History 300 | History at Work

"When the Wind Blows, some people build walls; others build windmills. In today's world of work, the wind is blowing harder…and changing direction more frequently than before. That brings more problems for the person who builds walls….but even greater rewards for the person who builds windmills."

—Dr. Peter Hawkins, *The Art of Building Windmills*

–Another Place (Antony Gormley), Crosby Beach, Liverpool (UK)

INSTRUCTOR DETAILS

Prof. Kathryn Ciancia (she/hers)
Office: 4133 Mosse Humanities Building
Email: ciancia@wisc.edu
Office Hours: Thursdays, 11:00am-12:30pm, or by appointment
Office Hours will generally be held in-person in my office. If there is a reason for Office Hours to be held on zoom, students can arrange to meet Prof. Ciancia in her virtual zoom room (link on Canvas).

History Careers Advisor: Dr. Christina Matta
Office: 3211 Mosse Humanities
Email: christina.matta@wisc.edu
In addition to using email, you can contact Christina for one-on-one consultations in Starfish (via MyUW)

CLASS DETAILS

Semester
Fall 2024

Course Designations and Attributes
Level – intermediate
L&S Credit – counts as Liberal Arts and Science credit in L&S
Not repeatable for credit

Requisites
Sophomore standing

How Credit Hours are Met
Students who take the *one-credit* version of the class are expected to participate in the first 50-minute class period each week and work on course learning activities (as described below) for approximately 2 hours out of the classroom each week.

Students who take the *two-credit* version of the class are expected to participate in both 50-minute class periods each week and work on course learning activities (as described below) for approximately 4 hours out of the classroom each week (i.e., 2 hours for each class period).

Meeting Time and Place
Wednesdays, 12:05pm-1:50pm, Ingraham Hall 222

Instructional Modality
This is an in-person class.

Canvas Course URL
https://canvas.wisc.edu/courses/424712

COURSE DETAILS

Course Description

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.

The course aims to do **three things:**

1. **CONNECTS YOU WITH RESOURCES:** The course will allow you to acquaint yourself with—and engage with—the rich and various resources on and off campus. These include our in-house History careers advisor, Christina Matta; L&S's careers service, SuccessWorks; multiple experts across campus; and our (almost) weekly alumni guest speakers, who are ready to share how they used their History degrees from UW-Madison to get a job and to progress in their careers.
2. **PROVIDES A SPACE TO DEVELOP A CAREERS PLAN:** We'll have opportunities throughout the semester to reflect on your skills and, most importantly of all, what you fundamentally enjoy and value in life. Using these reflections, you can explore possible career pathways that promise to align well with your interests and skills.
3. **GUIDES YOU IN ASSEMBLING A PORTFOLIO:** Getting a job requires assembling the documents that you need to apply for jobs effectively. As such, by the end of the semester, each student will have a portfolio that they can use for this purpose (the exact contents of the portfolio will depend on whether you are taking the class for one or two credits—see below for more details).

Course Learning Outcomes:

In the *one-credit* version of the class, students will learn:
1) How guest speakers in a variety of fields have used their History education as the foundation for a successful career and articulated the value of their History degree in a professional setting.
2) How to interact effectively and professionally with alums and guest speakers through Q&A sessions and resume review sessions.
3) How to put together documents that they will need to find a job in their field of interest.
4) How to construct and reflect upon a narrative about themselves and their career plans.

In the *two-credit* version of the class, students will *also*:
5) Expand practice, in both speech and writing, in how the skills they have developed in History can be useful in jobs and careers that they are interested in.

Assignments and Grading

Active Engagement in All Class Sessions (25% of total grade)

Engagement is essential for this class. Each week, I'll provide a sign-up sheet, which will allow you to show me that you've attended. Attendance at **all** meetings is mandatory unless there is a valid

reason for an absence, such as illness or an emergency. Unaccounted absences will severely impact your final grade, so please let me know via email if you can't make a class.

Participation doesn't just mean attending class. I will also assess your levels of engagement and interaction, your listening skills, and your willingness to ask questions and provide feedback in ways that are both respectful and constructive. This also means not distracting from the proceedings, including by looking at your phones or other screens.

For one-credit students: Weekly participation in the first hour only.
For two-credit students: Weekly participation in both hours.

Writing Assignments (35% of total grade)
There are several writing assignments that you will need to complete throughout the semester. Please note that you will be assessed not only on how well you fulfill the assignment instructions but also on the care that you take with your writing. Proofreading and spellchecking are essential!

1. Writing assignments as detailed on the syllabus below **(20%)**. These assignments are due on **Canvas** at 12:05pm the day before the relevant class (i.e., on Tuesdays) unless otherwise noted.
2. Separate reflections of 150-200 words each on what you specifically learned from **two (one-credit students) or three (two-credit students)** of the guest speakers (you can choose which ones). To be counted for credit, these reflections are due on Canvas within a week of the relevant class speaker's visit **(10%).**
3. Thank-you notes to each of those **two/three** speakers, due within a week of the visit to be counted for credit. Please note that you will send the thank-you note to the speaker directly AND submit on Canvas within a week of the relevant class speaker's visit **(5%).**

Final Portfolio (40% of total grade)
There are many ways to think about portfolios. In this class, a portfolio refers to a collection of documents upon which the portfolio holder (you!) can draw to present themselves to audiences (employers!) with specific requirements. Your portfolio will also include other important documents, such as a job ad and a careers reflection/plan.

You will be graded on how the portfolio's component parts fulfill rubric requirements that we will develop throughout the class. Elements of your portfolio will be submitted throughout the semester for feedback and workshopping. The final portfolio must be submitted by no later than Monday, December 16, at noon.

Given the varied workload expectations, the portfolio will be different for one- and two-credit students.

For both one- and two- credit students, the portfolio will include:

1. Your full resume
2. The job/internship ad for which you are practicing applying
3. A cover letter for that job/internship
4. An accompanying resume targeted for that job/internship
5. Your careers reflection/plan (800-1000 words)

The two-credit students' portfolios will also include:

1. A 150-200-word description of how you found the job/internship ad
2. A 300-400-word explanation of how you wrote the cover letter and adapted your full resume to target this job/internship
3. A link to your LinkedIn profile

Grading Scale

A = 92.5-100
AB = 87.5-92.4
B = 82.5-87.4
BC = 77.5-82.4
C = 70-77.4
D = 60-69.9
F = below 60

Format of Written Assignments
Assignments must be submitted in the correct folder on Canvas as Word documents, rather than pdfs. Please save your file in the following format: "yourlastname_the week #" (e.g., "Smith_week 3")

Late Work Policy
I will apply a penalty of 2 percentage points for every 24 hours after the deadline that a piece of work is submitted, unless we have agreed to an extension ahead of time.

Technology Policy
There will be no laptop use in class except for cases of McBurney accommodations or if we are all working on a specific exercise that necessitates laptop technology. We want to be fully present for our guest speakers--and for each other. Bring a pen and notepad!

Materials
Any reading materials/links will be provided via Canvas. There are no textbooks for this class. I may add short readings/podcasts to the materials, if they become relevant.

Regular and Substantive Interaction
In this course, Prof. Ciancia will provide direct instruction in weekly classes; assess and provide feedback on students' work; respond to questions from students in weekly classes, via email, and in office hours; facilitate group discussion; and organize workshops and panel discussions for the class.

Schedule
The schedule for the class is below. Based on speaker availability or other changes, this lineup may be revised during the semester.

Weekly Schedule

Week 1: September 4

First Hour: Introductions
We'll get to know one another and complete the Party Exercise :-)

Second Hour: Introduction to the Second Hour
Further group work based on the Party Exercise

Assignment: *No assignment due for this week.*

Week 2: September 11

First Hour: Guest Speaker: Beth Karabin (in person)
Beth is a Career & Internship Specialist with SuccessWorks: Technology, Data & Analytics. She will speak about networking, social media presence, and navigating a career fair.

Second Hour: Guest Speaker: Peggy Smith (in person)
Peggy is a Reference and Data Librarian at the Business School. She will speak about how to research potential employers.

Assignment for everyone:

- Based on our Party Exercise in Week 1 and the "List of Sectors" handout, write a 200-250-word summary of the kinds of things you enjoy and are skilled at and how you see them possibly translating into a particular field or industry.
  Due on Tuesday, September 10, at 12:05pm

Week 3: September 18

First Hour: Guest Speaker: Jenny Kalvaitis (remote)
Jenny is a Senior Product Manager for K-5 Literacy, McGraw Hill

Second Hour: Connecting Classroom Learning with Skills on the Job Market

Assignment:
For one-credit students:

- *No assignment due for this week (unless you choose it as one of your reflections/thank-you note weeks)*

For two-credit students:

- In 150-200 words, explain how the skills that you are developing in the History classroom might be translated into the world of internships/post-graduation employment.

Due on Tuesday, September 17, at 12:05pm

Week 4: September 25

First Hour: Guest Speaker: Isabelle Cook (in person)
Isabelle is a Portfolio Management Specialist at Baird Equity Asset Management

Second Hour: Reflecting on Guest Speakers

Assignment for everyone:

- In 150-200 words, explain what you want to learn from our guest speaker series and the kinds of questions you anticipate asking throughout the semester.

Due on Tuesday, September 24, at 12:05pm

Week 5: October 2

First Hour: Building an Effective Resume with Christina Matta

Second Hour: Guest Speaker: Emmeline Prattke (in person)
Emmeline is a Career & Internship Specialist with SuccessWorks. She will be speaking about searching and applying for federal jobs with USAJOBS.

Assignment for everyone:

- Annotated version of the sample resume (using track changes on a Word document or link to an accessible google doc)
- A draft of your full resume

Due on Tuesday, October 1, at 12:05pm

Week 6: October 9

First Hour: Guest Speaker: Hilary Miller (remote)
Hilary is a Policy Analyst, United States Commission on International Religious Freedom

Second Hour: Thinking about Employers

Assignment for everyone:

- A revised full resume, with a short (100-word) explanation of what you changed based on what you learned last week.
- Using the information from Peggy Smith's session in Week 2, research a potential employer of interest. In around 200-250 words, explain why the employer is of interest to you, given what you outlined in the week 2 assignment.

Due on Tuesday, October 8, at 12:05pm

Week 7: October 16

First Hour: Guest Speaker: Rick Schelsinger (in person)

Rick is President of Business Operations, Milwaukee Brewers Baseball Club

Second Hour: Finding and Reading Job Ads

Assignment:
For both one- and two-credit students:
- Job/internship ad for which you are practicing applying

For two-credit students only:
- A 100-150-word description of how you found the job/internship ad

Due on Tuesday, October 15, at 12:05pm

Week 8: October 23

First Hour: Guest Speaker: Rick Kalson (in person)
Rick is a Partner at Cozen O'Connor

Second Hour: Reflections on Personal Development

Assignment:
For one-credit students:
- *No assignment due for this week (unless you choose it as one of your reflections/thank-you note weeks)*

For two-credit students:
- Write a 150-200-word reflection on what you have learned so far and what you still want to learn from participating in the class.

Due on Tuesday, October 22, at 12:05pm

Week 9: October 30

First Hour: How to Write Targeted Resumes/Effective Cover Letters with Christina Matta

Second Hour: Graduate School Panel

Assignment for everyone:
- Annotated version of the sample cover letter (using track changes on a Word document or link to an accessible google doc)

Due on Tuesday, October 29, at 12:05pm

Week 10: November 6

First Hour: Guest Speaker: Courtney Rodriguez (remote)
Courtney is an Implementation Manager at Jellyvision, working with HR teams across the country in all sectors to configure their benefits (e.g. medical, retirement, life insurance).

Second Hour: Discussion: Presentation by Badger $ense Students on Finances/Work Benefits

Assignment for everyone:

- Your cover letter in response to job/internship ad, including a 100-150-word explanation of how you tried to implement the advice from last week's session. You should include the job/internship ad with your Canvas submission.

Due on November 5 at 12:05pm

Week 11: November 13

First Hour: Review Session for One-credit Students

Second Hour: Review Session for Two-credit Students

Assignment for everyone:

- Targeted resume (plus job/internship ad) OR full resume. The resumes will be the basis for workshopping sessions with a group of alums/board of visitors.
- Feedback sheet on peer's cover letter.

Due on November 12 at 12:05pm

Week 12: November 20

First Hour: Guest Speaker: Russ Pederson (in person)
Russ is a Principal at Deloitte Consulting

Second Hour: LinkedIn Profile Workshopping

Assignment:
For one-credit students:

- *No assignment due for this week (unless you choose it as one of your reflections/thank-you note weeks)*

For two-credit students only:

- Submit the current version of your LinkedIn Profile

Due on November 19 at 12:05pm

Week 13: November 27

No class meeting to allow for students' Thanksgiving travel plans. Students will continue to work on revising the contents of their portfolio–particularly their careers reflection/plan–in consultation with Prof. Ciancia who will be available for one-on-one meetings.

Week 14: December 4

First Hour: Guest Speaker: Sam Rosenbloom Coyne (in person)

Sam is a Community & Social Impact Partner at the American Family Insurance Dreams Foundation.

Second Hour: Preparing for an Interview (with special guests!)

Assignment:
For one- and two-credit students:

- A draft of your careers reflection/plan (800-1000 words) that you will include in your portfolio

For two-credit students only:

- Listen to podcast on interviews (Ask a Manager: Tone in Job Interviews: **https://omny.fm/shows/ask-a-manager/tone-in-job-interviews)**
- Read: "The 20 Toughest Questions You'll Ever Be Asked" from *The Art of Building Windmills*, pp. 42-3.

Week 15: December 11

First Hour and Second Hour: Wrapping Up and Looking Ahead

Assignment for everyone:

- Write 150-200 words on the most valuable take-away from your experiences in this class and what you want to continue working on in the months and years ahead.

****FINAL COMPLETED PORTFOLIO due at noon on Monday, December 16****

APPENDIX A: An Inclusive Classroom

One of my priorities as an educator is to help create an inclusive classroom in which all can thrive and in which everyone's wellbeing is supported and fostered. As a class community, we should work together to create a supportive space for everyone. I also ask that we all commit to listening to feedback and to reflecting on our own attitudes and actions. Please read the following information on how we can work together to ensure that everyone is welcome and that you know the resources through which you can gain help outside of our classroom setting.

Students with Disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional 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).

Pronouns

Pronouns matter–they say a lot about who we are and how we want others to treat us. Using gendered language conscientiously is one small way we can show respect to each other as individuals and make UW a warm, welcoming, and inclusive environment for all members of the campus community. A feature is available in Canvas that enables all students, faculty, and staff (with Canvas accounts) to indicate their gender pronouns in use.

Mental Health and Wellbeing

We all face pressures, academic and non-academic. Please be kind to yourself and to one another. Let me know if you are struggling and need extra time or help. Stressors for which there are resources on campus 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 does 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/.

APPENDIX B: Further Resources and Policies

The Use of Artificial Intelligence

My take: Some people find that AI chatbots, such as ChatGPT, can be a useful tool in thinking through a question, generating ideas, planning an essay, and even writing. However, there is much that is lost when we rely on AI in these ways—and we need to be aware of the loss, as well as the presumed benefits. Not only is AI prone to "hallucinations" (i.e., the fabrication of information) and liable to reproduce larger societal biases, but it also deprives us of engaging in some of the creative processes that allow us to think for ourselves—not least the process of thinking that is deeply entwined with the process of writing (and not simply editing the writing that a chatbot has created).

My policy: You might find it helpful to bounce interview questions/answers off the chatbot or even use it to think about possible structures for your resume etc. If this is the case, you must always acknowledge precisely how you used AI in a brief statement in the comments when you submit the work on Canvas. However, using a chatbot to produce text *for* you, even as a first draft, will not allow you to achieve some of the goals for this class, which involve personal reflection. If not properly cited, it will also be considered plagiarism, which is a serious form of academic misconduct (see below).

See here for some helpful thoughts from UW-Madison Careers Services on how AI can be used in Careers Development: https://careers.wisc.edu/artificial-intelligence-career-toolkit/

Academic Integrity Statement

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 action include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Privacy of Student Information & Digital Tools

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. UW-Madison takes necessary steps to ensure that the providers of such tools prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices.

Under the Family Educational Rights and Privacy Act (FERPA), which protects the privacy of student education records, student consent is not required for the university to share with school officials those student education records necessary for carrying out those university functions in which they have legitimate educational interest. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to designate vendors such as digital tool providers as school officials, and accordingly to share with them personally identifiable information from student education records if they perform appropriate services for the university and are subject to all applicable requirements governing the use, disclosure, and protection of student data.

Usage of Audio Recorded Lectures Statement

In some situations—when we have a guest speaker via Zoom, for instance—Prof. Ciancia may ask about the possibility of making a recording. Please note that any 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 Prof. Ciancia's permission. Students may not copy or distribute lecture materials/recordings or their own personal notes outside of class. 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.

Students' Rules, Rights, and Responsibilities

See here for a useful guide for undergraduates.

Academic Calendar: Religious Observances and Election Day Observances

Students must notify Prof. Ciancia within the first two weeks of class of the specific days or dates on which they request relief, either for a religious observance or because of their commitment to work as an election official. I will also provide flexibility to students reporting they may be tardy or absent on the day of an election due to waiting to vote at the polls.

Course Evaluations

You will be provided with an opportunity to evaluate this course and your learning experience. I really value your feedback—it helps me reflect on what is working and what might need to change. As such, it also benefits future groups of students. Note that UW-Madison now uses an online course evaluation survey tool, HelioCampus. In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously.