**POL 600**

**POLITICAL SCIENCE: DISCIPLINE AND PROFESSION**

**FALL 2017**

**F 1:30-4:20 p.m.**

BRNG B206

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| **PROF. PAT BOLING** | **PROF. ROSALEE CLAWSON** |
| E-MAIL: [boling@purdue.edu](mailto:boling@purdue.edu) | E-MAIL: [clawsonr@purdue.edu](mailto:clawson@polsci.purdue.edu) |
| OFFICE: BRNG 2256 | OFFICE: BRNG 2242 |
| PHONE: 494-3711 | PHONE: 494-4162 |
| **OFFICE HOURS:** | **OFFICE HOURS:** |
| M 1:00 – 3:00 p.m.  T 8:30 – 10:30 a.m.  & by appointment | Th 3:30 – 4:30 p.m.  (walking and talking available)  & by appointment |

**COURSE DESCRIPTION AND OBJECTIVES**

The primary goal of this course is to introduce graduate students to the discipline of political science. We will discuss the big questions in the field, consider the subfields in the discipline, study the philosophical foundations of political science, and focus on practical issues faced by academics. We will address pedagogical issues and emphasize the ethical considerations involved in teaching and doing research. In sum, this course is designed to socialize students into the discipline of political science, i.e., to turn *graduate students* into *political scientists*. Along the way, students will do a significant amount of reading and writing with an eye toward improving critical thinking, communication, and research skills.

This course is extremely important. It is one of only two courses that all political science graduate students are required to take. Thus, the class provides you with a wonderful opportunity to get to know your classmates well. It also provides faculty with a common basis for evaluating your work early in the program.

There will be no secret handshakes or bizarre rituals at the end of the semester, but the course may feel like hazing at times. You will be asked to read more critically, think more analytically, and write more carefully than ever before. And you will be asked to do all those things day in and day out. The good news is that most students (eventually) look back on POL 600 with fond memories; we bet you will too.

**COURSE CAVEAT**

Please know that we will do our best to stick with the plan below, but the schedule and assignments in this course are subject to change in the event of extenuating circumstances. For example, in the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances.

**COURSE MATERIALS**

**Required Books**

These books are required for the course. You will spend a small fortune if you buy all of these books, so we encourage you to borrow and share. These books are on reserve at HSSE.

Bain, Ken. 2004. *What the Best College Teachers Do*. Cambridge: Harvard University Press.

Becker, Howard S. 2007. *Writing for Social Scientists*. 2nd ed. Chicago: University of Chicago Press.

Berg, Maggie and Barbara K. Seeber. 2016. *The Slow Professor: Challenging the Culture of Speed in the Academy*. Toronto: University of Toronto Press.

Diesing, Paul. 1991. *How Does Social Science Work: Reflections on Practice*. Pittsburgh: University of Pittsburgh Press.

Farr, James and Raymond Seidelman, eds. 1993. *Discipline and History: Political Science in The United States*. Ann Arbor: University of Michigan Press.

O’Brien, Judith Grunert, Barbara J. Millis, and Margaret W. Cohen. 2008 *The Course Syllabus: A Learning-Centered Approach*. 2nd ed. San Francisco, CA: Jossey-Bass.

Strunk, William Jr., and E. B. White. 2000. *The Elements of Style*. 4th ed. Boston: Allyn & Bacon.

**Required Readings**

Chapters from *The Oxford Handbook* will be made available electronically: Goodin, Robert E. 2009. *The Oxford Handbook of Political Science*. Oxford: Oxford University Press. This book will also be placed on reserve at HSSE.

Additional required readings can be accessed online via the Purdue library or will be circulated electronically.

**Recommended Books on Writing**

Ebest, Sally Barr, Gerald J. Alred, Charles T. Brusaw, and Walter E. Oliu. 2003. *Writing*

*From A to Z: The Easy-to-Use Reference Handbook*. 5th ed. New York: McGraw-Hill.

Hacker, Diana and Nancy Sommers. 2014. *A Writer’s Reference*. 8th ed. Boston: Bedford/St. Martin’s.

Zinsser, William. 2006. *On Writing Well: An Informal Guide to Writing Nonfiction*. 30th anniv. ed. New York: Harper Paperbacks.

**Recommended Books on Teaching**

Bean, John C. 2011. *Engaging Ideas: The Professor’s Guide to Integrating Writing, Critical*

*Thinking, and Active Learning in the Classroom*. 2nd ed. San Francisco: Jossey-Bass

Publishers.

Boyer, Ernest L. 1997. *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton: The Carnegie Foundation for the Advancement of Teaching, Jossey-Bass.

Svinicki, Marilla, and Wilbert J. McKeachie. 2013. *Teaching Tips: Strategies, Research, and Theory for College* *and University Teachers*. 14th ed. Belmont, CA: Wadsworth, Cengage Learning.

**Recommended Resources**

The APSA website contains all kinds of helpful information for political scientists: [www.apsanet.org](http://www.apsanet.org). The *Chronicle of Higher Education* is also an excellent resource for academics. Some of the *Chronicle’s* articles are available online for free, but many require a subscription to access.

**COURSE REQUIREMENTS**

**American Political Science Association Membership**

The Department will pay your membership to the American Political Science Association (APSA) this year. As a member of APSA, students will have access to three journals, including *PS: Political Science & Politics*. Students are expected to read the October issue of *PS*.

**Critical Thinking**

Class Participation (25%): Students are expected to attend every class and come prepared to discuss the day’s readings. Thoughtful and careful assessment of the readings is expected; informed and knowledgeable participation is required. Students should bring the day’s readings (or thorough notes) to class with them. On several days, students will bring *typed* discussion questions to class; we will collect those questions on a random basis. There are many types of “good” discussion questions, but ones that stimulate debate, facilitate learning of the material, or raise (and even try to resolve) inconsistencies in the readings are particularly helpful. On occasion, students will engage in self- or peer-evaluation exercises during class. Students will also participate in group work. We will provide students with initial feedback on their participation a few weeks into the semester, but please feel free to stop by one or both of our offices at any point to obtain feedback.

Discussion Leader (5%): Students will be assigned to groups that will lead class discussion on October 27th and November 3rd. Note that groups should *not* make a presentation; instead, groups should direct and cultivate class discussion. In other words, groups should facilitate a dialogue, not engage in a monologue. Students will be evaluated on their preparation, their discussion leadership skills, and their participation when other classmates are leading discussion.

Reading Analyses (15%): In no more than 3 double-spaced pages, critically evaluate the reading. The analyses should be insightful and analytical summaries of a reading useful for future reference. They *must* follow this format:

1) Provide a brief summary of the reading, including a discussion of the key arguments made by the author(s). This summary should not be longer than **one-half page**.

2) Critically evaluate the arguments in roughly one page. Explain the merit, worth or value of the arguments. Give reasons and evidence to support your evaluation. *Do not further summarize the reading; any summary belongs in section 1*.

3) Compare and contrast this reading with earlier readings assigned for this course in roughly one page. Everything you read should be considered in light of what you have already read. Moreover, you should be rethinking what you have already read. In other words, how does this reading help you understand earlier material better or differently? You should discuss at least two earlier readings that a current reading sheds light on, or that contradict a current reading, or that provide a basis for insight into a current reading. You need to do more than point out similarities and differences; you should be able to discuss briefly the *implications* of those similarities and differences.

4) Use Times New Roman 12-point font. Include page numbers. Provide in-text citations and references following the *APSA Style Manual*. (These guidelines should be used for all writing assignments.) If needed, an extra page can be used for the references.

State of the Discipline Essays (15%): In no more than 2 double-spaced pages, summarize and analyze assigned chapters from *The Oxford Handbook of Political Science*. These short essays should convey the key questions, approaches, and research findings in a particular area of political science. The essays should also identify and analyze what questions are *not* addressed and what approaches are not used in the area. In short, the essays should answer two questions: (1) what is the state of the discipline in this area? and (2) what is missing? (This may inspire you to critique the article in other ways as well, but all that we insist on is that you talk about what’s missing).

Take-Home Final Exam (4%): In 4 double-spaced pages, reflectively evaluate the papers you have written and the work you have done for the class this semester. Discuss the strengths and weaknesses of your thinking and writing, and assess your learning and professional development.

**Conducting Research**

Annotated Bibliography (5%): Choose a topic in a subfield in which you are *not* majoring. Your bibliography ought to include 10-12 items. Your topic should be sufficiently narrow that the items you include are a large proportion of all scholarly writing on the topic. Most items you choose will be articles and book chapters, not whole books (although whole books are helpful at times). All items should be scholarly works – magazine and newspaper articles, for example, are not appropriate to include (never mind blogs or other non-academic on-line sources). Each annotation should be descriptive and evaluative; it should briefly describe the research and provide your judgment of its merit, worth, or value. The annotated bibliography should be approximately 5-6 double-spaced pages. As always, the annotations must be your own work.

Literature Review (15%): The literature review will be based on the same topic as the annotated bibliography and should cover most, if not all, the items in the annotated bibliography. It may also cover additional publications if necessary. (The more thorough your annotated bibliography is, the less need you will have for additional publications.) A literature review should be an integrated, analytic essay containing an overarching thesis, an introduction, and a series of arguments supported by reasons and evidence from the specific articles upon which you draw. Do not simply summarize one article after another; instead, you should synthesize the material into a coherent and compelling essay. The assignment is for a review of the literature, not for an analytical or descriptive essay on some topic in which you use the literature. *The literature itself is the topic*. The literature review should be 5-6 double-spaced pages.

Research Ethics (2%): To conduct any research using human subjects at Purdue University, you must be certified as eligible by The Committee on the Use of Human Research Subjects (commonly known as IRB). To obtain your certification, complete the on-line Collaborative Institutional Training Initiative (CITI) Course. See this website: <http://www.citiprogram.org/>. You will need to create an account. Then go to Purdue University Courses, and select the curriculum for Group 2. Social Behavioral Research Investigators and Key Personnel. Provide us with the printout indicating you have completed the course by December 8th.

**Teaching**

Syllabus (10%): Use the readings from the teaching section of the course to design a syllabus for one of the following introductory courses: POL 101, POL 120, POL 130, POL 141, or POL 150. *Assume that you will be teaching the course here at Purdue next semester*. Be sure to discuss learning objectives and your teaching philosophy, as well as provide details on learning activities, assignments, and policies. Include a course outline with a list of topics and reading assignments. When we evaluate your syllabus, it should be clear that you have read and used the readings from the teaching section of the course. Due November 17th in class; bring 3 copies of the syllabus to class.

**Professional Activities**

Curriculum vita (2%): Use the following online resource to prepare a curriculum vita: https://owl.english.purdue.edu/owl/resource/641/1/. Peruse faculty CV on the Department of Political Science website for examples. Bring 3 copies of your vita to class on December 1st.

Plan of Study (2%): Each graduate student must prepare a plan of study (in consultation with the graduate coordinator, the graduate director, and your advisory committee) by the end of the first semester in residence. Bring 3 copies of your plan of study to class on December 8th.

**LATE POLICY**

Assignments should be turned in at the *beginning* of class sessions. We will not accept late assignments unless there are extenuating circumstances.

**GRADES**

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| A+ 97-100%  A 93-96  A- 90-92  B+ 87-89  B 83-86 | B- 80-82%  C+ 77-79  C 73-76  C- 70-72 | D+ 67-69%  D 63-66  D- 60-62  F 0-59 |

**ACADEMIC HONESTY AND PROFESSIONAL ETHICS**

Academic honesty and professional ethics are the foundations of university life. If students engage in academic misconduct, it can lead to failure in the class and referral to the Office of the Dean of Students. Here is Purdue’s statement regarding academic honesty: “The commitment of the acts of cheating, lying, and deceit in any of their diverse forms (such as the use of ghost-written papers, the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest” (University Senate Document 72-18, December 15, 1972).

The Purdue Honor Pledge: As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together – we are Purdue.

**DISABILITY RESOURCE CENTER**

The Disability Resource Center (DRC) is a resource for students and instructors. If you have questions about accommodations, please contact the DRC at 494-1247 or [drc@purdue.edu](mailto:drc@purdue.edu). Students may schedule an appointment to present a “Letter of Accommodation” to us at any point in the semester.

**INTRODUCTION (Clawson and Boling)**

**Aug. 25 Survival and Success in Graduate School: An Introduction to the Department, the Purdue library, the Course, and the Discipline**

ASSIGNMENT: Come to class with 2 typed discussion questions based on the readings.

REQUIRED READINGS

Familiarize yourself with the information and resources on the American Political Science Association (APSA) website: <http://www.apsanet.org/>.

Examine the Department of Political Science website: <http://www.cla.purdue.edu/polsci/>. Check out the faculty web pages to get a feel for research and teaching activities in the department.

Purdue University Department of Political Science Guide to Graduate Study, 2016-2017: <https://www.cla.purdue.edu/polsci/gradprog/guide.html>. (A revision of the Guide to Graduate Study for 2017-18 is currently underway.)

Cohen, David B. 2002. “Surviving the Ph.D.: Hints for Navigating the Sometimes Stormy

Seas of Graduate Education in Political Science.” *PS: Political Science & Politics*

35: 585-588.

Alex-Assensoh, Yvette M. 2008. “Teaching Critical Analysis Skills with Analysis Briefs: What They Are and How They Work.” *PS: Political Science & Politics* 41(1): 189-192.

OWL Avoiding Plagiarism Handout: <http://owl.english.purdue.edu/owl/resource/589/01/>.

Akers, Stephen. 2009. “Academic Integrity: A Guide for Students.” Purdue University Office of the Dean of Students: <http://www.purdue.edu/odos/osrr/academic-integrity/index.html>.

PRESENTATION: CONDUCTING RESEARCH USING THE PURDUE LIBRARY

We will provide a quick and dirty tutorial on how to conduct research using the Purdue library.

RECOMMENDED READINGS

Garand, James C., Micheal W. Giles, Andre Blais, and Iain McLean. 2009. "Political Science Journals in Comparative Perspective: Evaluating Scholarly Journals in the United States, Canada, and the United Kingdom." *PS: Political Science & Politics* 42(4): 695-717.

McGuire, Kevin T. 2010. "There Was a Crooked Man(uscript): A Not-So-Serious Look at the Serious Subject of Plagiarism." *PS: Political Science & Politics* 43(1): 107-113.

Okura, Masako Rachel. 2006. “Reflections on the APSA Report on Graduate Education: International Students and Their Teacher Training.” *PS: Political Science & Politics* 39(2): 311-315.

Webb, Derek A. 2005. “Twelve Easy Steps to Becoming an Effective Teaching Assistant.” *PS: Political Science & Politics* 38(4): 757-761.

**THE BASICS : WRITING AND READING (Boling)**

**Sept. 1 Writing, Critical Thinking, Reading the Literature, and Conducting a**

**Literature Review**

ASSIGNMENT: Come to class with 2 typed discussion questions based on the readings.

REQUIRED READINGS ON READING, WRITING, AND ESL

American Political Science Association. 2006. *Style Manual for Political Science*. Washington, DC: American Political Science Association. Available: <http://www.apsanet.org/portals/54/Files/Publications/APSAStyleManual2006.pdf>. (Use this book as a guide for all writing assignments in the class.)

Becker, Howard S. 2007. *Writing for Social Scientists*. 2nd ed. Chicago: University of Chicago Press.

Knopf, Jeffrey W. 2006. “Doing a Literature Review.” *PS: Political Science & Politics* 39(1): 127-132.

Lamott, Anne. 1994. *Bird by Bird: Some Instructions on Writing and Life*. New York:

Anchor Books. READ pp. xi – 27. (If you can, read the entire book!)

Strunk, William, Jr., and E. B. White. 2000. *The Elements of Style*. 4th ed. Boston:

Pearson. (This book will serve as a handy reference throughout the semester.)

Wildavsky, Aaron. 2003. “Reading with a Purpose.” In *Craftways: On the Organization of*

*Scholarly Work*. 2nd ed. New Brunswick, NJ: Transaction Publishers.

OWL English as a Second Language Handouts, Resources, and Exercises: <http://owl.english.purdue.edu/owl/section/5/>. If you are an ESL student, check out these resources and use as needed. If you are not an ESL student, you should still check out these resources. You will teach ESL students at some point in your graduate school career and will therefore need to know what resources are available at Purdue.

OWL Annotated Bibliographies Handout: <http://owl.english.purdue.edu/owl/resource/614/01/>.

RECOMMENDED READINGS

Carter, David, and Arthur Spirling. 2008. “Under the Influence? Intellectual Exchange in Political Science.” *PS: Political Science & Politics* 41(2): 375-378.

Cronin, Thomas E. 2008. “The Write Stuff: Writing as a Performing and Political Art.” In *Publishing Political Science: APSA Guide to Writing and Publishing*, ed. Stephen Yoder. Washington, DC: American Political Science Association, 55-91.

Daley, Anthony. 1995. “On Reading: Strategies for Students.” *PS: Political Science &*

*Politics* 28: 89-100.

Galvan, Jose L. 2004. *Writing Literature Reviews*. 2nd ed. Glendale, CA: Pyrczak Publishing.

Hochschild, Jennifer L. 2008. “Writing Introductions.” In *Publishing Political Science: APSA Guide to Writing and Publishing*, ed. Stephen Yoder. Washington, DC: American Political Science Association, 93-100.

King, Charles. 1998. “Battling the Six Evil Geniuses of Essay Writing.” *PS: Political*

*Science & Politics* 30: 59-63.

**AN OVERVIEW OF THE DISCIPLINE (Clawson)**

**Sept. 8 History of the Discipline I**

ASSIGNMENT: Reading analysis of one chapter from Part 2 of Farr and Seidelman. Please reread and follow the instructions for reading analyses.

REQUIRED READINGS

Dyer, Justin Buckley. 2017. “Political Science and American Political Thought.” *PS: Political Science & Politics* 50(3): 784-788.

Farr, James, and Raymond Seidelman, eds. 1993. *Discipline and History: Political Science in*

*The United States*. Ann Arbor: University of Michigan Press. PARTS 1 and 2.

[McClain](http://www.tandfonline.com/author/McClain%2C+Paula+D), Paula D., [Gloria Y. A. Ayee](http://www.tandfonline.com/author/Ayee%2C+Gloria+Y+A), [Taneisha N. Means](http://www.tandfonline.com/author/Means%2C+Taneisha+N), [Alicia M. Reyes-Barriéntez](http://www.tandfonline.com/author/Reyes-Barri%C3%A9ntez%2C+Alicia+M), and [Nura A. Sediqe](http://www.tandfonline.com/author/Sediqe%2C+Nura+A), 2016. “Dialogue: Diversity in the Discipline: Race, Power, and Knowledge: Tracing the Roots of Exclusion in the Development of Political Science in the United States.” *Politics, Groups and Identities* 4(3): 467-482.

RECOMMENDED READINGS

Gunnell, John G. 2005. “Political Science on the Cusp: Recovering a Discipline’s Past.” *American Political Science Review* 99(4): 597-609.

Sigelman, Lee et al., 2006. “’The Evolution of Political Science’ Essays.” *American Political Science Review* 100(4): 463-665.

**Sept. 15 History of the Discipline II (Clawson)**

ASSIGNMENT: Reading analyses of one chapter from Part 3 and one chapter from Part 4 of Farr and Seidelman (total of two analyses). Please reread and follow the instructions for reading analyses.

REQUIRED READINGS

Farr, James, and Raymond Seidelman, eds. 1993. *Discipline and History: Political Science in*

*The United States*. Ann Arbor: University of Michigan Press. PARTS 3 and 4.

RECOMMENDED READINGS

Monroe, Kristen et al., 1990. “The Nature of Contemporary Political Science: A Roundtable

Discussion.” *PS: Political Science & Politics* 23: 34-43.

Monroe, Kristen Renwick, ed. 1997. *Contemporary Empirical Political Theory*. Berkeley:

University of California Press.

**Sept. 22 More Recent Debates and Approaches (Boling)**

ASSIGNMENT: Reading analyses of two of the pieces in this section. (You may treat each main author's contribution—Isaac, Smith, Desch, Gunnell—in the public political science symposium as a separate piece.)

REQUIRED READINGS

Allen, Christopher S. et al., 2000. “An Open Letter to the APSA Leadership and Members.” *PS:*

*Political Science & Politics* 33(4): 735-737.

Yanow, Dvora, and Peregrine Schwartz-Shea. 2010. "Perestroika Ten Years After: Reflections on Methodological Diversity." *PS: Political Science & Politics* 43(4): 741- 745.

Isaac, Jeffrey, Rogers M. Smith, Michael Desch, John Gunnell et al. 2015. “Symposium on Public Political Science.” *Perspectives on Politics* 44(3): 269-283 and 366-430.

Cramer, Katherine. 2015. “Transparent Explanations, Yes. Public Transcripts and Fieldnotes, No.” *APSR Qualitative and Multi-Method Research Section Newsletter*, Fall 2015.

RECOMMENDED READINGS

Bennett, Stephen Earl. 2002. “’Perestroika’ Lost: Why the Latest ‘Reform’ Movement in

Political Science Should Fail.” *PS: Political Science & Politics* 35(2): 177-179.

Dahl, Robert A., and Bruce Stinebrickner. 2003. *Modern Political Analysis*. 6th ed. Upper

Saddle River, NJ: Prentice Hall.

Putnam, Robert D. 2003. “APSA Presidential Address: The Public Role of Political Science. *Perspectives on Politics* 1(2): 249-255.

Schram, Sanford F., and Brian Caterino, eds. 2006. *Making Political Science Matter*. New York

University Press.

Monroe, Kristen et al., 2002. “Shaking Things Up? Thoughts About the Future of Political

Science: An Introduction.” *PS: Political Science & Politics* 35(2): 181-205.

**CURRENT RESEARCH IN THE DISCIPLINE**

**Sept. 29 The State of the Discipline I (Boling)**

ASSIGNMENTS: Come to class prepared to discuss the state of the discipline according to the *Oxford Handbook*. Also be prepared to discuss what is left out. **Annotated bibliography is due**.

REQUIRED READINGS

Goodin, Robert E., ed. 2009. *The Oxford Handbook of Political Science*. Oxford: Oxford University Press. PREFACE, CHAPTERS 1 and 48 (introduction and overview of political methodology).

Guest visit by Professor Jay McCann

RECOMMENDED READINGS

Katznelson, Ira, and Helen V. Milner, eds. 2002. *Political Science: The State of the Discipline III*. New York: W.W. Norton & Company, Inc.

Finifter, Ada, ed. 1993. *Political Science: The State of the Discipline II*. Washington, DC:

American Political Science Association.

Hochschild, Jennifer et al., 2005. “APSA Presidents Reflect on Political Science: Who Knows What, When, and How?” *Perspectives on Politics* 3(2): 309-334.

Sigelman, Lee et al., 2006. “’Top Twenty’ Commentaries.” *American Political Science Review* 100(4): 667-687.

**Oct. 6 The State of the Discipline II (Boling)**

ASSIGNMENT: State of the discipline essays for 2 of the 4 assigned chapters (total of 2 essays). Review the instructions for these essays.

REQUIRED READINGS

Goodin, Robert E., ed. 2009. *The Oxford Handbook of Political Science*. Oxford: Oxford University Press. CHAPTERS 2 and 7 (theory and old institutionalism--and I’ll say a word or two about “new institutionalism” as well).

Smith, Steven, 2012. *Political Philosophy*. New Haven: Yale University Press. CHAPTERS 1 and 2 (Intro, Antigone and the Politics of Conflict).

Guest visit by Professor Molly Scudder

**Oct. 13 The State of the Discipline III (Boling)**

ASSIGNMENT: State of the discipline essays for 2 of the 3 assigned readings (total of 2 essays).

REQUIRED READINGS

Goodin, Robert E., ed. 2009. *The Oxford Handbook of Political Science*. Oxford: Oxford University Press. CHAPTERS 22 and 43 (Contextual, public policy).

Iverson, Torben and John D. Stephens (2008). “Partisan Politics, the Welfare State, and Three Worlds of Human Capital Formation,” *Comparative Political Studies* 41(4): 600-37.

Guest visit by Professor Mark Tilton

**Oct. 20 The State of the Discipline IV (Clawson)**

ASSIGNMENT: State of the discipline essay for 1 of the 3 assigned chapters. **Bring three drafts of your literature review to class.**

Goodin, Robert E., ed. 2009. *The Oxford Handbook of Political Science*. Oxford: Oxford University Press. CHAPTERS 12, 17, and 32 (Law, behavior, and IR).

Guest visit by Professor Keith Shimko

**“APPLIED PHILOSOPHY OF SCIENCE”**

**Oct. 27 Political Science as Social Science (Boling)**

ASSIGNMENTS: You will each be assigned to lead class discussion on a chapter from Diesing.

REQUIRED READINGS

Diesing, Paul. 1991. *How Does Social Science Work: Reflections on Practice*. Pittsburgh:

University of Pittsburgh Press. Introduction and Part 1, CHAPTERS 1-5.

RECOMMENDED READING

Dryzek, John S. 1986. “The Progress of Political Science.” *Journal of Politics* 48: 301-320.

Martin, Emily. 1991. “The Egg and the Sperm: How Science has constructed a Romance Based on Stereotypical Male-Female Roles.” *Signs* 16(3): 485-501.

**Nov. 3 Political Scientists as People (Boling)**

ASSIGNMENT: You will each be assigned to lead class discussion on a chapter from Diesing. **Literature review is due.**

REQUIRED READINGS

Diesing, Paul. 1991. *How Does Social Science Work: Reflections on Practice*. Pittsburgh:

University of Pittsburgh Press. Parts 2 and 3, CHAPTERS 6-12.

Alcoff, Linda. 1991. “The Problem of Speaking for Others.” *Cultural Critique* No. 20 (Winter, 1991-1992): 5-32.

**TEACHING**

**Nov. 10 Teaching and Learning: The Good, The Bad, The Ugly (Boling)**

ASSIGNMENT: Come to class with at least 2 typed discussion questions based on the readings.

REQUIRED READINGS

Familiarize yourself with *Student Regulations*. The *Regulations* are available online: http://www.purdue.edu/studentregulations/.

Bain, Ken. 2004. *What the Best College Teachers Do*. Cambridge: Harvard University Press.

Gardner, Paul. 1998. “Teaching at Its Best: A Passionate Detachment in the Classroom.” *PS:*

*Political Science & Politics* 31(4): 802-804.

Myers, JoAnne, and Joan C. Tronto. 1998. “’Truth’ and Advocacy: A Feminist Perspective.”

*PS: Political Science & Politics* 31(4): 808-810.

RECOMMENDED READINGS

Burmila, Edward 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.

Baum, Lawrence. 2002. “Enthusiasm in Teaching.” *PS: Political Science & Politics* 35: 87-

90.

Cox, Sean Michael. 2003. “In the Pits: Teaching from the Bottom Up.” *PS: Political Science*

*& Politics* 36: 75-76.

Cronin, Thomas E. 1991. “On Celebrating College Teaching.” *PS: Political Science &*

*Politics* 24(3): 482-491.

Nelson, Michael. 1994. “Faculty and Community in the Liberal Arts College (with Observations on Research and Teaching).” *PS: Political Science & Politics* 27(1):

73-76.

O’Meara, KerryAnn, and R. Eugene Rice. 2005. *Faculty Priorities Reconsidered: Rewarding*

*Multiple Forms of Scholarship*. San Francisco, CA: Jossey-Bass.

Clarke, Susan E., Pat Hutchings, Scott Keeter, Grant Reeher, Yvette Alex-Assensoh,

and Frank Boyd. 2002. “Transcript: Roundtable on the Scholarship of Teaching

and Learning in Political Science.” *PS: Political Science & Politics* 35(2): 223-228.

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.

Filene, Peter. 2005. *The Joy of Teaching: A Practical Guide for New College Instructors*. Chapel Hill, NC: University of North Carolina Press.

Kehl, Jenny. 2002. “Indicators of the Increase of Political Science Scholarship on Teaching and

Learning in Political Science.” *PS: Political Science & Politics* 35(2): 229-232.

Hutchings, Pat, Chris Bjork, and Marcia Babb. 2002. “The Scholarship of Teaching and

Learning in Higher Education: An Annotated Bibliography.” *PS: Political Science &*

*Politics* 35(2): 233-236.

Neath, Ian. 1996. “How to Improve Your Teaching Evaluations Without Improving Your

Teaching.” *Psychological Reports* 78: 1363-1372.

Gravois, John. 2005. “Teach Impediment: When the Student Can’t Understand the Instructor,

Who Is To Blame?” *The Chronicle of Higher Education* 5(31): A10.

RECOMMENDED RESOURCES:

Each issue of *PS: Political Science & Politics* has a section called “The Teacher.” See also the APSA website for teaching information: http://www.apsanet.org/RESOURCES/For-Faculty.

The Undergraduate Section of the APSA began publishing the *Journal of Political Science Education* in 2005.

*Teaching Sociology* regularly publishes articles that would be of interest to political science professors.

The Center for Instructional Excellence promotes teaching and learning at Purdue. The Center’s website provides all kinds of helpful information: http://www.purdue.edu/cie/. The Center offers a series of College Teaching Workshops each semester. Register for the workshops on this website: http://www.purdue.edu/cie/workshops/index.html. The workshops fill up fast, so register early if you are interested.

**Nov. 17 Designing a Course Syllabus (Boling)**

ASSIGNMENT: Syllabus is due. Bring three copies to class.

REQUIRED READINGS

O’Brien, Judith Grunert, Barbara J. Millis, and Margaret W. Cohen. 2008 *The Course Syllabus: A Learning-Centered Approach*. 2nd ed. San Francisco, CA: Jossey-Bass.

Archer, Candace C., and Melissa K. Miller. 2011. "Prioritizing Active Learning: An Exploration of Gateway Courses in Political Science." *PS: Political Science & Politics* 44(2): 429- 434.

McWilliams, Susan. 2015. “The Democratic Syllabus.” *PS: Political Science & Politics* 48(1): 167-175.

Bennion, Elizabeth and David Nickerson. 2016. “I Will Register to Vote, If You Teach Me How.” *PS: Political Science & Politics* 49(4): 867-871.

RECOMMENDED READINGS

Brock, Kathy L, and Beverly J. Cameron. 1999. “Enlivening Political Science Courses with

Kolb’s Learning Preference Model.” *PS: Political Science & Politics* 32: 251-256.

Rosenthal, Cindy Simon. 1999. “One Experience is Worth a Thousand Words: Engaging

Undergraduates in Field Research on Gender.” *PS: Political Science & Politics* 32(1):

63-68.

Omelicheva, Mariya Y., and Olga Avdeyeva. 2008. “Teaching with Lecture or Debate? Testing the Effectiveness of Traditional versus Active Learning Methods of Instruction.” *PS: Political Science & Politics* 41(3): 603-607.

Ackerly, Brooke, and Liza Mügge, et al. 2016. “The Teacher Symposium: Mainstreaming Gender in the Teaching and Learning of Politics.” *PS: Political Science & Politics* 49(3): 541-570.

Zeiser, Pamela A. 1999. “Teaching Process *and* Product: Crafting and Responding to Student

Writing Assignments.” *PS: Political Science & Politics* 32(3): 593-595.

Glenn, Brian J. 1998. “The Golden Rule of Grading: Being Fair.” *PS: Political Science &*

*Politics* 31: 787-788.

Karpicke, Jeff, Associate Professor, Department of Psychological Sciences, Purdue University. Karpicke does fascinating research on cognition and learning. You can find links to his papers on this website: <http://learninglab.psych.purdue.edu/>.

**Nov. 24 No Class: Thanksgiving Break**

**THE FUTURE**

**Dec. 1 Proposals, Presenting, Publishing, and Placement (Clawson)**

ASSIGNMENT: Curriculum vita is due. Bring three copies to class. Come to class with 2 typed discussion questions based on the readings.

REQUIRED READINGS

King, Gary. 2006. “Publication, Publication.” *PS: Political Science & Politics* 39(1): 119-125.

Wuffle, A. 1989. “Uncle Wuffle’s Advice to the Advanced Graduate Student.” *PS: Political*

*Science & Politics* 22: 838-839.

Van Cott, Donna Lee. 2005. “A Graduate Student’s Guide to Publishing Scholarly Journal Articles.” *PS: Political Science & Politics* 38(4): 741-743.

Teele, Dawn Langan, and Kathleen Thelen. 2017. “Gender in the Journals: Publication Patterns in Political Science.” *PS: Political Science & Politics* 50(2): 433-447.

Super, Betsy, and Amanda Meyers. “2015-16 Graduate Placement Survey.” American Political Science Association. Available: <http://apsanet.org/Portals/54/Users/220/92/28892/GPS.PlacementReport.FINAL.pdf>.

Drezner, Daniel W. 1998. “So You Want to Get a Tenure-Track Job. . . .” *PS: Political*

*Science & Politics* 31: 609-614.

Miller, William J., and Bobbi Gentry. 2011. "Navigating the Academic Job Market in Treacherous Times." *PS: Political Science & Politics* 44(3): 578-582.

READ ONE (OR MORE) OF THESE PIECES DEPENDING ON YOUR INTEREST

Deardorff, Michelle Donaldson, Marianne Githens, Glen Halva-Neubauer, William Hudson, Grant Reeher, and Ronald Seyb. 2001. “Everything You Always Wanted to Know About Getting and Keeping a Job at a Private Liberal Arts College, but Your Graduate Advisor Didn’t Tell You.” *PS: Political Science & Politics* 34: 856-857.

Mathews-Gardner, Lanethea, Michelle D. Deardorff, Grant Reeher, William Hudson, MaryAnne Borrelli, and 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.

Brudney, Kent M. 2001. “Academic Careers in Community Colleges.” *PS: Political Science*

*& Politics* 34: 149-153.

Klarner, Carl, et al. 2016. “Profession Symposium: Beyond the Ivory Tower: Political Science Careers Outside Academia.” *PS: Political Science & Politics* 49(3): 501-533.

Jasperson, Amy E. 2006. “Under-Explored Opportunities: Insights into Applied (vs. Academic) Career Options in American Politics.” *PS: Political Science & Politics* 39(4): 952-953.

RECOMMENDED READINGS

A Concerned Professor. 2002. “An Open Letter to Political Science Faculty about What Not to

Ask When Interviewing Job Candidates.” *PS: Political Science & Politics* 35(2): 243.

Altman, Micah. 2009. “Funding, Funding.” *PS: Political Science & Politics* 42(3): 521-526.

Canon, Bradley C., Matthew Gabel, and Dana J. Patton. 2002. “External Grants and

Publications: Sources, Outlets, and Implications.” *PS: Political Science & Politics*

35: 743-750.

Douglas, Donald Kent. 2002. “Tenure-Track Employment Opportunities at the Community

College Level: A View from the Job Candidate’s Perspective.” *PS: Political Science*

*& Politics* 35: 95-100.

Fine, Mark A., and Lawrence A. Kurdek. 1993. “Reflections on Determining Authorship

Credit and Authorship Order on Faculty-Student Collaborations.” *American Psychologist* 48(11): 1141-1147.

Fuerstman, Daniel, and Stephan Lavertu. 2005. “The Academic Hiring Process: A Survey of Department Chairs.” *PS: Political Science & Politics* 38(4): 731-736.

Gould, Jon B., and Scott Keeter. 2003. “No Second Chance at Making a Good First Impression: Peril and Possibility in the Campus Visit.” *PS: Political Science & Politics* 36: 791-794.

Locke, Lawrence F., Waneen Wyrick Spirduso, and Stephen J. Silverman. 2013. *Proposals*

*That Work*. 6th ed. Thousand Oaks: Sage Publications, Inc.

Polsky, Andrew J. 2007. “Seeing Your Name in Print: Unpacking the Mysteries of the Review Process at Political Science Scholarly Journals.” *PS: Political Science & Politics* 40(3): 539-543.

Rothman, Steven B. 2008. “Comparatively Evaluating Potential Dissertation and Thesis Projects.” *PS: Political Science & Politics* 41(2): 367-369.

Saiya, Nilay. 2014. “Navigating the International Academic Job Market.” *PS: Political Science & Politics* 47(4): 845-848.

Simien, Evelyn M. 2002. “On the Market: Strategies for the Successful Job Candidate.” *PS:*

*Political Science & Politics* 35: 581-583.

Springer, Ann. 2002. “Ask and Ye Shall Receive: The Legal Way to Win the Recruitment

Battle.” *PS: Political Science & Politics* 35: 756.

Wasby, Stephen L., et al., 2001. “Symposium on Advisors and the Dissertation Proposal.”

*PS: Political Science & Politics* 34: 841-854.

**Dec. 8 The Academic Career, Ethics, and Both (Boling)**

ASSIGNMENTS: Plan of Study is due. Bring three copies and the Department’s Guide to Graduate Study (electronic or hard copy) to class. Also bring the printout indicating you have completed the CITI course for IRB. Come to class with 2 typed discussion questions based on the readings.

REQUIRED READINGS

American Political Science Association. 2012. *A Guide to Professional Ethics in Political*

*Science*. 2nd ed. rev. Washington, DC: American Political Science Association. Available:

<http://www.apsanet.org/portals/54/Files/Publications/APSAEthicsGuide2012.pdf>.

Berg, Maggie and Barbara K. Seeber. 2016. *The Slow Professor: Challenging the Culture of Speed in the Academy*. Toronto: University of Toronto Press. (This is a 90 page book; please read it all.)

Fujii, Lee Ann. 2012. “Research Ethics 101: Dilemmas and Responsibilities.” *PS: Political Science & Politics* 45(4): 717-723.

Wuffle, A. 1993. “Uncle Wuffle’s Advice to the Assistant Professor.” *PS: Political Science*

*& Politics* 26: 89-90.

Pilant, Denny E., and Brian A. Ellison. 1997. “Two Perspectives on Tenure.” *PS: Political*

*Science & Politics* 30: 14-17.

Turner, Stephen. 1997. “Tenure and the Constitution of the University.” *PS: Political*

*Science & Politics* 30: 17-20.

Monroe, Kristen Renwick, Jenny Choi, Emily Howell, Chloe Lampros-Monroe, Crystal Trejo, and Valentina Perez. 2014. “Gender Equality in the Ivory Tower, and How Best to Achieve It.” *PS: Political Science & Politics* 47(2): 418-426.

Monroe, Kristen Renwick. 2003. “Mentoring in Political Science.” *PS: Political Science &*

*Politics* 36: 93-96.

Murphy, Ann Marie, and Andreas Fulda. 2011. "Bridging the Gap: Pracademics in Foreign Policy." *PS: Political Science & Politics* 44(2): 279-283.

RECOMMENDED READINGS

Anonymous and Anonymous. 1999. “Tenure in a Chilly Climate.” *PS: Political Science &*

*Politics* 32: 91-99.

Alex-Assensoh, Yvette M., Terri Givens, Kathie Golden, Vincent L. Hutchings, Sherri L. Wallace, and Kenny J. Whitby. 2005. “Mentoring and African-American Political Scientists.” *PS: Political Science & Politics* 38(2): 283-285.

Bennion, Elizabeth A. 2004. “The Importance of Peer Mentoring for Facilitating Professional

And Personal Development.” *PS: Political Science & Politics* 37: 111-113.

Cahn, Steven M., ed. 1992. *Morality, Responsibility, and the University: Studies in Academic*

*Ethics*. Philadelphia: Temple University Press.

Committee on the Status of Women in the Profession. 2016. <http://web.apsanet.org/cswp/>. This website has a variety of data and articles.

Jordan-Zachery, Julia S. 2004. “Reflections on Mentoring: Black Women and the Academy.” *PS: Political Science & Politics* 37(4): 875-877.

Kelley, Michael A. 2000. “Political Science and Post-Tenure Review.” *PS: Political Science*

*& Politics* 33: 233-236.

Monforti, Jessica Lavariega, and Melissa R. Michelson. 2008. “Diagnosing the Leaky Pipeline: Continuing Barriers to the Retention of Latinas and Latinos in Political Science.” *PS: Political Science & Politics* 41(1): 161-166.

Monroe, Kristen Renwick, and William F. Chiu (on behalf of the Committee on the Status of Women in the Profession). 2010. "Gender Equality in the Academy: The Pipeline Problem." *PS: Political Science & Politics* 43(2): 303-308.

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.

Rothgeb, John M., Jr., and Betsy Burger. 2009. “Tenure Standards in Political Science Departments: Results from a Survey of Department Chairs.” *PS: Political Science & Politics* 42(3): 513-519.

**THE END AND THE BEGINNING**

**Finals Week Pulling It All Together**

We *will* meet, debrief, and celebrate. Date and time will be determined after the finals week schedule is published.

ASSIGNMENT: Take-home final is due.