

1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 2/20/2017

1b. Department/Division: History

1c. Contact Person

Name: Melanie Goan

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Phone: 859-271-9455

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: HIS 302

2c. Full Title: Careers in History

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

DISCUSSION: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: You dread the questions from your parents and others: A history major? What are you going to do with that? This course enables students to articulate a response, going beyond law and teaching to consider all the possibilities a history degree offers. We will strategize about how to best position yourself to make your dreams reality, emphasizing the importance of networking, study abroad, internships, and other experiences outside the classroom. By the end of the course, students will be prepared to sell their skills to future employers in a variety of settings.

2k. Prerequisites, if any: Must be a declared History major or minor or have permission of instructor. Cannot receive credit for both HIS 302 and A&S 350.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 40

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. Check the category most applicable to this course: Not Yet Found in Many (or Any) Other Universities ,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

HIS 302

Careers in History

Instructor: Melanie Beals Goan
Office Address: 1741 Patterson Office Tower
Email: melanie.goan@uky.edu
Office Phone: 257-3675
Office hours: TR 11:00-12:00, W 11:30-12:45, and by appointment

Course Description

Your parents ask it. Your friends ask it. You've probably wondered as well: A history major? What are you going to do with *that*? This course will allow you to consider all the many uses of a history degree. We will hear many "history success stories," from those who have followed more traditional paths (teaching, law, public history) and from those who have taken their degrees in unexpected directions. This course will allow you to assess your personal strengths and interests. It will give you a good excuse to allocate time to thoughtfully consider your future and to take steps now that will pay off later when you are job hunting. We will write resumes and cover letters, pick the brains of professionals we admire, and get set up on LinkedIn. Most importantly, this class will help you think specifically about the value of your degree and why an employer wants the skills you have!

Prerequisites

This course is restricted to students with a declared major or minor in history, unless you have secured permission of the instructor. Cannot receive credit for both HIS 302 and A&S 350.

Student Learning Outcomes

After completing this course, the student will be able to:

1. Identify and analyze his/her talents and interests and understand how they intersect with the demands of the job market
2. Describe the skills and knowledge history training specifically and liberal arts training generally provide in a detailed and compelling way to a variety of audiences, but most importantly to potential employers
3. Develop the skills necessary to execute a successful job search, including writing a resume and cover letter, building an expansive network, interviewing, and exhibiting general standards of professionalism

Required Materials

Brooks, Katharine. *You Majored in What?: Mapping Your Path from Chaos to Career*. New York: Plume, 2009.

Selingo, Jeffrey J. *There Is Life After College*. New York: HarperCollins, 2016.

Zakaria, Fareed. *In Defense of a Liberal Education*. New York: W. W. Norton & Co., 2015.

Reserves on Canvas

Course Assignments

Grading scale: A= 90-100%, B= 80-89.9%, C= 70-79.9%, D= 60-69.9%, E= below 60%

Resume (20%)

This assignment will involve three drafts, peer review, and an individual conference with the instructor.

Informational Interview (10%)

You will identify a professional who is working in a field of interest to you, contact them, interview them, and write up the results of your conversation.

Cover Letter (20%)

You will hunt down an ad for a job that looks appealing and write a mock (or real) cover letter for that position. In addition to following standard business letter format, your letter must make an argument and employ evidence reflecting your suitability for the position.

Mock Interview (15%)

Either by phone, Skype, or in person, you will complete a mock interview with a UK alum or a community business representative who will assess your level of preparedness, professionalism, and enthusiasm.

2-Minute Infomercial (20%)

You will script and direct a 2 minute infomercial selling the skills you possess as a student of the liberal arts.

Participation & Professionalism (15%)

Participation is more than simple attendance. You are expected to actively contribute to class discussions and group activities and ask good questions of our guest speakers. Of course, to do this you must faithfully attend class. Any unexcused absences over two will reduce your participation grade by one letter. Chronic unexcused absence (more than 6) will result in a failing participation grade.

Tentative Course Schedule

Jan. 12	Course introduction
Jan. 17	Why History? “Meet the Parents” (C) “Should Science Majors Pay Less?” (C) “History Isn’t a ‘Useless’ Major” (C) “Earning Potential of History Majors” (C) Begin Zakaria
Jan. 19	What the UK Career Center Can Do for You Meet in room 101 of the Career Center
Jan. 24	In Defense of Liberal Education Finish Zakaria
Jan. 26	Butterflies and Wandering <i>You Majored in What?</i> , chapters 1, 2
Jan. 31	Knowing Your Strengths <i>You Majored in What?</i> , chapter 3 Complete StrengthsFinder Assessment @ www.strengthsquest.com/schoolaccess/default.aspx
Feb. 2	Nuts & Bolts: Resumes & Informational Interviews <i>You Majored in What?</i> , chapter 8 “Mastering the Informational Interview” (C)
Feb. 7	Possible Lives <i>You Majored in What?</i> , chapters 5, 6 Resumes must be uploaded to Canvas by noon
Feb. 9	Individual Conferences Set up and complete your informational interview
Feb. 14	Individual Conferences Set up and complete your informational interview
Feb. 16	Possible Lives <i>You Majored in What?</i> , chapter 7 Final version of resume due
Feb. 21	Four Years May Not Be Enough “Should You Go to Grad School?” (C) “Why Go to Grad School?” (C) “A New Course” (C) “Seven Helpful Study Apps for the GRE, LSAT & GMAT” (C)
Feb. 23	Obvious paths: Public history Guest speaker: Mandy Higgins, Kentucky Historical Society “7 Reasons You Need a Vibrant Digital Profile” (C) Informational interview summary due
Feb. 28	Graduate Programs to Consider Selingo, “Education, Delivered Just In Time” Guest speakers: Doug Appler, Historic Preservation, Genia Toma, Martin School, Ashley DeWitt, UK School of Information Science
March 2*	Obvious paths: Teaching Guest speaker: Kathy Swan, UK College of Education

March 7*	Obvious paths: Law School Guest speakers: Sarah Ballard, A&S Pre-Law Adviser, Brittany Foster, UK 1L
March 9	Maximizing Your Time in College <i>You majored in What?</i> , chapter 4 "How Summer Can Change Your Future" (C) Selingo, "Hands-On Learning for a Career"
March 14	No Class – Spring Break
March 16	No Class – Spring Break
March 21	Setting Yourself Up for Success: Professionalism Guest speaker: Brad Goan, Ruffalo Noel Levitz "Why Successful People Never Bring..." (C) "How to Behave at Work" (C)
March 23	Obvious paths: Archival work Guest Speaker: Alan Lowe, Abraham Lincoln Library Simon Sinek on Millennials in the Workplace (YouTube) "You've Got Millennial Employees All Wrong" (C)
March 28*	Maximizing Your Time in College: Study Abroad Guest speaker: Representative from Education Abroad
March 30	Nuts & Bolts: Cover Letters Guest speakers: Erik & Cheryl Myrup <i>You Majored in What?</i> , chapter 9
April 4	Nuts & Bolts: Interviewing <i>You Majored in What?</i> , chapter 10
April 6	Outside the Box Options: IT Guest speaker: Virginia Lacefield, UK Analytics & Tech. "Liberal-Arts Majors Have Plenty of Job Prospects" (C) Cover letter is due
April 11	Outside the Box Options: Public Service Guest speaker: Zeb Weese, Executive Director, KY Nature Preserves Commission
April 13	Outside the Box Options: Entrepreneurship Guest speaker: Michael Tierney, Tierney Meat & Seafood Mock interviews should be complete
April 18	TBA
April 20	What Employers Really Want <i>Chronicle's</i> "College to Career" report (C) Selingo, "What the Economy Needs, What Employers Want" "Want Innovative Thinking?" (C) "It Takes More Than a Major" (C)
April 25	Articulating the Value of Your Degree <i>You Majored in What?</i> , chapter 11 "Ten Ways to Market Your Liberal Arts Degree" (C) "30 Reasons It Is Smart to Hire a History Student" (C) Guest speaker: Steven Fioretti, 2016 UK grad
April 27	Parting Thoughts Two-Minute Infomercials due

It is possible to petition out of class sessions (no more than 2) designated with an asterisk. To do so, you must send me an email at least 24 hours in advance with a brief explanation of why this material does not pertain to you.

Final Exam Information

There will be no final exam. Your video projects will be your final assignment.

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Submission of Assignments

All assignments, with the exception of the Two-Minute Commercial will be turned in during class as a hard copy.

If I do not receive your assignment during the class period in which it is due and assuming we have not discussed the reasons in advance, I will take off one letter grade. For each additional week it is late, you will be assessed an additional one letter grade penalty. Of course, I will accept university-recognized excuses when considering deadline extensions.

You must turn in all assignments to pass the course.

Excused Absences

Students need to notify the professor of absences prior to class when possible. Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257- 3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per Senate Rule 5.2.4.2, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of Senate Rules) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else’s work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student’s assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed

them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/DisabilityResourceCenter>.