

LAWS 6001 – Proseminar
Wednesday 11:30 – 2:30
Dawn Moore D573
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Objectives

The purpose of this course is to help students develop their intellectual identities, interests and skills. We will meet according to the schedule set out below throughout the school year in order to acclimatize students to the intellectual environment, assist students in identifying major debates and issues within academia, explore different ways of 'being' an academic and finally hone research and writing skills vital to a successful intellectual career.

A strong emphasis is placed on diligence, presentation and collegiality as foundational to becoming a productive and engaged intellectual. This is a pass / fail course but it is not a 'bird' course. As will be expected of you throughout your intellectual careers, in this class you are expected to prepare, participate and think critically every time we meet. Careful attention to both written and oral interventions is imperative.

Assessment

- 1) Participation that meets the criteria described above.
- 2) Diligent submission of at least two drafts of a SSHRC or OGS application program of study.
- 3) Completing all the steps (including writing the review) for submitting a book review to a learned journal.
- 4) Completing all the steps (including submitting the manuscript) for publishing an article in a learned journal.

Week 1 Universities, Academics and Disciplines
September 10

Moore, Dawn. (2002). "What Exactly is it You Do?": The Problem of Spanning Jurisdictional Divides in Law and Society Scholarship." in *Studies in Law, Politics and Society*. 24. 33 - 48.

Sears, Alan. (2003). "Introduction" in *Retooling the Mind Factory: Education in a Lean State*. Garamond. E-book in Carleton Library.

Henkel, Mary. (2008). "Shifting Boundaries and the Academic Profession." In *Key Challenges to the Academic Profession: UNESCO Forum on Higher Education Research and Knowledge*. Available online.

Week 2 Writing a Kick-Ass Scholarship Application
September 24

<https://www.grad.ubc.ca/current-students/gps-graduate-pathways-success/hot-tips-scholarship-applications>

sample winning applications

Week 3 Workshop on scholarship applications

Guest – Sheryl Hamilton

October 8

You'll need to submit a draft of at least one scholarship application to the entire class at least three days before class (ie Sunday morning). Please come to class having read and commented on everyone's draft. We will spend this class time going through each draft.

Week 4 Academic Identities

October 15

This week you'll circulate your redrafted application to myself, the graduate supervisor, your own supervisor (if this isn't one of the two afore mentioned) and one faculty member who is totally outside your field. You should come to class with your readers' comments in hand so that we can discuss how to refine your drafts.

Katherine Smith, 2012. "Fools, Facilitators, and Flexicans: Academic Identities in Marketised Environments" *Higher Education Quarterly* 66(2): 155-173

Catherine Manathunga and Angela Brew. 2012. "Beyond Tribes and Territories: New Metaphors for New Times", in Paul Trowler, Murray Saunders and Veronica Bamber, eds. *Tribes and Territories in the 21st century: Rethinking the Significance of disciplines in higher education*, pp. 44-56.

Week 5 Getting Published the Easy Way? – Book Reviews

October 22

We will review the process of academic book review publishing. Please circulate by the Sunday before class a book review from a journal you'd like to publish in. This review should be annotated by you pointing out the strong and weak points. We will discuss these in class. Please also come with a list of journals and book review editors you will approach.

http://www.ehow.com/how_2301927_publish-academic-book-review.html

Week 6 Becoming an Academic

November 5

Stacy Douglas, Justin Piche

Ethics, Methods and what it means to be a Public Intellectual – guest panel
Michael Mopas and Dawn Moore. 2011. "Talking Heads and Bleeding Hearts: Newsmaking, Emotion and Public Criminology in the Wake of a Sexual Assault" (2011) *Critical Criminology*: 17.

Greig De Peuter “Universities, Intellectuals and Multitudes: An Interview with Stuart Hall”, *Utopian Pedagogy: Radical Experiments against Neo-liberal Globalization*, pp. 108- 128.

Mark Cote, Richard JF Day and Grieg de Peuter, “*Academicus Affinitatus: Academic Dissent, Community Education and Critical U*”, in *Utopian Pedagogy: Radical Experiments against Neo-liberal Globalization*, pp.334-351.

Week 7 Workshop on book reviews

November 19

Please submit your book reviews by the Sunday before class at noon. Two students will be assigned to critique your review and we will workshop them.

Book Reviews Due December 3.

Week 8 How to write to be published – guest panel.

Sheryl Hamilton, Laura McDonald, Sarah Todd

January 7

Readings TBA

Week 9 On the importance of the presentation of self

January 21

Readings TBA

Guest panel

Week 10 The Holy Grail – Publishing Your First Journal Article

February 4

Mieke Bal. 2009. “Working with Concepts”, *European J of English Studies* 13(1): 13-23.

<http://blog.journals.cambridge.org/2012/11/publishing-your-work-in-an-academic-journal-three-dos-and-a-dont/>

Week 11 Workshoping Journal Articles

February 25

Please submit by the Sunday before class your draft journal article. We will workshop these in class. Two students will be assigned to critique your piece.

Week 12 Supervisors, Committees and the Things No one has told you yet.

As a wrap up class we will talk about the next steps in the academic career including strategies around choosing supervisors, committees, getting through comps and moving on to what you are all here for – doing the dissertation research!