History Practicum

Course Information
HIS 7832, Winter 2020
Wayne State University
Mondays, 5:30-8
Bonner Room

Contact the Professor:
Tracy Neumann
tracyneumann@wayne.edu
Office Hours: Mon 3-5 & Tues 10:30-12
Location: 3131 FAB

Our Department is committed to helping its students build meaningful careers that reflect their interests, values, and personal and professional ambitions, wherever that may lead them. To that end, History Practicum enables career exploration, facilitates professional development, and introduces students to the basics of teaching history. We will investigate what it means to be a professional historian in a variety of settings and think about how to build the skills required to find gainful employment in your chosen field(s). We will discuss the state of higher education, dispel myths about how professors spend their time, and explore how your subject area expertise and your experience as a researcher, and in some cases, as a teacher, might translate into a range of professional opportunities inside and outside of the academy. Guest speakers will help you understand which skills are in demand in their fields and discuss ways to attain skills (such as quantitative analysis, marketing, and management) not typically included as part of a History graduate curriculum. You will leave the course with a professional development plan and a portfolio of materials you can use when you apply for jobs.

Learning Outcomes

Students who successfully complete this course will be able to:

- Describe the landscape of the historical profession
- Translate their skills as historians for a variety of professional applications
- Synthesize key concepts within their subfield of history
- Apply their historical knowledge to contemporary issues
- Evaluate their career options

Required Texts
Books listed below are available for purchase at Barnes & Noble; you may also be able to request copies of required texts through the MELCat system or via interlibrary loan. All other materials are available online, posted in Basecamp, or accessible through WSU library databases.

- Joseph Fruscione and Kelly J. Baker, eds., *Succeeding Outside the Academy: Career Paths Beyond the Humanities, Social Sciences, and STEM* (University Press of Kansas, 2018)
- Karen Kelsky, *The Professor Is In: The Essential Guide to Turning Your PhD Into a Job* (Three Rivers Press, 2015)
- Sam Wineburg, *Why Learn History When It's Already on Your Phone* (University of Chicago Press, 2018)

Grading

Grade	Percentage	Total Points
A	94.0-100%	940-1000
A-	90.0-93.9%	900-939
B+	87.0-89.9%	870-899
B	83.0-86.9%	830-869
B-	80.0-82.9%	800-829
C+	77.0-79.9%	770-799
C	70.0-76.9%	700-769
F	0-69.9%	0-699

What Your Grades Mean
An **A** indicates that your overall performance is excellent; an **A-** indicates that your overall performance is good; a **B+** indicates that your **overall performance is average; a B or B-** indicates that your overall performance is poor, but that it shows some effort or potential deserving of course credit; a **C+ or C** indicates that your overall performance is poor and that it shows neither effort nor potential; and an **F** indicates that your overall performance fails to meet the standard required to receive credit for the course.

Course Requirements

Class Participation	250 points (25%)
Weekly Assignments	100 points (10%)
Public Humanities Project	250 points (25%)
Professional Development Portfolio	200 points (20%)
Teaching Portfolio	200 points (20%)
Informational Interviews	Pass/Fail
Professional Development Events	Pass/Fail

Please note: With the exception of reflective pieces, if you do not complete your weekly assignments or portfolio items in a satisfactory manner, you will be asked to revise them until they are satisfactory. "Satisfactory" means that the assignment as you have prepared it could credibly be submitted for the purpose for which it is designed (your teaching statement would gain you consideration from a hiring committee; your op-ed might catch the interest of a newspaper editor). Failure to complete and submit your informational interviews will result in a failing grade for the course.

Weekly Assignments
Each week, you will complete an assignment related to that week's theme or produce drafts of portfolio items. Many of these require substantial advance planning, and you should carefully review ALL assignments as soon as possible and plan a reasonable timeline for their completion based on your other obligations and deadlines this term. These assignments are due in hard copy at the beginning of class, unless otherwise noted.

Public Humanities Project, various deadlines

Working in pairs, you will conduct research and compose entries in support of Wayne State Stories (WSS), a new public humanities project at Wayne State built on the Curatescape framework. WSS is an in-development website and app that shares information about significant historical and cultural sites on and around our campus. Working in pairs, you will select a theme and follow guidelines available in Basecamp to develop six stories related to that theme that, taken together, comprise a tour. The working group developing the project will read and provide feedback on your work, and you will revise it based on their comments and upload your final versions to Omeka (the platform on which Curatescape operates). Finally, you will collectively revise the working draft of the submission guidelines for the website based on your experience creating your tour. You will collaborate using the Teams feature in Basecamp, a project management platform commonly used by museums and non-profit organizations. You should make full use of its tools, especially the To-Do function, which allows you to break a project down into tasks with deadlines and assign them to team members. Interim deadlines for this project are labelled "WSS" in the Schedule of Course meetings, and you should plan to schedule a group tutorial on how to use Omeka with librarian Alexandra Sarkozy, who is building WSS, outside of class time well before your final drafts are due.

Informational Interviews, due March 23

You will choose two (master's students) or three (doctoral students) career paths to explore over the course of the semester. Doctoral students must select one teaching-focused career (at a high school, community college, liberal arts college, or regional/comprehensive university—NOT a research university), and two that are not teaching-focused; master's students may choose two pathways that are not teaching focused, or one that is (at a high school or community college) and one that is not. You will conduct informational interviews with someone working in each of your chosen fields. PhD students should use the AHA Career Contacts program to arrange at least one of these interviews. You can find guidelines for conducting informational interviews in Basecamp. You must submit a one-page summary of each interview discussing what you learned in class on March 23, and I strongly suggest you don't wait until the last minute to schedule your interviews, as it can be difficult to find a mutually agreeable time to speak with your interviewees.

Professional Development Events, various deadlines

You are expected to attend *at least three* professional development events offered by CHAPPS, the Office for Teaching and Learning (OTL), and/or the WSU Graduate School. You will receive email announcements about CHAPPS events, and you can find calendars of professional development events for graduate students on the OTL and Grad School websites.

Professional Development Portfolio, due in hard copy on the last day of class

Your professional development portfolio includes materials commonly requested as part of academic and non-academic job applications, as well as the results of career planning tools. You will prepare drafts of these items as part of your weekly assignments and revise them for resubmission at the end of the term. Think of these as living documents: you will leave class with a solid first draft of items that you will revise over and over again as your research interests and career aspirations develop and change.

Required items include:
- Academic CV
- Research statement for an academic job
- Resume and cover letter for a non-academic job

- Plan of Work (POW)
- Five-Year Plan
- List of Professional Development events
- Links to an online presence (personal website, Department profile, and/or LinkedIn account, etc) that you have updated to reflect your career stage and goals

Please note, you will submit drafts of the first three items in class on April 13. Before you do so, please arrange to have your advisor review your academic cv and your research statement and make an appointment with WSU Career Services to review your resume and cover letter (I strongly suggest arranging these appointments *well in advance* of the deadline). Demonstrate that you have done so by cc'ing me on a thank-you email to each person who worked with you.

Teaching Portfolio, due in hard copy on the last day of class
Your teaching portfolio includes materials commonly requested as part of an application for an academic job, but these documents will prepare you to apply for a range of positions where teaching abilities are valued. You will prepare drafts of these items as part of your weekly assignments and revise them based on my feedback for resubmission at the end of the term. As with your professional development portfolio, you should think of the items in your teaching portfolio as living documents: you will leave class with a solid first draft of items that you will revise when the time comes to apply for a teaching job.

Required items include:
- Teaching statement
- Diversity statement
- Sample syllabus

Reflective Essay, due in hard copy on the last day of class
Compose a 1000-word essay reflecting on what you learned about careers for historians through our work in the course. You should identify which career path(s) you presently want to pursue and why and discuss how your coursework, professional experience, and essay or dissertation research will help you achieve your career goals. What you write here should be clearly reflected in your five-year plan and POW.

Schedule of Class Meetings

January 6 **CLASS DOES NOT MEET**
Please use this time to prepare for next week's class—there's a lot for you to do!

<div style="border: 1px solid black; padding: 4px;">

Part I—The Basics

</div>

January 13 **Introduction to Careers in History and Career Diversity**

Reading: Kelsky, *The Professor Is In*, Part I; Daniel McInerney, "What Does it Mean to Study History?" *Perspectives* (November 2018); Anthony T. Grafton and Jim Grossman, "No More Plan B: A Very Modest Proposal for Graduate Programs in History," *Perspectives* (October 2011); L. Maren Wood, "Odds Are, Your Doctorate Will Not Prepare You for a Profession Outside Academe," *The Chronicle of Higher Education*, July 12, 2019; Susan Ferber, "Turning Plan B into a Plan A Life," *The Chronicle of Higher Education*, July 23, 2012; review WSU Office of Teaching and Learning Teaching Documentation Program (TDP) Handbook

Assignment: 1) Locate and review the sections of the History Department graduate handbook and website relevant to your degree, as well as the corresponding sections of the WSU Graduate School and WSU College of Liberal Arts and Sciences websites, and make sure you understand your program requirements and know what you have to do—and when—to successfully complete your degree. What information is not clear? Do you have questions you cannot find answers to? Be ready to discuss this in class.
2) Review the Career Diversity Resources section of the American Historical Association website, with special attention to The Five Skills and Where Historians Work;
3) Create accounts National Center for Faculty Development and Diversity (NCFDD) and familiarize yourself with the resources available to you (Wayne State has an institutional subscription);
4) Explore the free resources on Beyond the Professoriate's blog;
5) Create an account at Imagine PhD and complete the skills, interests, and values assessments, print your results page, and bring it to class;
6) Familiarize yourself with Basecamp (you will receive an invitation to join before classes begin) and review the example tours and submission guides for WSS in the "Wayne State Stories Resources" file

January 20 **MLK DAY—CLASS DOES NOT MEET**

January 27 **Higher Ed 101: Academic Structures and Cultures**

Reading: Marc Bousquet, *How the University Works: Higher Education and the Low-Wage Nation* (NYU Press, 2008); "After *Columbia*," *n+1*, August 26, 2016; spend some time reading recent articles online on *The Chronicle of Higher Education* (WSU subscribes) and *Inside High Ed* (free), paying particular attention to articles on adjuncts, academic unions, faculty working conditions, and administrative expansion; review ALL of the resources in the Curatescape Content Creation Guide

Assignment:	1) Write an informal 750+ word essay in which you explain why you decided to pursue an MA or PhD and identify the three career paths you plan to research this term, why they interest you, and whether or not you think you already have skills that are in demand in each field, as well as how well these careers mesh with your broader life goals and personal circumstances (partners, children, aging parents, or other family responsibilities; where you are and are not willing to live; your financial circumstances, etc); 2) Submit a list of possible informational interview subjects (list three possibilities for each interview, and include their name, job title, and contact information); 3) Ask a few faculty members (at WSU or elsewhere) what they think are the biggest challenges facing higher ed today, and come to class prepared to discuss the topic based on your readings and conversations
WSS:	Submit your theme description and list of sites for your tour in Basecamp; Alexandra Sarkozy will visit class to discuss the WSS website

February 3   Finding Mentors and Building Networks

Reading:	"How to Get the Mentoring You Want: A Guide for Graduate Students," University of Michigan, 2018; Devora Zack, *Networking for People Who Hate Networking* (BK, 2010); Kelsky, *The Professor Is In*, Part IX
Assignment:	1) Identify a potential career mentor—in addition to your advisor—and explain (in a paragraph or so) why you think this person might help you realize your career goals, rather than supervise your essay or dissertation project; 2) submit a list of professional organizations (academic and non-academic) you might be interested in joining, annotated with a few sentences to explain why you have selected them

---

Part II—Pedagogy

February 10   Teaching Disciplinary Literacy

Reading:	Wineburg, *Why Learn History*; review the resources on Tuning the History Discipline on the AHA website (in particular, read the 2016 History Discipline Core carefully)
Assignment:	750-word reflection on Wineburg, in which you consider why learning (and teaching) history matters for a range of careers, and how you might translate teaching skills for other kinds of careers
WSS:	Drafts of first three site descriptions and revised theme description due in Basecamp

February 17   Workshop: Designing a Course

Reading:	Kevin Gannon, "How to Create a Syllabus," *The Chronicle of Higher Education*, September 12, 2018; Lendol Calder, "Uncoverage: Toward A Signature Pedagogy of Teaching History," *Journal of American History* (March 2006), 1358-1370; review WSU OTL's Teaching Handbook (https://teachinghandbook.wayne.edu/); check out relevant

sections of Davis, *Tools for Teaching* and Fink, *Designing Courses for Significant Learning* (PDFs available via Basecamp)

Assignment: 1) Bring two copies of a draft course description, learning outcomes, major course themes, and assignment ideas for an introductory undergraduate course you would like to teach at WSU
2) Bring copies of at least three sample syllabi that are on topics similar to the one you've selected, set out to achieve similar learning goals, have creative assignments, or otherwise appeal to you

February 24   Integrated Course Design and Classroom Management
Guest: Anabel Stoeckle, OTL

Reading: Cynthia Brame, "Flipping the Classroom," Vanderbilt University Center for Teaching (2013); Chauncey Monte-Sano, "What Makes a Good History Essay?" *Social Education* 76 (2012), 294–298; Jay Howard, "How to Hold a Better Class Discussion," *Chronicle of Higher Education*, May 23, 2019; Vijay Sathy and Kelly A. Hogan, "Want to Reach All of Your Students? Here's How to Make Your Classroom More Inclusive," *Chronicle of Higher Education*, July 22, 2019; check out relevant sections of Davis, *Tools for Teaching* and Fink, *Designing Courses for Significant Learning*

Assignment: Submit your draft syllabus, which must include all required boilerplate information as well as a weekly schedule and complete assignment descriptions

WSS: Draft of second set of site descriptions and revisions to first set of site descriptions due in Basecamp

March 2   Workshop: Teaching Portfolios

Reading: Kelsky, *The Professor Is In,* Chapters 25, 26, 28; Sara L. Beck, "Developing and Writing a Diversity Statement," Vanderbilt University Center for Teaching; review materials from the archived GPDD session on [Creating a Teaching Portfolio](#); Google "bias and teaching evaluations" and read a sampling of what you turn up

Assignment: By noon on March 1, email me copies of your draft teaching statement and diversity statement; bring two copies to class for an in-class workshop

March 9   SPRING BREAK—CLASS DOES NOT MEET

Part III—What Are You Going To Do With That?

March 16   Historians in the Public Sphere
Guest: Sylvia Taschka

Reading: Sarah E. Bond and Kevin Gannon, "Public Writing and the Junior Scholar," *Chronicle of Higher Education*, October 15, 2019; Jennifer Hart, "Becoming a Twitterstorian: Social Media, Scholarly Communication, and Professional Practice,"

clioandthecontemporary.com; Jonathan Zimmerman, "Why—And How—I Write Op-Eds," *Process* blog, June 6, 2015 and "How to Get Your Op-Ed Published," *History News Network*, April 17, 2015 (video); Sylvia Tashcka, "Should Public Servants Refuse to Serve Under President Trump?" *Washington Post*, October 27, 2019; browse the National Council on Public History website; browse projects at the University of Richmond Digital Scholarship Lab website; familiarize yourself with academic twitter and #twitterstorians; identify and sample an academic blog or podcast related in some way to your research interests

Assignment: Drawing on a seminar paper, your prospectus topic from Methods, or some other research that you have already completed, write an op-ed or blog post for submission to a national outlet OR a two-page proposal for a digital history project.

WSS: Tour and site descriptions final draft due in Omeka

March 23   Professional Development Planning

Reading: Katherine McDonough, "Talking Shop: Creating an Online Presence for Early Career Researchers," *Dissertation Reviews*, November 14, 2014; Karen Kelsky, "Why You Need a Five Year Plan," May 2, 2014, and "In Response to Popular Demand, More on the 5-Year Plan," May 9, 2014, The Professor is In blog

Assignment: 1) Revisit your Imagine PhD assessment from Week 1 (you may wish to retake the assessments in light of what you've learned in class so far), then use these materials to complete the "My Plan" section on the Imagine PhD site;
2) Review the online presences historians whose work you admire, then Google yourself. Come to class prepared to discuss what you discovered about how scholars present themselves online and how you'd like to develop your own online presence going forward;
3) Submit your informational interview summaries;
4) Submit a draft of your Five-Year Plan;
5) Submit your completed POW worksheet

**March 30   Career Exploration: Teaching Pathways (Class meets in Student Center 289)
Guests:** Beth Fowler (Lecturer, WSU Honors College), Josiah Rector (Assistant Professor, University of Houston), David Hopkins (Associate Professor and Department Chair, Midland College)

Reading: Kelsky, *The Professor Is In*, Parts II, III, and V

Assignment: Document (as an essay, a list, or table) the following: What skills are required for your selected teaching career path—i.e., what skills will you need to possess to apply credibly for a job at the type of institution you have chosen? Which do you already have, and how can you demonstrate that you have them? Which do you anticipate building in the remainder of your time at WSU, and how? Are there courses in History, or in other Departments or Colleges, that might help you build these skills? And finally, make a list of where you will you look to find job postings.

WSS: Revised submission guide due in Basecamp

April 6   **Career Exploration: Non-Teaching Pathways (Class meets in Student Center 289)**
                  Guests: Camille Ward (Development and Communications Associate, Rise Up), Lauren Dreger (Archivist, Winthrop Group at Ford Motor Co.), Nathan Kuehnl (Student Success Advisor, Eastern Washington University)

Reading: Fruscione and Baker, eds., *Succeeding Outside the Academy*

Assignment: Document (as an essay, a list, or table) the following: What skills are required for your selected non-academic career path(s)—i.e., what skills will you need to possess to apply credibly for a job in these fields? Which do you already have, and how can you demonstrate that you have them? Which do you anticipate building in the remainder of your time at WSU, and how? Are you interested in pursuing an internship or a part-time job to gain these skills? Are there courses in History, or in other Departments or Colleges, that might help you build these skills? And finally, make a list of where you will you look to find job postings.

April 13   **The Job Search**

Reading: Kelsky, *The Professor Is In*, Chapters 21-24, 27, 29; University of Michigan Resume and Cover Letter Tips for PhD Students (actually relevant to all graduate degrees!); review non-academic job search materials at Versatile PhD and Beyond the Professoriate

Assignment: 1) Peruse recent academic job postings and create an academic cv and research statement that are suitable for submission as part of an academic job application for a job in your field;
                  2) Peruse recent non-academic job postings, select one that interests you, and create a professional resume and cover letter suitable for submission for that position.

April 20   **Non-Academic Careers Lightning Round/Course Conclusion**
                  Each member of the class will prepare and deliver a five- to seven-minute presentation on ONE of the non-academic careers they researched this term, and we will discuss how your career goals have developed over the course of the term.

Assignment: Submit your professional development portfolio, teaching portfolio, reflective essay, and list of professional development events

Course Policies

Classroom Conduct
Please silence and put away your cell phones. I ask that you limit your use of your computer or iPad/e-reader to course-related activities; if you use your electronic devices for some other purpose, you may be marked absent for the day and/or your class participation grade may be reduced. Only students enrolled in the course are allowed in the classroom unless I have agreed in advance to admit a guest.

Student Disability Services
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The SDS office is located in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-577-3365 (TTD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours or at another agreed upon time to discuss your needs. Students who are registered with SDS and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to the reasonable accommodations specified in the student's accommodation letter, which might include allowing the student to take the final exam on a day different than the rest of the class.

Religious Holidays
Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

Class Recordings
Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student's personal instructional use. Such recordings are not intended for a wider public audience, such as postings to the internet or sharing with others. Students registered with Student Disabilities Services (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why s/he cannot, such as discussion of confidential or protected information.

Student Services
The Academic Success Center (Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills, student services workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).

The Writing Center is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit http://clasweb.clas.wayne.edu/writing to obtain information on tutors, appointments, and the type of help they can provide.

Library Research Assistance Working on a research assignment, paper or project? Trying to figure out how to collect, organize and cite your sources? Wayne State librarians provide on-campus or online personalized help. Contact them at http://library.wayne.edu/consult

Academic Dishonesty (Plagiarism and Cheating)
I have a zero-tolerance policy for plagiarism and cheating. Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic

misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct. Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct. In this course, any student caught plagiarizing or cheating will fail the assignment and fail the course and may be reported to the appropriate university authorities for further disciplinary action.

Cheating: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student's test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.

Fabrication: Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.

Plagiarism: To take and use another's words or ideas as one's own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.

Other forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student's access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

Grade Disputes
If you would like to discuss a grade, please make an appointment to speak with me in person. With the exception of recording errors, *I will not discuss grades via email*. If you feel that I have made a grading error, please provide me with a written explanation of why you think your work was improperly graded as outlined in the WSU Grade Appeals Process.

Course Drops and Withdrawals
In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Academica. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the 10th week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: https://wayne.edu/students/register/dropping. Anyone who withdraws with total points that equal 60% or fewer of the total points possible on the date of withdrawal will receive a grade of withdraw fail (WF). Those with 61% or higher will receive a grade of withdraw pass (WP). Please note that I will not approve a withdrawal for a student under review for, or found guilty of, cheating or plagiarism.