



Gender and Women's Studies

UNIVERSITY OF WISCONSIN-MADISON

Gen&WS 860: Professional Development Seminar Fall 2024

Instructor: Keisha Lindsay
Professor
Gender & Women's Studies and Political Science

Office Hours: TU (Noon-1pm) AND TH (9:30 – 10:30 am)
In-person or via Zoom

Contact: knlindsay@wisc.edu
Office: 3313 Sterling Hall

Seminar Time: Wednesdays from 3:30-4:30 pm
Location: Sterling 3306

Canvas Course URL: <https://canvas.wisc.edu/courses/427909>
Requisite: Graduate or professional standing.

Credits: This course is a 1-Credit graduate seminar which meets face-to-face, once a week, for 1-hour. Students are expected to spend 1.5-2 hours preparing for each, weekly class period.

Course Description:

Orients students to key dimensions of scholarly life as well as professional options outside of academia. Explores issues both broad (e.g., professional development) and specific (e.g., obtaining research grants) that are important to those building professional careers with a Gender and Women's Studies Ph.D. Enables students to hear about and learn from individual GWS faculty members' professional experiences within and beyond the academy.

Course Learning Outcomes:

Upon completion of this course, students will be able to:

- Foster ethical and professional conduct.
- Learn about a range of careers in academia and outside academia.
- Acquire an understanding of how to become a successful professional in the field of gender and women's studies through engaging one another, the faculty in the department, and outside speakers, as well as through readings and critical reflection through writing.

REQUIRED TEXTBOOK, SOFTWARE & OTHER COURSE MATERIALS:

All readings are available by clicking on the embedded hyperlinks below. Please read all assigned materials, except those assigned on Sept 4, **before** coming to class.

GRADED WORK

1. Seminar Participation and Discussion (20% of total grade). This is a discussion-based seminar in which active participation in class is key to your success. Your participation will take two forms:
 - a. (10%) Listening, responding to, and asking questions about: i) guest speakers' insights as well as ii) your classmates' comments. Fulfilling this portion of the participation requirement requires the following:

Participation Rubric					
Points	9+	8	7	6	5-
Quality of contribution	Always well-prepared for class; shows critical thought; poses questions; moves dialogue forward; stays on topic; engages with both instructor and classmates; presumes classmates' positive intentions	Usually well-prepared for class most of the time; shows effort in critical thinking; poses questions; helps move dialogue forward; often stays on topic; shows effort to engage with both instructor and classmates; usually presumes classmates' positive intentions	Sometimes well-prepared for class; makes attempts to engage in critical thought; makes attempts to move dialogue forward; sometimes goes off topic; shows some effort to engage with instructor and classmates; sometimes presumes classmates' positive intentions	Rarely prepared for class; few attempts to engage in critical thought; seldom moves dialogue forward; often goes off topic; shows little effort to engage with instructor and classmates; rarely resumes classmates' positive intentions	Almost never prepared for class; does not attempt to engage in critical thinking; does not move dialogue forward; purposes goes off topic; does not engage with instructor or classmates; never presumes classmates' positive intentions

- b. (10%) Reading and asking questions about assigned texts/materials.
2. GWS Colloquium/Job Talk Attendance (15% of total grade). You will attend three [GWS Colloquium sessions and/or job talks](#).
3. Writing Assignments. You will submit **four writing** assignments as follows:
 - a. *All Students*
 - i. **(10% of total grade) Colloquium/Job Talk Reflection #1** - Detail, in 250-300 words, how participants did or did not strive to build academic community OR what written and/or unwritten academic etiquette you observed OR what official and/or unofficial academic hierarchies you observed
 - ii. **(10% of total grade) Colloquium/Job Talk Reflection #2** - Detail, in 250-300 words, how participants did or did not strive to build academic community OR what written and/or unwritten academic etiquette you observed OR what official and/or unofficial academic hierarchies you observed
 - iii. **(10% of total grade) Colloquium/Job Talk Reflection #3** - Detail, in 250-300 words, how participants did or did not strive to build academic community OR what written and/or unwritten academic etiquette you observed OR what official and/or unofficial academic hierarchies you observed

Please note that you: 1) must devote each of your reflection papers to **one** of the topics above; 2) cannot discuss the same topic in more than one reflection paper and 3) should include specific examples from the colloquium sessions/job talks you attend (specific names, discussions etc.) to support your claims.

- b. *Pre-ABD Graduate Students – (35% of total grade)*. Write a 750-word reflection paper which details your 1-2 year plan for building academic community, finding mentors, and attending a conference
- c. *ABD Graduate Students - (35% of total grade)*. Write a 750-1000-word academic job cover letter

Submit each assignment, via [CANVAS](#), according to the following schedule:

- Colloquium/Job Talk Reflection #1 - By 10/1 at noon
- Colloquium/Job Talk Reflection #2 - By 11/5 at noon
- Colloquium/Job Talk Reflection #3 - By 11/26 at noon
- Pre-ABD/ABD Final Assignment - Due 12/11 at noon

		Student Workflow						
		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
PS 860 Weekly Rhythm				Submit Colloquium/Job Talk Reflections				
					Class Meeting			
	Attend GWS Colloquium/Job Talks							
	Complete Required Readings							
				<i>In-Person & Virtual</i> Office Hours (Noon – 1 pm)		<i>In-Person & Virtual</i> Office Hours (9:30 – 10:30 am)		
	Communications Via Email throughout the Week							

OTHER COURSE INFORMATION:

Please use **phones, laptops, and their related devices** responsibly during class to facilitate a non-distracting and intellectually productive learning environment.

Papers and exams **turned in late** will be penalized by **ten (10) percentage points** for each 24-hour period after the due date.

I will respond to **student emails/communications** within a 24-hour period, Monday to Friday.

I will discuss **questions about grades** during office hours or by appointment - not over email or before/after class. If you would like to challenge your grade, please wait 24 hours after receiving the grade before contacting me. If you have questions about a grade, please speak to me first. If the question is not resolved, speak with the department Chair who will attempt to resolve the issue informally and inform you of the Appeals Procedures if no resolution is reached informally.

Final grades will be determined according to the following **official UW grading scale**: A 93-100; AB 88-92; B 83-87; BC 78-82; C 70-77; D 60-69; F below 60.

RULES, RIGHTS & RESPONSIBILITIES

-See: <https://guide.wisc.edu/undergraduate/#rulesrightsandresponsibilitiestext>

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

-See: <https://secfac.wisc.edu/academic-calendar/#religious-observances>

ACADEMIC INTEGRITY

Institutional syllabus statement: By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion. See <https://conduct.students.wisc.edu/syllabus-statement/>

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

McBurney Disability Resource Center recommended syllabus statement: The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. <https://mcburney.wisc.edu/instructor/>

DIVERSITY & INCLUSION

Institutional statement on diversity: Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. <https://diversity.wisc.edu/>

SEXUAL HARASSMENT & OTHER FORMS OF SEXUAL MISCONDUCT

As an instructor, I am committed to supporting survivors of sexual misconduct, including sexual assault, sexual harassment, dating violence, domestic violence, stalking, and sexual exploitation. UW–Madison offers a variety of resources for students impacted by sexual misconduct.

If you wish to seek out free, confidential support, there are a number of [services](#) available on campus and in the community. If you would like to report sexual misconduct to the campus, a number of [reporting options](#) are available. In addition, each department has staff members, known as Responsible Employees, who can assist you. If you are an undergraduate student, most of the academic and career advisors you work with are designated Responsible Employees. Please note that Responsible Employees are required to report specific disclosures that you share about sexual misconduct to UW-Madison's [Title IX Office](#).

The Department of Gender & Women's Studies has the following Responsible Employees:

- Department Chair, Dr. Judy Houck (jahouck@wisc.edu)
- Department Administrator, Jamie Gratrix (jamie.gratrix@wisc.edu)
- Graduate Coordinator, Duachi Yang (duachi.yang@wisc.edu)
- Undergraduate Advisor, Lachrista Greco (lachrista.greco@wisc.edu).

PRIVACY OF STUDENT RECORDS & THE USE OF AUDIO RECORDED LECTURERS STATEMENT

See more information about privacy of student records and the usage of audio-recorded lectures. Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

COURSE EVALUATIONS

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the course evaluation.

Digital Course Evaluations (HelioCampus, recently known as AEFIS)

UW-Madison uses a digital course evaluation survey tool called [HELIOCAMPUS](#). For this course, you will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID. Evaluations are anonymous. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

Sept 4 Introduction (Keisha Lindsay)

- Meet and Greet
- Syllabus Review
- Understanding Academia (*read the following texts for homework*)
 - Tought.co. "[Is Grad School Harder Than College?](#)"

- Steven M. Cahn. [“The Hidden Curriculum”](#)
 - Anonymous Reviewer., [“Your Submission to APSR”](#)
- Sept 11 Building Academic Community (Ruth Goldstein/Chris Garlough)**
 - Vicki Burns. [“How to Build Your Own Academic Community”](#)
- Sept 18 Cultivating Mentors (Sami Schalk)**
 - Julie Miller and Jennifer Furlong. [“Seeking the Mentors You Need”](#)
 - Tenure, She Wrote. [“Toxic Academic Mentors”](#)
- Sept 25 Attending Conferences (Judith Houch, Leigh Senderowicz)**
 - Karen Kelsky. [“Surviving Your First Conference: Tips for Anxious Newbies”](#)
- Oct 2 Writing Interdisciplinary Grant/Fellowship Applications (Annie Menzel, Kate Walsh)**
 - UW-Madison Writing Center. [Planning and Writing a Grant Proposal: The Basics](#)
- Oct 9 [Imaging PhD Skills Assessment](#)**
- Oct 16 [Imagine PhD Skills Assessment](#)**
- Oct 23 Publishing (Jess Waggoner)**
 - Cambridge University Press. [“Publishing as a Graduate Student: A Quick and \(Hopefully\) Painless Guide to Establishing Yourself as a Scholar”](#)
- Oct 30 Work/Life Balance (Kate Phelps, Sara Chadwick)**
 - Fresno State Writing News. [“Crash And Burnout: Why Graduate Students Should Reject “Hustle Culture”](#)
- Nov 6 Succeeding on the GWS Job Market (Anna Campbell)**
 - Academic Jobs Wiki. [Queer/Women's/Gender Studies 2023-2024](#)
 - Tenure, She Wrote. [“How to fail better \(and even succeed!\) in the academic job market”](#)
- Nov 13 Succeeding Beyond the GWS Academic Job Market (TBD)**
 - GWS PhD Student Placement
 - [University of Michigan](#)
 - [University of Maryland](#)
 - [Stanford University](#)
 - Karen Kelsky. [Workshop Summary: Preparing for a Non-Academic Career](#)
- Nov 20 Conclusion (Keisha Lindsay)**
 - Peer Review - Individual Development Plans
 - [Additional UW-Madison Professional Development Resources](#)