POS 7930 - Professional Development: Academic Careers in Security Studies

Section: 0001

College of Sciences

School of Politics, Security, and Intl Affairs

Course Information

Term: Spring 2025
Class Meeting Days: T
Class Meeting Time: 10:00AM - 11:50AM
Class Meeting Location: HPH O305G
Modality: P
Credit Hours: 1.00

Instructor Information

Bruce M. Wilson
Title: Professor and Director
Office Location: HPH 302
Office Hours:
Tuesdays 12:00 to 1:00pm and by appointment
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Teaching Assistants

None

Course Description

POS 7930 COS-POLS 1(1,0)Professional Development: Academic Careers in Security Studies: PR: Admission to Security Studies Ph.D. program or C.I. Prepares students for teaching, submission of articles to peer-reviewed journals, grant writing, ethics in the discipline, and other questions related to an academic career. Graded S/U. Odd Spring.

Meeting Dates and Topics

January 7

Class Contents and Expectations

Making Career Choices: Academic or Non-Academic?; Professional Communication; Writing a Dissertation

Starting your assignments:

- The Research Presentation – introductory discussion (see Assignment in Module "Research Presentation")
- Job search engagement
- From Resume to Curriculum Vitae – introductory discussion (see Assignment in Module "CV")

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).
- Career Paths: Political Science Now https://politicalsciencenow.com/category/career-paths/
- Academic non-faculty positions: https://politicalsciencenow.com/how-to-search-for-an-alternative-academic-job/
- Applied career options: https://www.apsanet.org/careers/alt-ac#collapseOnee

- UCF College of Graduate Studies, Pathways to Success

January 21

Professional Ethics in the Discipline: Guidelines to Ethics in the Profession; Ethics in Conducting Research

Read:

- A publisher's guidance on Plagiarism.
- 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.
- 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* and *Washington Post*).

February 4

Academics as Scholars: How to Review Manuscripts for Academic Journals; Preparing an Academic Article for Publication; Writing an Effective Abstract; Trends in Publication

Read:

- Taylor & Francis Author Services. N.d. "Using Keywords to Write Your Title and Abstract."
- 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. (In Worcester, p. 7-17)

- Stimson, James A. n.d. "Professional Writing in Political Science: A Highly Opinionated Essay."
- 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 (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.
- The Pitfall of Predatory Journals and "Don't Fall Prey to Predatory Journals."
- OSI Brief on Deceptive Publishing.

February 18

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

Read:

- https://careers.insidehighered.com/jobs/ (This is not a reading but one of the main places where academic jobs are posted)
- Trippel, Caroline. 2020. "The Academic Job Market: A Memoir." Part 1 and Part 2.
- 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.
- 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.
- 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.
- 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://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

March 4

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 2025
- 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: 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

March 18 SPRING BREAK

April 1

Pursuing a Successful Academic Career: A Day in the Life of a Professor; Tenure & Promotion; The Importance of Mentoring; Work-Life Balance; Discussion of Research Presentations

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.
- Gould, Jon B. and Brian C. Lovato. 2019."Making Academic Life 'Workable' for Fathers." *PS: Political Science & Politics* 52(1): 39-43.
- 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

April 15

Wrapping Up: TBD

Topics for this session will be based on class members' stated interests solicited at the start of the semester. Readings will be added accordingly.

Read:

- TBA

Student Learning Outcomes

After successful completion of this course, students will:

- have a good understanding of what it means to work in academia including the different facets of academic jobs
- understand expectations related to academic work depending on the type of institution of higher education
- understand what how to maximize opportunities in graduate school
- Participate in the hiring process for Security Studies Assistant Professor positions
- understand professional expectations related to professional presentations and publications
- understand how to apply for an academic job
- have an academic CV
- understand fundamental issues related to teaching in higher education
- have developed a professional portfolio that will serve as the basis for an application for academic jobs

Course Assessment and Grading Procedure

Attendance and Grading

The class will meet every two weeks for 2 hours 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 and have prepared questions for discussion.
- 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, will not be accepted and do not count towards the completion requirement. All assignments are detailed 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.
- All assignments must be completed and be satisfactory to earn a grade of Satisfactory in the class.
- If you need to miss class or an assignment due date due to an emergency such as illness, please provide documentation and contact me as soon as practical.
- 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!

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points

Due Date	Assignment Name	Assignment Type	Points
1/10/25	Academic Activity Assignment	Assignment	0

Grading Scale

Possible class grades are "Satisfactory," "Unsatisfactory," and in rare cases "Incomplete."

Policies for Course Grade

Makeup Work Policy: With prior permission of the instructor

Missed/Late Assignments: With prior permission of the instructor

Attendance: required

Course Accessibility

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and 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. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Academic Integrity

Students should familiarize themselves with UCF's Code of Conduct at Student Conduct and Integrity Office. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

a. Academic misconduct is defined as any submitted work or behavior that obstructs the instructor of record's ability to accurately assess the student's understanding or completion of the course materials or degree requirements (e.g., assignment, quiz, and/or exam). Examples of academic misconduct include but are not limited to: plagiarism, unauthorized assistance to complete an academic exercise; unauthorized communication with others during an examination, course assignment, or project; falsifying or misrepresenting academic work; providing misleading information to create a personal advantage to complete course/degree requirements; or multiple submission(s) of academic work without permission of the instructor of record.

b. Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

c. Commercial Use of Academic Material. Selling of course material to another person and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the instructor of record. Course materials include but are not limited to class notes, the instructor of record's slide deck, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.

d. Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

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*. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct and Academic Integrity, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Title IX

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 Let's Be Clear and UCF Cares.

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes contact:

- Title IX – OIE – Office of Institutional Equity & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services – Student Accessibility Services & sas@ucf.edu
- Access and Community Engagement (including the Ginsberg Center for Inclusion and Community Engagement, Military and Veteran Student Success, and HSI

Initiatives)

- UCF Compliance and Ethics Office – Compliance, Ethics, and Risk Office & complianceandethics@ucf.edu
- The Ombuds Office is a safe place to discuss concerns.

Reporting an Incident or Issue

If you believe you have experienced abusive or discriminatory behavior by any faculty or staff member, contact the Office of Institutional Equity online or at 407-823-1336. You can also choose to report using the UCF Integrity Line and can report anonymously or as yourself at 1-855-877-6049 or using the online form. UCF cares about you and takes every report seriously. For more information see the Reporting an Incident or Issue Webpage.

Deployed Active-Duty Military Students

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

Campus Safety

At UCF Public Safety and Police, safety is the top priority. Emergencies on campus are rare, but if one should arise, it's important to be familiar with some basic safety and security concepts.

- In an emergency, always dial 911.
- Every UCF classroom has an **Emergency Procedure Guide** posted on a wall near the door, which will show you how to respond to a variety of situations. This guide can also be found online here.
- In the event of an active threat, remember **AVOID, DENY, DEFEND**. Choose the best course of action and act immediately. Watch the video here to learn more.

    - **AVOID**. Pay attention to your surroundings and have an exit plan. Get as much distance and as many barriers between you and the threat as quickly as possible.
    - **DENY.** When avoiding is difficult or impossible, deny the threat access to you and your space. Lockdown by creating barriers, turning the lights off and remaining quiet and out of sight. Make sure your cell phone is silenced, but do not turn it off.
    - **DEFEND.** When you are unable to put distance between yourself and the threat, be prepared to protect yourself. Commit to your actions, be aggressive and do not fight fairly. Do whatever it takes to survive.
- For emergencies on campus, UCF will utilize the UCF Alert system. All UCF students, faculty and staff are automatically enrolled to receive these email and text alerts, however, it's a good idea to frequently ensure your contact information is up to date.

Financial Aid Accountability

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete this activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Class Schedule

Week	Topic
January 7	Introduction and Expectations
January 21	Professional Ethics in the Discipline
February 4	Academics as Scholars
February 18	Preparing for and Applying for Academic Jobs; Applying for Grants and Fellowships; Making the Most of Conferences

Week	Topic
March 4	Teaching and the Role of Teaching
March 18	Spring Break
April 1	Pursuing a Successful Academic Career
April 15	Wrapping Up