**HIST 80083-725**

**History as an Academic Profession**

**Spring 2015**

**Wednesdays, 7:00-9:00 p.m.**

**135 Reed Hall**

**Instructor**

Gregg Cantrell

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Office hours

* Tues 11:00-11:50 a.m.
* W 10:00-11:50 a.m.
* By appointment

**Description**

This class aims to help students complete the PhD and make the transition from graduate student to practicing professional historian. The course assumes students will seek tenure-track teaching positions and it provides lessons in how to find, land, and succeed in such positions. The PhD in history can also lead to successful careers in other areas such as public history, government, or in the private sector. The course also aims to help students headed for those careers. Students who plan on a non-academic career should inform the instructor early in the semester so additional appropriate assignments can be included. Assignments include a variety of career-oriented exercises.

**Requirements**

Text

Steven M. Cahn, *From Student to Scholar: A Candid Guide to Becoming a Professor* (New York: Columbia University Press, 2008).

And other selected readings available via eCollege.

Graded assignments (points toward semester grade)

1. Curriculum vitae (5)
2. Three book review query letters (5)
3. Article submission letter (5)
4. Article prepared for submission (10)
5. Syllabi (15)
	1. Two survey courses (10)
	2. Upper division course (5)
6. Teaching philosophy statement (5)
7. Grant application (5)
8. Dissertation prospectus (5)
9. Job application (15)
	1. Two letters (5)
	2. Portfolio for one application (10)
10. Teaching demonstration (20)
	1. Statement of teaching philosophy (5)
	2. Classroom demonstration (15)
11. Participation in class discussions (10)

TOTAL POINTS (100)

Grading scale (points):

A Professional-grade work and performance (90-100)

B Work and performance require development or polish (80-89)

C Work and performance not acceptable for a professional historian (70-79

F Work inappropriate for graduate school

**Academic dishonesty**

 Academic dishonesty will not be tolerated. Examples of academic dishonesty include, but are not limited to, the following:

* plagiarism on written assignments;
* copying from another person during an examination;
* assisting another person to cheat by providing information; and,
* changing a grade, notations, or answer on a paper that has already been submitted, graded, and returned.

Students found guilty of academic dishonesty will be penalized to the fullest extent possible, which may include failing the course.

 Each student has the responsibility to know and understand University and College rules and regulations.

### Students with disabilities

###  Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. If you require accommodations for a disability, please contact the Coordinator for Students with Disabilities in the Center for Academic Services, located in Sadler Hall 11. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at 817-257-7486.

###  Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator. Guidelines for documentation may be found at [www.acs.tcu.edu/DISABILITY.HTM](http://www.acs.tcu.edu/DISABILITY.HTM).

###  Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

**Course schedule:**

Please consult the course Website for additional reading assignments and other material.

Jan. 14 Introduction and Orientation (Kerstetter)

Jan. 21 Graduate school: Your apprenticeship (Campbell, Hidalgo, Kerstetter, Meier)

* Building a curriculum vitae (c.v.)
* Making a portfolio
* DUE: c.v., three book review query letters

Read: Gustafson through p. 32; Cahn, Introduction, ch. 1; Chicago, Preface, ch. 1, 3

Jan. 28 Teaching (Sharpless, Kerstetter)

* The survey
* The upper-division course
* The seminar
* DUE: three draft syllabi (survey I, survey II, upper division); draft of teaching philosophy

Read: Gustafson, ch. 9; Cahn, ch. 8; Chicago, ch. 7 (on teaching)

Feb. 4 From Student to Professional: Networking, Conferences, Fellowship, & Grants (Ramirez, Hidalgo)

* DUE: draft of fellowship application

Read: Gustafson, ch. 4-5, 12; Cahn, ch. 3; Chicago, ch. 5

Feb. 11 Administering a Class: Philosophies, Technology (Campbell, Kerstetter)

* DUE: revised teaching philosophy statement

Read: Gustafson, ch. 9; Cahn, ch. 3; Chicago, ch. 7 (on teaching)

Feb. 18 Teaching demonstration (Sharpless, Kerstetter)

Feb. 25 Teaching demonstration (Sharpless, Kerstetter)

March 4 The dissertation

* DUE: draft dissertation prospectus

Read: Gustafson, ch. 3, 13; Cahn, ch. 2; Chicago, ch. 4

SPRING BREAK

March 18 The dissertation and the book (Cantrell, Gallay, Ramirez, Stevens, Woodworth)

Read: Cahn, ch. 2; Chicago, ch. 7 (on research)

March 25 Research: Publishing articles and other stuff (Cantrell)

* DUE: article submission cover letter, draft article

Read: Gustafson, ch. 13; Cahn, ch. 10; Chicago, ch. 7 (on research)

Apr. 1 The Job Search and Application (Gallay, Hammad, Meier, Szok)

* DUE: two application letters

Read: Gustafson, ch. 6; Cahn, ch. 4; Chicago, ch. 5

Apr. 8 Interviews (Campbell/Hammad, Hidalgo, Szok)

Read: Gustafson, ch. 7; Cahn, ch. 4-6; Chicago, ch. 5

Apr. 15 Career Paths: Myths and Realities of a Job

 Session I: Hammad, Hidalgo, Meier

 Session II: Cantrell, Gallay

Read: Gustafson, ch. 9-11; Cahn, ch. 7, 9; Chicago, ch. 6-8

Apr. 22 OPEN

Apr. 29 Final Discussion (Cantrell, Gallay)

* DUE: job portfolio

Read: Cahn, Finale; Chicago, ch. 9-11