

Theories & Practices of Professional Development

AMST 700 Lecture 10491D Fall 2010 M 2-4:50PM GFS 210

Professor: **Lanita Jacobs**

Office: Grace Ford Salvatori Hall (GFS) 128
[Note: To get to my office, you must first enter the Anthropology Department at GFS 120]

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Office Hours: M/W 1-2PM; also by appt. You can also contact me Monday-Friday via email.

Course Website: Course materials are accessible through Blackboard; to access, click on:
<https://blackboard.usc.edu/>

Required Texts:

1. Deneef, Leigh A. and Craufurd D. Goodwin, Eds. 1988. *The Academic's Handbook: Third Edition*. Durham, NC: Duke University Press.
2. Goldsmith, John, John Komlos, and Penny Gold. 2001. *The Chicago Guide to Your Academic Career: A Portable Mentor for Scholars from Graduate School through Tenure*. Chicago: University of Chicago Press.
3. Keyes, Ralph. 1995. *The Courage to Write: How Writers Transcend Fear*. New York: Henry Holt and Company.
4. Sternberg, David. 1981. *How to Complete and Survive a Doctoral Dissertation*. New York: St. Martin's Press.
5. Zinsser, William. 1988. *Writing to Learn*. New York: Harper & Row Publishers.
6. AMST 700 Reader. [This text is abbreviated RDR in the reading schedule and is available in Blackboard.]

Highly Recommended Texts:

7. Bolker, Joan. 1998. *Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis*. New York: Henry Holt and Company.
8. Germano, William. 2005. *From Dissertation to Book*. Chicago: University of Chicago Press.
9. Zinsser, William. 2001. *On Writing Well*. Sixth Edition. New York: HarperCollins Publishers.

NOTE: Required and Optional Texts, along with the Course Reader (RDR) are **on reserve in Leavey Library**.

Brief Course Overview: Welcome to AMST 700, a required course for all students in the Program in American Studies and Ethnicity. This seminar will function more like a working group in pursuit of two objectives: (1) to provide students with a supportive and structured environment in which to write their dissertation proposal and prepare them for the public presentation of their proposal; and (2) to familiarize and socialize graduate students into academia.

Course Description: Upon the completion of course work and Qualifying Examinations, students are required to write a dissertation proposal as a prerequisite to beginning the dissertation. The proposal writing stage can often be a difficult transition for students, as the dissertation is, by definition, an independent and potentially isolating experience. This course likewise offers a collective setting in which to develop the proposal; it also seeks to demystify the dissertation proposal itself by examining its various parts and its relation to other quintessential autobiographical texts generated by academics over the course of their scholarly careers (e.g., CV, course syllabi, teaching statement, etc.) In this way, the course will also assist students with professional development as they prepare to enter academia and other professions. Students will be provided with an opportunity to polish their CV's, explore the job/interview process, develop materials to assist them in teaching, and analyze various job markets and scholarly journals. In addition to the written proposal, students are also expected to orally present their projects to the larger ASE and USC community at the end of the term. These 15-20 minute presentations are tentatively scheduled to take place

on the last day of class. Given the interdisciplinary nature of ASE, the course will feature visits by faculty members from across the Department who will offer their perspective on the practical dimensions of the proposal process, as well as provide a more theoretical view on the current state of the field.

Evaluation: AMST 700 can only be taken for Credit/No Credit. Students are expected to attend regularly, complete all assigned readings before class, participate in class discussions, and finish all assignments when required. This is a very “hands-on” seminar; as such, the class has less reading than most classes, but students are responsible for the completion of a number of products. Below is a list of assignments and their percentage of the total grade:

1) Your Professional Goals and the Ph.D.	5%	(due Th 9/2)
2) Course Syllabus and Teaching Philosophy	10%	(due Th 10/28)
3) Your Current and Future CV	10%	(due Th 11/4)
4) Dissertation Proposal		
Proposal Components (Abstract, Questions, Lit Review, Methods)	20%	(due Th 9/16, 9/23, 9/30)
Full Drafts	20%	(due Fri 10/15, Mon 11/15)
Final Draft	25%	(due Fri 12/10)
Oral Presentation	<u>10%</u>	(due Mon 11/29)
	Total:	100%

Brief Description of Assignments (most assignments will be due on Thursdays):

1) Your Professional Goals and the Ph.D.

This three page paper is a diagnostic essay that is due during the second week of class. It will not only allow the instructor to assess your intellectual background and writing skills, but also encourage you to reflect on why you are pursuing the PhD, the subject of your dissertation, and what you hope to accomplish professionally. In addition, consult the *Chronicle of Higher Education* and its job listings, identify a specific job this fall you would apply for if you were in the job market. What makes this job appealing to you? What strengths and/or weaknesses do you currently bring to this type of job?

2) Course Syllabus and Statement of Teaching Philosophy

Teaching is a major part of an academic job but something we rarely prepare students adequately for. In this exercise students will be required to prepare a statement of teaching philosophy, as well as a sample course syllabus - materials which are often required as part of the interview process.

3) Your Current and Future CV

The CV is the standard academic resume and has its own particularities. A CV is necessary to apply for most scholarly opportunities, including jobs, fellowships, grants, and so on. Your task is to develop a CV that reflects your professional standing now, and projects your professional life **FIVE** years upon graduation. The goal is not only to prompt you to think through your future career, but also for you to identify appropriate opportunities. Plan to submit a polished copy of your current CV *and* future CV this semester.

4) Dissertation Proposal

We will divide the dissertation proposal into a three-step process. The first part will be a series of small tasks in which students will produce the various components of a proposal, including an abstract, literature review, research questions, and methodological discussion (if appropriate). Second, students will be required to prepare a draft dissertation proposal that will be critiqued by the seminar. Third, students will revise and present a final proposal in a session that will be open to the PASE community. This oral presentation will be limited to 15-20 minutes in length and will serve as the proposal defense. Presentations are tentatively scheduled for the last day of class.

Academic Accommodations: Students requesting academic accommodations based on a disability should register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP when necessary documentation is filed. Please be sure the letter is delivered to me as early in the semester as possible, preferably by or before fifth week. DSP is open Monday-Friday, 8:30AM-5PM. The office is in Student Union 301 and their phone number is 213-740-0776.

Class Resources: Resources for this course are available through Blackboard. Consult Blackboard for access to the course syllabus, Course Reader, course announcements, sample dissertation proposals, and other helpful information.

COURSE ASSIGNMENT & READING SCHEDULE

NOTE: All readings should be completed prior to class meeting. Also, the Course Assignment & Reading Schedule may be subject to change. Any modifications will be noted in Blackboard.

DEFINING AND PROPOSING A DOCTORAL PROJECT

Week 1: **COURSE INTRODUCTION: Now that you have been in Graduate School for three years, what plans have you made for your academic/professional life? What do you think are your strengths and weaknesses? What kind of academic life do you want?**

8/23

- Jones: Loving the Academic's Vocation, Institutions and All (1-8) [in [The Academic's Handbook](#)]
- Goldsmith et al.: Deciding on an Academic Career [in [The Chicago Guide](#)]

Week 2: **THE DISSERTATION: SIGNIFICANCE AND INTEGRAL COMPONENTS: What is a dissertation? What is its function and components? How does it affect one's professional and personal life? (This week, we will explore the dissertation as a creative process and a path to discovery; we will also explore ways to face fears and procrastination tendencies that can keep ABDs from progressing to Ph.Ds.)**

8/30

- Goldsmith et al.: Writing a Dissertation [in [The Chicago Guide](#)]
- Goldsmith et al.: The Mentor [in [The Chicago Guide](#)]
- Sternberg: The Loneliness of the Long-Distance Writer
- Peters: Choosing and Managing Your Thesis Committee [in RDR]

Assignment: Email 3-page [double-spaced, 12-pt. Font] diagnostic essay describing your professional goals. This assignment will help the instructor to assess your intellectual background and writing skills, while also allowing you to reflect on why you are pursuing the Ph.D., the subject of your dissertation, and what you hope to accomplish personally. Please email your essay to jacobshu@usc.edu by 5pm on Thursday, September 2nd

Week 3: **LABOR DAY (NO CLASS)**

9/6

Week 4: **CONCEPTUALIZING YOUR PROJECT: What is a "doable" dissertation? Who are you writing to/for? (This week's discussion will explore different ways to help you creatively conceptualize and tighten your project.)**

9/13

- Peters: The Thesis Topic: Finding It [in RDR]
- Sternberg: The Great Decision: Reordering Priorities and Choosing a (Viable) Topic
- Sternberg: The Dissertation Proposal

Assignment: Email 500-word Abstract with Dissertation Title by 5pm on Thursday, September 16th

- Week 5:**
9/20
- CRAFTING YOUR RESEARCH GOALS AND QUESTIONS: What are the primary objectives of your doctoral research? What specific questions guide your study? What does a well-crafted dissertation question look/sound like?**
- Booth et al., From Topics to Questions [in RDR]
 - Booth et al., From Questions to Problems [in RDR]
 - Keyes: The Courage to Write
 - Sample Dissertation Proposals [in Blackboard under “Course Documents” – then click on “Course Resources”]
- Assignment: Email 1-2 Page Document of Research Questions [single-spaced, 12 pt. Font] by 5pm on Thursday, September 23rd**
- Week 6:**
9/27
- THE CONVERSATION: DEBATES & LITERATURE REVIEW: How does (or should) your qualifying exam preparation inform the literature review of your dissertation? Why is your dissertation topic important? What bodies of literature inform your study?**
- Becker: Terrorized by the Literature
 - Booth et al.: Making a Claim and Supporting It [in RDR]
 - Sternberg: The Unfolding Dissertation: Researching & Writing It
- Assignment: Submit Hard Copy of 5-10 pg. Lit Review [double-spaced, 12 pt. Font] by 5pm on Thursday, September 30th in Jacobs’ mailbox [GFS 120]**
- Week 7:**
10/4
- CHAPTER OUTLINE, METHODOLOGY, AND SIGNIFICANCE: What methods are you employing to address your research question? What is the theoretical, methodological, and/or analytical significance of your proposed study?**
- Sample Dissertation Proposals
 - **Guest Speaker: TBA**
- Assignment: Choose one or all of the following to submit via email by 5pm on Thursday, September 30th: methods (3-5 dbl spaced pages), chapter outline (1-2 pgs. Single spaced), study significance (2-3 dbl spaced pages)**
- Week 8:**
10/11
- No Class: Work on Dissertation Proposal Drafts!!!**
- Assignment: Submit Hard Copy of the best 15-25 pg. Dissertation Proposal Draft [double-spaced, 12 pt. Font, pages numbered, title and abstract page, bibliography] you can muster by 5pm on Friday, October 15th in Jacobs’ mailbox (please do not email proposals). You are also required to send your dissertation chair a copy of the proposal draft and schedule an appointment to review the prospectus with her or him. We will discuss any comments you receive from your advisor in subsequent meetings.**

TEACHING, CVs, AND OTHER MATTERS OF PROFESSIONAL SOCIALIZATION

- Week 9:**
10/18
- MATTERS OF PROFESSIONAL SOCIALIZATION: What tools (e.g., pens, paper) and strategies (e.g., freewriting, outlines) do you use to do your work? How do you manage yourself and your workspace? How are relations with your dissertation committee? How are you doing in this process?**
- Bolker: The Best Dissertation is a Done Dissertation [*Optional*; in RDR]
 - Peters: Managing Yourself [in RDR]
 - Phillips: Professionalism [in RDR]
 - Sternberg: The Unfolding Dissertation: Diplomatic Relations with Your Committee
 - Sternberg: Down in the Dissertation Dumps: How To Get out

- Week 10:** **COURSE SYLLABUS, TEACHING STATEMENT & PHILOSOPHY: What makes a good teacher? What are the challenges of teaching? What personal, professional, or spiritual opportunities does teaching afford? What would a syllabus of your dissertation look like and how would it inflect your teaching philosophy?**
10/25
- Goldsmith et al.: Teaching and Research [in [The Chicago Guide](#)]
 - Hauerwas: The Morality of Teaching [in [The Academic's Handbook](#)]
 - Lucas & Murry: Teaching: Lectures and Discussion [in RDR]
 - **Guest Speaker: TBA**
- Assignment: Submit Hard Copy of 1-5 pg. dbl spaced Teaching Statement, and 4-7 page Course Syllabus by 5pm on Thursday, October 28th in Jacobs' mailbox (please do not email documents)**
- Week 11:** **CURRICULUM VITAE WORKSHOP & THE JOB SEARCH: What are the components of a professional curriculum vitae? How can a CV best convey your identity and values as a scholar and mark your competitiveness in today's job market?**
11/1
- Goldsmith et al.: Landing an Academic Job [in [The Chicago Guide](#)]
 - Heilberger & Vick: excerpt from [The Academic Job Search Handbook](#) [*Optional*; in RDR]
 - Shetty: The Job Market [in [The Academic's Handbook](#)]
 - Schuman: Small is ... Different [in [The Academic's Handbook](#)]
 - Sample CVs [in Blackboard under Course Documents – then click on Course Resources]
 - Wilbur: On Getting a Job [*Optional*; in [The Academic's Handbook](#)]
 - **Guest Speaker: TBA**
- Assignment: Submit Hard Copy of Current & Future CV [properly formatted] by 5pm on Thursday, November 4th in Jacobs' mailbox (please do not email CVs)**
- Week 12:** **NURTURING HISTORICAL CONSCIOUSNESS AND INTELLECTUAL & SOCIAL COMMITMENTS: How can the historical contextualization of your dissertation project help you to negotiate the terrain that connects intellectual and social commitments? What other issues merit consideration in pursuit of a balanced and conscientious scholarly life?**
11/8
- Goldsmith et al.: Family, Gender, & the Personal Side of Academic Life [in [The Chicago Guide](#)]
 - hooks: Eros, Eroticism, and the Pedagogical Process [in RDR]
 - McKay: Minority Faculty in [Mainstream White] Academia [in [The Academic's Handbook](#)]
 - Pelias: Making Lists in Academia [in [The Academic's Handbook](#)]
 - **Guest Speaker: TBA**

FROM WRITTEN PROPOSAL TO ORAL PRESENTATION

- Week 13:** **WORKSHOPPING PROPOSALS WITH MIND AND HEART ATTUNED TO WRITING TO LEARN: This week we will break into smaller groups and exchange drafts of your dissertation prospectus. Ideally, these drafts will reflect edits suggested by your dissertation advisor and/or the professor. You will be asked to offer constructive comments that will help your colleagues fine-tune their final dissertation proposals.**
11/15
- Rankin: Finding Your Professional Voice [in RDR]
 - Zinsser: [Writing To Learn](#): Part I
- Assignment: Bring to class 4-5 Hard Copies of Your Dissertation Proposal to share with class members; you may also email electronic versions to classmates to facilitate constructive dialogue.**

Week 14: **WORKSHOPPING PROPOSALS WITH MIND AND HEART ATTUNED TO ORAL PRESENTATIONS:**
11/22 **This week you will deliver a 15-20 minute presentation of your dissertation prospectus. You will be asked to offer constructive comments that will help your colleagues fine-tune their final dissertation proposal presentations next week.**

- Sternberg: The Dissertation Defense
- Peters: Oral Presentations: The Key to Being A Star [in RDR]

Week 15: **20-MINUTE FINAL DOCTORAL PRESENTATIONS: During our final meeting, each student will present a 20-minute presentation of their doctoral proposal; this presentation will serve as their dissertation defenses.**
11/29

Suggested Readings

- Bolker: Life After the Dissertation [in RDR]
- Germano: Reading with an Editor's Eyes [in RDR]
- Sternberg: Beyond the Dissertation: Surviving It & Professionally Exploiting It

Final Assignment: Submit Hard Copy of 20-25 pg. Final Doctoral Proposal by Friday, December 10th by 5PM in Jacobs' mailbox. Include title page, abstract page and be sure to use 12 point font, 1" margins, double-spacing, and number pages. Submit your final most polished proposal to your dissertation chair as well.

COURSE BIBLIOGRAPHY

(NOTE: ARTICLES AND CHAPTERS ARE ALPHABETIZED BY LAST NAME IN YOUR READER. Required and optional textbooks are included below, in bold.)

AMST 700 Reader. [This text is abbreviated RDR in the reading schedule and is available in Blackboard.]

Bolker, Joan. 1998. Life After the Dissertation. *In Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis* 136-150). New York: Henry Holt and Company.

Bolker, Joan. 1998. The Best Dissertation is a Done Dissertation. *In Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis* (127-135). New York: Henry Holt and Company.

Bolker, Joan. 1998. Writing Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis. New York: Henry Holt and Company.

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 1995. From Topics to Questions. *In The Craft of Research* (35-47). Chicago: University of Chicago Press.

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 1995. From Questions to Problems. *In The Craft of Research* (48-63). Chicago: University of Chicago Press.

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 1995. Making a Claim and Supporting It. *In The Craft of Research* (85-93). Chicago: University of Chicago Press.

Deneef, Leigh A. and Craufurd D. Goodwin, Eds. 1988. The Academic's Handbook: Third Edition. Durham: Duke University Press.

Germano, William. 2005. From Dissertation to Book. Chicago: University of Chicago Press.

Germano, William. 2005. Reading with an Editor's Eyes. *In From Dissertation to Book* (51-65). Chicago: University of Chicago Press.

Goldsmith, John, John Komlos, and Penny Gold. 2001. The Chicago Guide to Your Academic Career: A Portable Mentor for Scholars from Graduate School through Tenure. Chicago: University of Chicago Press.

Heilberger, Mary Morris, and Julia Miller Vick. 2001. *The Academic Job Search Handbook, Third Edition.* Philadelphia: University of Pennsylvania Press.

hooks, bell. 1994. Eros, Eroticism, and the Pedagogical Process. *In Teaching to Transgress: Education as the Practice of Freedom* (191-199). New York: Routledge.

Keyes, Ralph. 1995. The Courage to Write: How Writers Transcend Fear. New York: Henry Holt and Company.

Lucas, Christopher J. And John W. Murry, Jr. 2002. Teaching: Lectures and Discussion. *In New Faculty: A Practical Guide for Academic Beginners, 2nd Edition* (39-69). New York: Palgrave Macmillan.

Pelias, Ronald J. 2004. Making Lists: Life at the University. *In A Methodology of the Heart: Evoking Academic and Daily Life* (130-145). Walnut Creek, CA: AltaMira Press.

Pelias, Ronald J. 2004. The Academic Tourist: A Critical Autoethnography. *In A Methodology of the Heart: Evoking Academic and Daily Life* (146-150). Walnut Creek, CA: AltaMira Press.

Peters, Robert L. 1997. Getting What You Came For: The Smart Student's Guide to Earning a Master's or Ph.D., Revised Edition. New York: Farrar, Straus and Giroux.

Phillips, Gerald M. 1994. Professionalism. *In G.M. Phillips, D.S. Gouran, S.A. Kuehn, and J.T. Wood (Eds.) Survival in the Academy: A Guide for Beginning Academics* (119-150). Cresskill, NJ: Hampton Press.

Rankin, Elizabeth. 2001. Finding Your Professional Voice. *In The Work of Writing: Insights and Strategies for Academics and Professionals* (53-74). San Francisco: Jossey-Bass.

Sternberg, David. 1981. How to Complete and Survive a Doctoral Dissertation. New York: St. Martin's Press.

Zinsser, William. 1988. Writing to Learn. New York: Harper & Row Publishers.

Zinsser, William. 2001. On Writing Well. Sixth Edition. New York: HarperCollins Publishers.