

NOTE: History 300 has two parts:

- A 1-credit **Speaker Series** that meets Wednesdays, 12:05-12:55, usually with a guest speaker, and
- A 1-credit **Discussion section** that meets after the speaker series on Wednesdays, 1:00-1:50.

You may take the **Speaker Series only** for 1 credit. You may take the **Speaker Series and Discussion section** for 2 credits. Make sure you are registered for the number of credits you expect.

In the **Speaker Series** you will:

- 1) Learn from guest speakers in a variety of fields about how they used their history education as the foundation of a successful career;
- 2) Practice basic writing forms and listening styles for a successful job search and early career;
- 3) Create a professional resume and cover letter; and
- 4) Articulate the value of your history degree in a professional setting.

In the **Discussion section** you will:

- 5) Hone your written and oral presentation skills in order to communicate clearly, concisely, and effectively in a professional setting;
- 6) Research career fields and organizations that you might want to work in; and
- 7) Practice explaining, in both speech and writing, how the skills you have learned in the history major can be useful in jobs and careers that you are interested in.

Career Preparation/Job Search Resources:

The purpose of this course is to help you envision your future, design possible pathways to that future, and develop the skills you need to move toward that future. Our class activities will help you achieve these goals. However, there are some skills and processes—such as identifying potential fields of interest or writing resumes and cover letters—that can benefit from repeated one-on-one consultations.

Christina Matta, the History Career Advisor, is available to help you (and all history majors) with your career exploration, planning, and job search. She maintains the History Careers webpage (<https://history.wisc.edu/undergraduate-program/history-careers/>), which includes resources that we will use in this class. See her contact information on the front page of this syllabus.

For help with writing, speaking, and anything else related to the class, please contact Professor Whiting for an appointment (gwhiting@wisc.edu).

Meet with us both before and after deadlines for feedback, brainstorming, further resources, and more!

Individual Accommodations:

Shaping your future is a very personal thing. Each of us wants and needs to address different aspects of our preparation, networking, strategizing, and the like. If you find that the course is not serving your career-related needs in some way, please contact Professor Whiting to discuss how to address this gap.

If you have a disability and would like to arrange for accommodations of some sort, contact Professor Whiting within the first two weeks of the semester. The McBurney Disability Resource Center (<https://mcburney.wisc.edu/>) provides both resources and documentation necessary for official university accommodations.

Speaker Series Schedule **NOTE: THIS LIST OF SPEAKERS, BASED ON A PREVIOUS SEMESTER, IS PROVIDED TO GIVE YOU A SENSE OF WHAT KINDS OF SPEAKERS MIGHT COME. DIFFERENT SPEAKERS WILL LIKELY VISIT IN FALL OF 2020 **

Date	Topic	Preparation/Guest Speaker	Activity Due
Sep 2	Introduction	The History Major and Career Development; Class Logistics	
Sep 9	Reading a Job Description and How to Write an Effective Resume and How to Write an Effective Memo	Read https://www.naceweb.org/career-readiness/competencies/the-four-career-competencies-employers-value-most/ Read <i>How to Get a Job</i> , pp. 6-23. Consult https://history.wisc.edu/undergraduate-program/history-careers/writing-resumes-and-cover-letters/ and start work on a very rough draft resume based on this template. For more ideas of competencies or attitudes worth highlighting, also consult “Only Connect—The Goals of a Liberal Education” http://www.williamcronon.net/writing/Cronon_Only_Connect.pdf	Sign up for Handshake and Badger Bridge (access through a search on wisc.edu) Read Basic Syllabus Skills Survey
Sep 16	Finance	David Kuenzi, Founder, Thun Financial Advisors	Find a job or internship you’d like to apply for. (See instructions for resume.) Draft a Resume

			(with target job or internship description)
Sep 23	Internships, Cover Letter Workshop	Read <i>How to Get a Job</i> , pp. 24-32.	
Sep 30	Law	Rick Kalson, Partner, Benesch Friedlander	Revise your Resume
Oct 7	Libraries and Archives	Lisa Saywell, Director of Public Services, Wisconsin Historical Society	Write first draft of a Cover Letter
Oct 14	Non-Profits	Jillian Stacey, Third Street Program Coordinator/Case Manager, YWCA Madison	Exploring LinkedIn Learning
Oct 21	Public History	Michael Hollander, Acting Museum Director, Wisconsin Historical Museum	Talking Points for a Skeptical Relative or Non-History Major
Oct 28	Finance	Harry Handler, Executive Director, Global Wealth Management Division, Morgan Stanley	
Nov 4	TBA	TBA	History Recruiters Event Report
Nov 11	Technology, Start-Ups	Bryant Plano, Solutions Consultant, Ionic	Revised Cover Letter
Nov 18	Resume/Cover Letter Review Session	Members of the History Board of Visitors and other alumni and friends of the History Department	
Nov 25	We will not meet in anticipation of Thanksgiving Break		
Dec 2	Sports Management	Rick Schlesinger, President, Business Operations, Milwaukee Brewers	
Dec 9	Final Discussion / Celebration	Bring your thoughts on what you learned this semester and what you'd still like to know.	Points to Remember memo
Dec 11	11:59 p.m.	Until 11:59 p.m., any activity can still be submitted via Canvas for half credit (if it fulfills the specifications).	

Discussion Schedule

Date	Topic	Preparation	Activity Due
Sep 2	Class Logistics and Effective Memos		
Sep 9	Networking Basics And How to Use a Job Fair	<p>Look up 3 people on LinkedIn; Look up 3 people on Badger Bridge; Explore Handshake. Come prepared to discuss when you might use one or the other, and why.</p> <p>https://www.thecut.com/article/informational-interview-questions.html</p> <p>https://www.iwillteachyoutoberich.com/blog/ramits-definitive-guide-to-building-your-network-with-scripts/</p> <p>Come prepared to discuss what aspect of this technique you might (or might not) use, and why.</p> <p>Explore the Fairs app at https://app.careerfairplus.com/uw_wi/fair/2454/employer/222822</p> <p>Come prepared to draw your peers' attention to something useful or interesting on the app.</p>	<p>Memo on Achieving your Goals</p> <p>Handshake/ Badger Bridge sign-up activity</p>
Sep 16	Job Search Resources	Explore https://careers.ls.wisc.edu/tips-search-tools/the-basics/	<p>(nothing due for discussion: focus on your resume)</p> <p>[Heads Up! Longer activity for next week]</p>
Sep 23	Researching Careers and Companies (with Peggy Smith from the Business Library)	<p>To identify 2-3 possible careers or fields of interest: Visit <i>both</i> the Career Exploration Center (114 Ingraham Hall) and Successworks (above the University Bookstore)</p>	<p>First Steps Scavenger Hunt report</p> <p>[Heads Up! Longer activity for next week]</p>
Sep 30	Effective Oral Presentations	<p>What would convince someone that a History degree is useful for getting a job? Bring 2-3 ideas to class.</p>	A1

		Come ready to make an informal video on your cell phone.	
Oct 7	Independent Research - no discussion section	Independent Research - no discussion section	A2 [Heads Up! Longer activity for next week]
Oct 14	Informational Interview Prep	Come prepared to discuss your chosen field, based on the activities for A3	A3 [Heads Up! Longer activity for next week]
Oct 21	Workplace Culture (We will also schedule public presentations for those who would like to talk about History 300 to other History classes. If you're interested, bring your calendar.)	https://www.glassdoor.com/blog/how-to-evaluate-company-culture/ https://www.thebalancecareers.com/your-first-job-524792 https://www.askamanager.org/2012/12/ask-the-readers-what-cultural-things-do-you-need-to-know-in-a-white-collar-environment.html Come to class with one issue from each of the 3 readings that you would like to discuss, question, challenge, or emphasize.	B1 (actual due date is Oct 28) [Heads Up! Schedule an Informational Interview for A4]
Oct 28	Negotiating a Job Offer AT SUCCESSWORKS	No preparation required	(actual due date for B1) [Heads Up! Longer activity for next week]
Nov 4	Web Hygiene	Read 2 online articles listed on Canvas Use the tool highlighted on Science Friday here: https://www.sciencefriday.com/segments/anonymized-data/?fbclid=IwAR1HUrSi6cwkXAx0sd0EumXwiUo1EnqnbilV4TiG_Xamu7Hs4lcTJLUBjz0	Web Presence Remediation; A4; B2 [Heads Up! Longer activity for next week]

		Come prepared to discuss what you learned.	
Nov 11	Job Interview Preparation	<p>Read <i>How to Get a Job</i>, pp. 33-75.</p> <p>Bring in the description of an actual job or internship you want to interview for; research the organization and interviewer; tailor your resume; write down your key talking points</p>	<p>B3; (5 pts. extra credit if documentation of public presentation by this date)</p> <p>[Heads Up! Longer activity for next week]</p>
Nov 18	Mock Job Interviews with members of the Board of Visitors, alumni, and other friends of the History Department	<p>Job description + resume + cover letter</p> <p>https://www.thecut.com/article/questions-to-ask-in-a-job-interview.html</p> <p>https://www.thecut.com/2019/06/answering-tell-me-about-yourself.html</p>	<p>Mock Interview</p> <p>[Heads Up! Longer activity for Dec 2]</p>
Nov 25	We will not meet in anticipation of Thanksgiving Break		
Dec 2	Touching Base and Imposter Syndrome	<p>Review your Memo on Achieving Your Goals; come prepared to discuss your progress, new directions, challenges, etc.</p> <p>https://www.atlassian.com/blog/inside-atlassian/impostor-syndrome-as-an-asset?fbclid=IwAR2FYyqgMqcvVbBj1zSKC4xEGdobfgju-cIe9y908T8Y07VgSvE6x3jTSko</p> <p>Come to class prepared to initiate a conversation on two issues related to this article or “imposter syndrome” and work or the job search more generally.</p>	Mock Interview (if not yet done); A5 or B4
Dec 9	Looking Ahead	Bring your thoughts on what you learned this semester and what you plan to do next.	Next Steps Memo; Documentation of Public Presentation due
Dec 11	11:59 p.m.	Until 11:59 p.m., any activity can still be submitted via Canvas for half credit (if it fulfills the specifications).	

Textbook:

We will read almost all of Alison Green's *How to Get a Job: Secrets of a Hiring Manager*, available here: <https://www.askamanager.org/how-to-get-job-e-book>.

Assessment:

In order to receive full credit (10 points), an activity must be completed and submitted on time (by the deadline on Canvas—usually 11:00 a.m. on the day of class) *and* meet all of the specified criteria. Partial credit (5 points) will be awarded if:

- 1) The activity fulfills all specified criteria but is submitted late; or
- 2) The activity is submitted on time but misses *one* of the specified criteria.

No partial credit will be given for an activity that misses more than one of the specified criteria, or for an activity that is both submitted late and misses one of the specified criteria.

Grading Scale			
	Points from Speaker Series Activities (must include at least 10 points in <i>each</i> of the 6 categories)	Active Attendance (or excused absence *)	Points from Discussion Activities
Total	250 possible points	14 classes = 140 pts.	170 possible points
A	150 points	100 points	120 points
AB	130 points	95 points	110 points
B	100 points	90 points	100 points
BC	90 points	80 points	80 points
C	80 points	70 points	70 points
D	70 points	50 points	60 points
F	69 or fewer points from Speaker Series activities; lack of at least 10 points in <i>each</i> of the 6 categories	49 or fewer points for active attendance	59 or fewer discussion activity points

NOTE: Students must fulfill the requirements in *all* relevant columns to earn the grade on the left.

EXAMPLE: If a student registered for 2 credits earns 160 Speaker Series points, participates actively in 12 classes, but only earns 110 Discussion points, that student will receive an AB.

*Excused absences must be approved by Professor Whiting before the class date (or, in case of an illness or emergency, after class). When requested, provide evidence of your illness, emergency, or involvement in a career-related engagement (interview, professional opportunity, etc.).

Active Attendance: Active attendance means being present, listening attentively (as shown in body language and eye contact), *asking questions*, and, where appropriate, contributing to discussion. During class, as during meetings, consulting an electronic device—phone, ipad, laptop, etc.—

indicates a lack of active engagement. Active attendance therefore depends upon not using an electronic device, unless explicitly requested to do so by the speaker, instructor, etc. (See rubric below.)

A student who attends all 14 classes and listens attentively without speaking will receive 70 points (that is, a C). To receive an A for the active attendance grade, the student must also ask questions or otherwise contribute meaningfully to discussion in 6 of those classes (= 30 points; 100 points total).

Minimum Specifications for Active Attendance (must receive all "Active" marks in a class to receive full credit for that class)			
Criteria	Active (10 pts.)	Inactive (5 pts.)	Absent (0 pts.)
Physical presence	Present Arrives on time - or, if unavoidably late (up to 5 minutes), apologizes to the speaker (upon arrival or after class) and excels in the specifications below.	Arrives more than 5 minutes late. Arrives up to 5 minutes late and does not apologize and excel in specifications below.	Absent
Attentive listening (dos)	Faces the speaker, sits up straight, or otherwise uses body language to signal attention to the speaker. Usually/frequently looks at the speaker; may nod, smile, or otherwise signal comprehension.	Faces away from the speaker, slouches, hides head, or otherwise uses body language to signal a lack of interest in the speaker. Rarely looks at the speaker or reacts to what he/she says.	Absent
Attentive listening (don'ts)	Does not use an electronic device (except for note-taking) Does not perform other tasks (manicure, homework)	Uses an electronic device for purposes other than note-taking. Performs other tasks during class.	Absent
Asking Questions/ Contributing to Discussion	Asks a question and/or makes a relevant comment in discussion NOTE: If we run out of time, <i>volunteering</i> (that is, raising your hand) to ask a question or make a comment also counts. In Discussion: Comes to class prepared and contributes	Does not speak (or volunteer to speak) during Q&A or discussion. Makes only small talk or irrelevant comments. In Discussion: Does not contribute to discussion	Absent

	productively to discussion multiple times	productively (showing preparation and interest).	
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NOTE: A documented, excused absence (e.g., for illness, emergency, or career-related obligation) will count as 10 points.

Speaker Series Activities (23-25 possible activities at 10 points each; 230-250 possible points; must earn at least 10 points in each underlined category):

Preliminary Memos - maximum 30 points (due by the guest speaker's visit)

Summary Memos - no maximum (due by the class after the guest speaker's visit)

Thank You Notes - maximum 30 points (due by the class after the guest speaker's visit)

Resume

Resume (with target job description)

Revised Resume (with target job description and note on feedback/improvements; may be revised and resubmitted multiple times before the last day of class)

Cover Letter

Cover Letter (with target job description)

Revised Cover Letter (with job description and note on feedback/improvements; may be revised and resubmitted multiple times before the last day of class)

Miscellaneous

Skills survey

Career Fair or Public Service Fair report

History Recruiters Event report

LinkedIn Learning report

Talking points for a skeptical relative or non-History major

Points to Remember

Discussion Activities (17 possible activities at 10 points each; 170 possible points):

Memo on Achieving your Goals

Handshake/Badger Bridge Signup Activity

First Steps Scavenger Hunt

"Why Take History" Video

Career Path A:

A1 - Identifying skills, education, and 3 job openings

A2 - Your personal plan

A3 - Industry overview memo

A4 - Informational interview

A5 - Next-level informational interview

Career Path B:

B1 - Identifying skills, education, and 3 job openings

B2 - Your personal plan

B3 - Industry overview memo

B4 - Informational interview
 Public Presentation on the Value of the History Major
 Web Presence Remediation
 Mock Job Interview
 Next Steps Memo

Extra Credit:

If you receive no or partial credit for an activity and therefore desire “extra credit,” just complete more activities in the relevant category. In the speaker series, there may also be limited opportunities for students to earn an additional 5 points for introducing the guest speaker in class. In the discussion section, students who give their public presentation by the mid-semester deadline will receive an additional 5 points.

Credit-Hour Policy:

For each credit-hour (1 or 2) you have signed up for, plan to spend 50 minutes in class and 2 hours on course learning activities outside of class each week. If you are taking this course for 1 credit, then, plan on 2 hours of work outside of class each week; if you are taking this course for 2 credits, plan on 4 hours of work outside of class each week. Expected out-of-class work for one credit includes researching speakers and potential career fields, as well as writing, re-writing, and revising memos, summaries, your resume, and your cover letter. Out-of-class work for the second credit includes researching and developing your own career plan, preparing for and conducting informational interviews, preparing oral presentations, and the like. Students enrolled in History 301 (for one credit) should also be enrolled concurrently in History 300 for two credits. In addition to the activities for History 300, students in History 301 participate in an additional 45 hours of learning activities. These activities include individual consultations with the instructor and internship supervisor, internship activities, and other student work as described in the History 301 syllabus.

Revision of Syllabus:

Based on speaker availability or other changes, this syllabus may be revised during the semester.

Communication Policy/Email Etiquette:

Clear writing is essential. Potential employers, colleagues, and co-workers will judge you based on your writing, especially when they lack any other information about you. Indeed, they will most often judge you harshly based on the worst aspect of what you write. Rudeness, unprofessional language, misspellings, poor grammar, typos, unclear or incomplete sentences: when employers are sorting through hundreds of applications, any of these may eliminate you from consideration.

Therefore, when communicating with Professor Whiting, Christina Matta, potential career contacts, or any of the people you meet in this course, remember common courtesy. In the professional world, always err on the side of formality until you have developed a clear understanding of the culture and politics of the specific organization you are working in or with.

When writing an e-mail, follow these guidelines:

- Use formal, textbook English—no popular slang, abbreviations or emoticons.
- Include an informative subject line. If the subject line is blank or something generic like “Hello,” chances are the recipient will assume that it is spam or a phishing attempt and delete it. In this class, please include HIST 300: XXXXX as the subject line, with XXXXX the topic of your email.
- Begin and end with a formal greeting and closing. Start an e-mail or letter with a formal greeting: “Dear Professor Whiting,” or “Dear Mr. Brown.” If you don’t know someone personally, or if they have not given you permission to call them by their first name, then use their formal title: “Professor” for a professor, “Dr.” for someone with a Ph.D. or M.D. who doesn’t teach, “Mr.” or “Ms.” for others without specific titles. Likewise, end with a formal closing: “Sincerely,” or “Best wishes.”
- Write from your wisc.edu e-mail or a professional-sounding private email address.

See also: <https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay#.XWXTKLtFFj8.link>

NOTE: Practice treating the recipient of your communication with respect. I will not respond to an e-mail that opens with “Hey, Prof!” “Gloria,” “Dear Mrs. Whiting,” or some other inappropriate greeting. Also, I try not to read or respond to my e-mail after 8:00 p.m. or on weekends. If an emergency arises, please put URGENT in the subject line; I will respond as soon as I see it.

Memo/E-mail Format

Write clearly and concisely. Employers, clients, and fellow workers appreciate efficiency. They want to glean important information at a glance. This is why a lot of communication in the workplace—and therefore in this class—takes place through memos (or e-mails, a form that was developed based on office memos).

A memo or e-mail should have *only one main point*—usually your request for the recipient to do something, or your response to something that the recipient requested. This request or response should appear in the subject line. (Many people use e-mails as part of their to-do/task list; therefore, if two or more unrelated items are included in the same email, one or more item may get lost.)

The basic structure of a memo/e-mail consists of a heading, body, and signature.

Heading

TO: *[Recipient’s name (including title, if in a hard copy memo)]*

FROM: *[Your name]*

DATE:

RE: *[Latin for “concerning”: insert the main topic or request here]*

CC/BCC: [*carbon copy (the names of other people to whom this has been sent)/blind carbon copy (the names of other people to whom this has been sent without other recipients' knowledge) - in a hard copy memo, the "cc" information will appear at the very bottom*]

Body

Salutation (included in e-mail; optional in hard copy memos)

Thesis statement - your main message, stated clearly and concisely

Supportive information - included in short, concise paragraphs or, when possible, as a bulleted list. This sets the information off in an easy-to-read form and provides an easily-digested checklist of important information.

Closing

Request for action, summary of message, or closing thought

Signature (included in e-mail; not used in hard copy memos)

Your name

Your title

Your contact information

(Do not include unprofessional quotations, images, or references in your automatic signature block.)

For more information and an example, see:

<http://routinemails.weebly.com/uploads/1/4/7/5/1475663/guide-to-memos-emails.pdf>

Note on Submissions

For emails, memos, or thank you notes submitted in this class via Canvas, you have three choices:

- 1) Write a hard copy. Upload it to Canvas as a .doc, .docx, or .pdf.
- 2) Write an email. Save it as a pdf. Upload it to Canvas as a .pdf.
- 3) *Multiple step option available for thank you notes:*
 - a. Cc Professor Whiting on your email thank you note. (gwhiting@wisc.edu)
 - b. Check Canvas after several days to see if you have received credit for it.
 - c. If you haven't yet received credit after a week, go back to your original email, save it as a pdf, and upload it to the appropriate box on Canvas, with a note identifying the date you originally sent it.