

History 300: History at Work

Speaker Series: Wednesdays, 12:05-12:55

Discussion: Wednesdays, 1:00-1:50

Online: BBCollaborate Ultra in Canvas

UW-Madison

Fall 2020

Course Instructor:

Professor Sarah Thal

thal@wisc.edu

One-One Remote Consultations:

Email for appointment

History Career Advisor:

Christina Matta

christina.matta@wisc.edu

One-on-One Consultations:

Check Starfish (via MyUW)
for availability/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 use your hard-won skills in a new workplace.

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.

Everyone is welcome to participate in the second hour (the Discussion section), whether you are signed up for the second credit or not.

Career Preparation/Job Search Resources:

The purpose of this course is to offer you the extra push (and help) you might want to envision your future, design possible pathways to that future, and hone the skills to help you make progress along the way. The 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 Thal for an appointment (thal@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 Thal to discuss how to address this gap.

If you have a disability and would like to arrange for accommodations of some sort, contact Professor Thal within the first two weeks of the semester. The McBurney Disability Resource Center (263-2741; <https://mcburney.wisc.edu/>) provides both resources and documentation necessary for official university accommodations.

Speaker Series Schedule

Date	Topic	Preparation/Guest Speaker	Activity Due
Sept 2	Introduction	History, Careers, and Community	
Sept 9	<p>Online Profiles for Handshake, etc.</p> <p>Elizabeth Karabin, Successworks</p>	<p>Read all Introductory material and Syllabus on Canvas</p> <p>Explore the information about Career Fairs: https://careerfair.wisc.edu/</p> <p>Bring any questions you might have.</p>	<p>Sign up Assignment for Handshake and Badger Bridge (access through a search on wisc.edu)</p> <p>Syllabus Quiz</p>
Sept 16	<p>Reading a Job Description</p> <p>and</p>	<p>Read https://www.naceweb.org/career-readiness/competencies/the-four-career-competencies-employers-value-most/</p> <p>Read <i>How to Get a Job</i>, pp. 6-23.</p>	<p>Skills Survey</p> <p>Find a job or internship you would like to apply for. (See</p>

	How to Write an Effective, Tailored Resume	https://history.wisc.edu/undergraduate-program/history-careers/writing-resumes-and-cover-letters/ <i>Start</i> work on a very rough draft resume. Use the template provided, if you don't already have a resume in progress. 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	instructions for resume.)
Sept. 16, 3-7 pm	<i>Public Service Fair (virtual)</i>	<i>Handshake</i>	
Sept 23	Resume Polishing Workshop With Members of the History Board of Visitors and other guests	Bring your selected job/internship description and your draft resume. You <i>must</i> have your draft resume available, since we will have alumni and others look at your draft and offer concrete suggestions to you in class.	Draft resume due
Sept 30			Revised Resume due

	TBD	TBD	
<i>Sept 30, 3-7 pm</i>	<i>Client Relations, Analytics, & Marketing/Communications Fair</i>	<i>Handshake</i>	
Oct 7	TBD	TBD	Career Fair Report due
Oct 14	Cover Letter Polishing Workshop	Complete online unit on writing a cover letter Read <i>How to Get a Job</i> , pp. 24-32.	Draft Cover Letter due
Oct 21	Law	Rick Kalson, Partner, Construction Law Group, Benesch Friedlander	Exploring LinkedIn Learning
<i>Oct. 23</i>	<i>History BOV/Alumni Career Panel</i>		
Oct 28	TBD	TBD	History Career Panel report due
Nov 4	TBD	TBD	Revised Cover Letter due
Nov 11	TBD	TBD	
Nov 18	TBD	TBD	Talking Points for a Skeptical Relative or Non-History Major
Nov 25	NO CLASS	NO CLASS	Talk with relatives or friends about their work.

Dec 2	NGOs (Non-Governmental Organizations)	Farha Tahir, Program Manager, National Endowment for Democracy	
Dec 9	Final Discussion / Celebration	Bring your thoughts on what you learned this semester and what you would still like to know.	Points to Remember memo
Dec 10	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
Sept. 2	Class Logistics and Effective Memos		
Sept. 9	Networking Tools And How to Use a Job Fair	<p>Look up 3 people on LinkedIn; Look up 3 people on Badger Bridge; Explore Handshake.</p> <p>Come prepared to discuss when you might use one or the other, and why.</p> <p>Explore the Career Fair website at https://careerfair.wisc.edu/</p> <p>Come prepared to draw your peers' attention to something useful or interesting.</p>	<p>Memo on Achieving your Goals</p> <p>Handshake/ BadgerBridge/ Career Fair discussion points</p> <p>[Heads Up! Set up an appointment with a career advisor for before Sept. 22]</p>
Sept. 16	Career Resources		

	and Strategies	Explore https://careers.ls.wisc.edu/tips-search-tools/the-basics/ and https://www.historians.org/jobs-and-professional-development/career-resources Identify three useful elements of each website, and come to class prepared to highlight them for your peers. (You will do this as part of the Career Resources Highlights Report. Just have it handy to refer to in discussion.)	Career Resources Highlights Report due
Sept. 23	Researching Careers and Companies with Peggy Smith from the Business Library	By this date, meet with either Christina Matta (History) or an advisor in Successworks or the Career Exploration Center to identify or move forward on 2-3 career fields of possible interest to you.	Career Advisor Meeting Report due
Sept. 30	Effective Oral Communication Online or by Telephone	https://www.thecut.com/article/informational-interview-questions.html https://www.iwillteachyoutoberich.com/blog/ramits-definitive-guide-to-building-your-network-with-scripts/ Explore the two websites above. Which aspects of these techniques might you use (or not), and why? Come prepared to discuss.	A1 Discussion points on informational interviewing articles
Oct. 7			A2;

	Web Hygiene	<p>Read 2 online articles listed on Canvas</p> <p>Use the tool highlighted on Science Friday here: https://www.sciencefriday.com/segments/anonymized-data/?fbclid=IwAR1HURSi6cwkXA0sd0EumXwiUo1EnqnbIV4TiG_Xamu7Hs4lcTJLUbjz0</p> <p>Come prepared to discuss what you learned.</p>	Web Presence Remediation
Oct. 14	Informational Interview Prep	<p>Come prepared to discuss your chosen field, based on the activities for A3.</p> <p>Review https://www.thecut.com/article/informational-interview-questions.html</p> <p>as you think of who to interview, and good questions to ask them.</p>	A3
Oct. 21	<p>Workplace Culture</p> <p>Including brief presentations by HIST 301 interns on the culture in their internships and a challenge that they have faced</p>	<p>https://www.glassdoor.com/blog/how-to-evaluate-company-culture/</p> <p>https://www.thebalancecareers.com/your-first-job-524792</p> <p>https://www.askamanager.org/2012/12/ask-the-readers-what-cultural-things-do-you-need-to-know-in-a-white-collar-environment.html</p>	<p>B1</p> <p>Workplace Culture discussion prep</p> <p>[Heads Up! Schedule an Informational Interview for A4]</p>

		<p>Come to class with one issue from each of the 3 readings that you would like to discuss, question, challenge, or emphasize.</p> <p>Think about places you have worked or held an internship. What did you notice about their culture? What challenges did you face?</p>	
Oct. 28	Why History?	<p>Your interviewer asks, “Why should I hire a history major?”</p> <p>How do you answer?</p> <p>Come to class with a 1-minute answer that outlines 2-3 reasons.</p>	<p>B2</p> <p>“Why hire a history major?” discussion prep</p>
Nov. 4	Effective Online Oral Presentations and Videos	<p>What makes a good online oral presentation? What makes a good video?</p> <p>Come prepared to discuss.</p> <p>In the second part of the class, we will break into groups to start outlining ideas for two possible videos – on either “Why Take History?” or “Why Take History 300?”</p> <p>(up to 3 minutes long)</p>	A4
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</p> <p>[Heads Up! Schedule an Informational Interview for A5 or B4]</p>

Nov. 18	Mock Job Interviews with members of the Board of Visitors, alumni, and other friends of the History Department	Job description + resume + cover letter https://www.thecut.com/article/questions-to-ask-in-a-job-interview.html https://www.thecut.com/2019/06/answering-tell-me-about-yourself.html	Prepare for Mock Interview “Why Take History 300?” video due (Extra credit available for outstanding videos that we can use to publicize the class)
Nov. 25	<i>No Class</i>		<i>Consider working on your “Why Take History?” video</i>
Dec. 2	Touching Base and Imposter Syndrome	Review your Memo on Achieving Your Goals; come prepared to discuss your progress, new directions, challenges, etc. https://www.atlassian.com/blog/inside-atlassian/impostor-syndrome-as-an-asset?fbclid=IwAR2FYyqgMqcvVbBj1zSKC4xEGdobfgju-cIe9y908T8Y07VgSvE6x3jTSko Come to class prepared to initiate a conversation on two issues related to this article or “imposter syndrome” and work on the job search more generally.	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;

		We'll also celebrate by watching any "Why Take History?" videos you are willing to share.	"Why Take History?" video due (Extra credit for outstanding videos that we can use to publicize our classes); Course Evaluation
Dec. 10	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>. Alison has kindly offered us a 40% discount for our class. Just enter the code "UWMstudent" in the "add promo code" box when checking out. With the discount, the book should cost about \$15. The discount will be available until January 30th.

Assessment:

In order to receive full credit (10 points), an activity must be completed and submitted on time (by the deadline on Canvas – usually 12:00 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 or more of the specified criteria.

Grading Scale		
	Points from Speaker Series Activities	Points from Discussion Activities

	(must include at least 10 points in <i>each</i> of the 6 categories)	Engaged Attendance (or excused absence*)	
Total	260 possible points	14 classes = 140 pts.	170 possible points
A	180 points	100 points	120 points
AB	150 points	95 points	110 points
B	120 points	90 points	100 points
BC	100 points	80 points	90 points
C	80 points	70 points	80 points
D	70 points	50 points	70 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	69 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 190 Speaker Series points, participates actively in 12 classes, but only earns 110 Discussion points, that student will receive an AB.

Active Engagement: Active engagement means being present, listening attentively (as perceived by others), asking questions and, where appropriate, contributing productively to discussion.

Online meetings and classes have their own protocols, but the purposes of these protocols remain the same as for in-person meetings:

- Learn something;
- Contribute to the learning of the group (or to whatever the purpose of the meeting is);
- Demonstrate to any speaker or presenter that you are present and engaged;
- Show a speaker and your fellow attendees that you take seriously what they say and appreciate their contributions;
- Do not distract from the proceedings.

Purpose	Activity for this Class
Learn something (measured in this class through summary memos)	<ul style="list-style-type: none"> • Pay attention • Write a summary memo afterward to fix information in your memory
Contribute to group learning	<ul style="list-style-type: none"> • Ask a relevant question Some of the best questions help the speaker/group reduce ambiguity or highlight important points. • Contribute to discussion Some of the best contributions build on others' comments to make new points, or relate new insights explicitly to the topic of discussion
Demonstrate presence and engagement (either by raising your hand or in chat – as specified)	<ul style="list-style-type: none"> • Either keep your camera on (showing your attentive listening) or have a photo as your profile image on the meeting platform • Introduce yourself when asked • Ask a question • Contribute an answer • *Try to look at your <i>camera</i> (not your screen) when you are speaking
Show appreciation for others' contributions (either by raising your hand or in chat – as specified)	<ul style="list-style-type: none"> • Ask a question • Acknowledge and build on someone else's comment • Thank the speaker or peers at the end of the meeting, either out loud or in the chat box (preferably ensuring some of both in the group)
Don't distract	<ul style="list-style-type: none"> • Keep your microphone off unless you are speaking • If bandwidth is a problem, turn off your camera • If your camera is on, keep your attention on the screen/camera • Arrive on time. If you arrive late, apologize in the chat box. • If you need to leave early, tell the professor or speaker (and apologize for it) before class, either by email, verbally, or in the chat box.

To get full credit for active engagement in a class, follow all of the guidelines above.

Partial credit (5 points) is awarded if:

- The student arrives more than 5 minutes late but still contributes actively to discussion and/or Q&A.
- The student is present throughout but does not offer a comment, ask a question, or raise a hand to volunteer to do so.

A student who attends all 14 classes but does not volunteer questions or comments in any of them will receive only 5 points per class (for 70 points = C). To receive an A for the active engagement grade, the student must also ask questions or otherwise contribute meaningfully to discussion in at least 6 of those classes (= 30 points; 100 points total).

Absences: If you need to make up an absence (in order to earn your desired number of points for engaged attendance), first view the recording of class in BBCollaborate on Canvas.

- If the class you missed featured a guest speaker, submit a summary memo *and* send a thank you note to the speaker explaining that you watched the talk later; in the comment sections for the Canvas submissions of both, mention that you would like this to count for active engagement. (The summary memo and thank you notes will both count for those assignments, as well.)
 - o If you follow all of these instructions, you will receive 10 points (full credit) for the class.
 - o If you only submit a summary memo *or* send a top-quality thank you note, then you will receive 5 points (partial credit) for the class.
- If the class you missed did not feature a guest speaker, submit a summary memo for the class to the Absence Make-Ups location on our front Canvas page. The summary memo should give the date and topic of the class, describe what occurred in the class, and identify at least three things you learned from the class and why they are important to you. A complete summary memo will earn you full credit (10 points) for the missed class, but will not count toward the summary memo assignments.

Speaker Series Activities (260 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

Syllabus quiz
Skills survey
Handshake/BadgerBridge profile
LinkedIn Learning report
Career Fair or Public Service Fair report
History Career Panel 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
Career Resources Highlight Report
Career Advisor Meeting Report
“Why Take History 300?” 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
“Why Take History?” Video
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 discussion section, if your video is of outstanding quality and you agree to let us use it to publicize History 300 or history classes in general, you may earn extra credit.

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.

Usage of Audio Recorded Lectures Statement

Recordings of presentations and discussions in History 300 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record lectures without Professor Thal's permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Quarantine or Isolation Due to COVID-19

Students should continually monitor themselves for COVID-19 [symptoms](#) and get [tested](#) for the virus if they have symptoms or have been in close contact with someone with COVID-19. Students should reach out to instructors as soon as possible if they become ill or need to isolate or quarantine, in order to make alternate plans for how to proceed with the course. Students are strongly encouraged to communicate with their instructor concerning their illness and the anticipated extent of their absence from the course (either in-person or remote). The instructor will work with the student to provide alternative ways to complete the course work.

Diversity and Inclusion

[Diversity](#) is a source of strength, creativity, and innovation in both the workplace and classroom. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison seeks to create a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. We don't always succeed. If you feel excluded or unvalued in my classroom and feel comfortable talking about it, please contact me so I can work on making changes for the benefit of you and everyone in the class.

Revision of Syllabus:

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