GEOGRAPHY 288: 6 THINGS YOU NEED TO KNOW TO ACHIEVE MAXIMUM SUCCESS IN GRAD SCHOOL

Class: MONDAY 5:00PM-7:50PM; 4824 ELLISON HALL

Instructor
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Office Number: Ellison 4836
Office hours: Monday 2:00PM - 3:00PM and Tuesday 3:00PM - 4:00PM

NATURE OF THE COURSE

This course will focus on your professional development with an emphasis on ethics, navigating academia, effective academic writing, fund raising, and job hunting.

COURSE OBJECTIVES

(IF WE ARE SUCCESSFUL IN THIS COURSE YOU WILL HAVE…)

1. Learned knowledge and strategies to advance your career goals.
2. Become sufficiently knowledgeable in a critical area of your professional development to have successfully published on the topic.
3. Shared, in precise, compendious, and accessible language, your key insights on a core aspect of professional development, with all UCSB graduate students.

TO ACHIEVE THESE OBJECTIVES, YOU WILL:

• Participate in class discussions. (20%)
• Lead class discussions on one of the seminar’s main topics. (20%)
• Prepare a 750-1500 word resource handbook section. We will discuss the details of this in class. (If you are taking the course for 2 credits this assignment will be modified in consultation with the instructor). The first draft of this will be submitted for publication on the UCSB graduate division “gradpost” (http://gradpost.ucsb.edu/). (25%) The second draft will constitute your section of a handbook that we will co-author for use by graduate division (possibly, e.g., here: http://gradpost.ucsb.edu/new-students/). This draft will include additional material, perhaps a paragraph or two, on gaps in graduate division resources for graduate students at UCSB and suggestions for improvements. (25%)
• Edit and provide feedback on other sections. Students will provide editorial and content feedback to other students’ drafts of handbook sections. (10%)

Guidelines for Class Discussions

1
There are very few "wholly right" answers. I value diversity, debate, and a critical attitude and may advocate a position solely for the sake of argument. No one knows everything there is to know about this subject. Therefore, I expect you to contribute to my knowledge as I do to yours. Below are several ways we can achieve our goals:

- Be prepared for class.
- Share and explain your opinions.
- Don’t dominate; be fair about the amount of time you take to speak.
- Back up your arguments with evidence.
- Disagree politely.
- Listen carefully to other opinions.
- Change your mind when another argument is more cogent than yours.
- Do not hesitate to ask for clarification.
- Make your points succinctly, avoid repetition, and provide a choice example of your main point.

**Criteria for Written Assignments**

**Successful written work:**

**Fulfills task requirements.**
- Basic instructions are followed.

**Uses concepts appropriately and creatively.**
- Appropriate literature is cited to reach new insight on the subject.

**Synthesizes, interprets, and evaluates.**
- You explore unusual interrelations or links that may not be obvious. Description is used only as a necessary base for synthesis, analysis, and evaluation.

**Is organized with logic and clarity.**
- Your work follows a clear-cut and logical trajectory. The introduction and conclusion are well developed and correspond to the body of the assignment. Topic sentences introduce corresponding paragraphs and form the backbone of the work. Superfluous points and non-sequiturs are avoided.

**Displays accuracy and conceptual discipline.**
- No conceptual, logical, or organizational errors are apparent. All factual information or opinion not produced independently by you is cited using MLA style.

**Is flawless (or nearly so).**
- Your work is polished, an evident product of several drafts. Spelling, punctuation, and grammar are correct; word choice is judicious.

**Policies Regarding Late Assignments and Grading**

- **Late assignments:** Grades on assignments turned in late will be reduced by 5 percentage points each day beyond the assigned deadline except under extraordinary circumstances authorized by the instructor.
• **Final Grade:** The instructor reserves the right to alter exam and assignment grades but only when necessary and in consideration of the student's best interests.

**READING LIST -UPDATED WEEKLY!** (Readings below are initial suggestions only)

1. **Ethics**  
    What is right, wrong, ok, not ok, preferable not preferable? In what instances? In what areas: teaching, publishing, writing, reviewing, etc.?

    AAG Statement of Professional Ethics:  
    http://www.aag.org/cs/about_aag/governance/statement_of_professional_ethics

    Saints & Scamps Review

    Sazey et al., 1993 Ethical problems in academic research, American Scientists, 81, 542,553


2. **On balance and organization (all available in the HED lab bookcase):**

3. **On the Mentoring Relationship:**
   - www.ashe.ws/images/Rosser%20Article.pdf
2. **Navigating Academia**
How do I get a PhD and maximize my success along the way? How do I address people in person, email, letters? How do I interact with professors, grad students, undergrads? How do I find a mentor(s)? How do I maximize my relationship with my mentor(s)? What should we expect of each other? How do I gain leadership skills and act as a mentor? How do I form a committee? How do I most successfully interact with my committee members? How do I keep a healthy balanced life? How do I organize my time and prioritize my many roles? How do I plan my long and short term goals? How do I form and cultivate an effective professional network (including committee chair, committee members, UCSB faculty, other members of my academic community outside UCSB). How do I share my work? (servers, backups, yourname.doc).

http://graddiv.ucsb.edu/currentstudents/
http://www.phds.org/graduate-school-success/grad-school-survival-guides/
http://grad.berkeley.edu/acapro/surviving_thriving.shtml
http://www.cs.unc.edu/~azuma/hitch4.html

3. **Academic Writing and Presenting**

   **I. The Dissertation**
   How do I find and develop a research question? How do I manage citations? How do I develop an effective literature review? How do I choose my methods? What is an effective results section? What does an effective conclusion include? Is my dissertation discrete papers or a book? How? Why? What projects are ideal for my independent research?

   **II. Publications, Collaborations, Presentations, Reviews**
   How do I most effectively write academic papers, proposals, reviews (for grants and papers), letters, syllabi and other texts in academia? How do I prepare and present my work at conferences, for my committee, for a job, to distinct (e.g. non-geography) audiences? What are some effective strategies for presentation visuals (including text, graphs, and charts)? What are important oral presentation skills and strategies? See http://clas.sa.ucsb.edu/ for campus assistance. How much of the analysis do I need to be an expert in? What do I put in? What do I leave out? What counts as peer reviewed? What counts as an article? What material can I use more than once? What are important Copyright rules and norms? When do I publish what? Where do I publish? How high do I aim? How do you respond to difficult questions from the audience? How do you deal with rejection and how do you target the right journals or other scholarly outlets? Whom do I contact for help/advice? How do I collaborate on papers? When, why, and how do I effectively collaborate with a team (including people with diverse skills, personalities, and backgrounds)?

   **On Writing (all available in the HED lab bookcase):**


**On Academic Presentations:**
- www.cgd.ucar.edu/cms/agu/scientific_talk.html
- www.eas.slu.edu/People/DJCrossley/scomm/mdchapt13.html
- www.geog.ucsb.edu/~kclarke/G234/Guidelines.html

- www.ncbi.nlm.nih.gov/pmc/articles/PMC2439458/?tool=pmcentrez
- www.guardian.co.uk/higher-education-network/blog/2011/apr/27/getting-published-academics
- www.linguistics.ucsb.edu/faculty/bucholtz/sociocultural/publishingtips.html
- www://econlog.econlib.org/archives/2005/06/simple_advice_f.html

4. **Grants: How do I get some?**
   How do I get some? How many? For how much? When? From where? With help from whom? How? What are good funding sources? What are differences between small and large funding sources and between private, UC, and national/international public sources?


   **On Successful Geography NSF Doctoral Dissertation Improvement Proposals:**
   www.nsf.gov/sbe/bcs/grs/propsamples.jsp

5. **What job do I want? How do I get it?**
   How can I successfully network and with whom? Where, when, how? What jobs are right for me? What factors do I consider? How do I weight them? What can I do now? What questions should I prepare for in a job interview? How should I prepare my CV and cover letter? How do I prepare myself and my CV for the kinds of jobs I think I want so that I can tailor them to different jobs in academia and outside academia? Whom should I ask for letters of support? How should I prepare my job talk? How do I negotiate the terms of my job? Do I want to teach? What? How much? How should I prepare for teaching?

   http://thesiswhisperer.com/2012/06/18/how-to-get-a-job-in-academia-when-you-finish-your-phd/
http://www.users.muohio.edu/shorec/apapff/resources/jobtips.pdf
http://chronicle.com/article/Academic-Job-Searching-for-/45367/
http://www.cs.unc.edu/~azuma/hitch4.html
http://www.ascb.org/newsfiles/research.pdf

On Preparing CVs:
http://jobsearch.about.com/od/curriculumvitae/a/curriculumvitae.htm
http://jobsearch.about.com/od/cvsamples/a/blsamplecv.htm
http://www.quintcareers.com/curriculum_vitae.html
http://www.cvtips.com/
http://chronicle.com/article/The-CV-Doctor-Returns-2010/124492/

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<td>Ethics</td>
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<td>Week 3</td>
<td>Navigating Academia: Academic Etiquette, Networks, and PhD Committees and Chairs, and work-life balance</td>
<td>15-Oct</td>
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<td>Jessica</td>
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