

History 300: History at Work

UW-Madison - Fall 2023
Wednesdays, 12:05-1:50, 224 Ingraham

Professor Sarah Thal

Office Hours:

In-person: Wednesdays, 1:55-2:55

Humanities 4119

On Zoom: by appointment

thal@wisc.edu

Include "HIST 300" in
the subject line

Course Description:

History 300 is a one- or two-credit class that:

- Focuses on how a History major applies to the world of work
- Explores how history skills relate to the needs of professional employers
- Guides in the process of finding and obtaining professional internships
- Polishes written and oral communication skills in forms appropriate for professional situations
- Learns from the experiences of guest alumni speakers in a variety of fields

Requisites: sophomore standing

Course Designation

Level – intermediate

L&S Credit – counts as Liberal Arts and Science credit in L&S

Not repeatable for credit

Students who take the *one-credit* version of the class are expected to participate in one, 50-minute class period each week over the semester and work on course learning activities (writing and revising resumes, cover letters, etc.; researching and reporting on speakers; setting professional goals; reflecting on how to apply class content to their own lives; etc.) for approximately 2 hours out of the classroom for every class period.

Students who take the *two-credit* version of the class are expected to participate in one 100-minute class period each week over the semester and work on course learning activities for approximately 2 hours out of the classroom for every class period.

Course Learning Outcomes:

In the *one-credit* version of the class, students 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 their history degree in a professional setting.

In the *two-credit* version of the class, students will *also*:

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

Regular and Substantive Interaction:

In this course, the professor provides direct instruction in weekly classes; assesses and provides feedback on students' coursework submitted weekly through Canvas; responds to questions from students in weekly classes, via email, and in office hours; facilitates group discussion; and organizes workshops and panel discussions for the class.

Course Website:

On Canvas: <https://canvas.wisc.edu/courses/373146>

Recommended Textbook:

Allison Green, *How to Get a Job* – ebook for approximately \$15 with class discount

Assignments and Grading:

This class is designed so that students can choose the assignments that best address their career-related needs for their particular situations. In lieu of a final exam, there are final reflection papers.

In the *one-credit* version, students must complete at least *ten* assignments for full credit (10 points each, for a total of 100 points) and fulfill attendance requirements in order to pass the class with a C. The chart below provides the required number of points for each grade:

One-Credit Grading Calculation

Letter Grade	Points from Required Items	Additional Points from Revised Application Documents	Additional Points from Other Activities	Points from Attendance or Excused Absence
<i>Total Possible</i>	100	20	270*	140
A	100	20	120	100
AB	100	20	100	100
B	100	10	80	90
BC	100	10	50	80
C (S if pass/fail)	100	--		70
D	90	--		
F	80	--		

IMPORTANT: To receive the grade on the left, all requirements across that row must be met.

In the *two-credit* version, students must complete the requirements for the *one-credit* version as well as additional assignments for the two-credit version and attendance in the second hour of class.

Two-Credit Grading Calculation

Letter Grade for Two-Credit Class	Points from Required 1 st -Hour Items	Additional Points from Revised Application Documents	Additional Points from Other 1 st -Hour Activities	Points from Discussion Activities	Points from Attendance or Excused Absence in 1 st Hour	Attendance or Excused Absence in Discussion
<i>Total Possible</i>	100	20	240*	190	140	140
A	100	20	120	100	100	100
AB	100	20	100	90	100	100
B	100	10	80	80	90	90
BC	100	10	50	70	80	80
C (S if pass/fail)	100	--		60	70	70
D	90	--		50	60	60
F	<90	--		<50	<60	<60

IMPORTANT: To receive the grade on the left, all requirements across that row must be met.

Activity Grading Policy

Each activity – for both hours – will be graded on a scale of 10, 5, or 0 points.

10 points:

- The activity meets all of the specified criteria.
- The activity is completed and submitted on time (by the deadline on Canvas, usually noon on the day of class)

5 points:

- The activity fulfills all specified criteria but is submitted late.
- The activity is submitted on time but misses *one* of the specified criteria.

0 points:

- The activity is missing more than one of the specified criteria.
- The activity is submitted late *and* misses one or more of the specified criteria.
- The activity is not submitted.

A late activity may be turned in any time until *the last day of classes*.

In general, activities may not be revised and resubmitted. Instead, apply lessons learned to another activity.

Grade Checksheet for 1st Hour of HISTORY 300

Required Activities:

- First Draft of Resume – required** (Wk 4)
- Career Fair or Event Report 1 - required** (Wk 5, or later if appropriate)
- Revised Resume* (Wk 6)
- Draft Cover Letter – required** (Wk 8)
- Draft LinkedIn Profile–required** (Wk 10)
- Revised Cover Letter* (Wk 14)
- Reflection: Pts to Remember-required** (Wk 15)
- 1 preliminary memo (due before that week’s class)**
- 1 thank you note**
- 1st summary memo**
- 2nd summary memo**
- 3rd summary memo**

Other Activities:

- Skills Survey (Wk 2)
- Successworks Events Plan (Wk 2)
- Handshake/BadgerBridge/LinkedIn (Wk 3)
- Career Resources Report (Wk 3)**
- What do I Want to Do? (Wk 5)**
- Grade Audit and Plan (Wk 7)
- LinkedIn Learning Report (Wk 9)
- Reflection: How History Helps (Wk 11)
- Career Event Report 2 (Wk 14)
- Joy Journal Results (Wk 15)**

Preliminary Memos – *30 points maximum*
(10 required to pass)

DUE BEFORE CLASS

Thank You Notes – *30 points maximum*
(10 required to pass)

Summary Memos – as many as you want
(3 required to pass)

Other Activities, continued:

- Thank You for Resume Help (Wk 5)
- Preliminary Memo for Wk 5 (Wk 5)
- Preliminary Memo for Wk 6 (Wk 6)
- Summary of Wk 5 (Wk 6)
- Thank You for Wk 5 (Wk 6)
- Preliminary Memo for Wk 7 (Wk 7)
- Summary of Wk 6 (Wk 7)
- Thank You for Wk 6 (Wk 7)
- Preliminary Memo for Wk 8 (Wk 8)
- Summary of Wk 7 (Wk 8)
- Thank You for Wk 7 (Wk 8)
- Preliminary Memo for Wk 9 (Wk 9)
- Summary of Wk 8 (Wk 9)
- Thank You for Wk 8 (Wk 9)
- Preliminary Memo for Wk 10 (Wk 10)
- Summary of Wk 9 (Wk 10)
- Thank You for Wk 9 (Wk 10)
- Preliminary Memo for Wk 11 (Wk 11)
- Summary of Wk 10 (Wk 11)
- Thank You for Wk 10 (Wk 11)
- Preliminary Memo for Wk 13 (Wk 13)
- Summary of Wk 11 (Wk 13)
- Thank You for Wk 11 (Wk 13)
- Preliminary Memo for Wk 14 (Wk 14)
- Summary of Wk 13 (Wk 14)
- Thank You for Wk 13 (Wk 14)
- Summary of Wk 14 (Wk 15)
- Thank You for Wk 14 (Wk 15)

Discussion Activities:

- What Do I Want to Do?
- Memo on Achieving Your Goals
- Career Resources Report
- Career Advisor Meeting Report
- Career Plan A1
- Career Plan A2
- Career Plan A3
- Career Plan B1
- Career Plan B2
- Career Plan A4
- Career Plan B3
- Online Presence Remediation
- Career Plan B4
- Career Plan A5
- Next Steps Memo
- Evidence of Class Presentation
- Why Take History? Video
- Why Take History 300? Video
- Joy Journal Results

Course Schedule – Fall 2023

For reading assignments, outside career events, etc., see the course Canvas page.

Day	Speaker/Topic	Speaker Series Activity	Discussion Topic	Discussion Activity
Sept. 6	Introduction		Introduction (and How to Write a Killer Memo)	
Sept. 13	Reading a Job Description and How to Write an Effective, Tailored Resume	Skills Survey Successworks Events Plan	Career Exploration, Networking, and How to Use a Career Fair	What Do I Want to Do? Memo on Achieving Your Goals
Sept. 20	Online Profiles Beth Karabin, Career and Internship Specialist, Successworks	Career Fair or Event Preview Handshake/ BadgerBridge/ LinkedIn	Researching Careers & Companies Peggy Smith, Business Library	Career Resources Report
Sept. 27	Resume Review History Board of Visitors	First Draft of Resume	Resume Review, continued	
Oct. 4	Educational Publishing, Jenny Kalvaitis, Product Manager, K-5 Literacy, McGraw Hill	Career Fair or Event Report Thank You Note for Resume Help Preliminary Memo	Searching for Federal Jobs, Emmeline Prattke, Successworks	Career Plan A1
Oct. 11	International NGOs, Hilary Miller, Researcher, US Commission on International Religious Freedom	Revised Resume Summary Memo Thank You Note Preliminary Memo	Informational Interviewing	Career Plan A2
Oct. 18	Computers and Start-Ups Bryant Plano, Cloud Engineering, Exact Sciences	Grade Audit and Plan Summary Memo Thank You Note Preliminary Memo	First Job Finances: BadgerSense Workshop	
Oct. 25	Law Rick Kalson, Partner, Benesch Friedlander	Draft Cover Letter Summary Memo Thank You Note Preliminary Memo	Why History?	Career Plan A3

Nov. 1	Museums Crystal Moten, Curator of Collections and Exhibitions, Obama Presidential Center Museum	LinkedIn Learning Report Summary Memo Thank You Note Preliminary Memo	Grad School Panel (History, Education, Public History, Library & Information Sciences)	Career Plan B1
Nov. 8	Healthcare Services Courtney Rodriguez, Associate Implementation Manager, Jellyvision	Draft LinkedIn Profile Summary Memo Thank You Note Preliminary Memo	Elevator Pitches and Interviews	Career Plan B2
Nov. 15	Media and Policy Danielle Sklarew, Media Director, MVAR Media	Reflection: How History Helps Summary Memo Thank You Note Preliminary Memo	Professional Etiquette	Career Plan A4
Nov. 22	No class	Informational interviews		Informational interview preparation
Nov. 29	Management, Rick Schlesinger, President – Business Operations, Milwaukee Brewers	Summary Memo Thank You Note Preliminary Memo	Artificial Intelligence in the Workplace	Career Plan B3 Online Presence Remediation
Dec. 6	Libraries, Lisa Saywell, Director of Public Services for Library- Archives, Wisconsin Historical Society	Revised Cover Letter Career Event Report Summary Memo Thank You Note Preliminary Memo	Professionals: Case Studies (with Christina Matta, History Department Career Advisor)	Career Plan A5 Career Plan B4 Am I the Difficult Person?
Dec. 13	Points to Remember	Reflection: Points to Remember Summary Memo Thank You Note	Looking Ahead	Next Steps Memo Class Presentation Why Take History? Video Joy Journal Results

Important Policies and Information:

[Accommodations for Students with Disabilities:](#)

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty [me] of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

[Academic Integrity:](#)

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary [sanctions](#) include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

[Academic Calendar & Religious Observances:](#)

Establishment of the academic calendar for the University of Wisconsin-Madison falls within the authority of the faculty as set forth in [Faculty Policies and Procedures](#). Construction of the academic calendar is subject to various rules and laws prescribed by the Board of Regents, the Faculty Senate, State of Wisconsin and the federal government. For additional dates and deadlines for students, see the [Office of the Registrar's pages](#). Students are responsible for notifying instructors within the first two weeks of classes about any need for flexibility due to [religious observances](#).

[Course Evaluations:](#)

Students will be provided with an opportunity to evaluate their enrolled courses and their learning experience. Most departments use AEFIS a [digital course evaluation](#) survey tool. In most instances, students receive an official email two weeks prior to the end of the semester, notifying them that anonymous course evaluations are available. Student participation is an integral component of course development, and confidential feedback is important. UW-Madison strongly encourages student participation in course evaluations.

Diversity & Inclusion:

Diversity is a source of strength, creativity, and innovation for UW-Madison. 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 fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Mental Health and Well-Being:

Students often experience stressors that can impact both their academic experience and personal well-being. These may include mental health concerns, substance misuse, sexual or relationship violence, family circumstances, campus climate, financial matters, among others.

Students are encouraged to learn about and utilize UW-Madison's mental health services and/or other resources as needed. Visit uhs.wisc.edu or call University Health Services at (608) 265-5600 to learn more.

Violence Prevention:

All students deserve to be safe and respected at UW-Madison. Unfortunately, we know that sexual and relationship violence do happen here. Free, confidential resources are available on and off campus for students impacted by sexual assault, sexual harassment, dating violence, and stalking (regardless of when the violence occurred). You don't have to label your experience to seek help. Friends of survivors can reach out for support too. A list of resources can be found at <https://www.uhs.wisc.edu/survivor-resources/>.

Collegiate Recovery:

Badger Recovery is a university affiliated recovery community for UW-Madison students in recovery from substance use disorders and their allies. Students in recovery from something other than alcohol and/or drugs may also find our community of support and services helpful and are welcome. To learn more about Badger Recovery, our peer to peer all recovery meetings, or our non-clinical staff support go to uhs.wisc.edu/recovery or email us at recovery@uhs.wisc.edu.

Privacy of Student Records & the Use of Audio Recorded Lectures:

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in courses may use the materials and recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without permission unless they are considered by the university to be a qualified student with a disability who has an approved accommodation that includes

recording. [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, with the exception of sharing copies of personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise 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.

Teaching & Learning Data Transparency:

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. View the university's full teaching and learning [data transparency statement](#).