

**Seminar:** Wednesdays 12:05-12:55, 1217 Humanities  
**Discussion section:** Wednesdays 12:55-1:45, 1217 Humanities

Professor Leonora Neville

4106 Humanities

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Drop-In Office Hours: Wednesday 2:30-3:30 Friday 9:30-11, or e-mail for an appointment

How can I translate my History degree into the workplace? How do the research, analytical, and communication skills I learned in my History classes apply outside of academia? How can I think and talk about my History degree so that others can understand its value and applicability outside of the university?

This course is intended to help you answer questions like these as you consider your future career options. It is also intended to help you practice strategies that will help you to use your hard-won skills a new workplace.

**History 505 has two parts:**

- A 1-credit **Seminar** that meets from 12:05-12:55, usually with a guest speaker
- A 1-credit **Discussion Section** that meets from 12:55-1:45

You may take the **Seminar** only for 1-credit. You may take the **Seminar and Discussion Section** for 2-credits.

In the **Seminar** you will:

- 1) Learn from guest speakers in about how they used their humanities educations as the foundation of a successful career.
- 2) Learn about how different industries and fields prize education in history
- 3) Create a professional resume
- 4) Learn to 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 settings
- 6) Practice explaining how your studies of history inform your understanding of our culture, society and world
- 7) Practice explaining how the skills you have learned in the history major would apply to new jobs

**Seminar Assessment Activities:**

Percentage	Activity	Due Date
25%	Attendance	ongoing
25%	Asking Intelligent Questions & Participating in Discussions	ongoing
5% each	7 executive summaries of the main points made by each speaker, one page each	The week following the talk; you choose any seven
15%	Resume	May 13

**Discussion Section Assessment Activities:**

Percentage	Activity	Due Date
25%	Attendance & Participation	ongoing
10%	Brief Memo	February 18
15% each	Oral Presentation of Project Plan	March 4
15%	Historical Perspective on News Analysis	March 11
10%	Historically Informed Opinion	March 25
10%	Interview Preparation Documents	April 8
15%	Mock Interview	April 22

If you take both the seminar and the discussion section, your final grade is the average of the grades you earn for the seminar and the section.

Seminar Schedule:

Date	Topic	Guest Speaker
21-Jan	Historical Study and the Contemporary Job Market	
28-Jan	Law	Sherri Charleston, Director, Center for Pre-Law Advising UW Madison
4-Feb	Business & Large Corporations	Dr. James Cortada, IBM executive, emeritus
11-Apr	Secondary Education	Dr. Laura Wangerin, former teacher at Latin School of Chicago and Cranbrook Schools
18-Apr	Software & IT	Bryant Plano, Zendesk Team Lead
25-Apr	Management Consulting	Gary Filipp, Huron Consulting Group
4-Mar	Library Science & University Support	Lisa Saywell, Head of Public Services, Memorial Library
11-Mar	Politics & Public Service	State Representative Evan Goyke and Ryan Knocke, Congressional Staffer
18-Mar	Data Industries	Crescentia Stegner-Freitag, Epic
25-Mar	Government & Public Sector Service	Dr. David Rodriguez, Foreign Affairs Professional
8-Apr	Personal Marketing & Self-Promotion	Lindsay Williamson, Historical Humanities Cluster Career Advisor
15-Apr	Museums and Public History; <b>Field Trip to Veteran's Museum</b>	Jennifer Kaye Kollath, Curator of Education, Wisconsin Veterans Museum
22-Apr	Non-Profit Management	Alex Gagnon, Program Manager, Great Lakes Higher Education Corporation
6-May	Reflections on the Skills of the Major	

Discussion Section Schedule:

Date	Topic	Preparation and Projects Due	Grade %
21-Jan	Preliminary Ideas		
28-Jan	Living with a History Education	Read "Only Connect--The Goals of a Liberal Education" <a href="http://www.williamcronon.net/writing/Cronon_Only_Connect.pdf">http://www.williamcronon.net/writing/Cronon_Only_Connect.pdf</a>	
4-Feb	Networking Basics		
11-Feb	Effective Memos	<a href="http://www.npr.org/blogs/health/2013/05/02/180036711/imagine-a-flying-pig-how-words-take-shape-in-the-brain">Read or listen to "Imagine a Flying Pig," available at http://www.npr.org/blogs/health/2013/05/02/180036711/imagine-a-flying-pig-how-words-take-shape-in-the-brain</a>	
18-Feb	Job Search Resources	Write a brief memo asking for an action or decision	10%
15-Feb	Effective Presentations	<a href="http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?language=en">http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?language=en</a>	
4-Mar	Oral Presentations of Project Proposals	Come prepared with a formal oral presentation, with slides, defining a project that you plan to tackle, intended to convince your audience that your project is well-defined, worth doing, and feasible within your time and resource constraints. The presentation may be no more than 5 minutes long.	15%
11-Mar	History in the News	Based on your reading and analysis of news sources such as <i>The New York Times</i> , <i>The Wall Street Journal</i> , <i>Washington Post</i> , as well as the historical perspective and knowledge you have acquired in your history major, offer a short, 2-3 minute historical analysis of an issue of your choice in the news and conclude that analysis with a question to provoke discussion.	10%
18-Mar	Presenting Quantitative Information	Read Chapter 2 in Edward Tufte, <i>The Visual Display of Quantitative Information</i> .	
25-Mar	Pitching your perspective	A 1-2 minute oral statement of how something you have learned in a history class informs your understanding of some aspect of our current world.	10%

8-Apr	Interview Preparation	Bring to class five copies of: 1) an actual job description of or advertisement for a position for which you would like to apply, 2) your resume and cover letter tailored to that position 3) a list of the skills and points that you want to highlight in the interview	10%
15-Apr	Field Trip to Veterans' Museum		
22-Apr	Mock Interviews	Bring to class: 1) an actual job description of or advertisement, 2) your resume and cover letter tailored to that position. Be prepared for your mock interview.	15%
6-May	Final Discussion		

Policy on Late or Missed Assignments

Assignments received after the class in which they are due (or other designated due date) will receive no credit.

### Goals of the History Major

(approved by the department, March 23, 2011; revised by the department, February 27, 2013)

The goal of the history major is to offer students the knowledge and skills they need to gain a critical perspective on the past. Students will learn to define important historical questions, analyze relevant evidence with rigor and creativity, and present convincing arguments and conclusions based on original research in a manner that contributes to academic and public discussions. In History, as in other humanistic disciplines, students will practice resourceful inquiry and careful reading. They will advance their writing and public speaking skills to engage historical and contemporary issues.

To ensure that students gain exposure to some of the great diversity of topics, methodologies, and philosophical concerns that inform the study of history, the department requires a combination of courses that offers breadth, depth, and variety of exposition. Through those courses, students should develop:

1. Broad acquaintance with several geographic areas of the world and with both the pre-modern and modern eras.
2. Familiarity with the range of sources and modes through which historical information can be found and expressed. Sources may include textual, oral, physical, and visual materials. The data within them may be qualitative or quantitative, and they may be available in printed, digital, or other formats. Modes of expression may include textbooks, monographs, scholarly articles, essays, literary works, or digital presentations.
3. In-depth understanding of a topic of their choice through original or creative research.
4. The ability to identify the skills developed in the history major and to articulate the applicability of those skills to a variety of endeavors and career paths beyond the professional practice of history.

### Skills Developed in the Major

#### *Define Important Historical Questions*

1. Pose a historical question and explain its academic and public implications.
2. Using appropriate research procedures and aids, find the secondary resources in history and other disciplines available to answer a historical question.
3. Evaluate the evidentiary and theoretical bases of pertinent historical conversations in order to highlight opportunities for further investigation.

#### *Collect and Analyze Evidence*

1. Identify the range and limitations of primary sources available to engage the historical problem under investigation.
2. Examine the context in which sources were created, search for chronological and other relationships among them, and assess the sources in light of that knowledge.
3. Employ and, if necessary, modify appropriate theoretical frameworks to examine sources and develop arguments.

#### *Present Original Conclusions*

1. Present original and coherent findings through clearly written, persuasive arguments and narratives.
2. Orally convey persuasive arguments, whether in formal presentations or informal discussions.
3. Use appropriate presentation formats and platforms to share information with academic and public audiences.

#### *Contribute to Ongoing Discussions*

1. Extend insights from research to analysis of other historical problems.
2. Demonstrate the relevance of a historical perspective to contemporary issues.
3. Recognize, challenge, and avoid false analogies, overgeneralizations, anachronisms, and other logical fallacies.