



Career Advising
& Planning
Services

Ida Noyes Hall
1212 E. 59th St.
Chicago
Illinois 60637
773-702-7040
caps.uchicago.edu

The
University
of Chicago

The Curriculum Vitae & Letter of Application

The *curriculum vitae* (C.V.) is a comprehensive statement of your educational background and your teaching and research experience. **In academic circles, the C.V. is the cornerstone of any application** for employment, funding, award, or fellowship. In fact, many search committees report that the first thing they look at to determine a candidate's suitability, is the experiences listed on the C.V.. Therefore, it is extremely important that your C.V. reflect the range and scope of your interests, as well as highlight your particular teaching and research strengths. **YOU SHOULD HAVE YOUR C.V. REVIEWED BY A FACULTY MEMBER IN YOUR DEPARTMENT BEFORE YOU SEND IT OUT!**

Unlike a resume,¹ your C.V. will continue to increase in length as you gain experience and establish a publication record. In compiling it, you should present a trajectory of your life as a scholar and teacher from the time you started your academic career as an undergraduate. All information on your *vitae* should be arranged in reverse chronological order, listing the most recent position or award first.

When constructing a C.V. for employment purposes, you should tailor it to the positions for which you are applying and highlight your strengths. Because academic institutions vary in their missions and objectives, **you need to arrange the information on your C.V. differently for different audiences.** For instance, list your research, publications, presentations, and awards first when applying to research institutions; list your teaching experience first when applying to smaller liberal arts colleges or community colleges and add a section on community or academic service. Please keep in mind that departmental expectations about the C.V. differ. It is often a good idea to start your C.V. by asking your mentor or advisor for a copy of theirs, and modeling yours off of theirs. This handout provides general guidelines, but soliciting advice from advisors, professors and others knowledgeable in your field is recommended. In fact, most departments

¹ For assistance in preparing a resume for non-academic employment, please consult the CAPS publications, "CV to Resume," "The Resume," and "Resumes for MA/MS Students."

have some form of “placement committee” whose members can review your application materials.

Although you may be highlighting different experiences for different positions, you should not be anything less than perfectly honest about your training, experience, or publication history. Be careful not to overestimate your fluency in a foreign language, for instance, or to list an article as “forthcoming” until you can report an expected publication date. You run the risk of damaging your reputation within the academic community if you exaggerate your record.

CAPS graduate counselors are available to discuss and review your C.V. You can make an appointment with a graduate counselor by calling the CAPS receptionist at (773) 702-7040.

Elements of the C.V.

IDENTIFICATION

Include your name, address, complete telephone number, and e-mail address. Some people include both personal and department addresses to emphasize their current academic affiliation. Make sure you put your last name and page numbers on all but the first page. Do not include any explicit reference to your age, marital status, race, sex, gender identity, ethnicity, or sexual orientation anywhere on your C.V.²

EDUCATION

List all institutions, degrees, and graduation dates in reverse chronological order. If you attended an institution, but did not earn a degree, you do not need to list it on your C.V., unless the training you received was vital to your career—language courses taken abroad, for instance. Some postdoctoral researchers include their postdoctoral training here, others include it under their research section; follow the norm in your field.

DISSERTATION/DISSERTATION ABSTRACT

You can list the title of your dissertation beneath the information on your doctoral degree, as well as the name of your chair/advisor and/or committee members. Some fields require a longer description (about a paragraph) of the dissertation on your C.V, generally under a separate section entitled “Dissertation Abstract,” while other fields expect dissertation research to be listed under “Research Experience.” Follow the norm in your field.

² In some cases, such information may be essential to your professional career, for instance, in gender and sexuality studies or religious studies. It is most professional to list your academic and professional experiences clearly and fully, while avoiding direct mention of your personal life. If you have concerns regarding these issues, consult your academic advisor or a CAPS career counselor.

EXAMS/AREAS of SPECIALIZATION

In some disciplines, such as the Divinity School, the C.V. should include a description of your fields as well as the dates of your qualifying examinations. Seek advice on this matter from your department.

AWARDS, FELLOWSHIPS, HONORS, GRANTS

List all relevant academic distinctions, teaching awards, fellowships, honors, or grants you have received since you entered graduate school in reverse chronological order. Include the name of the department and institution bestowing the honor. Include undergraduate honors and fellowships if they are relevant to your field or indicate exceptional academic achievement (e.g., summa cum laude, Phi Beta Kappa, etc.).

PUBLICATIONS, CREATIVE WORK

Include bibliographic citations of articles, research reports and book reviews that you have published. If applicable, poems, musical recitals or art exhibits may be included in this section. Depending upon your field, as you gain experience, you will further separate these items into different categories, such as "book reviews," "articles in refereed journals," "books," etc. Use the form of citation appropriate to your field. In order to list something as "forthcoming" in this section, you should have a reasonably firm sense of when the publication will appear in print.

PRESENTATIONS, MEETING ABSTRACTS

List all papers/talks you have given, or will deliver, along with the names, dates, and locations of the conferences or meetings where you presented that work. If you are a postdoctoral researcher with numerous publications, you may choose to list only invited talks or selected abstracts. If you presented your work in a University of Chicago colloquium or workshop, you may also list the talk here if it was a substantial piece of work or something directly relevant to your dissertation work or research agenda.

WORK SUBMITTED, WORK IN PROGRESS

In some fields, it is fairly standard practice for scholars to add sections entitled "Work Submitted" and "Work in Progress" to their C.V.s. Often these can be listed under a subheading in the publications section. If you have an article or book under review at a refereed journal or academic press, you should list it under the category "Work Submitted for Publication." In this way, you can inform employers that you have enough confidence in your work to submit it for publication. If you are an experienced candidate, or want to change jobs, you will want to indicate the potential of publication on new projects by reporting your progress in a section entitled "Work in Progress."

RESEARCH EXPERIENCE

Most often used in some of the sciences and social sciences, this category can include postdoctoral, dissertation, and possibly undergraduate and internship research. Typically, you describe your project(s) (including any techniques you mastered) and list the affiliated lab and/or professor.

TEACHING EXPERIENCE

Include all full-time, part-time, and adjunct teaching experience. For each position, list your title, the dates of employment (or quarter and year), and the name (not just the number) of each course you taught. Include a brief description of your responsibilities. Since job titles vary from university to university, you need to tell the employer something about your level of involvement in the course design, preparation of materials, weekly instruction, and grading. For examples, refer to the sample C.V.s in the back of this handout.

RESEARCH INTERESTS, TEACHING COMPETENCIES

In some fields, you list your current research interests and teaching competencies. When listing your teaching competencies, be sure to list general categories, as well as specialized ones, so that employers know you are capable and willing to teach the undergraduate and general education requirements offered in their departments.

PROFESSIONAL TRAINING/RELATED WORK EXPERIENCE

List any special professional training you received in your department or through a professional organization in this section. Such training may include special courses on pedagogy or teaching techniques, professional seminars offered by a professional organization, or technical or computer training completed in addition to your regular coursework. If you have work experience that is relevant to your application, list and describe such experience here.

LANGUAGES

Where relevant, list the languages you have studied, as well as some indication of your level of expertise (e.g., “Reading knowledge of French and German” or “Fluent in Spanish; working knowledge of Italian”).

PROFESSIONAL AFFILIATIONS and SERVICE

List the major professional organizations to which you belong. If you have served actively in one or more of these organizations, you may wish to indicate the level of your involvement here as well.

ACADEMIC SERVICE, COMMUNITY OUTREACH

If you have served on any committees (such as graduate advisory or search committees in your department or any appointed or elected position in the university), list the experience here. You may also note in this category any talks you gave or meetings you arranged in your department about professional issues in your field. Demonstrating service will tell employers that you are a good citizen in your current department and institution. If you have volunteered your time in other ways related to your discipline within the community at large (e.g., judging a science fair, school and museum outreach, etc.), you can list such activities here as well.

REFERENCES

At the end of your C.V., list the names, titles, and academic affiliations of your references. List your references in order of importance (for instance, your dissertation director/advisor first, followed by other members of your committee or other advisors who know your work well). In some fields, it is customary to list the mailing and/or e-mail addresses and telephone numbers of your references; follow the standard in your field.

Letters of Application

Your letter of application is an extremely important part of your job application. This letter is the first time you are introducing yourself to a potential employer; therefore, it should not only describe your research and teaching experience, but also demonstrate your intellect and writing ability. Successful letters are those that reflect something more than what is evident in your C.V.; they will give the search committee a sense of your voice, your intellectual capacity, and your enthusiasm and interest in what you do. Successful letters also indicate that you are “job ready”—that you can start teaching immediately, have a research agenda already underway, and have some sense of what it means to be a fully-functioning faculty member in your field. Draft your letter over several days or weeks; gather advice from your mentors, advisors, and peers. The better this letter is, the better your chance of getting a first interview.

Generally, the letter of application for academic jobs is 1 to 1 1/2 pages in length, and contains 3-5 substantive paragraphs. Letters in the humanities and some social science fields tend to be longer than those in the sciences; check the standard in your field. When in doubt, err on the side of brevity. Length can also depend upon whether additional materials (e.g., teaching philosophy, research agenda, etc.) are requested as part of the application. The ordering of the body paragraphs on teaching and research may depend on the kind of position you seek; you may want to talk about teaching first when applying to teaching colleges, and research first when applying to research institutions.

Opening paragraph: In the opening paragraph, identify the position for which you are applying and introduce yourself briefly to the reader. If you have not yet completed your dissertation, you can indicate when you will receive the Ph.D. here.

Teaching paragraph: Depending upon where you are applying and what field you are in, write a substantive paragraph about your teaching experience. If the institution is also requesting a teaching philosophy, you still want to reflect your teaching experience and strengths here but you do not need to go into as much detail. Describe how you teach and what you have taught; give specific examples from your classroom experience to illustrate more general points. If you have limited experience, illustrate what you would teach and how, describing specific texts and/or techniques whenever possible. Indicate your willingness or desire to teach the level of students appropriate to the institution to which you are applying (i.e., at a major research institution, both undergraduate and graduate students, while at a liberal arts college, only undergraduates). Try to make connections between your research and your teaching interests; from the perspective of

the search committee, it is impressive when someone has considered (even in a preliminary way) the nature of the connection between the two major strands of academic life in his or her field. If you have interest in or experience with new pedagogies or technologies in the classroom, make sure you note it somewhere in your letter, C.V., or teaching philosophy.

Research paragraph: Write a substantive paragraph about your research. As in the teaching paragraph, concentrate on specifics, but write in clear, crisp prose and avoid excessive jargon. Keep in mind that you are writing to a search committee and not necessarily a single specialist in your field. Depending upon the institution, this committee may include members from different departments as well as an academic dean. If you write to the specialist, you may alienate other members of the committee, including those with specialties in other fields within the discipline. Spark the interest of your readers by demonstrating your intellectual vigor and ability to write so that they will want to talk with you about your work during an interview. Lastly, when you describe your project, move away from language like “My dissertation explores the problem of industrial expansion in...” to language like “I argue that the industrial expansion is significant because...” or “My work contributes to the field by demonstrating that...” This language tells your readers that you are already thinking like a professional and have confidence in your ideas.

Closing paragraph(s): You should add a brief paragraph to the end of your letter if you have significant honors, such as a national dissertation fellowship, or if you want to indicate when you will be done with your dissertation. You may also describe significant committee work, or community service, if applicable to your experience and to the position for which you are applying. The standard application letter usually ends with a reminder that your C.V. is enclosed and that your dossier is available upon request, and indicates whether or not you will be attending the upcoming professional meeting. If you will be out of town during key periods of the job search, you may also indicate alternative dates and phone numbers where you can be reached.

Curriculum vitae and Letter Samples

Use the following C.V.s and letters as samples rather than models as you compile your own. The CAPS Library (Ida Noyes Hall 300) also has a number of books with samples, including: *The Academic Job Search* (Heiberger and Vick, 2001), *Cracking the Academia Nut* (Newhouse, 1997), and *Tomorrow's Professor* (Reis, 1997).

Sample C.V., History.

(Adapted from C. Packert and M. Leape, *Preparing for Your Academic Career in the Humanities and Social Sciences*, Cambridge: The Office of Career Services, Harvard University, 1989.)

Catherine A. Hoff

Department of History
University of Chicago
1345 E. 57th St.
Chicago, IL 60637
(773) 555-1234/heremail@uchicago.edu

EDUCATION

Ph.D. History, University of Chicago. Expected, June 2003

M.A. History, The American University. 1998

B.A. Religious Studies, University of Delaware. 1993

DISSERTATION

“The Development of the Medieval Style in Rajasthan: Ninth and Tenth Century Sculpture”

The dissertation consolidates previous research and provides a survey of the development of ninth- and tenth- century sculpture in Rajasthan. These two centuries are important as they span the medieval period from inception through early florescence. The large numbers of sculptures *in situ*, on temples, allows for analysis of the sculpture in its proper architectural context. By utilizing a synthesis of the sculptural and architectural information the thesis defines and refines chronological and regional features within this area of western India.

Advisors: Pramod Chandra and Peter Westphal

FELLOWSHIPS

American Institute of Indian Studies Junior Fellowship for dissertation research, 1999-2003

The American University Traveling Fellowship, 1996-97

Foreign Language Area Studies Fellowship in Hindi, 1993-95

TEACHING EXPERIENCE

University of Chicago: Visiting Lecturer of History, Fall 2001 - present

Teach courses in Indian, Asian, and Primitive Art and Culture, assist in discussion sections for general survey of Asian History. Developed discussion section syllabi. Held primary grading responsibilities. Direct senior theses in relevant topics.

The American University: Teaching Fellow in Introductory Art History, 1996-98

Designed and taught sections for Introduction to the History of Art (Ancient to Medieval; Renaissance to Modern) courses. Developed syllabi, assigned readings, led discussion sections. Organized museum visits and planned exhibitions relevant to course material. Graded and evaluated student work

Hoff, page 2/2

PUBLICATIONS AND PRESENTATIONS

Contributor to:

The David Nalin Collection of Eastern Indian Sculpture, Livingston, NJ: Nalini Press, 2002

Journey of the Three Jewels, New York: Asia House, 2000

Papers and Lectures:

“‘Charlemagne’s Chesspiece’: A Reconsideration,” Annual Conference on South Asia,
University of Wisconsin, Madison, WI, November, 1999

Visiting Lecturer at “Asian Religion Symposium,” Williams College, April 1997

Works in Progress

“The Harsat-mata Temple at Abaneri: A Reconstruction”

A reconstruction of the important early ninth-century Harsat-mata temple at Abaneri (Rajasthan) will be proposed with reference to related *sandhara* (ambulatory) shrines in Western India; included are new plans and photographs.

RELATED PROFESSIONAL EXPERIENCE

Oriental Institute Library: Assistant Director of Acquisitions, Chicago, IL

Catalogue Near-Eastern materials, record faculty requests and prioritize according to availability and scholastic utility. Adapted order system for Persian and Qumran materials. 2000 - Present

Vesti Corporation: Technical Services Coordinator, Washington, DC

Directed all technical services for Washington fine arts management firm. Managed registration and inventory control of company artwork collection, valued at \$500,000. Updated inventory activity, coordinated with financial staff. 1997-99

LANGUAGES

Fluent in Hindi, excellent French reading and speaking capabilities

REFERENCES

Pramod Chandra, Professor, Department of History, University of Chicago

Peter Westphal, Professor, Department of History, University of Chicago

John Richmond, Chair, Department of History, The American University

Hans Bibfeldt, Associate Professor of Theology, University of Delaware

Sample C.V., Biochemistry.

(Adapted from G. Moser, *Developing your Career as a Scientist in Academe*, Cambridge: The Office of Career Services, Harvard University, 1989.)

Robert J. Quinn

Home Address:

5343 S. Greenwood Ave., #3
Chicago, IL 60615
773/555-0235

Office Address:

Dept. of Biochemistry
The University of Chicago
773/555-0008
hisemail@uchicago.edu

Education

Ph.D., The University of Michigan

Department of Biochemistry and Molecular Biology, 1997

B.Sc., Cornell University

Department of Biology, 1990

Research Experience

Research Associate, University of Chicago

Department of Biochemistry, 2000 - Present

Research on the role of yeast DNA topoisomerases in gene expression in Dr. Elizabeth Maker's lab.

RNA and DNA extraction from various cellular fractions of BSC-1, CV-1, 3T3 and 3T6 cells.

Post-Doctoral Researcher, The Scripps Research Institute

Department of Molecular Biology, 1997-2000

National Research Service Award, NIH training grant, 1998-2000

Research on cell cycle regulation in Dr. Xi Chang's lab

Research Assistant, University of Michigan

Department of Biochemistry and Molecular Biology, 1990-97

Dissertation: "The Involvement of the Assembly of Cellular Structures in the Gene Expression of SV40 and in the Regulation of Herpes Viruses."

Teaching Experience

Journal Club Instructor, University of Chicago, 2001-present

Lead graduate students in small group presentations and discussions of current published research

Lab Teaching Assistant, University of Michigan, 1992-1993

Led undergraduate cell biology laboratory sections.

Honors and Scholarships

The Anna Fuller Fund, Research Fellowship, 2001-present
National Research Service Award, 1998-2000
Marcus Welby Doctoral Fellowship, 1991-1997

Publications

Carroll, D., Hubble, M., Quinn, R., Southern, S., Cooks, R. The Structure of SV40 RNA is associated with the metabolic decay rate. *Viral Studies* 111, 475-487. 2001.

R. Quinn, Southern, S., Maker, E. Association of SV40 breakdown and viral RNA with the fractal genome. *J. Tele. Med.* 17, 473, 2000.

Carroll, D., Quinn, R., Beale, J. SV40 substructures and viral RNA are associated with the cellular metabolism. *JMBO J.* 33, 1225-1231, 1997.

Languages

Fluent in Hebrew and Spanish. Knowledge of Italian.

References

Prof. Elizabeth Maker, Department of Biochemistry, University of Chicago
Prof. Xi Chang, Department of Molecular Biology, Scripps Research Institute
Prof. David Carroll, Department of Biochemistry and Molecular Biology, Univ. of Michigan
Prof. Sam Southern, Department of Biochemistry and Molecular Biology, Univ. of Michigan

Sample C.V., Mathematics

(Adapted from Heiberger and Vick, *The Academic Job Search Handbook*, University of Pennsylvania Press, 1992).

SARA G. EVANS

Department of Mathematics
208 Eckhart Hall
The University of Chicago
Chicago, IL 60637
(773) 555-1234

5720 S. Dorchester, Apt. 4
Chicago, IL 60637
(773) 852-1234
email@uchicago.edu

EDUCATION

Ph.D., Mathematics

The University of Chicago, Chicago, IL, expected June 2003

Dissertation: "A Dynamical Systems Perspective for Mathematical Analysis."

Supervisor: Paul Smith

M.S., Mathematics

The University of Chicago, Chicago, IL, 1998

B.S., Mathematics and Computer Science, *cum laude*

Harvard University, Cambridge, MA, 1996

AWARDS and FELLOWSHIPS

Graduate Tuition Fellowship and Stipend, Department of Mathematics, University of Chicago, 1997-2003

Sigma XI Award for Excellence in Applied Mathematics, 1999

TEACHING EXPERIENCE

Lecturer, Department of Mathematics, University of Chicago, 2002-2003

Prepared and taught introductory calculus (3 classes/week) to undergraduates.

Developed and delivered lectures, review sessions, and exams.

Teaching Assistant, Department of Mathematics, University of Chicago, 1996-1997

Taught a recitation section for an undergraduate course in differential equations.

Assisted in the preparation and grading of exams.

RESEARCH EXPERIENCE

Research Fellow, Department of Mathematics, University of Chicago, 1997- present

Developed theory and computational methods for modeling large-scale networks with applications to transportation, logistics, and telecommunications. Developed techniques for solving Stackelberg games on networks. Applied these models to the study of transportation infrastructure investment policies in Africa and the Middle East.

PUBLICATIONS

S. Evans, T. Smith, J. Jones, and S. Kim. "Sensitivity Analysis Based Heuristics for Mathematical Programs with Variational Inequality Constraints." *Mathematical Programming*, Series B (forthcoming, March 2003).

P. Smith, S. Evans, and S. Kim. (2002). "A Simulated Annealing Approach to the Network Design Problem with Variational Inequality Constraints." *Transportation Science* 18:6, 122-130.

CONFERENCE PRESENTATIONS

P. Smith and S. Evans. "The Generalized Metropolis Algorithm and its Applications to Simulated Annealing." ORSA/TIMS, New York, NY, March 2002.

S. Evans and S. Kim. "A Dynamical Systems Perspective for Mathematical Programming." SIAM Conference on Dynamical Systems, Orlando, FL, October 2000.

Invited to co-chair a session on Multicriteria Decision Making Applications in Natural Resources at the 9th International Multicriteria Decision Making Conference, Fairfax, VA, August 1998.

RESEARCH INTERESTS

Transportation network design
Dynamic equilibrium of transportation network models
Large-scale freight/logistics network models
Network models
Combinatorial optimization
Game theory
Dynamical systems
Interior point methods (including Karmarkar's algorithm)
Sensitivity of linear and nonlinear programs

PROFESSIONAL MEMBERSHIPS

Operations Research Society of America
Mathematical Programming Society
The Institute of Management Science
Society for Industrial and Applied Mathematics
American Mathematical Society

REFERENCES

Paul Smith, University of Chicago, Department of Mathematics (773-555-1333)
Samuel Jones, University of Chicago, Department of Mathematics (773-555-7765)
Jason Ford, Harvard University, Department of Computer Science (617-555-9090)

Sample C.V., English

John Smith

Department of English
The University of Chicago
1050 East 59th Street, Chicago, IL 6063
(773) 955-4624 jsmith@midway.uchicago.edu

EDUCATION

The University of Chicago, Chicago, IL

Ph.D. English Literature, expected June 2003

Dissertation: "The Character of Commerce: Writing and Credit in Eighteenth-Century Britain." Advisor: James Kramer.

The University of Chicago, Chicago, IL

M.A. English Literature, June 1999

Earlham College, Earlham, IN

B.A. English, *cum laude*, June 1994

AWARDS AND HONORS

Mellon Foundation Dissertation Fellowship, 2001-02.

MacLean Instructorship, Winter 2001.

Mellon Foundation Summer Fellowship, 1999.

University Fellowship, The University of Chicago, 1997-2002.

Arthur Kaufmann Prize for Excellence in English, Earlham College, 1994.

PUBLICATIONS

"The Sublime and the Corrupt: Commercialization in 18th Century England and its Influence on Burke's Aesthetic Philosophy" in *PMLA*, May, 2001.

"Talkin 'bout my generation': Vietnam war correspondence and American literature 1960-1980," in *Vietnam and Generation X: A Contested Legacy* (Austin, University of Texas Press, 1999).

PRESENTATIONS

"Romancing 'The Nation's Mistress': Defoe's Roxana and the Character Credit," MWASECS Conference, Normal, IL, October 2000.

Smith, page 2/3

“Eliza Haywood’s *Memoirs of a Certain Island*, Dystopia, and the Power of Love,”
Fourth Annual Aphra Behn Society Conference, Portland, ME, September 2000.

TEACHING EXPERIENCE

Instructor, The University of Chicago, Chicago, IL

Designed and taught a course entitled “Grub Street: From the Literary to the
Literary in Eighteenth-Century Britain,” Spring 2002. Held full responsibility for
all instruction and grading.

Instructor, The University of Chicago, Chicago, IL

Taught “Methods and Issues in Textual Studies,” Winter 2001. Worked with a group
of instructors to design the course; fully responsible for the instruction and grading in
my section.

Writing Intern, The University of Chicago, Chicago, IL

Assisted in “Greek Thought and Literature,” Spring 2000. Conducted discussion
sections, graded student papers.

Course Assistant, The University of Chicago, Chicago, IL

“Dr. Johnson and His Circle,” Fall 1999.

Lector, The University of Chicago, Chicago, IL

“Academic and Professional Writing,” Winter- Spring 1998

Tutor, Literacy Volunteers of New York, New York, NY, 1994-1997.

TEACHING INTERESTS

Primary: Eighteenth-Century British Literature
Nineteenth-Century American Literature
Critical Theory
History of the Novel

Secondary: Contemporary Popular Fiction
Literature of the Vietnam War
Composition and Argumentative Writing

RELATED WORK EXPERIENCE

Research Assistant, *Critical Inquiry*, The University of Chicago, 1996-98.

Editor, Doubleday Book and Music Clubs, New York, NY, 1992-1994.

Smith, page 3/3

DEPARTMENTAL ACTIVITIES

Co-coordinator, The University of Chicago Eighteenth-Century Workshop.
Organized program for biweekly meetings of faculty-student workshop in eighteenth-century British culture, May 2000-June 2002.

Member, Search Committee in Eighteenth-Century Literature, The University of Chicago, 2002.

Chair, English Department Graduate Student Policy Committee, The University of Chicago, October 1999-October 2001.

PROFESSIONAL ASSOCIATIONS

Modern Language Association
American Society for Eighteenth-Century Studies
Aphra Behn Society.

LANGUAGES

Speaking and writing knowledge of French and Latin

REFERENCES

James Kramer, Department of English, The University of Chicago
Susan Covey, Department of English, The University of Chicago
Mitchell James, Department of History, The University of Chicago
Arthur Joyce, Department of English, The University of Chicago

Sample letter of application: Humanities (English).

(Departmental letterhead)

October 30, 2002

Professor Charles Jones
Chair of the Search Committee
Department of English
University of Illinois
Chicago, IL 60606

Dear Professor Jones:

I am writing to apply for the position in eighteenth-century literature advertised by your department in the October MLA *Job Information List*. I expect to receive my Ph.D. this spring from the department of English at the University of Chicago; a copy of my c.v. is enclosed for your review.

My dissertation, "The Character of Commerce: Writing and Credit in Eighteenth-Century Britain," demonstrates how the discourses of philosophy, literature, and aesthetics ordered the domain of authority and value that we now call the "economy." Each chapter situates a text from eighteenth-century Britain--John Locke's *An Essay Concerning Human Understanding* (1690), Daniel Defoe's *Colonel Jack* (1722) and *The Fortunate Mistress* (1724), Eliza Haywood's *Memoirs of a Certain Island Adjacent to the Kingdom of Utopia* (1725), and Edmund Burke's *A Philosophical Inquiry into the Origin of the Idea of the Sublime and the Beautiful* (1757)--in relation to historical developments in money, law, property, and representation more generally. Drawing on the work of theorists such as Jean-Joseph Goux, Michel Foucault, and J.G.A. Pocock, I historicize how terms like "credit," "exchange," and the "sublime" emerged to become privileged concepts that helped transform Britain into a commercial society. To use the period's own idiom, the problematic I trace can be imagined as the relationship between "character" and "credit," both of which are key words unlocking contemporary discourses addressing personality, writing, and economics. The story my dissertation tells is how individual "character," like the political-economic system in general, was increasingly imagined as depending on "credit," so that a social order legislated by the "invisible hand" becomes naturalized, its fictionality forgotten.

Last year, I was awarded a teaching fellowship with the English department for a position as an instructor for a course called "Methods and Issues in Textual Studies," an introductory course in critical theory now required of undergraduate English majors at the University of Chicago. I was a member of a five-person staff of faculty and graduate students who designed and taught the course, which included texts intended to represent a number of critical methods--deconstruction, historicism, psychoanalysis, formalism--as well as literary texts--canonical (Hawthorne's short

Smith, page 2

stories, Shakespeare's *Macbeth*), contemporary (Morrison's *Beloved*), and various popular works that stretch the limits of the definition of "text." The goal of the course as we designed it was not simply to introduce a number of critical methods but to use such methods to help make students more conscious that reading literary and other texts is a conscious and critical activity. Last spring, I taught a course of my own design entitled "Grub Street: From the Literary to the Literatory in Eighteenth-Century Britain"; I used the institution of the emergent publishing industry to examine the construction of high and low cultures in the course of eighteenth-century Britain. "Grub Street" takes a cultural studies approach, focusing on topics like the development of copyright law, the growth of printing and distributing networks, and the emergence of professionally-produced literary criticism. From there, students read works such as Pope's *The Dunciad*, Defoe's *Moll Flanders*, and Haywood's *Fantomina* as historical products, mediated by and sometimes commenting on an emergent institution that made possible the development of literary studies itself. I enjoy teaching undergraduate courses in literature as well as composition, and expect that my teaching and research will complement one another in the years to come.

I will be attending the MLA Convention in New York in December and would welcome the opportunity to meet with you at that time. Please let me know if you would like to review my dossier or a sample of my writing. I look forward to hearing from you soon.

Sincerely,

John Smith

Sample letter of application: Social Science (Political Science).
(Departmental letterhead)

October 3, 2002

Dr. Thomas Lisle
Chair, Department of Sociology and Anthropology
Knox College
2 East South Street
Galesburg, IL 61401-4999

Dear Dr. Lisle,

I am writing to apply for the tenure track, assistant professor position in the Department of Sociology and Anthropology. I will receive my Ph.D. in March 2003 from the Department of Sociology at the University of Chicago. Given my specializations in qualitative methods, urban sociology and social policy and my strong preference for teaching in a liberal arts environment, I feel I am well suited for the position.

My dissertation, entitled *Reforming Poor Women: Identity Shaping and the Cultural Politics and Practices of Welfare Reform*, is a comparative ethnographic study of welfare reform as it unfolds in two neighborhood welfare-to-work organizations in poor, predominantly minority areas of Chicago. Like other organizations charged with implementing work-based welfare reform, these agencies perform what I call “cultural retraining” in the job-readiness and “soft skills” workshops they run for welfare recipients. Cultural retraining, I contend, aims at correcting the individual pathologies endemic to the so-called “culture of poverty” (e.g. laziness, lack of work ethic, moral laxity). Through teaching mainstream norms about discipline, dress, language, and demeanor (many of these lessons have strong racial overtones), these welfare-to-work programs seek to make productive workers out of welfare recipients—a group presumed by policymakers and the public to lack the qualities of good workers. Though public welfare has long been seen by sociologists as a means of social control of the poor, recent reforms to the welfare system intensify this function.

In *Reforming Poor Women* I approach welfare reform from multiple levels of analysis. I use ethnography to explore the everyday lived experience of welfare reform as it unfolds in these implementing organizations. I also employ administrative data from the Illinois Department of Human Services (the state welfare agency in Illinois), interviews with upper-level administrators from IDHS, and extensive fieldwork at the Chicago Jobs Council, an umbrella organization for welfare-to-work programs. This multi-level methodology allows me to address welfare reform at the state policy level and at the level of community-based welfare organizations. By analyzing the radical changes in state welfare policy, the accompanying changes in the mission and operation of community-based providers, and the impact these changes have on the everyday lives of poor women,

I provide a fully contextualized and policy-relevant account of welfare reform in Chicago.

While at the University of Chicago, I have taught four classes (ranging in size from two to fifty students) and assisted in the teaching and design of five others. In the three urban poverty classes I taught, I have used a variety of teaching methods. In addition to class readings and discussions, I have taken my students on field trips through South Chicago—where Chicago’s steel mills once operated—and other impoverished areas in Chicago. On one such trip we spoke with a man who used to work at a mill about how his life and the life of the neighborhood had changed since the mills shut down. I have found that such hands-on learning outside the classroom can be valuable in discussions of potentially abstract concepts like “deindustrialization.” In addition to field trips, I have included movies, census and budget information, and current events in this course to widen its scope. Likewise, I encourage students to do independent scholarly or volunteer work. One of my students collected life histories of several *Streetwise* (a newspaper that homeless men and women sell) vendors. Others engaged in service learning in a food pantry and an organization that connects poor women to non-traditional jobs.

I most enjoy teaching about social inequalities and social problems, areas I have emphasized in the three urban poverty courses I have taught. Teaching against pervasive beliefs about, for instance, the openness of America society and the presumed disappearance of racial discrimination is invaluable in developing critical thinkers and responsible citizens. I also enjoy teaching about public policy and social change, areas in which students can deploy sociological analysis to both understand and change the social problems we explore in class.

On a personal level, I think it is important to be committed to one’s academic community. Having been closely involved with the Public Policy program now for five academic years as a teacher and BA thesis advisor, I have worked individually with many of our students. Watching these young women and men grow into thoughtful social policy analysts has been an immensely rewarding experience for me. This past year, for instance, I worked closely with a former student of mine on her thesis, “Structural Adjustment in Ghana,” a paper that she hopes to publish in her home country. I have had several students with whom I have acted in a wide variety of roles—as instructor, counselor, writing tutor, fieldwork advisor, collaborator, and friend. My scholarly and personal engagement in these roles has provided me with some of my fondest memories.

I eagerly welcome a chance to speak with you further. I have included a copy of my vita, two writing samples and evidence of my teaching ability for your review. Thank you very much for your consideration.

Sincerely,

Charles Adams

Sample Letter of Application: Sciences (Biology).

November 5, 2002

Cell Biology and Genetics Search
Biology Department
Amherst College
Amherst, MA 01002-5000

To the Search Committee:

I am writing to apply for the assistant professor position beginning September 2003, as advertised in the 11 October issue of *Science*. I am currently a postdoctoral fellow and lecturer in Molecular Genetics and Cell Biology at the University of Chicago. I received my Ph.D. from the Department of Molecular and Cellular Biology at Harvard University in 2000. As an alumnus of a small liberal arts college myself, I know and value the excellent education they provide to undergraduates, and would be honored to join the Amherst community as an Assistant Professor.

My research and teaching interests have been fostered by several years worth of undergraduate teaching and mentoring at both Harvard and Chicago. At Chicago, I am fortunate to have the opportunity to serve as instructor for "Origin of Life," a lab and lecture course for non-science majors. I also bring several years of experience as a Teaching Fellow at Harvard in genetics and cell biology courses relevant to the available position. In particular, I have taught discussion and laboratory sections for both introductory molecular and cellular biology and for introductory genetics for three semesters each. In addition to the weekly laboratories incorporated into the molecular biology course, I taught a section of a summer school laboratory course on the principles and techniques of molecular biology. I also served as the Head Teaching Fellow for an introductory biology course, gaining experience with course management and curriculum design that has served me well in my position as a lecturer. My teaching at Harvard was recognized by two Certificates of Distinction in Teaching, awarded based upon student evaluations.

I have also supervised the undergraduate research of several students here at Chicago. My postdoctoral research has focused upon elucidating the mechanisms of *P* element insertion in *Drosophila melanogaster*. This builds upon my dissertation research in the molecular evolution and population genetics of transposable elements in natural *Drosophila* populations. This research and the projects that will stem from it can be adapted to provide undergraduates with research opportunities for their Senior Honors projects at Amherst and would also complement the existing strengths of the department.

My postdoc and graduate school experiences have reinforced my appreciation for the liberal arts college environment. I have missed the small classes, active learning opportunities, and interdisciplinary students motivated by curiosity and love of learning. I look forward to once again becoming part of a liberal arts community and I can think of no better environment than the Amherst Biology Department in which to grow as an educator and a scientist.

I am enclosing my C.V. and statement of teaching philosophy. Letters of recommendation are being mailed under separate cover. Thank you very much for your consideration.

Sincerely,

Rebecca Dutton