

## **CURRICULUM VITAE AND COVER LETTERS FOR ACADEMIC EMPLOYMENT**

### **ABOUT THESE CURRICULUM VITAE SAMPLES:**

As already noted in this chapter, the process of writing a curriculum vita is a highly individualized one. It is important to pay attention to your own individual strengths and to tailor some of the more flexible categories in a manner that best highlights those strengths. The samples presented here have been chosen because they illustrate helpful points about how to proceed (the particular points are identified in footnotes). There is, however, no single model that will work for everyone, and it is important to keep that in mind when viewing the samples. All names are fictitious and in some cases particular details have been changed as well.

## HELEN KUNO<sup>1</sup>

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### EDUCATION

Harvard University	Ph.D. (expected)	Dept. of Anthropology	1997
Harvard University	M.A.	Dept. of Anthropology	1993
Stanford University	B.A.	Dept. of Anthropology	1990

*Phi Beta Kappa*

### DISSERTATION

“Work, Family, and the Self: A Cultural Analysis of Japanese Family Enterprise”

A study of concepts of the self and the social world among owners and workers in small family enterprises in Japan. The dissertation does the following:

- 1) Applies the concepts and methods developed in symbolic anthropology to the relatively new field of the anthropology of work, and complements the rich existing literature in kinship studies and industrial relations.
- 2) Focuses upon a vitally important yet little-studied sector of Japanese society: the small, urban family enterprise.
- 3) Is based upon two-and-a-half years of field work in Tokyo, Japan. Primary research techniques included:
  - a) Participant observation — Working in Japanese family enterprises, three months in the service industry, and one year in a factory; living for three months with a family who owned their own small company, and thereafter in the neighborhood in which I worked; participation in community activities such as festivals, tea ceremony lessons, adult education, company trips, and other events.
  - b) Interviews, both formal and informal.
  - c) Written materials, including statistics, government documents, and scholarly works, in both Japanese and English.

### HONORS AND GRANTS

Social Science Research Council Dissertation Fellowship (write-up grant) 1996  
Fulbright-Cultural Exchange/IEE Fellowship 1995  
Fulbright-Hays/DDRA Dissertation Fellowship 1993  
Foreign Language and Area Studies Fellowship 1992, 1990  
Dept. of Anthropology, Harvard University; grant for exploratory summer research on Japanese career and professional women 1991  
Japan Foundation; grant for one-month language/study tour of Japan 1989

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<sup>1</sup> This cv illustrates a dissertation abstract that presents the project's contribution to the field clearly in outline form, and includes both substantive issues and research techniques. The candidate omits a longer version as an attachment, since she feels that this outline form is most effective. The remaining categories after the dissertation and their order are determined by what the candidate feels are her strongest and most relevant qualifications for college or university teaching positions. Thus, her honors, which are impressive, appear early in the vita. Under teaching, she is careful to present both subject matter and level of responsibility, including lectures she gave.

## **TEACHING EXPERIENCE**

Teaching Fellow, Harvard University

Courses Taught:

Senior Thesis Individual Tutorial, Committee on East Asian Studies 1996-97

Advising senior concentrators in East Asian Studies who are writing senior honors theses on Japan, or sociological/anthropological theses on China. Principal duties are editing and academic counseling.

“The Anthropology of Religion”, Prof. Evon Z. Vogt 1993

Led discussion section; organized Japan section of course; gave four lectures. Undergraduate course, surveying major theoretical approaches to the study of religion and ritual, applying theories to ethnographic data from four cultures: Eskimo, Zinacanteco, Japanese, and American.

Junior Tutorial, Committee on Folklore and Mythology 1992

Organized and led small discussion seminar on anthropological approaches to the study of myth and ritual. Class consisted of junior concentrators in Folklore and Mythology.

## **RESEARCH EXPERIENCE**

Kodansha International, Publishers. The Encyclopaedia of Japan. 1992

Research and writing on various topics in Japanese religion.

Research Assistant to Prof. Harumi Befu, Dept. of Anthropology, Stanford University. 1990

Tabulating data collected by Prof. Befu on Japanese gift-giving and social exchange.

**PAPERS**

“Creating an Ideal Self: Ethics Training in Japan”, unpublished manuscript based on field research. 1996

“The Way of Tea; A Symbolic Analysis of the Japanese Tea Ceremony”, special paper, Harvard University. Forthcoming in S.J. Tambiah, ed., volume on ritual. 1993

“The Miko: Women and Shamanism in Japan”, unpublished senior honors thesis, Stanford University. 1990

**RONALD PARKER<sup>2</sup>**

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Harvard University  
Cambridge, MA 02138  
(617) 498-4593  
e-mail: Parker@Hugsas

**EDUCATION**

**Ph.D. Harvard University**, (expected June, 1997)  
**A.M. Harvard University**, 1992  
**B.A. Columbia University**, May 1990

**DISSERTATION TOPIC**

“The Unbounded Community: Neighborhood Life and Social Structure in New York City, 1830-1875”. (See attached summary)  
Advisor: Professor Stephan Thernstrom

**PREPARED TO TEACH**

Urban History (See Summary of Thesis)  
Quantitative History (See Quantitative Skills)  
American Social History (General Examination field with Stephan Thernstrom)  
Survey American Political History (See Teaching Experience)  
Historical Sociology (General Examination field in Historical Sociology with Professor Orlando Patterson)

**HONORS AND AWARDS**

Charles Warren Center Summer Grant for Research (Summer, 1994)  
Harvard University History Department Grant for Summer Research (Summer, 1994)  
Charles Warren Scholarship in American History (1990-1992)

**TEACHING EXPERIENCE**

**Head Section Person**

“American Political History, 1920 to the Present”. 1995-1996.  
Oversaw the teaching of two other teaching assistants for a class with over 160 students and conducted two sections. Prepared class assignments and some course examinations. Lectured on the Cold War, the Korean War, and McCarthyism  
“American Political History, 1870-1920”. 1993-1994, 1992-1993  
Lectured on “Immigrants, Bosses and Machines”, and on “Urban Reform During the Progressive Era”.

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<sup>2</sup> The candidate opts to discuss the dissertation on a separate page as an attachment to the cv. He still gives the dissertation its own heading and a prominent position on the first page of the cv, referring the reader to the attached summary. In the summary, the candidate not only deals with substantive issues and research techniques, but also shares some important findings from the dissertation. He makes optimal use of this length — not too short, but not too long — to convey how the dissertation contributes to the field. The candidate also includes a category on what he is prepared to teach, placing it near the beginning of the cv. For each item in this category he cites the principal source of this preparation, making it more concrete. Under teaching, he highlights his role as Head Section Person, and explains the special administrative responsibilities of that role. Finally, he rounds out his background with related experience, research, languages and quantitative skills — the last item being treated with specific detail about the skills.

## **Ronald Parker, page 2**

### **Teaching Fellow**

“Supervised Research for Senior Thesis”. 1995-1996, 1994-1995.

Topics included “Promise and Performance: The History and Accomplishments of Private Pension Plans in the United States”, “Protest from Depression to Prosperity: An Analysis of the Harlem Riots of 1935 and 1943”, “Paradise Lost: Park Development in New York 1850-1910”, “Planning the Central Artery in Boston, 1909-1979”, and “Black Rights and the Second World War, America’s Battle at Home”.

“Junior Tutorial in American History”. 1994-1995, 1993-1994.

Developed syllabus for and taught a small conference course in general American History.

Supervised Independent Study in Jacksonian American History and American Urban History. 1993 to 1994

“Sophomore Tutorial in History”. 1992-1993.

Taught an introductory conference course on topics in World History. Wrote a syllabus for American History that was employed the following year.

### **Teaching Assistant**

“The New Deal” under Professor Frank B. Freidel. 1993-1994, 1992-1993.

Aided in conference course and had experience evaluating substantive research papers.

## **RELATED PROFESSIONAL EXPERIENCE**

### **Mather House, Harvard University**

Resident Advisor, August 1994 to the present.

Serve as academic advisor to history concentrators in the House. Social Responsibilities include the History Table, Wine Stewardship, Lapidary Workshop, and Coordination of Faculty Dinners.

Non-resident Advisor, March 1993 to August 1994.

## **RESEARCH**

“The Politics of Municipal Default: Patrician Reform and the Establishment of the Fall River Board of Finance”. (1993)

“Work and Residence in Ante-Bellum New York City: Broadway—A Neighborhood Reconstitution”. (1991)

“Boardinghouse Structure and Function in Ante-Bellum Boston”. (1991)

## **QUANTITATIVE SKILLS**

Computer Languages and Packages: SPSS, SAS, Loglin, Harvard Computer Program for Analyzing Sociological Data, and assorted Editing languages.

Statistical Techniques: Factor Analysis, Log-Linear Analysis, Iterative Proportional Fitting, Analysis of Variance, Linear Regression.

## **FOREIGN LANGUAGES**

Spanish (Proficiency in Reading and Speaking). German (Adequate Reading).

**SUMMARY OF THESIS**

The rapid turnover in population in nineteenth century cities and the chaotic ordering of the neighborhoods has led many historians to focus almost exclusively on the social dislocation and uprootedness that they felt urban life brought. This dissertation seeks to re-examine these assumptions by searching for evidence of social networks and social mechanisms that might have served to cushion the adjustment of both newly arrived and settled urbanites in four New York City wards between 1830 and 1875. To this end, both quantitative and qualitative sources, such as manuscript state census, savings accounts, police blotters, church memberships, baptisms, marriages, government documents, diaries and guidebooks were scrutinized using the three essential definitions of neighborhood offered by modern sociologists: 1) the ecological roots of community as shown by the role of social status, family and ethnicity in shaping neighborhood selection; 2) the symbolic community or the ways in which contemporaries defined their neighborhoods; and 3) the social community or the role of informal and formal ties in helping to anchor the lives of many nineteenth century New Yorkers. Through statistical analysis, employing factor analysis and iterative proportional fitting, this study provides solid evidence which calls for a redefinition of the total dislocation that urban life was thought to present. Social networks and kinship ties are found to extend well beyond the confines of the immediate neighborhood to suburbs and satellite cities throughout the New York metropolitan area. Through a weak constellation of countrymen, co-workers, and friends, New Yorkers not only avoided dislocation, but also “found themselves as well protected and as comfortable as in a smaller town.”

**JOHN BAKER GRUFF<sup>3</sup>**  
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## **EDUCATION**

Harvard University, Ph.D., Romance Languages and Literatures, 1997  
Harvard University, A.M., Romance Languages and Literatures, 1992  
Williams College, B.A., Romance Languages, Philosophy, 1983  
Sweet Briar College Junior Year in Paris, 1981-1982

## **HONORS**

*Phi Beta Kappa* (Williams College), 1983  
Benedict Prize in French (Williams College), 1983  
Woodrow Wilson Fellow, 1983

## **DISSERTATION**

“From *Centenaire* to *Millionaire*: Collectors and Collections in Balzac, 1822-1847”

My dissertation explores the emergence of the collector of art and antiques as a character type in the works of Balzac. Focusing primarily on the *Comédie humaine*, but also using texts from Balzac’s juvenilia and journalism, I trace the gradual evolution of the collector from harmless eccentric to heroic preserver of traditional values. This involves examining the collector as social type, as psychological phenomenon, and most importantly as avatar of the novelist himself. By treating Balzac the novelist as a kind of collector, I show that his work involves “collecting” at various levels: at the level of subject matter, at the level of descriptive structure, and at the level of the *Comédie humaine*, a collection of collections designed as a microcosm of the “real” world beyond the text.

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<sup>3</sup>The candidate chooses to present the dissertation and its contribution in a succinct well-written paragraph — again with no attachment at the end. Under teaching, he makes a distinct separation between college-level experience and work done at the secondary level. The overall effect of the combined experiences is to show a strong background in French literature, language and civilization — thus allowing him to apply for a wide range of positions. The inclusion of academic service and additional experience abroad are also of interest to potential employers. Finally, there is the added touch of special pedagogical training which shows another facet of his preparation.

**Gruff, page 2**

**TEACHING EXPERIENCE**

**HARVARD UNIVERSITY, 1993-1997**  
Cambridge, Massachusetts

**Program in History and Literature**

Team-taught Sophomore Tutorial, an interdisciplinary seminar in History and Literature 1995-97

In collaboration with an historian, designed and taught three year-long group seminars in the history and literature of France, England and America.

Planned syllabi, led discussions, assigned and graded papers.

Senior Thesis Tutorial, History and Literature 1994-96

Advised senior concentrators in History and Literature on the preparation of their senior honors theses on French history and literature. Helped students with choice of topic, research, and editing.

Junior Conference Courses, History and Literature 1994-96

Designed and taught year-long individual conference courses in French literature 1750-1960 for junior concentrators in History and Literature. Planned reading lists suited to each student, led one-to-one discussions, assigned and graded papers, helped in preparation of junior honors essay.

**Department of Romance Languages**

“The Nineteenth Century Realist Novel in France,” Prof. Per Nykrog 1994-95

Led discussion section, helped to write and grade exam. Undergraduate course in the novel from Balzac to Zola as a reflection of increasing authorial social awareness. Works read and discussed in English.

Introductory French 1993-94

Taught one class of this five-day-a-week, full-year beginning language course, using Benamou/Ionesco *Mise en train*. Contributed to and graded oral and written exams. Worked with students in language lab.

**Gruff, page 3**

**ST. CHRISTOPHER'S SCHOOL, 1984-1988**  
Richmond, Virginia

Senior Elective Language Course in Impressionism and French Film 1987-88

Designed and taught this two-semester course, conducted in French, for seniors who had studied French since grade six. First semester, French painting from Delacroix to Cezanne, used slide lectures and class discussions of slides as basis for conversation. Second semester read scripts and saw clips of films from Renoir to Truffaut. Both semesters featured guided writing assignments in French, focusing on visual materials.

Senior Elective Language Course in French Art in the Roman period 1985-86

Planned and taught this two-semester course, conducted in French, with procedures similar to those in course above. Survey of architecture and sculpture as well as painting.  
Language courses 1984-88

French: beginning, intermediate, and advanced  
Latin: beginning

**ADDITIONAL ACADEMIC SERVICE**

Non-resident Tutor at Lowell House, Harvard University. Advise students in this residential hall on academic matters, supervise French table. 1995-present

Member, Committee on Instruction in History and Literature. 1995-97

Wrote and graded senior general examination, conducted senior oral exams, considered petitions for course credit in concentration, made degree recommendations.

Organized and managed a French film festival at St. Christopher's School, Richmond, Virginia. 1988

Planned and escorted a study tour for high school students in France, England, Austria and Czechoslovakia. 1985

**ADDITIONAL EXPERIENCE ABROAD**

Summer study with Institut d'Etudes Françaises d'Avignon 1994

Summer work at American Hospital of Paris 1990

Summer work with Indussa Corporation, Belgium 1989

**Gruff, page 4**

**SPECIAL PEDAGOGICAL TRAINING**

Student in Professor Wilga Rivers' Romance Philology, a course in language teaching methodology, taken in tandem with a practicum in language teaching techniques, and in conjunction with my work as a teaching fellow in Introductory French . 1993-94

**ROGER BROWN<sup>4</sup>**

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Tel: (617) 628-6194

**EDUCATION HARVARD UNIVERSITY**

Ph.D. Physics, degree expected June 1997  
A.M. Physics, 1992

**PRINCETON UNIVERSITY**

A.B. Physics, 1990. *Summa Cum Laude*  
*Phi Beta Kappa*, 1990.  
Kusaka Physics Prize, 1990 (best thesis in department).  
Pyka Physics Prize, 1987 (most progress in freshman physics).

**THESIS** “Computational Inflation”

This thesis, under the direction of Prof. William Press, is the most recent project in a graduate career devoted to the interplay of cosmology and elementary particle physics, and specifically the inflationary universe. (see publications below and attached summary)

**TEACHING HARVARD UNIVERSITY**

and

**ADVISING INSTRUCTOR, 1996-1997.**

(promoted based on demonstrated teaching ability.)

Physics Department: will teach, during spring semester, the introductory physics course satisfying premedical requirements.

Astronomy Department: presently teaching “The Astronomical Universe,” an introduction to astronomy and astrophysics for nonscience majors.

**TEACHING FELLOW, 1993-1996.**

Physics Department: The same as above plus an introduction to physics for science majors, and a graduate course in quantum mechanics. Suggested and developed a set of lectures on the path integral formulation of quantum mechanics, presented at the professor’s request. Taught introduction to physics for science majors not only during the regular academic year, but also during the summer when the course is open to students from all institutions.

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<sup>4</sup> In this case, the candidate presents a brief statement about his thesis on the first page of the cv, and also includes a one-page summary as an attachment. His initial statement not only refers the reader to the attached summary, but also to publications stemming from the thesis. Although his topic is highly technical, his summary employs an accessible writing style. His strong interest in teaching as well as research is clearly reflected in the prominent and careful treatment he gives to his teaching experience. Finally, he shows a certain breadth by the non-technical writing he has done. The overall presentation helps to make him a strong candidate for small teaching colleges as well as serious research institutions.

## Roger Brown, page 2

Astronomy Department: The same as above.

Core Curriculum: "From Alchemy to Elementary Particles," Sheldon Glashow's course on modern physics for nonscientists.

PHYSICS TUTOR, Lowell House, 1994-1997

Advise all House undergraduates enrolled in physics courses, and promote interest in science through dinnertime science tables open to everyone. This fall (1996) presented a talk entitled "The Architecture of the Universe: A New Understanding."

## PUBLICATIONS

"Fluctuations in Models with Primordial Inflation."

Physics Letters **141B**, 317 (year).

(with R. Brandenberger)

"Cosmological Perturbations in Inflationary Universe Models." Physical Review **D29**, 2172 (year).

(with R. Brandenberger)

"Cosmological Perturbations in the Early Universe."

Physical Review **D28**, 1809 (year). (with W. Press and R. Brandenberger)

"Finding the Order in Chaos."

**Newsweek** (date), p. 53. (with S. Begley and J. Carey)

"Hawking Radiation in an Inflationary Universe."

Physics Letters **119B**, 75 (year). (with R. Brandenberger)

"The Decay of Perturbations in DeSitter Space."

unpublished, (year).

"Galaxy Formation and the New York City Bus System."

McDonald Observatory News (to be published).

## OTHER SCIENCE WRITING

For the past year have been helping Prof. Victor F. Weisskopf of M.I.T. with the writing and revising of his Sloan foundation sponsored autobiography.

During the summer of 1995 was an **AAAS Mass Media Science Fellow**, at *Newsweek* Magazine in New York; researched and wrote articles for the science section of the magazine. This fellowship was sponsored by the American Association for the Advancement of Science.

## THESIS SUMMARY

How can we explain the observed large scale structure of the universe? Where did this spectrum of cosmological perturbations arise and how did it evolve? The inflationary universe (first proposed by Guth, 1979) comes tantalizingly close to finally providing a possible scenario. Inflation transforms initial quantum and thermal fluctuations into a final spectrum with the correct shape but with an amplitude  $O(10^4)$  too large (Brandenberger and Kahn, Physical Review **D29**, 2172 (1984); and many others). What went wrong?

In the paper cited above, we demonstrated that the final predicted spectrum of cosmological perturbations depends crucially on the equation of state of the universe at initial horizon crossing. This thesis considers two approaches which take advantage of that observation:

- a) assume the previous analyses are correct, and examine more exotic elementary particle models, which lead to different equations of state. With Brandenberger, I have studied a class of models which produce the desired final result (Physics Letters **141B**, 317 [year]).
- b) question the previous analyses. In particular, examine in detail the equation of state throughout the period of interest. I have developed a classical, (2+1) dimensional computer model describing a phase transition in the early universe. This model includes a thermal bath dynamically as an explicit set of evolving fields. I am presently studying this model to see if I can achieve the desired spectrum of fluctuations, even in elementary particle models considered conservative (according to today's generous standards).

This work rests on a framework developed over the past several years. Press, Brandenberger and I described a general gauge-independent method for analyzing these cosmological perturbations (Physical Review **D28**, 1809 [year]). Brandenberger and I proved the existence of Hawking radiation in inflationary universe models (Physics Letters **119B**, 75 [year]). My work in this area began with my qualifying exams in 1993, when I examined the decay of perturbations in pure DeSitter space.

## ROBERT BRADLEY<sup>5</sup>

Home Address  
Office Address  
e-mail:

### EDUCATION

**Harvard University**, Ph.D. Political Science (expected June 1997)  
M.A. Political Science, June 1993

**Free University of Brussels** 1990  
Institute of European Studies

**Middlebury College**, B.A. *summa cum laude* May 1989  
Political Science/French  
Junior Year at l'Institut d'Etudes Politiques, Paris

### DISSERTATION

"The Politics of Monetary Policy in France, Germany and Italy: 1973-1985" (see attached summary)

### TEACHING EXPERIENCE

#### HARVARD UNIVERSITY

**Senior Thesis Advisor, Government Department** 1996-1997

Currently advising senior concentrators in Government who are writing senior honor theses in the areas of Western European politics and international political economy. Duties include counseling on thesis organization and research method.

**Teaching Fellow, Government Department and Core Curriculum** 1992-1996

Conducted weekly discussion sections, graded research papers and examinations, and helped prepare examination questions in the following courses:

"International Conflicts in the Modern World" Spring 1996 (Core Curriculum). An introductory course on the causes of interstate conflicts. Topics include the 19<sup>th</sup> century balance of power, imperialism, the origins of World Wars I and II, the Cold War, nuclear deterrence, and international economic conflicts.

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<sup>5</sup> While the cv of this candidate displays a well-rounded background — including related professional experience in government work — his cover letter, which is presented here, is more focused.

## **Bradley, 2**

“U.S. Foreign Policy” Spring 1993 (Government Department). A survey of American foreign policy in the twentieth century towards the Soviet Union, China, Western Europe, the Middle East, Africa, and Latin America. Also considered were the Vietnam war, human rights, and the policymaking process.

“Political Development of Western Europe” Fall 1992 (Government Department). A comparative analysis of the economic and political development of Britain, Germany, Italy and France.

## **GRANTS AND AWARDS**

Richard D. Irwin Doctoral Fellowship in Business, Economics, and the Social Sciences 1996-1997

National Science Foundation Dissertation Grant 1994-1996

Fulbright-Hays Fellowship to Italy 1994-1995

Krupp Foundation Fellowship 1993-1994

ITT International Fellowship to Belgium 1989-1990

Middlebury College, Phi Beta Kappa (elected junior year) 1988

Charles A. Dana Scholar, Middlebury College 1986-1989

## **PUBLICATIONS AND PRESENTATIONS**

Discussant, Panel on the “State and Social Regulation,” Conference Group on Italian Politics, American Political Science Association convention, Washington D.C., August 30, (year).

“Rediscovering Les Patrons,” French Politics and Society, Fall (year): 35-40.

## **RESEARCH AFFILIATIONS**

Graduate Student Associate, Center for European Studies, Harvard University. 1992-1996

Co-Chair, Study Group on Monetary Policy. 1995-96

Visiting Researcher, Institute National de la Statistique et des Etudes Economiques, Paris. 1994

Visiting Scholar, Council for the United States and Italy, Rome. 1993

Visiting Scholar, Deutsche Gesellschaft fur Auswartige Politik, Bonn. 1992

## **ACADEMIC SERVICE**

Non-Resident Tutor, Lowell House, Harvard University 1995-1996

Serve as academic advisor to Government concentrators.

Assistant Head Tutor, Government Department, Harvard University 1995-1996

Responsible for administering junior tutorial program.

## **RELATED PROFESSIONAL EXPERIENCE**

Assistant to Press Attache, U.S. Embassy, Belgium December 1989

LBJ Congressional Intern to the Honorable Lee H. Hamilton Summer 1989

## **FOREIGN LANGUAGES**

French, German, Italian, Spanish.

## **ROBERT BRADLEY**

### **Thesis Abstract**

#### **THE POLITICS OF MONETARY POLICY IN GERMANY, FRANCE, AND ITALY**

All governments must reconcile the conflict between sovereignty and interdependence in monetary policymaking. In the case of the industrial countries, this conflict became particularly acute after the breakdown of the Bretton Woods system of fixed exchange rates in 1973. Despite their similar predicaments, monetary authorities in different industrial countries have formulated diverse policy responses. Three kinds of theories — international, structural, and process — have been proposed in the political economy literature to account for this divergence in monetary policy. Each approach offers valuable insights but ultimately fails to provide an adequate explanation. The central thesis of the present study is that differences in monetary policies are best explained by the systematic integration of these three approaches. In particular, the study argues that external pressures and the degree of central bank independence determine the degree to which domestic politics (elections, parties, interest groups, and bureaucratic politics) influence monetary policy.

This conclusion is based on a structured comparison of monetary policy in three states: Germany, France, and Italy. In adopting this research strategy, the present study seeks to bridge the gap between the existing cross-national statistical analyses and single country case studies of monetary policymaking. In each instance, I evaluate the relative importance of specified domestic and international factors. Interviews I conducted with more than 150 prime ministers, central bank governors, treasury ministers, senior officials, politicians, and interest group representatives in the three countries constitute the primary data for this research.

## BRADLEY COVER LETTER<sup>6</sup>

address  
date

Dear Professor X:

I am writing to apply for the position in comparative politics. Your announcement mentions that you are seeking a candidate with an interest in cross-national comparative research. As my vita indicates, my research analyzes European policymaking in comparative perspective. In particular, my dissertation compares the politics of monetary policymaking in Germany, France, and Italy from 1973 to 1985. It seeks to explain why the monetary strategies of the three countries have followed such different courses in the past thirteen years. To answer this question, I examine crucial turning points in the monetary policies of each country. The dissertation argues that the difference in the monetary policies of the three countries results from differences in central bank independence, exchange rate regimes, and economic policy ideas. This analysis is based upon two years of field research in Europe, during which time I conducted more than 150 interviews with past and present prime ministers, central bank governors, treasury ministers, politicians, senior government officials and interest group representatives. I expect to complete the dissertation in the summer of 1997.

As shown in my vita, I have served as a Teaching Fellow for the courses on Western European politics, as well as for courses on international relations and U.S. foreign policy. In addition to teaching several courses in comparative and Western European politics, I am prepared to teach courses in international political economy, methods of comparative political analysis, public policy, and foreign policy.

My dossier is being sent to you under separate cover, and I would be happy to provide you with any further information.

Sincerely,

Robert Bradley

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<sup>6</sup> This sample cover letter belongs to the preceding cv, which was included as an enclosure with this letter. It responds directly to the announcement, which calls for someone with an interest in comparative research. The letter emphasizes how the dissertation fulfills this requirement, with further reinforcement through teaching experience. The letter is both concise and informative, as is the dissertation abstract that is attached to the cv.

## LAURA A. LITCHFIELD<sup>7</sup>

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Cambridge, MA 02138  
(617) 495-2099; e-mail: Litchfield@

Home Address:  
108 Garden Street  
Cambridge, MA 02138  
(617) 491-4774

### EDUCATION

Ph.D. Harvard University, Study of Religion 1997 (expected)  
A.M. Harvard University, Study of Religion 1995  
M.T.S. Harvard Divinity School, History of Religion 1992  
A.B. Vassar College, Religion (General Honors) 1983

### DISSERTATION TOPIC

“Veda and Torah: The Ontological Status of Scripture in the Hindu and Judaic Traditions” (see “Publications and Papers” below and attached abstract)

### PUBLICATIONS AND PAPERS

“Hindu Ethics” (Essay and Annotated Bibliography). In The Berkeley-Harvard Annotated Bibliography on Comparative Religious Ethics, edited by Valerie DeMarinis and Douglas Mansager. Cambridge and New York: Cambridge University Press (forthcoming).

“The Bride of Israel: The Ontological Status of the Torah in the Judaic Tradition.” In Rethinking Scripture, edited by Miriam Levering. Albany: State University of New York Press (forthcoming).

“Hindu Cosmogony: Creation Motifs in Vedic and post-Vedic Mythology.” Harvard University (in preparation for publication).

“The Agnistoma Sacrifice as Reflected in the Soma Mandala of the Rg-Veda.” Harvard University (in preparation for publication).

“Sakti: The Paradoxical Power of the Feminine.” Paper read at Harvard University (1995).

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<sup>7</sup>The cv for this candidate includes a category entitled “Areas of Specialization,” which is a fairly standard practice in this field. We have noted in this chapter that each field has its own norms, and candidates are well advised to conform with them. Another feature of the cv is the effective way in which the candidate summarizes the teaching responsibilities of a Teaching Fellow at the very beginning of the entries on teaching experience. This results in a concise treatment of teaching experience, which in this case is fairly extensive. Adjoining this cv we have provided an actual job description and the cover letter the candidate wrote in response to the job description.

## Litchfield, page 2

### AREAS OF SPECIALIZATION

**Primary:** Religious Traditions of India — General history and literature, Vedic studies, Epic and Puranic studies, Hindu religion and philosophy, Buddhist religion and philosophy

**Secondary:** Judaic Tradition — General history and literature, biblical hermeneutics, rabbinic Judaism, Kabbalah

**General Religious Studies:** World Religions, phenomenology of religion, traditional and modern hermeneutics

### PROFESSIONAL EXPERIENCE

#### Teaching Fellow, 1992-1997

Responsibilities have included planning and preparation of course syllabi and reading lists, presentation of lectures, conducting of weekly discussion sections (approximately 20 students per section), student advising, and grading of examinations and term papers. Activities as a Head Teaching Fellow have involved the additional responsibilities of coordination of all course administration and supervision of the other Teaching Fellows for the course.

“Scripture” and “Classic”: Great Religious Texts, Harvard University, taught by Professor William A. Graham, Jr. 1996-1997

“The History of Buddhism in India and Tibet,” Harvard University, taught by Professor David Eckel (taught two sections of the course)

“Sources of Indian Civilization,” Harvard University, taught by Professor Diana L. Eck (taught one section of the course) 1995-1996

“Ritual and the Religious Life” (Hindu and Christian), Harvard University, taught by Professor Diana L. Eck (taught one section of the course) 1994-1995

“Introduction to Theological Education for Ministry,” Harvard Divinity School, taught by Professors George MacRae, Sharon Welch, and David Eckel (taught two sections of the course)

“Introduction to the History of Religion,” Harvard University, taught by Professor Wilfred Cantwell Smith; Head Teaching Fellow for three Teaching Fellows and six section (taught two sections of the course) 1993-1994

“Sources of Indian Civilization,” Harvard University, taught by Professor Diana L. Eck (taught two sections of the course)

“Hindu Dharma: Moral Theory and Cultural Embodiment,” Harvard Divinity School, taught by Professor John B. Carman (co-teaching of seminar) 1992-1993

“Introduction to Theological Education for Ministry,” Harvard Divinity School, taught by Professors Helmut Koester, David Eckel and Sharon Parks (taught two sections of the course)

### **Litchfield, page 3**

#### Research Assistant, 1991-1996

Project on Global Approach to the Study of Religion, Harvard University, University of California at Berkeley, and University of Chicago 1995-1996

Research and outline of a basic introduction to the Hindu tradition to be used in a guidebook to train college teachers of religion participating in the series of summer institutes (1995-1998) on the comparative study of religion jointly sponsored by Harvard University, the University of California at Berkeley, and the University of Chicago.

Project on Comparative Religious Ethics, Harvard University and University of California at Berkeley, funded by NEH and the Luce Foundation 1991-1994

Coordination of the project in the initial stages of planning. Research and preparation of an essay and annotated bibliography on Hindu ethics (see "Publications and Papers" above) to be incorporated in a syllabus for introductory courses on comparative religious ethics to be used by colleges and universities throughout the United States.

#### **HONORS**

Mentorship Grant, Office of the Associate Dean for Undergraduate Education, Harvard University, spring 1997

Representative, Harvard Graduate School of Arts and Sciences, Harvard University's 350<sup>th</sup> Anniversary, 1996

Harvard Graduate School of Arts and Sciences Merit Fellowship, 1994-1995

American Institute of Indian Studies Junior Research Fellowship, 1994-1995

Harvard University Scholarship, 1991-1997

Dorot Foundation Grant for Study in Israel, summer 1990

(administered by Frank Moore Cross, Department of Near Eastern Languages and Civilizations, Harvard University)

General Honors, Vassar College, 1983 (highest honors awarded at Vassar)

Selected for University of Wisconsin College Year in India Program, 1980-1981

National Defense Foreign Language — Title VI Award, University of Michigan, summer 1980

Vassar College Scholarship, 1979-1983

#### **LANGUAGE SKILLS**

Sanskrit (eleven semesters)

Hindi (four semesters)

Hebrew: Biblical (four semesters), Rabbinic (two semesters),

Modern (two semesters)

Aramaic (one semester)

French (eleven semesters)

German (two semesters)

#### **TRAVEL EXPERIENCE**

India (eleven months, Aug. 1980 - June 1981, July - Aug. 1996)

Israel (four months, Dec. 1988 - Jan. 1989, June - Aug. 1990)

Switzerland (four years and seven months, Jan. 1984 - June 1985,

Nov. 1985 - Dec. 1988)

Laura A. Litchfield

## ABSTRACT OF DISSERTATION

The study of scripture since the nineteenth century has been almost exclusively the domain of biblical and orientalist scholars, who have applied the tools of critical analysis in order to determine the cultural, historical and literary influences that have given rise to individual texts. In order to supplement these historical and literary studies of particular texts, a number of historians of religion in recent years have emphasized the need for more inquiries into the role of religious texts as scripture in the ongoing life of religious communities. While these scholars have been primarily concerned with the functional status of scripture, the focus of my dissertation is the ontological status of scripture. My study is concerned not with what people have done with scripture, but rather with what they have conceived scripture to be — its origin and cosmological import, its role in creation and revelation. Such conceptions significantly influence the sacred status, authority and function of scripture within religious communities.

My dissertation is a study of traditional ontological conceptions of scripture as expressed in the Hindu concept of Veda and the Judaic concept of Torah, with particular emphasis on the role of knowledge and speech as identified with scripture in the processes of creation and revelation. Part I of my study focuses on the traditional Hindu perspective in which the sacrality and authority of the Veda are held to be based on its ontological status as *sruti*. In this perspective the Veda is viewed not only as a textual phenomenon but also as a cosmic reality, encompassing both an earthly and a divine dimension. In its earthly dimension the Veda consists of a concrete, finite corpus of hymns, sacrificial formulae, chants, etc., that has been meticulously preserved and passed down from generation to generation through oral tradition, while in its divine dimension the veda is conceived to be that eternal, supersensuous knowledge which exists on the subtle level of creation as the source of the universe. My study analyzes the ontological conceptions of Veda from their seminal expression in Vedic cosmogonies to their detailed elaboration in the creation accounts of post-Vedic texts, with some attention given to the theoretical reflections about the Veda contained in the writings of certain philosophical schools.

Part II of my study analyzes the ontological conceptions of Torah found in certain strands of the Judaic tradition in which the Torah is viewed not merely as a circumscribed body of texts but also as a cosmic reality that is a living manifestation of the divine. In its earthly dimension the Torah consists of a concrete written text together with an oral tradition of interpretation that was revealed at a particular time and particular place within history. In its divine dimension, as described in certain texts, the Torah is conceived to be that pre-existent, primordial wisdom which is a living aspect of God and the immediate source of creation. My study examines the ontological conceptions of Torah from the seed conceptions first expressed in the wisdom literature of the Hebrew Bible and Apocrypha and further developed in rabbinic sources, to the elaborate cosmogonies contained in the Zohar and other medieval kabbalistic texts.

As a result of my doctoral dissertation, I hope to be able to make a significant contribution to the understanding of both the Hindu and Judaic traditions by illuminating the significance of the

ontological conceptions of Veda and Torah not only as a pervasive and enduring motif in the traditional texts, but, perhaps more importantly, as a living force influencing the attitudes and practices of the Brahmanical custodians of the Vedic recitative tradition and the exponents of the rabbinical tradition from ancient times until the present day. Furthermore, by placing my study of Veda and Torah in the broader context of the status and role of scripture as a general religious phenomenon, I also hope to contribute to the understanding of one of the foundational concepts not only of the Hindu and Judaic religions, but of religion in general.

## **JOB DESCRIPTION FOR LITCHFIELD COVER LETTER**

**THE UNIVERSITY OF CALIFORNIA, SANTA BARBARA**, Department of Religious Studies, invites application for an anticipated position beginning Fall 1997, in the general area of Cross-Cultural Religious Studies.

Applicants should demonstrate a sound knowledge of more than one religious tradition, with appropriate philological competence; be prepared to work in a cross-cultural mode; and be thoroughly conversant with the methodological approaches to the study of religions. Candidates must have potential both as a research scholar and as a teacher. Disciplinary areas could include: History of Religions; Social-Scientific Study of Religion (e.g. Anthropology of Religion); or Comparative Philosophy of Religion. It is expected that this position will be filled at the junior level, but senior scholars may also apply. Normally, completion of the PhD is required at the time of appointment.

Please send resume or placement file and names of three references to: Professor Ninian Smart, Chairman, Search Committee, Department of Religious Studies, University of California, Santa Barbara, CA 93106. (805) 961-3578. Deadline for applications: March 1. EOE/AA.

## LITCHFIELD COVER LETTER<sup>8</sup>

Address

Date

Professor Ninian Smart, Chairman  
Search Committee, Department of Religious Studies  
University of California, Santa Barbara  
Santa Barbara, CA 93106

Dear Professor Smart:

I am writing to apply for the position in Cross-Cultural Religious Studies in your Department of Religious Studies. I was very interested to learn of this position, as my research and teaching experience correspond closely with the requirements described in your announcement. I am a PhD candidate in Comparative Religion in the Committee on The Study of Religion at Harvard, specializing in the Hindu tradition as my major and the Judaic tradition as my minor. I plan to complete the PhD this spring and will be available to begin teaching by July 1, 1997.

As the enclosed abstract indicates, my dissertation is a study of traditional cosmological conceptions of scripture as expressed in the Hindu concept of Veda and the Judaic concept of Torah, with particular emphasis on the role of knowledge and speech as identified with scripture in the processes of creation and revelation. While a number of scholars have emphasized the functional status of scripture in religious communities, my study is concerned not with what people have done with scripture, but rather with what they have conceived scripture to be—its origin and cosmological import, its role in creation and revelation. My study attempts to illuminate the significance of the cosmological conceptions of Veda and Torah not only as a pervasive and enduring motif in the traditional texts, but, perhaps more importantly, as a living force influencing the attitudes and practices of the Brahmanical custodians of the Vedic recitative tradition and the exponents of the rabbinic tradition from ancient times until the present day. Furthermore, by placing my study of Veda and Torah in the broader comparative context of the status and role of scripture as a general religious phenomenon, I hope to contribute to the understanding of one of the foundational concepts not only of the Hindu and Judaic religions, but of religion in general.

As my dissertation topic, my curriculum vitae, and synopsis of courses indicate, I have completed substantial work in both Sanskrit and Indian studies and Hebrew and Judaic studies. My research in Indian studies has primarily focused on certain foundational myth complexes in the classical texts of the Brahmanical Sanskrit tradition and has involved a diachronic analysis of the layers of interpretation and reinterpretation through which these myths were modified in the course of the tradition's formative development. In particular I have been concerned with three main myth complexes: (1) Hindu cosmogony, (2) Krishna mythology and devotion, and (3) mythology of the Goddess. In addition to my work in Hindu mythology, I have been interested in the ritual, moral, and social order of Hindu society,

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<sup>8</sup> The cover letter provides ample information in response to the fairly detailed job description, which is presented on the preceding page. Note how the cover letter deals with each item in the job description, bringing out the candidate's qualifications for the position through the dissertation and other research, as well as teaching experience. Note as well how her letter effectively uses her dissertation abstract, paraphrasing the major points about her contribution to the field rather than engaging in a counter-productive attempt at a new formulation. In general, her letter works closely with her cv and reinforces the picture presented there. Her letter is perhaps long, but her many qualifications for this fairly complex job description determined the length. She is thorough in her response, but does not overlook the need to be succinct in the way she discusses her many qualifications.

particularly as expressed in the concept of dharmā. This interest has grown out of research and teaching with my doctoral advisor, John Carman. As a research assistant for the Harvard-Berkeley Project on Comparative Religious Ethics I prepared an essay and annotated bibliography on Hindu ethics, which primarily focused on dharmā and related concepts.

My work within the Judaic tradition has focused primarily on the traditions of biblical interpretation, with particular emphasis on Midrash and rabbinic hermeneutics. As in my Hindu studies, I have been interested in examining the way in which certain key concepts and laws described in seed form in the Torah (Pentateuch) are developed and elaborated through successive stages of interpretation and reinterpretation in the later texts.

During my graduate studies at Harvard I have had extensive experience teaching courses in the religious traditions of India, including Buddhism as well as Hinduism. I have also had the opportunity to teach courses in world religions, in theological education, and in the comparative study of religion. My teaching experience has included large introductory undergraduate courses as well as more advanced graduate level seminars. I am prepared to teach courses in both Indian and Judaic studies, including historical and textual studies as well as more thematic and topical studies. In addition, I would enjoy teaching courses involving cross-cultural analyses of religious categories such as scripture, myth, ritual and sacrifice.

I would be happy to furnish you with any further information or with samples of my written work. With respect to my references, I have asked the Dossier Service of Harvard University to send you my dossier.

Thank you for considering my application.

Sincerely,

Laura A. Litchfield

## VERNON LING<sup>9</sup>

House  
Department of Government  
Harvard University  
Cambridge, MA 02138  
(617) 498-3130

Littauer Center  
Harvard University  
(617) 495-7949

### EDUCATION

Ph.D. (expected), Department of Government, Harvard University. 1997  
B.A., *Magna Cum Laude*, Claremont College, California. 1990  
Field: European Intellectual History.

### DISSERTATION

“From Rotten Apples to Falling Dominos to Munich: The Cognitive and Structural Limits of Reasoning by Analogy about Vietnam.” (See attached summary)  
Advisors: Professors Stanley Hoffman and Michael Smith.

### HONORS AND GRANTS

Social Science Dissertation Fellowship, Harvard University. 1996-1997  
Moody Grant for Research in the Johnson Library, Lyndon Baines Johnson Foundation, Austin, Texas. 1996  
Institute for the Study of World Politics Fellowship, New York. 1995-1996  
Graduate Associate, Center for International Affairs, Harvard University. 1993-1995  
History Prize (best student in department), Claremont College. 1990  
R.H. Garrison & J.R. Hayes Foundation Scholarship, Claremont College. 1987-1990

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<sup>9</sup>The candidate makes particularly effective use of the thesis summary in showing how his research contributes to the field. It not only describes the topic, but actually shares some important findings of the thesis — something that normally can only be done if the candidate is far enough along on the thesis.

## **PUBLICATIONS**

“Seduction by Analogy in Vietnam: The Malaya and Korea Analogies,” in Kenneth Thompson (ed.), *Institutions and Leadership: Prospects for the Future*, (Maryland: University Press of America, forthcoming).

“War and International Theory: A Commentary on the State of the Art,” *Review of International Studies*, Vol. 10, No. 1 (January year), pp. 41-63.

“A Rejoinder [to Bruce Bueno de Mesquita’s reply to the above review essay of The War Trap],” *Review of International Studies*, Vol. 10, No. 1 (January year), pp. 77-78.

## **TEACHING EXPERIENCE**

Recipient of three Certificates of Distinction in Teaching, Harvard-Danforth Center for Teaching and Learning, Harvard University. 1993-1996

### **Teaching Fellow, Department of Government**

“Theories of International Relations” (R. Keohane). 1995

Junior Tutorial: “Approaches to International Relations Theory”. 1994

Designed and taught weekly small seminars for Junior honors candidates in the Government Department. Emphasis was on contending approaches and their bearing on the results of the theoretical inquiry. Assigned and graded seminar-length papers.

Senior Thesis Advisor to honors candidates in the Government [and Social Studies] Departments. Supervised five theses on American foreign policy and International Relations Theory. 1992-1995

Sophomore Tutorial: “Constitutional Democracy in America”. 1992-1994

Designed by faculty but taught by Teaching Fellows in Harvard’s residential Houses. Course examines the relationship between American political thought and practice. Taught two \_\_\_\_\_ House sections each year.

Led weekly discussion, assigned and graded short papers every other week.

Head Teaching Fellow, CORE Curriculum

“Ethics and International Relations,” (S. Hoffman/M. Smith). 1993-1995

Conducted sections and coordinated teaching activities of three other teaching assistants for a class with over 100 students. Assigned and graded papers; helped set and graded final examinations. Lectured on Nuclear Deterrence.

“War,” (S. Hoffman/M. Smith). 1992

Conducted sections and coordinated teaching activities of four other teaching assistants. Assigned and graded papers; helped set and graded final examinations.

## **ACADEMIC SERVICE**

Resident Tutor in Government, \_\_\_\_\_ House. 1992-present  
Academic advisor to over forty Government majors residing in \_\_\_\_\_ House each year. Taught Sophomore Tutorial, 1982-84. Ran Politics and Society Dinner Series: invited social science faculty to dinner and discussion with \_\_\_\_\_ House students.

## **PROFESSIONAL ACTIVITIES**

“Seduction by Analogy in Vietnam: On the Descriptive, Prescriptive, Normative and Predictive Aspects of the Malaya and Korea Analogies,” paper presented at the American Political Science Association Meeting, New Orleans. 1995

“The Scientific Study of War,” seminar presentation before the National Security Study Group, Harvard University. 1993

Member, American Political Science Association. 1990-present

## **LANGUAGE AND QUANTITATIVE SKILLS**

Malay/Indonesian: Good speaking, reading and writing abilities.

Chinese: Native speaking ability in Mandarin, Hakka, Hokkein and Cantonese.

Statistical Techniques: Linear regression, Factor analysis, Recursive and Simultaneous equation models.

## **SUMMARY OF THESIS**

My dissertation examines the nature of analogical reasoning and the role such reasoning plays in foreign policy decision-making. An analysis of the historical analogies which informed the thinking of those who formulated America's Vietnam policy shows that (i) "the lessons of the past" played a critical role in the U.S. decision to intervene in Vietnam: they were used to diagnose the nature of the Vietnam conflicts, to define the stakes involved and to predict the likelihood of a U.S. victory; (ii) reasoning by analogy is a hazardous enterprise because of limitations inherent in the structure of the analogy and in human cognition. This approach contrasts with existing approaches that focus on criticizing inexact analogies and on identifying systematic ways to use analogies better. If my argument is correct, the search for better or more systematic ways to use analogies is likely to be an elusive enterprise.

Interviews with former officials, including Dean Rusk, McGeorge Bundy, William Bundy, Harry MacPherson, George Ball and Roger Hilsman, together with newly declassified documents in the Johnson Library, constitute the major primary sources used in answering the question, "How important were the lessons of the past in decision making"? The link between historical analogies and the decisional outcome is then demonstrated more rigorously by using Alexander George's "congruence procedure" and "process tracing." Finally, findings from cognitive psychology — schema theory in particular — are used to illuminate the obstacles that prevent policy makers from using analogies well.

## LING COVER LETTER<sup>10</sup>

Address  
Year

Professor Donald Moon, Chairman  
Department of Government  
Wesleyan University  
Middletown, Connecticut 06457

Dear Professor Moon:

I am interested in applying for the junior opening in International Relations. Enclosed you will find (i) my curriculum vitae; (ii) a chapter of my dissertation; (iii) a reprint of an article published in 1994 and (iv) the syllabus of a course on International Relations Theory I designed and taught in the fall of 1994.

Letters of recommendation from Professors Stanley Hoffmann, Michael Smith and Robert Keohane will arrive shortly. Syllabi for courses in which I have served as a Teaching Fellow and Bruce Buneo de Mesquita's reply to my review essay of his book, *The War Trap* will also be sent soon.

Thank you for considering my application.

Sincerely

Resident Tutor in Government

P.S. From Nov. 10-21, I can be reached at (512) 477-6395; I expect to be in Cambridge otherwise.

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<sup>10</sup>The cover letter is very brief, but is accompanied by a considerable amount of supporting material, which will bring out the individuality of this candidacy. In this case, the supporting material was required, but candidates may send material even if this is not the case, as long as it is not forbidden.

