

Seminar: Wednesdays 12:05-12:55, 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 506 consists in:

- A **Seminar** that meets from 12:05-12:55, usually with a guest speaker
- An internship in which you apply the skills of the history major in a professional setting

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

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

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; Field Trip to Veteran's Museum	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	

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.