

Term Information

Effective Term Spring 2025
Previous Value Spring 2024

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Name Change to "Prospectus Writing"

What is the rationale for the proposed change(s)?

Four years ago, the department voted to split a class called "Pedagogy and Professionalization" into two (2) new courses: History 7905 "Graduate Pedagogy"; and History 7906 "Professionalization and the Discipline of History" (CAA approval came later that year). But a course title request for History 7910 was not made to reflect this change. The request thus updates the name of 7910 to reflect its new focused content.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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	7910
Course Title	Prospectus Writing
<i>Previous Value</i>	<i>Prospectus Writing & Professional Development</i>
Transcript Abbreviation	Prospectus Writing
<i>Previous Value</i>	<i>Prosp & Prof Dev</i>
Course Description	Seminar dedicated to researching and writing a Dissertation Prospectus.
<i>Previous Value</i>	<i>Seminar dedicated to researching and writing Dissertation Prospectus. Also review of professional development skills: grant writing, building a resume and planning a career, how to write and present a conference paper, book reviews.</i>
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?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Satisfactory/Unsatisfactory
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

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will research and write their dissertation prospectus.
Content Topic List	<ul style="list-style-type: none">• Funding sources• Research• Conferences and other professional activities. Work on writing conference papers• Grant applications• Articles• Prospectus writing• Book reviews
Sought Concurrence	No

Attachments

- REVISED syllabus 7905.pdf: 7905 Syllabus (for comparison)
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- 7906 Course Syllabus 2022.pdf: 7906 Syllabus (for comparison)
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- 7910 DL Syllabus (Formatted) (1).docx: 7910 Syllabus
(Syllabus. Owner: Getson, Jennifer L.)

COURSE CHANGE REQUEST
7910 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/03/2024

Comments

- I have also included syllabi for 7905 and 7906 for comparative purposes. *(by Getson, Jennifer L. on 09/12/2024 02:00 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	09/12/2024 02:00 PM	Submitted for Approval
Approved	Reed, Christopher Alexander	09/12/2024 04:01 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/03/2024 03:58 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/03/2024 03:58 PM	ASCCAO Approval



Syllabus

History/7910

Prospectus Writing

Spring 2024

3 Credit Hours

Online, Synchronous by Zoom

Thursday, 5:30pm – 8:15pm

Course overview

Instructor

- Stephanie Smith
- Smith.4858@osu.edu
- 614-292-6216
- Course Zoom Link
- Thursday at 12:30pm to 2:00pm by Carmen Chat, or by appointment

Note: My preferred method of contact is email.

Course description

This seminar is dedicated to researching and writing your dissertation prospectus. We also will discuss professional development skills, including grant writing, building a resume and planning a career, writing and presenting a conference paper, and book reviews. By the end of this course, you will have produced a dissertation prospectus that you will present to your committee at the time of your generals.



A prospectus is a detailed plan of your intellectual journey: from prospectus to the archives, from your research to your dissertation, from the dissertation to articles and book. Your prospectus will engage your analytical, imaginative, and literary skills, not to mention discipline and endurance. Your journey can be both exhilarating and daunting.

In preparing your prospectus, you'll draw particularly on three specific sorts of support:

- First, as you have surely discovered, your fellow students are a valuable source of insight and support. In this course, you will help each other launch your projects.
- Second, I will read your drafts, offer advice, and encourage you. But, since I am a Latin American historian and most of you are not, my advice will be more structural, practical, and stylistic than substantive.
- Third, your advisor and members of your dissertation committee are the experts to whom you will turn for substantive advice about archives, resources, and the feasibility of your project. Throughout the semester, you must keep in close touch with your advisor and committee. If you encounter difficulties, let me know, but otherwise I'll assume that your advisor and committee members are offering advice and providing feedback on a regular basis.

A prospectus that succeeds in persuading others of the worth of a project depends on the same ingredients that make for "good writing" generally. For that reason, we will focus throughout the semester on the craft of historical writing, as well as on the practicalities of launching a research project. As we do so, we will think about such matters as the interplay between analysis and narrative structure; the creation of characters that readers believe in and care about; the development of a personal voice; the importance of a reliable narrator (whose truth claims readers will be inclined to accept); the question of audience; the role of the imagination; and the relationship between self and subject. As necessary, we also will think about such matters as grammar, style, and organization.



Please keep in mind that eventually you will use your dissertation prospectus as the basis for grant proposals. History 7910 is not a course on grant-writing, but we will further develop the peculiar art of writing grant proposals—an art that asks you to address non-specialists as well as specialists. Most grants are judged by committees whose members know little about your topic. As a grant-writer, you must deftly tell them all they need to know while, at the same time, signaling your expertise to the known-to-you specialists who will write your letters of recommendation and the unknown-to-you specialists who may serve on the fellowship committee.

A dissertation prospectus is not an end in itself, but a means to an end. It is always a work-in-progress. Don't be surprised or disappointed if your doctoral committee is enthusiastic about your project and yet suggests fundamental changes in your approach. And don't be surprised if you eventually cast much of the prospectus aside, as you dive more deeply into the primary sources and begin to write. This semester you are producing preliminary guidelines that pose questions, suggest sources, and construct strategies. In the long term, these questions, sources, and strategies may change, but without this first attempt, there would be no "long term."

How this online course works

Mode of delivery

This course is 100% online and synchronous. There is one weekly required session where you must be logged in to Carmen at a scheduled time.

Pace of online activities

This course will closely follow the structure and experience of an in-person graduate seminar, except the weekly meeting will take place on Zoom rather than in-person.

Credit hours and work expectations



This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Course materials and technologies

Textbooks

Recommended (optional)

- Wayne C. Booth, et al, eds., *The Craft of Research* (4th edition, 2016).
- Steven Pinker, *The Sense of Style* (2014).
- William Strunk and E.B. White, *The Elements of Style* (Classic edition, 2018).
- William Germano, *From Dissertation to Book* (2nd edition, 2013).

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](http://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills



- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service



If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and instructor response

How your grade is calculated

This class is graded Satisfactory/Unsatisfactory. A satisfactory grade will entail the following:

- Attending every class
- Active class participation and discussion
- Submission of a dissertation prospectus (approx. 20 pages)

Attendance & Discussion

Attendance is required for every class and will be taken at the beginning of class. You are responsible for attending each and every class since your grade will be adversely affected by any absences. If it is imperative you miss class, this must be discussed with me in advance. This graduate course requires active class participation and discussion by every student. Part of your evaluation will be based upon engagement with the other students over the readings and other assigned materials during each class period. To participate well in class, you will need to keep up with the reading material.

*** Please feel free to express your opinion in a constructive manner. Part of the objective of the class is for you to analyze complex issues and express your positions on a number of topics. While you may not agree with everything said in class, you must show respect to fellow classmates.

The Prospectus

A dissertation prospectus of approximately 20 pages will be due to me by 11:59pm on Wednesday, April 24.



This list covers the major categories of a prospectus, but feel free to blend, compress, or omit sections to fit your needs and your committee's preferences. For example, you may want separate sections on method and theory, or you might decide to merge your discussion of methods and sources.

1. Title. A descriptive title that succinctly, accurately, and pleasingly describes the topic and the period covered. Don't underestimate the importance of your title.
2. Abstract. A short paragraph summarizing the proposal.
3. Topic, Questions, and Significance. What you are writing about? (This is your topic.) What is not known about it? (This is your question.) Why do you want to know this unknown? (This is your significance.) To put this another way: I am writing about (my topic), because I am trying to show you who/how/why (my question and my hypothesis about what I think the answers may be), in order to persuade you to think differently about issues of large import (my significance).
4. Historiography. This usually entails (a) an overview of the secondary literature on the general subject within which your topic falls (this may include relevant research in historical fields other than your own and in disciplines other than history), and (b) the historiography of your specific topic. This section should be clear about what has been done, what needs to be done, and why. You may want to point to models for what you hope to do, while at the same time making clear how your work will extend or challenge what has gone before.
5. Method and Theory. Here, you outline the research strategies, methods, and theoretical constructs that will help you answer the questions asked in the previous section. (You may want to address some of these issues in the historiography section by including therein relevant theoretical works or by discussing the methodologies and theoretical concerns that have guided previous works in your field.) "Methods" might include such matters as



statistical analysis, oral history, ethnography, archival research, readings of visual images, and material objects. “Theories” might include Marxism, psychoanalysis, structuralism, post-structuralism, feminism, post-colonial studies, queer theory, and the new historicism and other schools of literary criticism. In this section, you might also talk about the conversations you seek to join, for your choices will affect how you address method and theory. Do you see yourself as speaking mainly to an audience of specialists? As building bridges among subfields and/or disciplines? As addressing policy makers, activists, or various publics?

6. Sources. First, what sorts of evidence will you use? Legal records, censuses, interviews, diaries, letters, material artifacts, music, folklore? How rich are these sources and what special problems do they present? (You will probably want to discuss here how the sources have been used in the past.) Will you use an extensive and coherent body of papers or will you be piecing together documents, artifacts, and clues from many places? Second, what have you concluded about access? Are your archives closed in August or shut everyday for two-hour lunches? Do your archives charge fees? If you are doing interviews, how will you choose your interviewees and evaluate the co-produced, retrospective evidence that oral history provides? Do you need to begin now to submit Freedom of Information Act requests? Do you need to locate papers hidden away in attics? If so, how?

For those who will not need to utilize archival materials, please discuss the various ways in which you will access your sources. Will you use published sources? And if so, what are they? Will you need to travel to obtain particular published sources?

And for everyone, are there possible online sources you can use?

7. Organization and chapters. Will you proceed topically or chronologically? Provide titles of chapters with a brief explanation of the contents of each.



8. Timetable. How much time will you allot to (a) research, (b) writing, and (c) polishing? This might seem like the most straightforward part of a prospectus, but I advise you to consider the timetable thoroughly. If you write a brilliant prospectus that takes 10 years to complete, you will not be doing yourself a favor. A dissertation is the end of doctoral training, but it is rarely the end of research and writing. Since you will be working further on the topic to produce articles and possibly a book, you do not need to cover everything between reaching ABD status and acquiring your PhD—indeed, you cannot cover everything. In short, be practical and realistic.

9. Research plan. How, in practical terms, will you go about your research? Will you use a data-management program or take notes by hand? How will you manage the travel involved? What will you do first? What might you postpone (for the book) if you run out of time? You might not include most of these in your final prospectus, but they are worth considering now.

10. Funding Sources. What sources for grants and fellowships from within and without the university appear most promising? What is the schedule for applications? Have you applied yet?

11. Bibliography. Aim for 2-3 pages of bibliography. List primary sources in sufficient detail (don't just give archival numbers) and fairly exhaustively (it is fine to group items into a general category, but be sure to cover all general categories). Organize by archive; separate out primary sources in print and/or online. List selected secondary sources, and consider organizing by topics.

Constructive critiques of your fellow scholars' work:

A lead commentator/writing partner will be assigned for each of the prospectus sections. After the author of a paper briefly introduces their work to the seminar, the commentator will present the critique, invite the author to respond, and lead the discussion involving the entire class.

Each commentator/writing partner also will write a short, double-spaced critique of the paper they are evaluating. The commentator/writing



partner will give a copy of their critique to their critique partner and Professor Smith during class.

The comments should address the following topics:

- a. Briefly explain the subject matter of the paper and identify the central argument(s) that the author is making.
- b. Identify strengths in terms of the quality of research and analysis, the persuasiveness of the argument, the significance of the contribution, the logic of the organization, the use of sources, and the clarity and fluency of the prose.
- c. Offer constructive advice to improve the quality of research and analysis, the persuasiveness of the argument, the significance of the contribution, the logic of the organization, and the clarity and fluency of the prose.

**Of course, all students still are required to read each paper, and to participate actively in the class discussions of all papers.

Your final prospectus will bring together the various components of your semester's work. When you turn in your final prospectus, you should incorporate the suggestions from your previous writings completed throughout the semester.

EVALUATION

Your prospectus is the first of a genre that is basic to success in academia: the research proposal. In this genre, evaluation is key. Right now, you need to convince your committee that you have a strong enough project to begin (or complete) your writing. For the rest of your academic career, you will need to convince funding committees that your research is viable and worthwhile.

These are some of the criteria commonly used in evaluations:



- Is the proposal cast in a form that can be readily understood by non-specialists?
- Is the proposal coherent and error-free?
- Is the question/hypothesis clear?
- Is the question/hypothesis original and important?
- Can the question/hypothesis be answered by the proposed research?
- Does the proposal suggest that its author is sufficiently grounded in the existing literature on the topic?
- Are the stated methods and theories appropriate?
- Is the research feasible? Can it be accomplished in the time proposed?
- In the final analysis, is the proposal compelling?

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

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

Commitment to a diverse and inclusive learning environment

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.

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. I/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.

More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

Your 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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.



With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity. (Policy: Religious Holidays, Holy Days and Observances)

Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

WEEK 1. THURS., 11 JANUARY: INTRODUCTION

Discussion of syllabus and course. We also will arrange writing/critique partners.



WEEK 2. THURS., 18 JANUARY: THE TASK AHEAD & DISSERTATION OVERVIEW IDEAS

We will talk about the dissertation in general and the prospectus in particular. We also will talk about possible project ideas—please be prepared to discuss your thoughts in class. Think of this as your “elevator” talk at a conference. If asked, how would you discuss your topic with a new colleague in a few sentences. What is your main argument?

- PREP: This website has quite a few helpful resources: <http://writingcenter.unc.edu/handouts/dissertations/>
- PREP: Please ask a senior colleague (graduate student) in your field for a copy of their prospectus. Please read the prospectus before class.
- PREP: Talk with your dissertation advisor; research possible primary sources of your project; consider secondary literature.
- PREP: By noon on Tuesday, please upload to Carmen a 1-page discussion of your dissertation overview to share with the class.

WEEK 3. THURS., 25 JANUARY: TOPIC, QUESTIONS, AND SIGNIFICANCE

Please write a 3-page draft that describes your topic, questions, and significance of your project. Stress the question of importance. Aim to say not only why your research will make readers think differently about your topic, but also what deeper insight or wisdom you hope to impart.

- PREP: Upload a copy of your paper to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Present your paper to the class. Be prepared to read the first paragraph aloud, *as if you were presenting it at a conference* as a prologue to a longer paper.
- PREP FOR CRITIQUE PARTNERS: Please email your critique to your critique partner and me by Thursday at 5:00pm. Also, be prepared to discuss your suggestions in class.

DO NOT provide a tally of pros and cons. DO integrate the points that you find especially valuable into your own comments. In the first paragraph, describe specifically what you found most interesting or effective in your partner’s draft. In the second paragraph, offer suggestions for improvement--think about how you would approach the work differently, and try to help the author make the writing more convincing and compelling. Additionally, please also offer detailed editorial suggestions on your partner’s paper.

WEEK 4. THURS., 1 FEBRUARY: HISTORIOGRAPHY

Please write a 2 to 3-page draft of your historiography.



- PREP: Upload a copy of your papers to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Present your paper to the class. Be prepared to discuss your historiography section with the class.
- PREP FOR CRITIQUE PARTNERS: Please email your critique to your critique partner and me by Thursday at 5:00pm. Also, be prepared to discuss your suggestions in class. Please offer detailed editorial suggestions on your partner's paper as well.

WEEK 5. THURS., 8 FEBRUARY: METHOD AND THEORY

Please write a 2 to 3-page draft of your method and theory section.

- PREP: Upload a copy of your papers to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Present your paper to the class. Be prepared to discuss your method and theory sections with the class.
- PREP FOR CRITIQUE PARTNERS: Please email your critique to your critique partner and me by Thursday at 5:00pm. Also, be prepared to discuss your suggestions in class. Please offer detailed editorial suggestions on your partner's paper as well.

WEEK 6. THURS., 15 FEBRUARY: SOURCES

Please write a 2-page draft of your sources section. Will you utilize archival documents? What are possible online sites that could be helpful? What about published sources?

- PREP: Upload a copy of your paper to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Present your paper to the class. Be prepared to discuss and share your sources section with the class.
- PREP FOR CRITIQUE PARTNERS: Please email your critique to your critique partner and me by Thursday at 5:00pm. Also, be prepared to discuss your suggestions in class. Please offer detailed editorial suggestions on your partner's paper as well.

WEEK 7. THURS., 22 FEBRUARY: ORGANIZATION, CHAPTERS

Please write a 2 to 3-page draft of your organization and chapters section.

- PREP: Upload a copy of your papers to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Present your paper to the class. Be prepared to discuss your organization and chapters section with the class.
- PREP FOR CRITIQUE PARTNERS: Please email your critique to your critique partner and me by Thursday at 5:00pm. Also, be prepared to discuss your



suggestions in class. Please offer detailed editorial suggestions on your partner's paper as well.

WEEK 8. THURS., 29 FEBRUARY: TIMETABLE AND RESEARCH PLAN

Please write a 1 to 2-page draft of your timetable and nuts and bolts section.

- PREP: Upload a copy of your papers to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Present your paper to the class. Be prepared to discuss your timetable and nuts and bolts section with the class.
- PREP FOR CRITIQUE PARTNERS: Please email your critique to your critique partner and me by Thursday at 5:00pm. Also, be prepared to discuss your suggestions in class. Please offer detailed editorial suggestions on your partner's paper as well.

WEEK 9. THURS., 7 MARCH: FUNDING SOURCES

Please write a 2 to 3-page draft of your sources section.

- PREP: Upload a copy of your paper to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Present your paper to the class. Be prepared to discuss your funding sources section with the class.
- PREP FOR CRITIQUE PARTNERS: Please email your critique to your critique partner and me by Thursday at 5:00pm. Also, be prepared to discuss your suggestions in class. Please offer detailed editorial suggestions on your partner's paper as well.

WEEK 10. THURS., 14 MARCH: SPRING BREAK!

WEEK 11. THURS., 21 MARCH: WORK WEEK

Please make an appointment to meet with me during this week.

WEEK 12. THURS., 28 MARCH: BIBLIOGRAPHY

Please write a 2 to 3-page draft of your bibliography.

- PREP: Upload a copy of your paper to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Present your paper to the class. Be prepared to discuss your bibliography section and abstract with the class.
- PREP FOR CRITIQUE PARTNERS: Please email your critique to your critique partner and me by Thursday at 5:00pm. Also, be prepared to discuss your



suggestions in class. Please offer detailed editorial suggestions on your partner's paper as well.

WEEK 13. THURS., 4 APRIL: THE ABSTRACT

Please write a 1 paragraph abstract of your dissertation topic.

- PREP: Upload a copy of your paper to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Present your paper to the class. Be prepared to discuss your bibliography section and abstract with the class.
- PREP FOR CRITIQUE PARTNERS: Please email your critique to your critique partner and me by Thursday at 5:00pm. Also, be prepared to discuss your suggestions in class. Please offer detailed editorial suggestions on your partner's paper as well.

WEEK 14. THURS., 11 APRIL: DISCUSSION OF YOUR FINAL PROSPECTUS

(Group A presents, but everyone attends)

- PREP FOR THOSE PRESENTING TODAY: Upload a copy of your paper to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Be prepared to present your final prospectus to the class. Also, read each prospectus and be prepared to offer a brief critique, as well as suggestions, for each colleague's paper.

WEEK 15. THURS., 18 APRIL: DISCUSSION OF YOUR FINAL PROSPECTUS

(Group B presents, but everyone attends)

- PREP FOR THOSE PRESENTING TODAY: Upload a copy of your paper to Carmen by noon on Tuesday.
- PREP FOR EVERYONE: Be prepared to present your final prospectus to the class. Also, read each prospectus and be prepared to offer a brief critique, as well as suggestions, for each colleague's paper.

If you haven't uploaded your final prospectus during the previous two weeks, please email me your final revised prospectus by 11:59pm on WEDNESDAY, APRIL 24. Please also give a copy to your advisor

History 7905: Graduate Pedagogy

Instructor:
Office:
Contact:
Meeting Time: T 2.15-5pm

Course Description

This weekly semester-long 3-credit course provides graduate students with discipline-specific training in the teaching of History at the college level. The course is elective, not required. One does not have to take it to teach in the History department. For those who choose to do so, the class is best taken during, or one semester before, the semester when the student first assumes teaching duties, whether as a Discussion Section Leader (DSL) or as Small-Section Lecturer (SSL). It is expected that the course will help you in the performance of all of your teaching duties at Ohio State. The course also aims to provide a solid pedagogical foundation for those who aspire to pursue professional teaching careers after graduate school. It provides you with resources and skills that will be useful to you now and in the future, helping you to manage many aspects of teaching, including course design, syllabus construction, lecture and discussion design and practice, teaching a diverse classroom, approaching a collaborative classroom experience, assignment design, evaluation of one's own teaching, and approaches to teaching writing, critical thinking, and verbal and listening communication skills. During the course, we will explore these different topics as they manifest themselves in the three most prevalent modes of teaching used today: online, in-person, and hybrid.

Core Course Readings

Required: L. Nilson, *Teaching at its Best: A Research-Based Resource for College Instructors*, 4th ed. (John Wiley and Sons, 2016).

Required: J. C. Bean and D. Melzer, *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*, 3rd ed. (Jossey-Bass, 2021)

All other weekly readings and podcasts will be available on Carmen.

Other Course Media

Complete Goldberg Center Online training course [on Carmen]

Complete Goldberg Center Hybrid training course [on Carmen]

Additional Suggested Readings

P. Aarabi, *The Art of Lecturing: A Practical Guide to Successful University Lectures and Business Presentations* (Cambridge University Press, 2007).

A. Curzan and L. Damour, *First Day to Final Grade: A Graduate Student's Guide To Teaching*, 3rd ed. (University of Michigan Press, 2011)

B. G. Davis, *Tools for Teaching* (Jossey-Bass, 1998)

J. M. Lang, *Small Teaching: Everyday Lessons from the Science of Learning*, 2nd ed (Jossey-Bass, 2021)

R. Rotenberg, *The Art and Craft of College Teaching: A Guide for New Professors and Graduate Students*, 2nd ed. (Left Coast Press, 2010)

Requirements and assignments

The course uses a standard letter grade system:

93-100 = A; 90-92 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+;
73-76 = C; 70-72 = C-, etc.

The course has seven assignments/requirements, all of which are worth a percentage of the final grade. ALL of these requirements must be satisfied to pass the course. The requirements (with grade percentages) are as follows:

1. Teaching observation and reflection: students will arrange to visit a 2000 or 3000 level course taught by a faculty member, discuss the course meeting with the instructor, and write a reflective review of the class session. The reflections should be 3-5 pages. The first assignment should be submitted before week 5. (10%)
2. Creation/revision of a course assignment: students will create or revise an assignment for a course and submit it for peer review and discussion during Week 6 (10%)
3. Complete Goldberg Center Online training course by Week 7 (5%)
4. Complete Goldberg Center Hybrid training course by Week 9 (5%)
5. Write a syllabus for a course you might teach. Due Week 12. (20%)
6. Create an online module OR 15-20 minute class presentation in Weeks 13/14 (20%)
7. Active and thoughtful in-class discussion and participation (30%)

Attendance policy

Please note too that you may have no more than one unexcused absence from the class.

Course Goals & Learning Objectives

<u>Course Goals</u> <i>Successful students will:</i>	<u>Learning Objectives</u> <i>Successful students will be able to:</i>
<input checked="" type="checkbox"/> Know the trends and movements in higher education	<input checked="" type="checkbox"/> Describe how trends in higher education shape teaching and learning in their classrooms <input checked="" type="checkbox"/> Project how trends might affect their future careers in the collegiate setting
<input checked="" type="checkbox"/> Understand how students learn	<input checked="" type="checkbox"/> Identify strategies that people use to learn <input checked="" type="checkbox"/> Apply learning development theories and frameworks to assignments and activities <input checked="" type="checkbox"/> Describe how the diversity of their students can affect how learning works in particular contexts

<input checked="" type="checkbox"/> Appreciate the values and uses of different teaching strategies	<input checked="" type="checkbox"/> Choose appropriate teaching strategies for their context <input checked="" type="checkbox"/> Design appropriate activities <input checked="" type="checkbox"/> Identify how student diversity can have an impact on the usefulness of certain teaching strategies
<input checked="" type="checkbox"/> Take a scholarly approach to teaching	<input checked="" type="checkbox"/> Make research-based decisions about class activities and assignments <input checked="" type="checkbox"/> Create a useful assessment tool for a course <input checked="" type="checkbox"/> Apply backwards design to lesson- and course-planning
<input checked="" type="checkbox"/> Understand that teaching development is an ongoing process throughout one's career	<input checked="" type="checkbox"/> Articulate the importance of continued development as a teacher <input checked="" type="checkbox"/> Identify strategies for professional development at different stages of their careers
<input checked="" type="checkbox"/> See themselves as competent college teachers	<input checked="" type="checkbox"/> Articulate a teaching philosophy <input checked="" type="checkbox"/> Gauge their progress as teachers relative to their strengths and growth areas <input checked="" type="checkbox"/> Describe how their own experiences and identities influence their and their students' perceptions of them as a teacher

Course Policies and Student Support

Academic misconduct

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://studentlife.osu.edu/csc/>.

Enrollment

In accordance with departmental policy, all students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the

department chair after that time. Enrolling officially and on time is solely the responsibility of each student.

Disability, accessibility, and accommodations

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.

Student support and academic services

Student support services offered on the OSU main campus <http://ssc.osu.edu>. Student academic services offered on the OSU main campus <http://advising.osu.edu/welcome.shtml>.

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 are or someone you know is 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.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

Sexual misconduct/relationship violence

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). All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix@osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated

incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

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.

Grade grievances and other academic complaints

Students with complaints about courses, grades, and related matters should first bring the matter to the instructor. If the student and the instructor cannot arrive at a mutually agreeable settlement, the student may take the complaint to the vice chair of the History department, David Brakke (.2), who will investigate the matter fully and attempt to resolve it. If the vice chair is involved, the student should contact the department chair, Scott Levi (.18). The student may appeal further to the College of Arts and Sciences. Any student with a grievance may seek advice from the department's grievance resource officer, Birgitte Soland (.1). For additional information see the Office of Undergraduate Education (<https://ugeducation.osu.edu/complaint-grievance-and-appeal-procedures/>) and the Office of Student Life: Student Advocacy Center (<https://advocacy.osu.edu/academic-enrollment/grade-grievance/>).

*****Schedule of Class Meetings*****

Week One / Course Introduction

- Syllabus, assignments, requirements overview
- Course goals and learning objectives
- Introduction to the challenges of in-person and online graduate student teaching
- Impact of recent societal changes on higher education

Readings

- R. Arum, "College Cultures and Student Learning" in *Academically Adrift: Limited Learning on College Campuses* (University of Chicago Press, 2010)
- J. Selingo, "The Five Disruptive Forces that Will Change Higher Education Forever" in *College (Un)Bound: The Future of Higher Education and What It Means for Students* (Amazon, 2013).
- A. Hacker and C. Dreifus, "Teaching: Good, Great, Abysmal," in *Higher Education? How Colleges are Wasting Our Money and Failing Our Kids—and What We can Do About It* (St. Martins Griffin, 2011)
- <http://www.forbes.com/sites/jordanshapiro/2015/05/16/nothing-prepares-you-for-the-21st-century-like-a-liberalarts-education/>

Week Two / A Diverse and Inclusive Classroom I: Addressing Systemic Bias and Privilege

- Race and ethnicity
- Gender and sexuality
- Socio-economic diversity issues
- Introduction to Title IX
- Gender and racial biases in student evaluations

Readings

- Nilson, chapters 7 and 9
- K. Philips, “How Diversity Makes Us Smarter,” in *Scientific American* (October 1, 2014)

Week Three / A Diverse and Inclusive Classroom II: Maximizing Accessibility and Engagement

- Accessibility, disability, and multiple learning styles
- Mental health issues in college classroom
- Tools for optimizing access to online/hybrid/hyflex courses
- Visit from SLDS

Readings

- Nilson, chapters 2 and 22

Week Four / Course Management I: Planning and Design

- Course planning, preparation, and development
- Using online course templates and Goldberg Center resources
- Syllabus design
- Choosing readings

Readings

- Nilson, chapters 4 and 5

Week Five / Course Management II: Building a Learning Community

- Who are your students?
- Classroom sociality
- Balancing authority, friendliness, and support
- Techniques for fostering productive online engagement and exchange
- Panel of undergraduate student visitors

Readings

- Nilson, chapter 1

- K. Takayama, “Facilitating group discussions: understanding group development and dynamics” in *Essays on Teaching Excellence: Towards the Best in the Academy* 21.1 (2009-2010)
- K. Eagan et al., “The American Freshman: National Norms Fall 2014,” a publication of the Higher Education Research Institute, UCLA
- B. O’Leary, “Backgrounds & Beliefs of College Freshmen” in *Chronicle of Higher Education* (August 12, 2020)

Week Six / Course Management III: In-Class Activities and Assignments

- Different class formats: lectures, seminars, discussion sections
- In-class activities
- Teaching writing, with Chris Manion, Writing Across the Curriculum
- Designing and administering assignments
- Using assignment modules on Carmen/Canvas
- Creative and innovative approaches to assignments
- Time management

Readings

- Nilson, chapters 12, 13, and 15
- L. Calder and R. Williams, “Must History Students Write History Essays?” *Journal of American History* 107.4 (March, 2021)
- Bean and Melzer, Part 2 and Part 3; Part 1 optional

Week Seven / Course Management IV: Online/Hybrid/Hyflex Teaching

- The particular challenges of online/hybrid instruction
- Getting comfortable with Carmen/Canvas templates
- Establishing rapport with distance learners
- Interactive teaching in an online setting

Readings

- Nilson, chapter 21
- S. Kachani et al., “What college students wish professors knew about inclusive online teaching” online article: <https://www.edsurge.com/news/2021-05-24-what-college-students-wish-professors-knew-about-inclusive-online-teaching>
- Online teaching resources: <https://www.bestcolleges.com/blog/preparing-professors-to-teach-online/>

Week Eight / Course Management V: Grading, Feedback, and Assessment

- Designing course rubrics for grades, expectations, etc.
- Grading best practices
- Giving feedback on assignments

- The art of constructive criticism
- Handling plagiarism cases
- Self-evaluation and self-assessment

Reading

- Nilson, chapters 25 and 26
- Bean and Melzer, Part 4

Week Nine / Hard Histories: Cultivating a Historically Sensitive Pedagogy

- Slavery and Black American Experience
- Southern Poverty Law Center Resources
- Indigenous histories and decolonization
- Sensitive histories beyond the U.S.

Readings

- Facing History and Ourselves: <https://www.facinghistory.org/educator-resources>
- Teaching Hard History: <https://www.learningforjustice.org/classroom-resources>
- Equitable and Inclusive Teaching: <https://bokcenter.harvard.edu/inclusive-teaching>

Week Ten / Roundtable with Experienced Graduate Instructors: Finding a Balance: Managing the Competing Demands of Teaching, Coursework, Research, and Life

- Managing time
- Prioritizing personal needs
- The satisfactions of teaching

Readings

- There are no assigned readings for this week, allowing students time to work on their sample syllabi and class presentations (see Weeks Twelve, Thirteen, Fourteen below)

Week Eleven / Roundtable with Experienced Faculty and High School Instructors: Preparing for a Post-Graduate Career in Teaching

- Assembling a teaching portfolio (examples will be available on Carmen)
- Write draft of teaching philosophy statement to discuss in class
- Teaching as a professor
- Teaching in high schools

Readings

- There are no assigned readings for this week, allowing students time to work on their sample syllabi and class presentations (see Weeks Twelve, Thirteen, Fourteen below)

Week Twelve / Assignment: Syllabus Workshop

- Presentation and discussion of student syllabi

Week Thirteen / Assignment: Classroom Pedagogy Workshop I

- Sample class presentations/activities

Week Fourteen / Assignment: Classroom Pedagogy Workshop II

- Sample class presentations/activities

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)