

History 300: History at Work
 UW-Madison – Spring 2025
 Wednesdays, 12:05-1:50, B115 Van Vleck

Professor Sarah Thal
 Drop-In Office Hours:
 Wednesdays, 2:05-2:30, Humanities 4119, *or*
 Make an appointment by emailing thal@wisc.edu
 -- include "HIST 300" in the subject line

History Career Advisor Christina Matta
 Office: 3211 Mosse Humanities Building
 Email: christina.matta@wisc.edu
 or contact Christina for a one-on-one
 appointment in Starfish (via MyUW)

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 or jobs
- 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 (12:05-12:55) each week over the semester and work on course learning activities (writing and revising resumes, cover letters, etc.; reflecting on speaker visits; setting professional goals; reflecting on how to apply class content to their own lives; etc.) for approximately 2 hours outside of the classroom for every class period.

Students who take the *two-credit* version of the class are expected to participate actively in one 100-minute class period (12:05-12:55 and 1:00-1:50) each week over the semester and work on course learning activities for approximately 2 hours outside 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 have used their history education as the foundation of a successful career and articulated the value of their History degree in a professional setting;
- 2) Interact effectively and professionally with alumni and guest speakers through Q&A sessions and a cover letter/resume review workshop;
- 3) Discover resources and strategies for career exploration, networking, and job searches; and
- 4) Create the documents they will need to find a job in their field of interest, including a professional resume, cover letter, and online presence.

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

- 1) Construct a narrative about themselves and their career plans;
- 2) Use and reflect on additional career resources available on campus;
- 3) Develop two possible personalized career plans based on research into career fields and organizations that they might want to work in;
- 4) Improve their interviewing and networking skills; and
- 5) Practice articulating how the skills they have developed in History can be useful in jobs and careers they are interested in.

Course Website:

On Canvas: <https://canvas.wisc.edu/courses/448941>

All reading materials for the course are available via the Canvas site.

Assignments and Grading:

All students are expected to complete the requirements for the 1st hour of class (12:05-12:55) – labeled “For everyone” in the syllabus. Students signed up for *two credits* are also expected to complete requirements for the second hour – labeled “2nd Hour” on the Canvas assignments.

The grading system in this class is entirely point-based. There is no final exam. All activities are due by the final day of our class (April 30th, by 11:59 p.m.).

Final grades for students registered for *one credit* are based on their total number of accumulated points out of 200 possible.

Final grades for students registered for *two credits* are based on their total number of accumulated points out of 400 possible (200 for the first hour and 200 for the second hour).

For everyone:

Consistent attendance and active participation in the first hour (30 points – 2 points/week)

Speaker Activities (60 points – 10 points each)

- Reflections on 3 speakers
- Thank you notes to 3 speakers, including evidence that you sent it to the speaker within a week of the speaker’s visit to our class

Job application materials (90 points – 10 points each)

- Reflection on Skills, Enjoyments, and Goals
- “Kitchen-sink” resume (starting point)
- Target job ad or description, annotated
- Targeted resume draft
- Revised targeted resume (1st revision)
- Revised targeted resume (2nd revision – after workshop)
- Targeted cover letter draft
- Revised cover letter (after workshop)
- Online Presence: Linked-In profile and Online Presence Remediation Exercise

Looking Ahead Reflection (20 points)

Extra credit options for everyone:

For 10 points each: Joy Journal, Career Fair or Event Report

For 5 points each: 4th speaker reflection, 4th speaker thank you note, LinkedIn Learning report, other exercises/reports approved by Professor Thal

Also for students enrolled for 2 credits:

[All requirements (200 points) for the 1-credit version *PLUS*]

Consistent attendance and active participation in the 2nd hour of class (70 points – 5 points/week)

Career Resource Activities (20 points – 10 points each)

- Career Fair or Event Report (upload your first one here; you may upload a second career fair or event report for extra credit)
- Career Advisor Meeting and Report

Career/Networking Activities (90 points – 10 points each)

- Career Option A
 - o A1 - Skills and Job Openings
 - o A2 - Your Personal Plan/Sample Career Trajectory
 - o A3 - Field/Industry Overview
 - o A4 - Informational Interview preparation
 - o A5 - Informational Interview reflection
- Career Option B
 - o B1 - Skills and Job Openings
 - o B2 - Your Personal Plan/Sample Career Trajectory
 - o B3 - Field/Industry Overview
 - o B4 - Informational Interview preparation

Interview Preparation (20 points – 10 points each)

- Elevator Pitch draft
- Answers to Five Common Questions

Activity Grading Policy

All activities are submitted through Canvas. 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 *and*
- 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, *or*
- 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, *or*
- The activity is submitted late *and* misses one or more of the specified criteria, *or*
- The activity is not submitted by the last day of our class (April 30th at 11:59 p.m.)

Late Activities Exception: Students with a McBurney accommodation or other appropriate reason (see Excused Absences below) should write a comment in Canvas where they upload their assignment explaining the reason for missing a deadline. Such activities will be considered on time for one additional week (until noon on the following Wednesday).

**A late activity may be turned in any time until *the last day of our class* (April 30th, by 11:59 p.m.)
An activity that earned 0 points may be revised and resubmitted for possible partial credit (up to 5 points) before the last day of our class (April 30th, by 11:59 p.m.).**

Participation Grading Policy

Students are responsible for signing the attendance sign-up sheet in each class. In addition to attendance, students will also be assessed on their participation. Requirements for full credit for participation differ according to the hour:

1st hour: Students arrive on time, stay for the full class period, and participate actively in discussions and small group work. Most importantly, during speaker visits, students

- Show that they are paying attention to the speaker (e.g., facing the speaker, looking at the speaker, nodding or otherwise reacting as appropriate);
- Refrain from distracted or distracting behavior (e.g., phone or computer usage, manicures, sleep);
- Raise their hand to answer or ask questions; and
- Act politely toward the speaker (apologize before class if they will need to leave early, enter quietly and respectfully if they need to arrive late, thank the speaker at the end of class)

2nd hour: In addition to the participation outlined above, students actively and thoughtfully contribute to full class and small group discussions.

Excused Absences: While I expect students to attend and participate fully in all class sessions, I am aware that circumstances do not always allow this. If you contact me beforehand (at thal@wisc.edu, with "HIST 300" in the subject line), and *in select cases* if you contact me after the fact, I consider situations such as the following to be satisfactory excuses for absence or lateness: illness, family or personal emergency (especially if corroborated by a dean's notice), religious observances, disability flare-ups, or conflicting commitments related to career planning or exploration (e.g., a job interview or amazing career opportunity).

If you need to miss more than three (3) classes for any reason, contact me (at thal@wisc.edu, with "HIST 300" in the subject line) so we can figure out how to ensure that you're getting what you need out of the class. Several activities rely on attendance in class. While I make an effort to make recordings available of the few speakers who visit us remotely, such availability is not guaranteed.

Grading Scale:

Grade	Points required for 1 credit	Points required for 2 credits
A	180 or above	360 or above
AB	175-179	350-359
B	165-174	330-349
BC	155-164	310-329
C	140-154	280-309
D	110-139	220-279
F	109 or below	219 or below

HIST 300 schedule – Spring 2025 [as of January 20, 2025]

IMPORTANT: The schedule of speakers, etc., for this class changes frequently due to shifting speaker availability and the like. The assignments will stay virtually the same; no changes will cause a due date to arrive sooner than scheduled here.

Week 1: January 22**1st Hour: Introductions**

We'll get to know one another and complete the Party Exercise.

2nd Hour: Introduction to the Second Hour

More group work based on the Party Exercise

Assignment: *No assignment due for this week. Strongly recommended: begin the extra-credit Joy Journal exercise.*

Week 2: January 29**1st Hour: Introduction to Networking and Career Fairs**

Beth Karabin, Career & Internship Specialist at Successworks, will talk about strategies and the resources available to UW students.

2nd Hour: Career Exploration, Networking, and Ways to Use a Career Fair, continued

We'll talk more about strategies, including the logic of the various Career Plan assignments.

Assignment for everyone: Reflection on Skills, Enjoyments, and Goals

Jan. 29 – Public Service Fair, 3:30-6:00 Gordon Commons

Jan. 30 – Spring 2025 Student Organization Fair, 5:00-8:00 Kohl Center

Week 3: February 5

1st Hour: Writing an Effective Resume: Your Goals, Your Skills, and Your Audience**2nd Hour: Researching Careers and Companies**

Peggy Smith, Reference and Data Librarian at the Business School, will introduce the databases available to help you research career fields and companies for the Career Plan assignments.

Assignment:

For everyone: *No assignment submitted in Canvas this week. Instead:*

- *Sign up for a career community of interest to you at Successworks, so you start receiving notifications of events or resources that might be of interest to you.*
- *You can still start the extra-credit Joy Journal exercise (which takes one month).*

Also for two-credit students:

- *Make an appointment with a career advisor. If you are a history major or certificate student, contact Christina Matta. If not, contact an advisor in your own major or at Successworks.*
- *Make a plan to attend one or more career events (to report on before March 12th)*

Week 4: February 12**1st Hour: Isabelle Cook – Finance and Wealth Management**

Isabelle is a Portfolio Management Specialist at Baird Equity Asset Management in Milwaukee.

2nd Hour: Connecting Classroom Learning with the Job Market; Finding and Reading Job Ads**Assignment:**

For everyone: Kitchen Sink resume (beginning draft)

Also for two-credit students:

Career Plan A1 – Skills and Job Openings

Feb. 18 – Spring Career & Internship Fair - Day 1, 4:00-7:00, Discovery Building

Week 5: February 19**1st Hour: Jenny Kalvaitis – Publishing (and Public History)**

Jenny is currently a Senior Product Manager for K-5 Literacy at McGraw Hill and was formerly the coordinator of secondary education at the Wisconsin Historical Society.

2nd Hour: Searching for Federal Jobs (not yet confirmed)

Emmeline Prattke will introduce some of the unexpected opportunities available through the federal job application process, as well as the distinctive materials and procedures involved

Assignment:

For everyone:

Annotated job ad

Recommended: *If you haven't yet written a reflection and thank you note for a speaker, get one done now!*

Also for two-credit students:

Career Plan A2 – Personal Plan

Recommended: get started on Career Plan A3 or submit it early

Feb. 19 – Spring Career & Internship Fair Day 2, 4:00-7:00, Discovery Building

Feb. 20 – Equity and Inclusion Career & Internship Fair, 5:00-7:00, Discovery Building

Feb. 21 – Humanities Career Fair, 12:00-2:00, Memorial Union

Week 6: February 26

1st Hour: Resume Improvement and Writing an Effective Cover Letter

2nd Hour: Building on Your Career Resource/Networking Work

Assignment:

For everyone: Targeted Resume (1st draft), submitted online and bringing 4 hard copies to class

Also for two-credit students:

Career Advisor Meeting Report

Career Plan A3 – Field/Industry Overview

Week 7: March 5

1st Hour: Rick Kalson – Law

Rick is a partner at the law firm Cozen O'Connor, based in New York City.

2nd Hour: Employers, Work Cultures, and Professionalism: Similarities and Differences

Assignment:

For everyone: Cover Letter draft

Also for two-credit students:

Career Plan A4 – Informational Interview preparation [start early so you might hear back from your potential interviewee a few days before A4 is due]

Career Plan B1 – Skills and Job Openings

Week 8: March 12

1st Hour: Hilary Miller – International Policy

Hilary is a Policy Analyst at the US Commission on International Religious Freedom.

2nd Hour: BadgerSense Workshop

Assignment:

For everyone: 1st Revised Targeted Resume

Also for two-credit students: If you haven't connected with your potential interviewee yet, ping them again or contact the second person on your list. The goal is to conduct your interview before April 20th.

Career Event Report

Career Plan B2 – Personal Plan

Week 9: March 19

1st Hour: SPEAKER

2nd Hour: Grad School Panel – Sarah Marty and Kacie L-B confirmed

Assignment:

For everyone: *If you want to keep a Joy Journal for extra credit, this is the last day to start. (It takes one month.)*

Also for two-credit students:

Career Plan B3

Mar. 26 – SPRING BREAK

Week 10: April 2

1st Hour: SPEAKER

2nd Hour: Presenting Yourself: Online Presence, Job Application Portfolio, and Elevator Pitch

Assignment:

For everyone: Online Presence Remediation and Linked-In profile stub

If you are running behind on assignments, now is a good time to get caught up, figure out whether you might want to do extra credit and, if so, how.

Also for two-credit students: If you haven't connected with a potential interviewee yet, act now to schedule your informational interview for A5 before April 20th.

Week 11: April 9

Either 1st or 2nd Hour (as assigned last week): Resume and Cover Letter Workshop

Assignment:

For everyone: Bring six (6) hard copies of your target ad, revised resume, and cover letter

Also for two-credit students:

Career Plan B4 – Informational Interview preparation

Week 12: April 16

1st Hour: SPEAKER

2nd Hour: Interview Preparation

Assignment:

For everyone:

Second revision of targeted resume

Revised cover letter

If you haven't finished submitting your speaker reviews and thank you notes, make sure you have at least one turned in (and plan to review and thank both today's speaker and next week's).

Also for two-credit students:

Elevator Pitch draft

Week 13: April 23

1st Hour: SPEAKER

2nd Hour: Interview Practice

Assignment:

For everyone: *No assignment to submit. Check your record and submit any remaining assignments or extra credit. Don't forget speaker reviews and thank you notes!*

Also for two-credit students:

Answers to Five Common Questions

Career Plan A5 – Informational Interview reflection

Week 14: April 30

1st Hour and 2nd Hour: Wrapping Up and Looking Ahead

Assignment:

For everyone:

Looking Ahead reflection

All assignments for this class, including any extra credit, are due by midnight tonight,

Important Policies and Information:

Academic Calendar and Religious Observances:

Students are responsible for notifying me beforehand if they need any flexibility due to religious observances.

Academic Integrity

This class is all about *you* and *your* career exploration and plans. All work should therefore be your own. I strongly encourage you to avoid using AI. This class will help you develop the skills necessary to be able to evaluate the output of any AI tools you use in the future and determine best how to use them.

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.

Accommodations for Students with Disabilities

This class is already designed with lots of flexibility, including partial credit for late submissions and the opportunity to resubmit work for partial credit. Notice also the potential for at least 35 points of extra credit. If you would like to propose an additional activity for extra credit, please contact me (at thal@wisc.edu, with "HIST 300" in the subject line) so that I can evaluate your proposal and, if appropriate, make it available to all students in the class.

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 of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the [McBurney Disability Resource 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.

Course Evaluations

When course evaluations are available at the end of the semester, please fill them out! Your feedback helps us improve future versions of this course.

Students at the University of Wisconsin–Madison have the opportunity to evaluate their learning experiences and the courses they are enrolled in through course evaluations. Many instructors use a [digital course evaluation tool](#) to collect feedback from students. Students typically receive notifications two weeks prior to the end of the semester requesting that they complete course evaluations. 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

In a class such as ours – where we are exploring as wide a range of career opportunities as possible – diversity is truly a strength. Please help us make our classroom a safe space in which to share ideas, suggestions, and experiences. Work to enhance your own appreciation for the differences in others; that kind of flexibility can only help you in workplaces in the years to come.

[Diversity](#) is a source of strength, creativity, and innovation for the University of Wisconsin–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. UW–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 & Well-Being

Practice paying attention to your mental health. One of the goals of this class is to learn about resources available to you for your career growth. Mental health resources are also key! Learn about what's available here at UW and beyond to help support you as you move forward.

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.

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

Privacy of Student Records & Use of Audio Recorded Lectures

When speakers visit us remotely (via Zoom), we strive to record these for the use of students who are unable to attend class that day. These recordings are protected intellectual property; do not download or share them in part or in whole.

Lecture materials and recordings for this course are protected intellectual property at UW–Madison. Students enrolled in this course may use the materials and recordings for their personal use related to participation in the course. 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. View [more information about FERPA](#).

Students' Rules, Rights & Responsibilities

View more information about [student rules, rights and responsibilities](#) such as student privacy rights, sharing of academic record information, academic integrity and grievances.

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 for teaching and learning, including those that support [data empowered educational practices](#) and proctoring. View more information about [teaching and learning data transparency](#) at UW–Madison.