POS 596: Professionalization Workshop
Fall 2025
12-1 PM Mondays in Coor Hall 6601

Contact Information

Instructor: Timothy M. Peterson
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Office hours: email for an appointment

About the Course

This course is an introduction to the professional side of political science. The goal of the course is to familiarize students with important issues relevant to their professional lives. It surveys topics such as making the most of graduate seminars, being an effective TA or RA, attending conferences, applying for grants, publishing an article or a book, and going on the job market. It is intended for new political science doctoral students. However, all graduate students in the School of Politics and Global Studies are welcome to take the course.

Learning Outcomes

Students will become familiar with professional practices in the field of political science. Upon completion of the course, students will create a multi-year plan to achieve their professional goals. Students will also have acquired the skills to further their professional development.

Attendance and Participation

Regular attendance is expected. Absences for religious observance and/or practices are permitted in accordance with ACD 304–04 "Accommodations for Religious Practices." Similarly, absences for university-sanctioned events are also permitted in line with ACD 304–02 "Missed Classes Due to University-Sanctioned Activities." Please notify the instructor in advance of all planned absences.

Like any graduate course, this course depends heavily on student-led discussion and analysis. Students should attend class meetings prepared to take part in the discussion of the assigned readings each week. Students should read the assigned readings for the week before class each week.

There is one overarching guideline for participation: students are expected to treat others with respect in all course interactions. Along these lines, students may use laptop computers/tablets in class as long as these devices are muted and do not distract others (with videos, websites, etc.). **Please see the end of this document for additional course policies**.

Assignments

The majority of class assignments consist of readings, graded indirectly through participation. There is one graded assignment: the creation of a five-year plan for progress through the program. Details on this assignment will be posted to Canvas early in the semester. The assignment will be due (uploaded to Canvas) at the time of the final course meeting, during which students will present their plan.

Technology Requirements

This course requires a computer with Internet access and a web browser (such as Chrome or Mozilla Firefox). ASU offers a number of on-campus computer labs for those without their own computers.

ASU email is the official means of communication among students, faculty, and staff. Please try to email me from your ASU account. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU email regularly. All instructor correspondence will be sent to your ASU email account.

This course uses Canvas for assignments and some communication. It can be accessed through MyASU at https://my.asu.edu, or through the Canvas home page at https://myasucourses.asu.edu. To monitor the status of campus networks and services, visit the System Health Portal at https://syshealth.asu.edu/. For those requiring technical assistance, there is a 24/7 live chat service at contact.asu.edu or My ASU Service Center. Students can also call toll-free at 1-855-278-5080. Before calling technical support, try the following:

1. Use a different browser. Some browsers may not work and switching your browser may solve the issue.
2. Sign out of the course and log back in.
3. Clear your browser cache. To find out how, search "clear cache" followed by the name of your browser for a list of web sites with step-by-step instructions.
4. Disable your browser's pop-up blocker. To find out how, search "disable pop-up blocker" followed by the name of your browser. You will get a list of sites with instructions specific to your browser.

Course Grades

Course grades are based on attendance and participation (75%) and the five year plan (25%). Final grades are recorded as either a pass or fail, where grades averaging $\geq 60\%$ will receive a grade of Pass and all others will receive a Fail.

Required Texts

- Carsey, Thomas M. 2020. Tom's Comments: Advice about Graduate School, Finding a Job, Reaching Tenure in Political Science and other Social Sciences, and All of the Steps in Between. **Available for free online.**

A reference list for all readings beyond the Carsey text is provided at the end of this document, with parenthetical citations noted throughout the schedule. These additional readings are available through the library or an online archive (e.g., JSTOR).

Schedule

NOTE: Any changes to the schedule listed below will be emailed to you and posted to the course Canvas page.

Week 1 (August 25): Professionalism and conduct

Topics	Instructor/student introductions; the point of a PhD; collegiality; mentoring relationships; fostering inclusion; PhD seminars; service as a TA or RA; making the most of faculty expertise
Required	SPGS graduate handbook; Carsey chapters 1 and 2; section 4.2
Recommended	Keohane (2009); Hesli Claypool et al. (2016); Morgan et al. (2022)

Week 2: (September 1): Class canceled for labor day

No assignments

Week 3: (September 8): Program timeline

Topics	Choosing subfields; short- and long-term deadlines; designing programs of study; standing in the program
Required	Carsey chapters 3 and 4

Week 4 (September 15): Timelines, continued

Topics	The five-year plan; being perpetually behind; planning for comprehensive exams and the prospectus
Required	Carsey chapters 5 and 6

Week 5 (September 22): Getting started on research

Topics	Research ideas; anatomy of a research paper; collaboration and co-authorship; research ethics, academic freedom
Required	Carsey chapters 7 and 8
Recommended	Loehle (1990); Schwartz (2008); Johnson (2018); APSA (2012)

Week 6 (September 29): Time management and mental health

Topics	Burnout; writer's block; work-life balance
Required	Almasri et al. (2022); Loyle and Simoni (2017)
Recommended	Burnett et al. (2022)

Week 7 (October 6): Presenting research

Topics	Presentation best practices; in-person vs. virtual venues; financing travel
Required	Carsey chapters 9 and 10
Recommended	Salmond and Smith (2011); Pole and Parashar (2020)

Week 8 (October 13): Class canceled for Fall Break

No assignments

Week 9 (October 20): Publishing

Topics	Identifying suitable outlets; the peer review process; predatory journals; completing R&Rs
Required	Carsey chapter 11; reread sections 3.6 and 4.4.1-4.4.2
Recommended	Rich (2013); Antonakis (2017); Miller et al. (2013); Grudniewicz et al. (2019)

Week 10 (October 27): External funding

Topics	Dissertation fellowships; grant-writing; NSF grants: intellectual merit and broader impacts
Required	Carsey chapter 12

Week 11 (November 3): Teaching

Topics	Syllabus construction; classroom management; student evaluations; class prep across different career stages
Required	Carsey chapter 13
Recommended	Burmila (2010); Marks (2008); Martin (2016)

Week 12 (November 10): Preparing for the the job market

Topics	CVs; academic websites; the cover letter; research, teaching, and diversity statements; the job market paper; letters of recommendation
Required	Carsey chapter 14 (through 14.4)
Recommended	Hatch and Skipper (2016); Miller and Gentry (2011)

Week 13 (November 17): Getting a job

Topics	Academic vs. non-academic job markets; the interview process: job talks, meals, individual/group meetings, (in)appropriate questions
Required	Carsey chapter 14 (14.5-end of chapter); Klarner et al. (2016) [full symposium]
Recommended	Wapman et al. (2022); Hassner (2008)

Week 14 (November 24): Completing the dissertation—and beyond

Topics   The best dissertation (is the done dissertation); moving to a new job; tips for starting as an assistant professor/visiting professor/postdoctoral fellow

Required   Carsey chapters 15 and 16; reread sections 4.4.3 and 4.4.4

Recommended   Hesli and Li (2013)

Week 15 (December 1): The five-year plan revisited

Topics   Five-year plan presentations

Course Policies

Student Conduct

Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, and outlined by the Office of Student Rights & Responsibilities. In addition:

> *Students are entitled to receive instruction free from interference by other members of the class. We may discuss controversial topics, and although you are welcome to disagree with the professor or your classmates, everyone is expected to participate respectfully. Students who engage in personal attacks; who use rude, insulting, or disrespectful language; or who engage in other disruptive or threatening behavior may face disciplinary action.*

Academic Integrity

Under the ASU Student Academic Integrity Policy "each student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments." This policy also defines academic dishonesty and sets a process for faculty members and colleges to sanction dishonesty. Anyone in violation of this policy is subject to sanctions. Please refer to university policies regarding these matters and other courses of action that may be taken.

Accessibility Statement

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to Student Accessibility and Inclusive Learning Services (SAILS).

Every effort is made to provide reasonable accommodations for qualified students with disabilities. Prior to receiving any disability accommodations, verification of eligibility from SAILS is required. Once registered with SAILS, students with disabilities must meet with the instructor to discuss what reasonable accommodations they will need to be successful in this course. Students with disabilities that are known at the time this course begins are encouraged to make your request for accommodations at the beginning of the semester, either during office hours or by appointment. For disabilities that arise after the course has begun, students should meet with the instructor at the earliest possible time to arrange accommodations for their learning needs. Disability

information is confidential.

Qualified students who wish to request an accommodation for a disability should contact SAILS by going to https://eoss.asu.edu/accessibility, calling (480) 965-1234 or emailing student.accessibility@asu.edu.

Prohibition of Sharing Copyrighted Materials and Course Content

The contents of this course, including lectures and other instructional materials, are copyrighted materials and, therefore, are protected by federal intellectual property law. Any unauthorized copying—including video-recording, audio-recording, and stenographic transcription of class lectures—is strictly prohibited. All rights are reserved by the instructor and Arizona State University.

Students may not upload, sell, or distribute—to any course shell, discussion board, website, or other forum or medium—any course content or any materials that are not the student's original work, unless the students first comply with all applicable copyright laws. Faculty members reserve the right to delete materials on grounds of suspected copyright infringement. Sharing of assignment submissions and results to websites advertising themselves as "study sites" (e.g. Course Hero) or other similar course information sharing sites are expressly prohibited. Copyright violations will subject students to disciplinary charges for academic integrity and/or Code of Conduct violations.

Title IX: Sex Discrimination, Sexual Harassment, and Sexual Abuse

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at https://sexualviolenceprevention.asu.edu/faqs.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services is available at https://eoss.asu.edu/counseling, if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services.

ASU provides a dedicated Sexual Violence Awareness and Response website with a variety of resources and educational programs designed to prevent sexual violence and other acts of sexual misconduct, provide information about what to do when an incident has occurred, and increase awareness of campus and community resources for support and response. Victims of sexual violence, sexual harassment, stalking and relationship violence are encouraged to seek support and report the incident. Identify the most appropriate path for your needs using the Sexual Assault Reporting Options and Resources document.

For an online tool that is designed to help students who may be experiencing dating violence evaluate their safety, make decisions, and connect to campus and community services, visit: https://www.myplanapp.org/. myPlan is available for students of all gender identities and sexual orientations. This tool is also for friends who want to support someone they are concerned may be in an abusive relationship.

Policy Against Threatening Behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either

office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU resident hall until an appropriate threat assessment as be completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. For more information, please visit https://eoss.asu.edu/dos/srr/PoliciesAndProcedures and https://eoss.asu.edu/dos/safety/ThreateningBehavior.

Discrimination

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

Uploading Restrictions

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course Canvas page often.

Managing COVID-19 at ASU

The Centers For Disease Control and Prevention has the most up-to-date information about the status of COVID-19 in the U.S. You also can find more from the Arizona Department of Health Services.

For the most updated information regarding coronavirus at ASU, visit coronavirus.asu.edu. Visit the Coronavirus FAQs for common questions and answers related to the virus at ASU.

Vaccinations

Arizona State University strongly encourages all students to be vaccinated. Appointments for COVID-19 vaccines are available at all Health Services locations. Please make your appointment at myhealth.asu.edu. These vaccines are provided at no cost to you. You may also use vaccines.gov to find a location near you.

If you are sick

If you test positive or have symptoms, we ask that you follow the CDC recommended steps to self-isolate and avoid contact with others, except to get medical care. Students can contact ASU Health Services (480-965-3349 or eoss.asu.edu/health), who will advise you about scheduling a telehealth or in-person appointment; students should also contact their professors.

Vulnerability to COVID-19 infection

Students who are vulnerable to COVID-19 should contact Student Accessibility and Inclusive Learning Services (SAILS) to discuss possible accommodations.

References

■ = required

Week 1

- ■ Keohane, R. O. 2009. "Political science as a vocation." *PS: Political Science & Politics* 42(2): 359-363.
- • Hesli Claypool, V. & C. Mershon. 2016. "Does diversity matter? Evidence from a survey of political science faculty." *Politics, Groups, and Identities* 4(3): 483-498.
- • Morgan, A. C., N. LaBerge, D. B. Larremore, M. Galesic, J. E. Brand, & A. Clauset. 2022. "Socioeconomic roots of academic faculty." *Nature Human Behaviour* 6: 1-9.

Week 5

- • Loehle, Craig. 1990. "A Guide to Increased Creativity in Research: Inspiration or Perspiration?" *BioScience* 40(2): 123-129.
- • Schwartz, Martin A. 2008. "The Importance of Stupidity in Scientific Research." *Journal of Cell Science* 121: 1771.
- • Johnson, J. B. 2018. "Protecting the Community: Lessons from the Montana Flyer Project." *PS: Political Science & Politics* 51 (3): 615-19.
- • APSA Committee on Professional Ethics, Rights and Freedoms. 2012. *A Guide to Professional Ethics in Political Science, 3rd ed.* Washington, D.C.: American Political Science Association. link

Week 6

- ■ Almasri, N., B. Read, & C. Vandeweerdt. 2022. "Mental Health and the PhD: Insights and Implications for Political Science." *PS: Political Science & Politics* 55(2): 347-353.
- ■ Loyle, C. E., & A. Simoni. 2017. "Researching under fire: political science and researcher trauma." *PS: Political Science & Politics* 50(1): 141-145.
- • Burnett, J., S. L. DeMora, M. Landgrave, C. Lindke, & A. Ninci. 2022. "How Can We Address Professional Isolation Among Traditionally Underrepresented Students? The Importance of Peer Mentorship." *Journal of Political Science Education* 18(3): 425-429.

Week 7

- • Salmond, R., & D. T. Smith. 2011. "Cheating death-by-PowerPoint: Effective use of visual aids at professional conferences." *PS: Political Science & Politics* 44(3): 589-596.
- • Pole, A., & S. Parashar. 2020. "Am I Pretty? 10 Tips to Designing Visually Appealing Slideware Presentations." *PS: Political Science & Politics* 53(4): 757-762.

Week 9

- • Rich, T. S. 2013. "Publishing as a graduate student: A quick and (hopefully) painless guide to establishing yourself as a scholar." *PS: Political Science & Politics* 46(2): 376-9.

- Antonakis, K. 2017. "On doing better science: from thrill of discovery to policy implications." *The Leadership Quarterly* 28(1): 5-21.
- Miller, B., J. Pevehouse, R. Rogowski, D. Tingley, & R. Wilson. 2013. "How to be a peer reviewer: a guide for recent and soon-to-be PhDs." *PS: Political Science & Politics* 46(1): 120-123.
- Grudniewicz, A., D. Moher, K. D. Cobey, G. L. Bryson, S. Cukier, K. Allen ... & M. M. Lalu. 2019. "Predatory journals: no definition, no defence." *Nature.* Comment: December 11.

Week 11

- Burmila, E. M. 2010. "Graduate students as independent instructors: Seven things to know about teaching your own course while in graduate school." *PS: Political Science & Politics* 43(3): 557-560.
- Marks, M. P. 2008. "Fostering scholarly discussion and critical thinking in the political science classroom." *Journal of Political Science Education* 4(2): 205-224.
- Martin, L. L. 2016. "Gender, teaching evaluations, and professional success in political science." *PS: Political Science & Politics* 49(2): 313-319.

Week 12

- Hatch, T., & A. 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, W. J., & B. Gentry. 2011. "Navigating the Academic Job Market in Treacherous Times." *PS: Political Science & Politics* 44(3): 578-582.

Week 13

- Klarner, Carl. et al. 2016. "Profession Symposium: Beyond the Ivory Tower: Political Science Careers Outside Academia." *PS: Political Science & Politics* 49(3). Introduction begins on page 501.
- Wapman, K. H., S. Zhang, A. Clauset, & D. B. Larremore. 2022. "Quantifying hierarchy and dynamics in US faculty hiring and retention." *Nature* 610(7930): 120-127.
- Hassner, R. E. 2008. "Trial by fire: Surviving the job talk Q&A." *PS: Political Science & Politics* 41(4): 803-808.

Week 14

- Hesli, V. L., & J. M. Lee. 2013. "Job satisfaction in academia: Why are some faculty members happier than others?" *PS: Political Science & Politics* 46(2): 339-354.