POLI 600 Professional Development Seminar 2019-20

DTB A 357       Tuesday: 10:30-1:20

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Course Description
This is a seminar for PhD students in Political Science that introduces Political Science as a professional field. Its central goal is to familiarize students with those expectations and responsibilities that they are likely to encounter during their professional careers, from graduate school to the job market, and beyond. The course will address practical tasks such as presenting papers, writing grants, teaching effectively, developing syllabi and CVs, writing book reviews, and contributing to the administrative and intellectual communities. In brief, we will try to cover the range of tasks and expectations connected with the life of an academic.

No grade is assigned for work done in this course; every student in this course will receive a complete designation on his/her PADRE form after having completed the course, which involves class attendance, participation and assignments. One needs to complete, satisfactorily and on time, three of the five assignments to gain credit for the course. Students must also attend at least 75% of the sessions and participate in them satisfactorily, which means being collegial, attentive, and prepared.

Assignments

Class attendance (at least 75% of the sessions)
Class participation (collegial, attentive, prepared)

Assignment 1  Grant proposal (due 22 Sept.)
Assignment 2  Attend all department seminar talks and ask one question at each
Assignment 3  Produce a syllabus for an undergraduate course (due 28 January)
Assignment 4  Attend an LTC workshop/seminar on a topic of your choice and present on what you learned (28 January)
Assignment 5  Book review of around 1000 words (due 9 Feb.; see details in class 9 below)
**Course Schedule**

**Class 1 (S 10)  How to write a good grant proposal**


**Class 2 (S 24)  Discussion of draft grant proposal**

Draft grant proposal due (Assignment 1). Circulate draft by Sunday 22 Sept. and be prepared to present and to comment on the other proposals

**Class 3 (O 8)  Open discussion: hopes and fears for graduate school**

We will talk about candidacy exams, dissertation proposal, and thesis, or any other topics that you wish.

**Class 4 (O 22)  Grad school planning**

- Student/supervisor and committee relationships
- How to combine teaching, research, and personal life
- How to complete your PhD in a timely manner

Readings:

Faculty of Graduate Studies “Graduate Supervision Policy”


**Class 5 (N 5)  Presenting your research at conferences**

- Proposing your paper – writing abstracts
- Giving an effective conference presentation

Class 6 (N 19)  
**Political Science as a discipline**

The class will be run as a Faculty/graduate seminar – that is, faculty members are invited and encouraged to join us. We will discuss the major methods or approaches in the discipline’s subfields:

Comparative (Colin Bennett)  
Canadian (Matt James)  
Indigenous Politics (Rita Dhamoon)  
International Relations (Will Greaves)  
Political Theory (Simon Glezos)

The aim here is to provide a basic familiarity with the different subfields of political science. This is helpful for networking, communicating with colleagues in other subfields, helping undergraduate students with their research, and teaching broad introductory courses. This is also an opportunity for you to ask subfield specific questions you might have about the PhD and beyond.

Spring term 2018

Class 7 (J 14)  
**Conducting your research – challenges on the ground**

This class focuses on how we as scholars interact with the broader community. We will discuss the role of community engagement in scholarly work, relations to the policy world, the media, interviews, participant observation, and/or other aspects of research in which the group might be interested. We will also address the ethics of conducting research that involves actually interacting (e.g. interviewing) with human beings, including issues related to ethics approval.

Class 8 (J 28)  
**Becoming an effective teacher**

This class focuses on what makes someone a good university teacher. The class includes lecturing techniques, putting together a syllabus, learning outcomes, class assignments and examination strategies, and encouraging class participation. We will also discuss what a teaching dossier is and how you can start to prepare one now.

Cynthia Korpan from the Learning and Teaching Centre will come to class to give a short presentation.

*Bring rough draft of one of the following: a course syllabus (assignment 3) OR come prepared to give a brief presentation on an LTC workshop/seminar you attended (assignment 4). Final draft of syllabus to be submitted 4 February.*

Readings:


Class 9 (F 11)  How to get published

This class will address how to turn initial papers into research publishable in scholarly journals. We will discuss what it means to get published and how to judge the appropriateness and adequacy of publication venues; the difference between refereed and non-refereed journals and why this matters; and the process of submission and peer review.


Circulate a publishable book review by Sunday 9 February for discussion in class (assignment 5).

Guest speaker?

Class 10 (F 25)  What is Academic Service?

This class will provide an overview how academic service is a part of a tenure track job and how you can prepare for these roles now. We will discuss what is considered academic service and the types of questions that you might be asked about service in an academic job interview. We will also explore how academic service can help you grow as a scholar and as member of the academic community.


Class 11 (M 10)  From PhD student to assistant professor – preparation and strategies

This class focuses on job market preparation. Topics to be covered include what to expect from universities that want to hire PhD graduates, when to start publishing, when to apply for academic jobs, when/whether to apply for post-docs or sessional positions, whether to engage in consulting when one is writing one’s dissertation (and what that could mean for progress of the dissertation); how important conferences are, and so on.


Kelsky, Karen. The Professor is In: The Essential Guide to Turning your PhD Into a Job. Three Rivers Press.

Class 12 (M 24)  Final Class – Reflections on the Seminar
Other Resources:


Chronicle of Higher Education. chronicle.com


Haggerty, Kevin and Aaron Doyle. 2015. 57 Ways to Screw Up in Grad School. University of Chicago Press.


Kelsky, Karen. 2015. The Professor is In: A guide to turning your PhD into a Job. Three Rivers Press.
