

JOB AD

DEPARTMENT OF ENGLISH, LIBERAL ARTS COLLEGE

History of the Novel in English

Tenure-track position at the Assistant Professor level in the history of the novel in English, beginning Fall 2018. Expertise in the rise of the novel, the Victorian period, theory (including narrative theory), and twentieth-century and contemporary developments in fiction in English are especially welcome.

Ph.D. should be completed by the beginning of the appointment; teaching experience required. Send letter of application, CV, teaching philosophy, and writing sample (15-20 pages maximum) to xxxx. Deadline for applications is xxxx.

This college is an Equal Opportunity Employer committed to excellence through diversity. Employment offers are made on the basis of qualifications, and without regard to race, sex, religion, national/ethnic origin, disability, age, veteran status, or sexual orientation.

This particular job ad does not include any language about the specific department, school, or college. However, even when this kind of information in a job ad is absent, it is still very important to thoroughly research and address the specifics of the institution's history, mission, student body, areas of strength, areas identified as being targeted for growth, etc.

The main title or first description in the job posting should be explicitly referenced in application materials, including at the beginning of a cover letter.

Any background in these specific areas should also be referenced in the cover letter and CV. There does not need to be expertise in all or even most of these areas.

It's important to give a clear indication of progress toward completion of the dissertation. If you have a defense date scheduled, that is good 'proof' of completion. Published work based off of research done for a dissertation is another option to indicate you're REALLY almost done (i.e. would for sure be able to finish the PhD before starting a job).

Notice that this is the only place in this job posting where something is noted as being 'required'. That is a clear sign that applicants need to provide compelling and detailed proof of their experience – and excellence – in teaching.

No more than two single-spaced pages for an academic cover letter -- less is more. More details can be shared during an interview. The same goes for a teaching philosophy.

It is crucial to adhere to these kinds of details. Published writing is ideal. A second choice might be academic writing that corresponds to the content of the position. However, if you feel that your writing sample must exceed 15-20 pages, consider font size, margins, and line spacing. Also, you can contact the hiring committee if your strongest, most appropriate samples don't match well what's stated as the requirement. Finally, no matter what, make sure your whole document has been thoroughly checked for typos, spelling, grammar, etc. Failing to do so will most likely get your application sent directly to a 'no' pile.

Reading the fine print at the end of a job posting sometimes provides helpful information about how the institution understands and communicates its commitment beyond official, legal requirements.

RESUME

Kamala Roy-Davies

Curriculum Vitae

September 1, 2017

EDUCATION

PhD, English Literature

expected May 2018

University of Learning, Big City, ST

Dissertation: *Creating Political Space: US Women's Fiction in the Late 20th Century*

Dissertation Committee Members: Supervisor, Dr. Melinda Gomez-Lopez, Douglas T. Shipley, Dr. Kartik Bhatt, Dr. Edward T. Smith, Dr. Leslie Lawrence

MA, History

Ohio State University, Columbus, OH

May 2012

BA, History

Oberlin College, Oberlin, OH

May 2010

FORTHCOMING JOURNAL ARTICLES

Roy-Davies, Kamala. "Whose History? Whose Herstory? Women's Literary Contributions to Liberation in the Early 20th Century." *American Literary History*. Forthcoming January, 2018.

Roy-Davies, Kamala. "Private Revolutions: A Study of Correspondence Between US and Mexican Women Writers During the Mexican Revolution." *World Literature in English*. Forthcoming November, 2017.

PUBLISHED PEER-REVIEWED JOURNAL ARTICLES

Roy-Davies, Kamala. "Creating Space to Move: Toni Morrison, Eudora Welty, and Dorothy Allison." *Modern Fiction Studies*, vol. 2, no. 4, 2017, pp. 63-89.

Roy-Davies, Kamala. "Always Dynamic: A Stylistic Analysis of *Bastard Out of Carolina*." *20th Century Literature*, vol. 15, no. 1, 2017, pp. 141-76.

Roy-Davies, Kamala and Melinda Gomez-Lopez. "Women Write Against the Grain: Innovations in early American Literature." *Feminist Issues in Literature*, vol. 4, no. 2, 2016, pp. 67-81.

TEACHING EXPERIENCE

Lecturer, *History of the US Post-1865*

Spring and Fall 2017

American Studies Program, University of Learning, Big City, ST

Introductory survey course of 50 students each semester from all levels and disciplines

Teaching Assistant, *Literary Theory*

2014-15 and 2015-16

Department of English, University of Learning, Big City, ST

Upper-level course of approximately 40 students each semester for English majors

HONORS

Best Teaching Assistant, University of Learning – 2016. Awarded by the undergraduate student government each year to an outstanding teaching assistant in any department or program at the University of Learning.

University Research Fellowship – 2016. Office of the Vice Provost and Dean of Graduate Studies, University of Learning. For excellence in graduate studies and to support dissertation research.

Best Master's Thesis – 2012. Awarded by the School of Liberal Arts faculty, Ohio State University.

CONFERENCE PAPERS

“What Difference Does It Make Anyway? **Feminist Theory** in the Millennial Classroom.” Presented at the annual meeting of Humanities Scholars International, Berlin, Germany, June 15-18, 2017.

“Worlds Beyond: Imagined Spaces of Liberation in **Contemporary Novels.**” Presented at the annual meeting of the Modern Language Association, Philadelphia, PA, January 5-8, 2017.

“Toni Morrison: A Lifetime of Literary Liberation.” Presented at the annual meeting of Society for the Study of American Women Writers, Philadelphia, PA, November 4-8, 2015.

INVITED LECTURES

“What Use Is Literary Theory Anyway?” *Learning University’s Graduate Studies Showcase*, Big City, ST, February 16, 2015.

“A Broader Context for Understanding Southern Women Writers.” *Big City Public Libraries’ Invited Scholar Series*, Big City, ST, April 9, 2014

TRAVEL AWARDS

International Travel Grant, Office of the Provost, Learning University, Big City, ST. To support travel to the Humanities Scholars International annual meeting, Berlin, Germany. 2017.

Richardson Travel Grant, Graduate Students Association, Learning University, Big City, ST. To support travel to the Modern Language Association annual meeting, Philadelphia, PA. 2017.

Bard Travel Fellowship, Department of English, University of Learning, Big City, ST. To support travel to the Society for the Study of American Women Writers annual meeting. 2015.

SERVICE

Manuscript reviewer, *Graduate Journal of Feminist Thought*. 2016.

Department of English representative for external PhD review. 2016.

Department of English representative to the Graduate Students Association. 2014 – 15.

PROFESSIONAL MEMBERSHIPS

Modern Language Association (MLA)

Society for the Study of American Women Writers (SSAWW)

Humanities Scholars International (HSI)

COVER LETTER

[English Department letterhead at University of Learning]

[Date]

May Lin Lee

Chair [replace with name and title of search committee chair, if identified in job posting]

Department of English

Liberal Arts College

1234 Main Street

Small Town, ST 12345

Dear Dr. Lee [or identified head of the search committee] and Members of the Search committee:

I am writing to apply for the Assistant Professor position in the history of the novel in English (job number IA-7941) that was posted in *The Chronicle of Higher Education*. I am currently scheduled to defend my dissertation, “Creating Political Space: US Women’s Fiction in the Late 20th Century” in Spring 2018 and am seeking to continue my career at a small liberal arts college.

Due to my exceptional skills as a teacher, as well as my background in history, the American Studies program at the University of Learning invited me to teach their introductory course *History of the US Post-1865* both in Spring and Fall of 2017. In addition, I have served as a teaching assistant for four semesters in the English Department’s upper-level course *Literary Theory*, which includes a substantial section dedicated to Victorian literature. Sharing my own academic expertise with first-year through senior undergraduates in different disciplines has been one of the most satisfying and exciting aspects of my graduate school experience. Especially in the classroom, I often draw on my own experiences at Oberlin College that started me on my path to becoming a scholar and I would welcome an opportunity to return to this kind of an educational environment as an Assistant Professor at Liberal Arts College.

My dissertation investigates the representation of space in novels by writers including Toni Morrison, Eudora Welty, and Dorothy Allison. I place particular focus on the ways in which these and other writers expand more conventional narrative methods of creating a sense of space in their novels, particularly when they write about the US South. I also argue that these developments help to create new kinds of political spaces, both for their novels’ characters and for changing concepts about what fiction can accomplish more generally in society.

The research I have done in the areas of narrative theory has been published in both in *Modern Fiction Studies* and *20th Century Literature*, and I have two forthcoming articles, including one in *American Literary History*. In addition, I have presented three papers at national and international conferences, including at the Modern Language Association’s annual meeting this past year. Writing my most recent article and conference paper has provided me opportunities to further explore my growing interest in literary history beyond the US and UK, an interest which informs my future research directions. Specifically, I plan to write a monograph, *Dynamic Worlds: International Women’s Fiction in the 21st Century*, which will build on the research done for my dissertation, but which will also include women novelists from around the world who build new political spaces by pushing the boundaries of their own literary traditions. I also will submit related articles to journals such as *Journal of World Literatures* and *PMLA*.

My experiences with my students at the University of Learning, many of whom are first-generation immigrants and/or first-generation college students, have helped clarify for me that teaching an engaged and diverse student body must be a central part of my on-going work. I know that I am at my best when I am in the classroom, a strength which has also been recognized by a student-selected award for “Best Teaching Assistant at the University of Learning” in 2016.

In addition, my students also shape me as a scholar and are a large part of my interest in a more international context for the study of literary theory. I create opportunities in the classroom for them to share their own knowledge and experiences, and I pay close attention as I follow their genuine curiosity about the significance of history and literature in their lives. For example, I have a number of students who come from backgrounds where oral traditions are more prominent than written ones. Therefore, in *Literary Theory*, I created an assignment in which students would first tell a story that they remembered hearing during childhood and then follow it with their own theoretical analysis. This assignment not only engaged and energized students, including many who had previously been less verbal during class discussions, it also generated tremendous insights and ideas about narrative theory for me as a scholar. It is this kind of experience that occurs when teaching, research, and learning are all in dynamic conversation with one another that both my students and I learn the most.

I seek to continue my career both as a teacher and scholar in a context in which I am challenged and supported, and where my particular areas of strength and expertise can actively contribute to a larger community. Given my years of teaching experience, I am prepared to teach *History of the Novel*, *Narrative Theory*, *Literary Theory*, *Victorian Literature*, and *20th Century Fiction*. I would also be interested in teaching introductory literature courses as well as more advanced courses in women’s literature, contemporary fiction, and 21st century fiction in English.

In both my teaching and research, I am especially interested in collaborating with Dr. Shoba Dasgupta and Dr. John McIlwain in your department, as well as with Dr. Michelle Jones and Dr. Sek Thim Lee in American Studies. I believe that my deep knowledge about narrative theory, literary history, and women’s literature would complement the strengths of your department, as well as help to promote the student-centered priorities and mission of Liberal Arts College.

I would greatly enjoying the opportunity to discuss my experience with you in more detail and please do not hesitate to let me know if you need any further information.

Sincerely yours,

[signature]

Kamala Roy-Davies