on applying for positions at teaching institutions:

- **https://www.insidehighered.com/advice/2013/03/13/essay-issues-fit-when-applying-jobs-teaching-institutions (https://www.insidehighered.com/advice/2013/03/13/essay-issues-fit-when-applying-jobs-teaching-institutions)**
- **https://chroniclevitae.com/news/1639-job-market-diaries-an-english-instructor (https://chroniclevitae.com/news/1639-job-market-diaries-an-english-instructor)**
- **https://www.acs.org/content/acs/en/education/students/graduate/six-tips-for-writing-an-effective-teaching-statement.html (https://www.acs.org/content/acs/en/education/students/graduate/six-tips-for-writing-an-effective-teaching-statement.html)**
- Pollock, Philip H., Kerstin Hamann, Bruce M. Wilson, Jonathan Williams. 2013. "**Preparing Graduate Students for Job Placements: Guidelines on Demonstrating Teaching Excellence.**" APSA Annual Meeting, Chicago, Il, Aug. 29-Sept. 13.

March 26

Pursuing a Successful Academic Career

A Day in the Life of a Professor; Tenure & Promotion; The Importance of Mentoring; Work-Life Balance

Read:

- Hesli, Vicki L; Jae Mook Lee, Sara McLaughlin Mitchell. 2012. "**Predicting Attainment in Political Science: What Else Besides Publications Affects Promotion**?" *PS: Political Science & Politics* 45(3): 475-491.
- Bertucci, Mariano E. 2015. **"Why, and How, to Bridge the "Gap" Before Tenure: Peer-Reviewed Research May Not Be the Only Strategic Move as a Graduate Student or Young Scholar."** *PS: Political Science & Politics* 48(4): 591-594.
- Marshall, Bryan W. 2011. "**So You Want Tenure? Factors Affecting Tenure Decisions in Political Science Departments**." *PS: Political Science & Politics* 44(3): 571-577.
- Gould, Jon B. and Brian C. Lovato. 2019."**Making Academic Life 'Workable' for Fathers**." *PS: Political Science & Politics* 52(1): 39-43.

- McLaughlin Mitchell, Sara and Vicki I. Hesli. 2013. "**Women Don't Ask? Women Don't Say No? Bargaining and Service in the Political Science Profession**." *PS: Political Science & Politics* 46(2): 355-369.
- Hesli, Vicki L and Jae Mook Lee. 2013. "**Job Satisfaction in Academia: Why Are Some Faculty Members Happier Than Others?**" *PS: Political Science & Politics* 46(2): 339-354.
- Deardorff, Michelle; Kerstin Hamann, John Williams. 2011. "**Preparing an Effective Teaching Portfolio for Tenure and Promotion, Teaching Awards, and Job Applications**." Presented at APSA Short Course, Aug. 31, 2011

Apr 9

Teaching and the Role of Teaching

The Role of Teaching in the Discipline; Syllabus Construction; Student Issues and Classroom Management

Read:

- UCF Faculty Center for Teaching and Learning, **Guide to Teaching at UCF 2018-2019 (http://www.fctl.ucf.edu/FacultySuccess/SemesterEssentials/content/teaching_at_ucf.pdf)**
- Butcher, Charity and Timothy Kersey. 2015. "**When Winning Is Really Losing: Teaching Awards and Women Political Science Faculty**." *PS: Political Science & Politics* 48(1): 138-141.
- Martin, Lisa L. 2016. **"Gender, Teaching Evaluations, and Professional Success in Political Science."** *PS: Political Science & Politics* 49(2): 138-141.
- **UCF Policies (https://policies.ucf.edu/)** : read policies on Final Exams; Make-up Assignments; Grading Policy; Required Elements of Course Syllabus; Coursepacks; Student Email Policy
- **FCTL Resources for Teaching and Learning (http://www.fctl.ucf.edu/TeachingAndLearningResources/)**

Assignments (Modules) and Due Dates:

Module	Due Date
Implicit Biases	Jan 22, 10 am
Diversity Statement	Feb 5, 10 am
CV	Feb 5, 10 am
Grants/Fellowships	Mar 26, 10 am
Research Presentation	Apr 9, 10 am
Teaching: Part 1	Apr 9, 10 am

Teaching: Parts 2 and 3	Apr 16, 10 am
Final exam (Portfolio Module)	Apr 30, 12:50 pm

Course Summary:

Date	Details	
Tue Jan 22, 2019	CV (https://webcourses.ucf.edu/courses/1315972/assignments/6011279)	due by 10am
Tue Feb 5, 2019	Diversity Statement (https://webcourses.ucf.edu/courses/1315972/assignments/6058027)	due by 10am
Tue Mar 26, 2019	Grant Application (https://webcourses.ucf.edu/courses/1315972/assignments/6103797)	due by 10am
	Grants assignment (https://webcourses.ucf.edu/courses/1315972/assignments/6011281)	due by 10am
Tue Apr 9, 2019	Research Presentation (https://webcourses.ucf.edu/courses/1315972/assignments/6011283)	due by 10pm
Tue Apr 16, 2019	Syllabus (https://webcourses.ucf.edu/courses/1315972/assignments/6011287)	due by 10am
	Teaching Statement (https://webcourses.ucf.edu/courses/1315972/assignments/6087241)	due by 10am
Tue Apr 30, 2019	Portfolio (https://webcourses.ucf.edu/courses/1315972/assignments/6087459)	due by 12:50pm
	Roll Call Attendance (https://webcourses.ucf.edu/courses/1315972/assignments/6011285)	