



Department of History
UNIVERSITY OF WISCONSIN-MADISON

SPRING 2023 SYLLABUS for HISTORY 300: HISTORY AT WORK

Speaker Series: Wednesdays, 12:05-12:55
Discussion: Wednesdays, 1:00-1:50

Course Instructor: Professor Gloria Whiting | gwhiting@wisc.edu | Drop-In Hours: Wednesdays, 2:30-4:30 or by appointment, in 5108 Humanities

History Careers Advisor: Christina Matta | christina.matta@wisc.edu | One-on-One Consultations: Schedule with Starfish (via MyUW)

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 enable 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 (1st hour), you will:

- Identify a variety of potential career fields, strategies for success, and ways in which studying history can prepare you for a rewarding career
- Develop a professional resume and cover letter
- Use writing forms and listening styles that are important for a successful job search and early career
- Articulate the value of your history education in a professional setting
- Find and take advantage of some of the many career-related resources at UW
- Manage your time throughout the semester to achieve your goals

If you take History 300 for two credits, you'll also attend the second, "Discussion," hour, from 1:00 to 1:50. You should be able to see Canvas assignments for the discussion session as well as for the speaker series.

In the Discussion Section (2nd hour), you will:

- Research career fields and organizations that you might want to work in
- Identify your goals and develop a plan to achieve them
- Hone your oral presentation skills for a professional setting
- Conduct one or more informational interviews
- Prepare for a job search and interviews

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.

If you are a current or prospective history major or certificate student, Christina Matta, the History Career Advisor, is available to help you 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.

If you are planning on another major, contact a career advisor in your field or at Successworks.

For brainstorming, feedback, help with writing or speaking, another perspective on careers, or anything else related to the class, don't hesitate to contact Professor Whiting.

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 (263-2741; <https://mcburney.wisc.edu/>) provides both resources and documentation necessary for official university accommodations.

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:

Every activity in this course is designed to help you achieve one or more of the learning goals of the course, and they will be graded on the basis of whether they fulfill the specifications laid out in the activity instructions and are submitted in a timely manner.

See "Grading Details and Strategies," accessible through the link on the main Canvas page of the course (right above the course schedule). Be sure to read the Grading Details and Strategies guide for the number of credits you are taking: There are significant differences.

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.

Schedule

See Canvas for the class schedule and links to homework assignments, rubrics, etc.

Usage of Audio Recorded Lectures Statement

In some situations—when we have a guest speaker via Zoom, for instance—Professor Whiting may make a recording available. Recordings of presentations and discussions in History 300, no matter the semester, 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 Whiting'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.

How to Succeed in this Course

The workload in this course, with its many small activities, may approximate the kind of workload you might encounter in an early-career professional job. Moreover, because you don't have to do all the activities, it may be tempting to put the work off. This is a recipe for stress! It will also turn informative and useful exercises into rushed busywork.

Strategies that work:

- Read the “Grading Details and Strategies” document.
- Look over the schedule of the class, including activity due dates. Then compare our class schedule to the rest of your plans for the semester. Identify weeks when you expect to be very busy with other commitments.
- Set your goals. Do you want a specific grade in this class? Do you want to learn about a specific field? Identify which activities you plan to do in order to achieve your goal.
- Get to know your career advisor. If you're in History, that's Christina Matta. If not, find an advisor in your major or at Successworks.

Other helpful resources on campus:

- University Health Services
- Undergraduate Academic Advising and Career Services

- Office of the Registrar
- Office of Student Financial Aid
- Dean of Students Office

STUDENTS' RULES, RIGHTS & RESPONSIBILITIES

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. See our Canvas page for options.

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.