

**Seminar:** Wednesdays 12:05-12:55, 1221 Humanities  
**Discussion section:** Wednesdays 12:55-1:45, 1221 Humanities

Professor Leonora Neville

4106 Humanities

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Office Hours: Wednesday 2:30-3:30 Friday 9:30-11, or e-mail for an 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 to use your hard-won skills a new workplace.

**History 505 has two parts:**

- A 1-credit **Speaker Series** that meets from 12:05-12:55
- A 1-credit **Discussion Section** that meets from 12:55-1:45

You may take the **Speaker Series** only for 1-credit. You may take the **Speaker Series and Discussion Section** for 2-credits.

In the **Speaker Series** you will:

- 1) Learn from guest speakers in about how they used their humanities educations as the foundation of a successful career.
- 2) Learn about how different industries and fields prize education in history
- 3) Create a professional resume
- 4) Learn to 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 settings
- 6) Practice explaining how your studies of history inform your understanding of our culture, society and world
- 7) Research career options & develop personal plans for how to get from where you are to where you want to go

**Assessment Activities:**

This class employs ‘specifications grading.’ This means that no partial credit is given for any assignment. Students taking the Discussion Section can earn points for Attendance and 28 other activities. Students taking the Speaker Series only can earn points for Attendance and 14 other activities. Each activity you complete, that meets the specifications for that assignment, is worth 10 points, except for Attendance, which is worth 30 points. **You MUST meet the minimum specification for Attendance to pass the class.** If an assignment you complete does not meet its minimum specifications, you receive no credit for that assignment.

<b>Points necessary to earn grade</b> (must include 30 points for Attendance)		
	Students taking Speaker Series Only	Students taking Discussion Section
A	100	200
AB	90	180
B	80	160
BC	70	140
C	60	120
D	50	100
F	less than 50	less than 100

**Attendance:** Active attendance means being present, listening attentively and asking questions for at least 80% of classes (12 classes). Students who do not meet the minimum specifications for Active Attendance will fail the class. **30 Points**

**All other Activities 10 points each (see pages 5-8 for specifications)**

**Activities open for Speaker Series & Discussion Section: (If no due date is listed, the activity can be done any time before the end of classes).**

# 1-13: Executive Summaries (There are 13 opportunities to complete these assignments; one for each guest speaker). Due the week following the presentation.

#14 Resume

**Activities open to Discussion Section Only:**

#15 Brief Memo, **due February 10**

#16 Oral Presentation of Project Plan, **due February 17**

#17 Historical Perspective on News Analysis, **due February 24**

#18 Historically Informed Opinion, **Due March 2**

#19 Presentation using visual display of quantitative information, **due March 9**

#20 Mock Interview, **on April 27 or May 4**

#21 Identify skills/education needed for career option A

- #22 Find 3 job openings in career option A
- #23 Meet with a possible mentor about career option A
- #24 Develop a personal plan for career option A
- #25 Identify skills/education needed for career option B
- #26 Find 3 job openings in career option B
- #27 Meet with a possible mentor about career option B
- #28 Develop a personal plan for career option B

**Speaker Series Schedule:**

Date	Topic	Guest Speaker
20-Jan	Historical Study and the Contemporary Job Market	
27-Jan	Software & IT	Bryant Plano, Zendesk Team Lead
3-Feb	Law	Sherri Charleston, Director, Center for Pre-Law Advising UW Madison
10-Feb	Financial Advising	David Kuenzi, Founding Partner, Thun Financial Advisors
17-Feb	Management Consulting	Gary Filipp, Huron Consulting Group
24-Feb	Non-Profit Management	Alex Gagnon, Program Manager, Great Lakes Higher Education Corporation
2-Mar	Business & Large Corporations	Dr. James Cortada, IBM executive, emeritus
9-Mar	Private Secondary Education	Dr. Laura Wangerin, former teacher at Latin School of Chicago and Cranbrook Schools
16-Mar	Networking Basics	Shaylea Stensven, L&S Career services
30-Mar	Educational Technology & University Support	Dr. James McKay
6-Apr	Personal Finance Basics	UW Wealth Management Group
13-Apr	Retail Corporations & Library Science	Lisa Saywell, Director of Public Services and Reference, Wisconsin Historical Society
20-Apr	Communications, Lobbying & Marketing	Steven Birenbaum, Communications Officer, California HealthCare Foundation

27 -Apr		Brian Thompson, Wisconsin Historical Society
4-May	Reflections on the Skills of the Major	

**Discussion Section Schedule:**

Date	Topic	Preparation and Common Readings	Activity Options
20-Jan	Preliminary Ideas		
27-Jan	Networking Basics	Look up people on LinkedIn	
3-Feb	Effective Presentations	<a href="http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?language=en">http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?language=en</a>	
10-Feb	Effective Memos & business communication	<a href="https://www.umuc.edu/writingcenter/writingresources/effective_memos.cfm">https://www.umuc.edu/writingcenter/writingresources/effective_memos.cfm</a>	Write a brief memo asking for an action or decision.
17-Feb	Oral Presentations of Project Proposals		Oral Presentation of Project Plan
24-Feb	History in the News		Historical Perspective on News Analysis
2-Mar	Pitching your perspective		Historically Informed Opinion
9-Mar	Presenting Quantitative Information	Read Chapter 2 in Edward Tufte, <i>The Visual Display of Quantitative Information</i>	Presentation using visual display of quantitative information
16-Mar	Living with a History Education	Read "Only Connect--The Goals of a Liberal Education" <a href="http://www.williamcronon.net/writing/Cronon_Only_Connect.pdf">http://www.williamcronon.net/writing/Cronon_Only_Connect.pdf</a> .	
30-Mar	Possible Paths		Identify skills/education needed for career option A

6-Apr	Interview Preparation		
13-Apr			Find 3 job openings in career option A
20-Apr			Develop a personal plan for career option A
27-Apr	Mock Interviews		Mock Interviews
4-May	Final Discussion		Mock Interviews

**Specifications for Activities: 10 points each**

Assignments received after the class in which they are due (or other designated due date) will receive no credit.

**Activities # 1-13: Executive Summaries** (There are 13 opportunities to complete these assignments; one for each guest speaker).

- no more than one page long
- accurately summarize the most important information given by the speaker
- receive either “Good” or “OK” marks on the following rubric

Criteria	Good	OK	Poor	Bad
Content	Conveys all of the most important information in the presentation.	Conveys some of the information.	Leaves out some important information.	Off topic
Use of bullet points, if applicable	Bullet point lists are introduced to show how the bullets relate to one another. The bullets have parallel structure.	Bullet point lists generally make sense, but the relationships between the points are not absolutely clear.	Bullet point lists are random and do not have a uniform structure.	Gobbledygook
Grammar & Style	no errors in grammar or style	Grammar is OK, but may have some small errors.	Grammar is not good, significant or persistent errors.	Gobbledygook

**#14 Resume:**

Must follow one of the resume templates available on the Historical Humanities website.

**#15 Brief Memo, due February 10**

Write a brief memo asking for an action or decision. Use a standard profession memo template, such as in Microsoft Word.

**#16 Oral Presentation of Project Plan, due February 17**

Prepare a formal oral presentation, with slides, defining a project that you plan to tackle, intended to convince your audience that your project is well-defined, worth doing, and feasible within your time and resource constraints. The presentation may be no more than 5 minutes long.

- receive either “Good” or “OK” marks on the following rubric

	Good	OK	Poor	Bad
Poise: Standing up straight, eye contact with audience				
Sentence structure: sentences were grammatically correct and clear				
Filler words: did not use: ‘um’, ‘like’ ‘you know’				
Clarity of your plan: the audience knows what you are going to do.				
Persuasiveness of your plan: the audience will support your plan.				

**#17 Historical Perspective on News Analysis, due February 24**

Based on your reading and analysis of news sources such as *The New York Times*, *The Wall Street Journal*, *Washington Post*, as well as the historical perspective and knowledge you have acquired in your history major, offer a short, 2-3 minute historical analysis of an issue of your choice in the news.

- receive either “Good” or “OK” marks on the following rubric

	Good	OK	Poor	Bad
Poise: Standing up straight, eye contact with audience				
Sentence structure: sentences were grammatically correct and clear				
Filler words: did not use: ‘um’, ‘like’ ‘you know’				
Clarity of Ideas: we knew what you were talking about				
Quality of historical perspective: we understood the news item better because of				

the historical context, background, or perspective you explained.				
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**#18 Historically Informed Opinion, Due March 2**

A 1-2 minute oral statement of how something you have learned in a history class informs your understanding of some aspect of our current world.

- receive either “Good” or “OK” marks on the following rubric

	Good	OK	Poor	Bad
Poise: Standing up straight, eye contact with audience				
Sentence structure: sentences were grammatically correct and clear				
Filler words: did not use: ‘um’, ‘like’ ‘you know’				
Clarity of Ideas: we knew what you were talking about				
Persuasiveness: we were persuaded to agree, or consider seriously, your opinion because of the quality of the historical argument you made.				

**#19 Presentation using visual display of quantitative information, due March 9**

Prepare a formal oral presentation, with slides and/or appropriate handouts, which makes an argument using quantitative information. The presentation may be no more than 5 minutes long. It must receive either “Good” or “OK” marks on the following rubric:

- receive either “Good” or “OK” marks on the following rubric

	Good	OK	Poor	Bad
Poise: Standing up straight, eye contact with audience				
Sentence structure: sentences were grammatically correct and clear				
Filler words: did not use: ‘um’, ‘like’ ‘you know’				
Clarity of Ideas: we knew what you were talking about				
Clarity of display of information: your visual presentation of evidence was easy to understand				
Persuasiveness of display of information: your visual presentation of evidence was convincing				

**#20 Mock Interview, on April 27 or May 4**

Bring to class: 1) an actual job description of or advertisement, 2) your resume and cover letter tailored to that position. Participate in your mock interview as if it were an actual job interview.

**#21 Identify skills/education needed for career option A**

List and define the skills and/or degrees you see as necessary for success in a particular field.

**#22 Find 3 job openings in career option A**

Hand in three announcements of job openings. They must be actual jobs, not hypotheticals. State where the opportunity was posted. State whether this is a job you could apply for directly out of college or at a later point in your career. If a later point, explain what you would need to do first.

**#23 Meet with a possible mentor about career option A**

Hand in:

- the name and current job title of the person you met with
- a summary of that person's advice for you

**#24 Develop a personal plan for career option A**

Describe what you would need to do to get from where you are to a job you want in the field. No more than one page. Include specific details about particular places you would apply and steps you would take. This assignment differs from # 21 by being specific rather than general.

**#25 Identify skills/education needed for career option B**

List and define the skills and/or degrees you see as necessary for success in a particular field.

**#26 Find 3 job openings in career option B**

Hand in three announcements of job openings. They must be actual jobs, not hypotheticals. State where the opportunity was posted. State whether this is a job you could apply for directly out of college or at a later point in your career. If a later point, explain what you would need to do first.

**#27 Meet with a possible mentor about career option B**

Hand in:

- the name and current job title of the person you met with
- a summary of that person's advice for you

**#28 Develop a personal plan for career option B**

Describe what you would need to do to get from where you are to a job you want in the field. No more than one page. Include specific details about particular places you would apply and steps you would take. This assignment differs from # 21 by being specific rather than general.



### Goals of the History Major

(approved by the department, March 23, 2011; revised by the department, February 27, 2013)

The goal of the history major is to offer students the knowledge and skills they need to gain a critical perspective on the past. Students will learn to define important historical questions, analyze relevant evidence with rigor and creativity, and present convincing arguments and conclusions based on original research in a manner that contributes to academic and public discussions. In History, as in other humanistic disciplines, students will practice resourceful inquiry and careful reading. They will advance their writing and public speaking skills to engage historical and contemporary issues.

To ensure that students gain exposure to some of the great diversity of topics, methodologies, and philosophical concerns that inform the study of history, the department requires a combination of courses that offers breadth, depth, and variety of exposition. Through those courses, students should develop:

1. Broad acquaintance with several geographic areas of the world and with both the pre-modern and modern eras.
2. Familiarity with the range of sources and modes through which historical information can be found and expressed. Sources may include textual, oral, physical, and visual materials. The data within them may be qualitative or quantitative, and they may be available in printed, digital, or other formats. Modes of expression may include textbooks, monographs, scholarly articles, essays, literary works, or digital presentations.
3. In-depth understanding of a topic of their choice through original or creative research.
4. The ability to identify the skills developed in the history major and to articulate the applicability of those skills to a variety of endeavors and career paths beyond the professional practice of history.

### Skills Developed in the Major

#### *Define Important Historical Questions*

1. Pose a historical question and explain its academic and public implications.
2. Using appropriate research procedures and aids, find the secondary resources in history and other disciplines available to answer a historical question.
3. Evaluate the evidentiary and theoretical bases of pertinent historical conversations in order to highlight opportunities for further investigation.

#### *Collect and Analyze Evidence*

1. Identify the range and limitations of primary sources available to engage the historical problem under investigation.
2. Examine the context in which sources were created, search for chronological and other relationships among them, and assess the sources in light of that knowledge.
3. Employ and, if necessary, modify appropriate theoretical frameworks to examine sources and develop arguments.

#### *Present Original Conclusions*

1. Present original and coherent findings through clearly written, persuasive arguments and narratives.
2. Orally convey persuasive arguments, whether in formal presentations or informal discussions.

3. Use appropriate presentation formats and platforms to share information with academic and public audiences.

*Contribute to Ongoing Discussions*

1. Extend insights from research to analysis of other historical problems.
2. Demonstrate the relevance of a historical perspective to contemporary issues.
3. Recognize, challenge, and avoid false analogies, overgeneralizations, anachronisms, and other logical fallacies.