

Department of History / the University of Western Ontario

History 9823B

Professional Development

Mondays 1:30-3:30 / Winter 2017 / Lawson 2270C

Prof. Alan MacEachern

<http://history.uwo.ca/People/Faculty/maceachern.html>

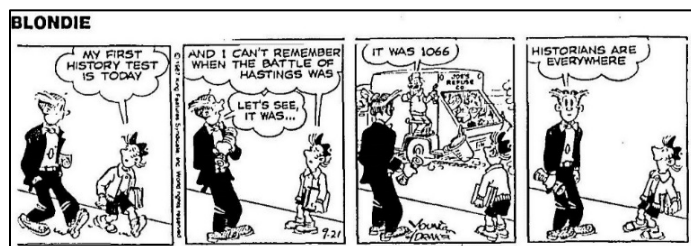
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Course description



Historians *are* everywhere. They work in universities, government departments and agencies, archives, libraries, NGOs, publishing, media, etc. And while I don't *know* of any alumni who work in waste management, there may be some out there; at least the guy in the cartoon looks happy.

A fundamental part of doing history is engaging with historical practice itself. Professional Development aims to assist History graduate students develop an understanding of our discipline's professional expectations; think reflectively about research, writing, and teaching; and develop skills that they will use to launch their career, whether within academia or beyond. History 9823B is a pass/fail course mandatory for 2nd year PhD History students (and elective for MA students), and involves group discussion, student presentations, workshops, and guest speakers. The emphasis throughout the course is on collaborative and participatory learning.

Learning outcomes

Students completing this course will be able to:

- ✦ Think reflectively about their PhD specifically and their historical practice generally,
- ✦ Present their work more effectively in a variety of forms and to a variety of audiences,
- ✦ Develop skills and strategies to manage their work, improving their efficiency and output,
- ✦ Improve how they give and receive feedback on writing,
- ✦ Identify means of marketing themselves effectively in the academic job market and beyond.

Assignments & evaluation

- ✎ Participation (throughout term)
- ✎ Draft OGS grant application (due 21 Jan)
- ✎ Draft PhD thesis proposal (due 18 Mar)
- ✎ Draft academic job app cover letter & CV (due 1 Apr)

Professional Development is a pass/fail course. Students are expected to complete the assigned readings, participate in group discussions each week, and complete the three written assignments, and provide feedback on peers' written work. History PhD students must pass the course to fulfill their degree requirements.

Schedule of classes, assignment, & readings

All readings are either available on the OWL site or online. In order not to overburden you with readings, I've often assigned short passages from books that are well worth you reading in their entirety outside class.

✎ Week 1 | 9 Jan | intro

Introduction to course structure, objectives, and assignments.

- V. W. Maldonado et al., "[So you want to earn a PhD? The attraction, realities and outcomes of pursuing a doctorate](#)" (Toronto: Higher Education Quality Council of Ontario, 2013).
- Charles G. Lord, "[A Guide to PhD Graduate School: How They Keep Score in the Big Leagues](#)," in John M. Darley et al, *The Compleat Academic: A Career Guide*, 2nd ed. (2004), 3-15.
- Socialization chapters from Susan K. Gardner, et al. *On Becoming a Scholar: Socialization and Development in Doctoral Education* (Sterling, Va.: Stylus, 2010).
 - Susan K. Gardner and Pilar Mendoza, "Doctoral Student Socialization for Teaching Roles," 29-44
 - Melissa McDaniels, "Doctoral Student Socialization for Research," 45-56
 - John C. Weidman, "Doctoral Student Socialization for Service," 57-76.

✎ Week 2 | 16 Jan | grant writing - 1

Why, where, and how to apply for funding. It's about money, but about more than money.

- Jane Steinberg, "[Obtaining a Research Grant: The Granting Agency's View](#)," and Robert J. Sternberg, "[Obtaining a Research Grant: The Applicant's View](#)," in John M. Darley et al, *The Compleat Academic: A Career Guide*, 2nd ed. (2004), 153-84.
- Sample Canadian graduate grant applications. Read the OGS & SSHRC PhD ones, & be prepared to critique them. -- <http://www.chashcacommittees-comitesa.ca/becoming%20a%20historian/applications.shtml>

****21 Jan – email your draft Ontario Graduate Scholarship applications to classmates & instructor****

✎ Week 3 | 23 Jan | grant writing - 2

Discuss draft OGS applications in class.

📅 **Week 4 | 30 Jan | the thesis proposal – development – 1**

Purposes and expectations of the thesis proposal.

- Patrick Dunleavy, “Envisioning the Thesis as a Whole” and “Planning an Integrated Thesis; The Macro-Structure,” *Authoring a PhD* (2003), 18-75.
- Lawrence F. Locke et al., “Developing the Thesis or Dissertation Proposal” and “Content of the Proposal,” *Proposals that Work: A Guide for Planning Dissertations and Grant Proposals* (2007), 41-90.
- Queen’s Learning Commons, “[Writing a Dissertation Proposal.](#)”
- (Consider also MyGradSkills.ca course on “[Research Management.](#)”)

📅 **Week 5 | 6 Feb | the gradual student life**

On making the most, and taking the least time.

- Franca Iacovatta and Molly Ladd-Taylor, “[Life as a Graduate Student.](#)” *Becoming a Historian: A Canadian Manual*, Canadian Historical Association (2010).
- Explore these sites about the PhD & beyond, & find an additional one to recommend in class:
 - Jennifer Polk, [From PhD to Life](#)
 - Inside Higher Ed, [GradHacker](#)
 - [MyGradSkills.ca](#)
 - [The Versatile PhD](#)

📅 **Week 6 | 13 Feb | teaching**

Towards developing a teaching portfolio.

- Western Teaching Support Centre, “[Teaching Portfolio.](#)”
- (Consider also MyGradSkills.ca course on “[Teaching Dossiers.](#)”)

****Reading Week****

📅 **Week 7 | 27 Feb | thesis proposal - writing - 2**

Discuss thesis proposal progress.

- Barbara Kamler and Pat Thomson, “Putting Doctoral Writing Centre Stage” and “Writing the Doctorate, Writing the Scholar,” *Helping Doctoral Students Write* (2006), 1-27.
- Lawrence F. Locke et al., “Style and Form in Writing the Proposal,” in *Proposals that Work: A Guide for Planning Dissertations and Grant Proposals* (2007), 125-34.
- John M. Swales and Christine B. Feak, “An Approach to Academic Writing” and “Writing General-Specific Texts,” *Academic Writing for Graduate Students*, 3rd ed. (2012), 7-82.
- Anne Lamott, “[Shitty First Drafts.](#)” from *Bird by Bird: Some Instructions on Writing and Life* (1994).
- Stephen J. Pyne, “Theory and Practice,” and “Writing Lives,” *Voice and Vision: A Guide to Writing History and Other Serious Nonfiction* (2011), 277-300.

📅 **Week 8 | 6 Mar | cultivating your academic profile**

How and why to build your brand.

- Franca Iacovatta and Molly Ladd-Taylor, "[The Conference Circuit](#)," *Becoming a Historian: A Canadian Manual*, Canadian Historical Association (2010).
- Queen's Learning Commons, "[Creating a Dissertation Support Network](#)."

📅 **Week 9 | 13 Mar | publishing**

Should your goal be a dissertation or a book? Is publishing during the dissertation a distraction or a necessity?

- Franca Iacovatta, "[Publishing Your Work](#)," *Becoming a Historian: A Canadian Manual*, Canadian Historical Association (2010).
- Paul J. Silvia, *How to Write a Lot: A Practical Guide to Productive Academic Writing* (2007).
- Eric Hayot, "Dissertations and Books," *The Elements of Academic Style: Writing for the Humanities* (2014), 41-6.
- Elizabeth Wager and Sabine Kleinert, "[Responsible Research Publication: International Standards for Authors](#)," 2010.

****18 Mar – email your draft thesis proposal to classmates & instructor****

📅 **Week 10 | 20 Mar | thesis proposal - drafts - 3**

Discuss draft thesis proposals in class.

📅 **Week 11 | 27 Mar | beyond the PhD – 1**

Where, when, and how to look for jobs.

- Jessica Edge and Daniel Munro, [Inside and Outside the Academy: Valuing and Preparing PhDs for Careers](#) (Ottawa: Conference Board of Canada, 2015).
- L. Maren Wood and Robert B. Townsend, [The Many Careers of History PhDs: A Study of Job Outcomes](#) (American Historical Association, 2013).
- Franca Iacovatta and Molly Ladd-Taylor, "[The Academic Job Search](#)" and Sabine Hikel, "[The Post Academic Job Search](#)," *Becoming a Historian: A Canadian Manual*, Canadian Historical Association (2010).
- Susan Basalla and Maggie Debelius, "Will I Have to Wear a Suit?" and "This Might Hurt a Bit: Turning a CV Into a Résumé," *So What Are You Going to Do with That?* *Finding Careers Outside Academia* (2007), 19-43 and 99-126.
- Canadian Historical Association, Sample CVs & cover letters – <http://www.chashcacommittees-comitesa.ca/becoming%20a%20historian/cvs.shtml>
- (Consider also MyGradSkills.ca course on "[The Versatile Graduate: Exploring Diverse Career Paths for PhDs](#).")

****1 Apr – email your draft cover letter & CV to classmates & instructor****

📅 **Week 12 | 3 Apr | beyond the PhD - 2**

Discuss draft cover letters & CVs.

Some other good resources that almost made it into the assigned readings:

- ✎ Western SGPS, [Thriving in Graduate School](#).
- ✎ Gloria Leckie for Western Teaching Support Centre, [Graduate Program Practices at Western University](#), 2014.
- ✎ Western Teaching Support Centre, [Certificate in University Teaching and Learning](#).
- ✎ Queen's University, [Online Thesis Manager](#).
- ✎ Canadian Historical Association, [Statement on Research Ethics](#).
- ✎ Franca Iacovetta, et al. [Becoming a Historian: A Canadian Manual](#).
- ✎ Resources within [COPE: Committee on Publication Ethics](#).
- ✎ Jenny L. Presnell, *The Information-Literate Historian*, 2nd ed. (Oxford: Oxford UP, 2012).
...& lots else.