

Term Information

Effective Term Spring 2023

General Information

Course Bulletin Listing/Subject Area History
Fiscal Unit/Academic Org History - D0557
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 7906
Course Title Advanced Pedagogy for Teaching History
Transcript Abbreviation AdvcdPedagogy
Course Description This courses addresses pedagogical challenges History doctoral students will face in their teaching. The course will provide resources, guidance, and a supportive setting for graduate students to make steady gains in their teaching, and will provide formal teaching preparation for History courses.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Seminar
Grade Roster Component Seminar
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: Grad standing.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 54.0101
Subsidy Level Doctoral Course
Intended Rank Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will have the resources and guidance needed to address pedagogical challenges and improve their teaching in History.
- Students will gain formal teaching preparation for History courses.

Content Topic List

- Pedagogy and teaching
- Challenges in the classroom
- Technology in the classroom
- Academic honesty and misconduct
- Grading and feedback
- Innovative learning
- Teaching evaluations
- Gender and race in the classroom
- Disruptive students
- Leading discussions

Sought Concurrence

No

Attachments

- History 7906 Advanced Pedagogy Syllabus.docx: History 7906 Syllabus
(Syllabus. Owner: Bowerman,Ashley E.)
- 7906 Course Syllabus 2022.pdf: NEW syllabus
(Syllabus. Owner: Getson,Jennifer L.)

Comments

- The History Grad Studies Committee has put together a new version of this syllabus, which is attached. This is an old course change request, so if I should cancel this one and start a new one instead, just let me know. *(by Getson,Jennifer L. on 04/28/2022 10:31 AM)*
- See 11-15-18 feedback email. *(by Vankeerbergen,Bernadette Chantal on 11/15/2018 11:23 AM)*
- Renumbered as 7906. *(by Bowerman,Ashley E. on 10/23/2018 02:19 PM)*
- Note that F grade is an "E" grade. *(by Heysel,Garett Robert on 09/24/2018 10:32 AM)*

COURSE REQUEST
7906 - Status: PENDING

Last Updated: Soland,Birgitte
04/28/2022

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bowerman,Ashley E.	09/18/2018 09:33 AM	Submitted for Approval
Approved	Otter,Christopher James	09/18/2018 11:07 AM	Unit Approval
Approved	Heysel,Garett Robert	09/24/2018 10:32 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/05/2018 02:26 PM	ASCCAO Approval
Submitted	Bowerman,Ashley E.	10/23/2018 02:19 PM	Submitted for Approval
Approved	Otter,Christopher James	10/23/2018 03:13 PM	Unit Approval
Approved	Heysel,Garett Robert	10/26/2018 08:15 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/15/2018 11:24 AM	ASCCAO Approval
Submitted	Getson,Jennifer L.	04/28/2022 10:31 AM	Submitted for Approval
Approved	Soland,Birgitte	04/28/2022 01:44 PM	Unit Approval
Pending Approval	Vankeerbergen,Bernadette Chantal	04/28/2022 01:44 PM	College Approval

HIST 7906: Professionalization and the Discipline of History

Instructor:

Class Meeting Times:

Office Hours:

Contact Information:

Land Acknowledgement: We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

Course Description: History 7906 will introduce you to the professional field of academic history and its culture. It is designed to lay out the general expectations of professional historians and university professors along with the norms (unwritten rules) of these positions. The goal is to expose you to both the promise and the pitfalls of likely career paths while helping you decide how you want to use your PhD. Each person's path will be unique and there is no one direction, but there are clear expectations that you should know along with some likely challenges you will face. The course will introduce you to the basic elements of graduate studies in history and careers for people with PhDs in history. This includes the different ways you should conceptualize your project(s) for different audiences (peers, funders, publics, etc.), practical aspects of research and writing, networking, different forms of knowledge dissemination, and how you can translate your scholarship and skills to various job markets. Assignments will focus on how to adapt your work to these audiences while developing long range strategies to position yourself for opportunities when they become available. It will also consider how diverse individuals experience these realities, encouraging all students to be aware of the inequities that persist in the field and potential ways that we can challenge or at least cope with them. Finally, the course will confront the simultaneous freedom and stresses of graduate school, helping you find strategies to maximize your effectiveness while attempting to manage the work-life balance that should be all our aspirations, if not always our reality. As with all careers, historical study can be incredibly rewarding, but it helps to understand the culture that underlays it and how to navigate it so you can ultimately decide whether you want to work within (or at least alongside) that culture.

A short note on the organization of this class. Given the broad, varied aims of this course and its commitment to incorporating multiple voices on the academic and professional discipline of history, visitors will regularly attend our sessions. Students will thus have opportunities to engage not only with the instructor of record but also with faculty, graduate students, and professionals across and beyond the university.

Required Texts (all available through Barnes and Noble)

Lori Flores and Jocelyn Olcott, *The Academic's Handbook*, Fourth Edition ((Durham, NC: Duke University Press, 2020)

Samuel Redman, *Historical Research in Archives: A Practical Guide* (Washington, D.C.: American Historical Association, 2013)

Katina Rogers, *Putting the Humanities PhD to Work: Thriving In and Beyond the Classroom*(Durham, NC: Duke University Press, 2020)

*All other required readings are available on Carmen or through a web-based link.

Course Requirements

Assigned Reading: All students are expected to complete the entire reading assigned for the day that it is assigned.

Written and In-Class Assignments: Students will be required to prepare short written assignments outside the classroom, and to bring their responses to class on the assigned day. Most of these written assignments are less than 1000 words. Students will also be required to participate in in-class exercises, including group discussions with the instructor and other visitors.

Written Assignments and Grading

Week 5	List of career goals/justifications	5%
Week 7	List of grants/draft of grant application	10%
Week 9	Review two DH projects	10%
Week 10	List of peer review resources	5%
Week 11	Mock Op-ed or blog post	15%
Week 12	List of presses/explanation	10%
Week 13	List of academic jobs	5%

Week 14	Job materials	25%
Week 15	LinkedIn Profile	5%
Class participation		10%

Grade Scale: A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C-(70-72), D+ (67-69), D (63-66), D- (60-62) E (below 60).

Grades will be rounded up. For example, a 92.3 will become a 93.

Enrollment Requirements, Statements, and Special Requests

All students must be officially enrolled in this course by the end of the FIRST full week of the quarter. No requests to add this course will be approved by the department chair after this time. Each student is solely responsible for his/her enrollment.

Statement on Disability

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Statement on Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call

counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Statement on Violence and Sexual Harassment

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Statement on Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Academic Misconduct Policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentaffairs.osu.edu/csc/>

Week One (January 9th): Introduction to the Course

No Reading

This class will introduce students to the course, its requirements, and provide a very general overview of the culture of academia for graduate students and faculty as well as both academic and alternative job markets.

Week Two (No Class, MLK, Jr. Day)

Part I: The Academic System

This section provides students with an overview of the modern university, the academic labor market, and the contributions that humanities PhDs can make to the larger society.

Week Three (January 23rd): The Academic System Today

Reading:

Rogers, "Introduction," "Academic Workforce: Expectations and Realities," and "Inclusive Systems, Vibrant Scholarship," all in *Putting the Humanities PhD to Work*, PP. 1-56.

Week Four (January 30th): The Future of Academia

Reading:

Rogers, "Expanding Definitions of Scholarly Success," "What Faculty and Advisors Can Do," and "Students: How to Put Your PhD to Work," all in *Putting the Humanities PhD to Work*, pp. 57-127.

Week Five (February 6th): Possible Career Paths for History PhDs

Reading:

Elizabeth Elliott, "Where Do Historians Work? An Interactive Snapshot from New AHA Data," *Perspectives* (2017)

<https://www.historians.org/publications-and-directories/perspectives-on-history/january-2017/where-do-historians-work-an-interactive-snapshot-from-new-aha-data>

Rogers, "Conclusion" and "Ten Ways to Begin," in *Putting the Humanities PhD to Work*, pp. 128-136.

Written Assignment: Make a list of your career goals, including 2-3 preferred alternatives with justification (250-500 words).

Part II: Research to Writing

In this section, we move from the larger structures and institutional practices of academia to some of the demands and expectations placed on individual historians, both graduate students and faculty. Specifically, we shall examine some of the building blocks of successful scholarship, namely academic research, including grant writing.

Week Six (February 13th): Project Conceptualization and Planning Archival Research

Reading:

Redman, *Historical Research in the Archives*, pp. 1-32.

David Hansen and Deborah Jenkins, "The Modern Research Library," *The Academic's Handbook*, pp. 82-94.

"How Gender Affects the Experience of Archival Research and Field Work," *Modern American History* 2.2 (2019): 193-200.

Week Seven (February 20th): Grant Writing and Fellowships

Reading:

Redman, *Historical Research in the Archives*, pp. 33-48

Miroslava Chavez-Garcia, et al. "Applying Successfully for Grants and Fellowships," *The Academic's Handbook*, pp. 71-81.

Dossier of Successful Grant Applications (OSU faculty/graduate student examples), (*Carmen)

Written Assignment: Students will research and compile a list of potential grants/fellowships and begin to draft a grant application essay (i.e., project description, 750-1000 words).

Week Eight (February 27th): Public Presentations and Professional Norms

Linda Kerber, "Conference Rules: Everything You Need to Know about Presenting a Scholarly Paper in Public," *Perspectives* (May 1, 2008), pp. 1-11.

<https://www.historians.org/publications-and-directories/perspectives-on-history/may-2008/conference-rules-everything-you-need-to-know-about-presenting-a-scholarly-paper-in-public>

Lori Flores and Jocelyn Olcott, "A Few Rules of Thumb About Conference Presentations and Invited Talks," *The Academic's Handbook*, pp. 45-47.

Yuridia Ramirez, "Developing an Academic Identity: Lead with 'You,'" *The Academic's Handbook*, pp. 18-23.

Antar Tichavakunda, "Understanding Microaggressions," *The Academic's Handbook*, pp. 203-207.

Written Assignment: Make a list of conferences you would like to attend as a presenter and draft an abstract for one of them (125-250 words). Your presentation should be a component of a larger academic project (dissertation chapter; seminar essay; etc.)

Week Nine (March 6th): Thinking Digital Humanities into Your Project

Reading:

Daniel Cohen and Roy Rosenzweig, Introduction in *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web* (2005), pp. 1-16.

<https://chnm.gmu.edu/digitalhistory/introduction/index.html>

Kim Gallon, "Making a Case for the Black Digital Humanities," in Matthew Gold and Laura Klein, eds., *Debates in the Digital Humanities* (2016), pp. 1-7.

https://dhdebates.gc.cuny.edu/read/untitled/section/fa10e2e1-0c3d-4519-a958-d823aac989eb?_ga=2.136477110.767528497.1645993618-669804321.1645381545

Chelsea Gardner, et al. "Looks Like We Made It, But Are We Sustaining Digital Scholarship?" *Making Things and Drawing Boundaries: Experiments in the Digital Humanities* (2017), pp. 95-101 (*Carmen)

Sara Hendren, "All Technology is Assistive: Six Design Rules on Disability," *Making Things and Drawing Boundaries: Experiments in the Digital Humanities* (2017), pp. 139-145.

Written Assignment: Find at least two digital humanities projects pertinent to your own work, and prepare a short review (750 words).

Spring Break: March 13-17

Part III: Publishing and Knowledge Dissemination

In this section, we examine some both traditional and innovative paths to presenting and publishing research in history.

Week 10 (March 20th): Journal Articles and Peer Review

Reading:

Sharon Holland, "Anonymous: Making the Best of a Peer Review," *The Academic's Handbook*, pp. 240-47.

Broad Institute, "Peer Review: Past, Present, and Future," MIT Communications Lab, pp. 1-7.

<https://mitcommlab.mit.edu/broad/commkit/peer-review-a-historical-perspective/>

Yascha Mounk, "What an Audacious Hoax Reveals about Academia," *Slate* (October 5, 2018), pp. 1-7.

<https://www.theatlantic.com/ideas/archive/2018/10/new-sokal-hoax/572212/>

Written Assignment: Peruse the "Peer Review Resources" at H-Net, and make a list of your top five.

<https://networks.h-net.org/node/109065/pages/4622767/peer-review-resources>

Week 11 (March 27th): Public Engagement

Reading:

Sarah Bond, "Whitewashing Ancient Statues: Whiteness, Racism, and Color in the Ancient World," *Forbes* (April 27, 2017)

Sarah Bond and Kevin Gannon, "Public Writing and the Junior Scholar," *The Chronicle of Higher Education* (October, 2019)

Marcia Chatelain, "Lessons from #FergusonSyllabus," *The Academic's Handbook*, (165-171)

Natalia Mehlman Petrzela, "Navigating Social Media as an Academic," *The Academic's Handbook*, pp. 255-57.

Joanne Meyerowitz, "180 Op-Eds: How to Make the Present Historical," *Journal of American History* (September 2020): 323-335.

Panel Discussion on Public Engagement with Invited Guests

Written Assignment: Compose a mock Op-Ed or blog post (500-700 words) and a mock thematic syllabus (15-20 resources with syllabus)

Week 12 (April 3rd): Article and Book Publishing

Reading:

Rosanna Kathleen Olsen, "Publishing Your Research," *The Academic's Handbook*, pp. 109-117.

Cathy Davidson and Ken Wissoker, "Academic Book Publishing," *The Academic's Handbook*, pp. 118-141.

William Germano, "What Do Publishers Do?" *Getting It Published*, pp. 5-28.

Written Assignment: Comprise a list of at least two presses and/or book series your future manuscript would fit and write a one-page explanation, with reference to 2-3 recently published books (within the last 8 years) that are similar to your project.

Part IV: Job Markets

This final section turns to the various job markets that graduates with PhDs in history can potentially navigate, both within and beyond academia.

Week 13 (April 10th): Academic Job Market

Reading:

Karen Kelsky, "The Tenure-Track Job Search, Start to Finish," *The Academic's Handbook*, pp. 9-17.

Anonymous, "Race, Gender, and Academic Jobs," *Inside Higher Ed* (May 28, 2014), 1-5.

<https://www.insidehighered.com/advice/2014/05/28/essay-realities-race-academic-jobs>

Rebecca Davis, "Heterophobia? Straightwashing on the Academic Job Market," *Perspectives* (March 16, 2021): 1-3.

<https://www.historians.org/publications-and-directories/perspectives-on-history/april-2021/heterophobia-straightwashing-on-the-academic-job-market>

Dossier of Job Application Materials (*Carmen)

Written Assignment: Students will create a list of jobs in their field and write a brief explanation of why and how they would apply to these positions (250 words).

Class will include a panel discussion with members of OSU search committees and recent PhDs on the academic job market

Week 14 (April 17th): Job Materials Workshop

Reading:

No Reading

Dossier of Job Materials (*Carmen)

Written Assignment: Write a draft of a job letter (two and half pages, maximum), a teaching philosophy statement (one-page), and a diversity statement (one-page).

Week 15 (April 24th): Non-Academic Careers

Reading:

Christopher Catarine, "Discover" and "Decipher," *Leaving Academia: A Practical Guide*, pp. 50-131.

Written Assignment: Create a LinkedIn profile; and a resume – resetting academic work in professional parlance

Week 16 (May 1st Exam Week): Alternative Careers Workshop

No Reading

Panel discussion on alternative career paths

Written assignment: Bring three questions for panelists (ungraded)