

HIST 4101: Professionalism in Public Practice
University of West Georgia
Fall 2017

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Class meetings: Tuesday, 2-2:55, TLC 3205

Office hours:

McCleary: Monday, 12-3, Tuesday 3:30-4:30, Thursday 9-12, all in the Center for Public History, and by appointment.

Brock: Wednesday, 9-12, Center for Public History; Thursday, 2-4, TLC 3210; and by appointment

Course goal

This course will introduce students to careers in public history and professional practice in the field.

Learning Outcomes

Students will:

1. Explore about the types of public history jobs available and the types of skills and experience needed for those jobs
2. Write a professional resume for a public history or history position
3. Practice interview skills for a professional position
4. Create a LinkedIn portfolio of their work to use in applying for public history jobs
5. Demonstrate work etiquette in a professional public history setting
6. Develop experience in professional communication in the workplace, including
 - A. Oral communication
 - B. Business communication
 - C. Email communication

Course Requirements

Please note: All written assignments will be submitted via Course Den.

Public History Career Assignment (20 points)

This assignment will require students to research and identify a position for which they would be interested. Students will research job advertisements to find the position and identify the key skills and qualifications for that position. Students will assess their preparation for that career and then discuss how they would acquire the skills and expertise they would need for the position, including what kind of additional experience or training they would need and whether

they would need a graduate degree and what kind of degree would be appropriate. The assignment will help students determine a path towards a desired career.

Students will write a five-to six page paper that assesses the requirements of the job, the training, skills and experience they would need for this position; and develop a roadmap for how they might gain that experience. Students must include the job description as a separate page.

Resume (15 points)

Working with Career Services and the public history faculty, students will produce a professional resume. Students will workshop their resumes with their peers and public history faculty and Career Services staff. Each student will revise his or her resume. Students will submit both their preliminary and final draft. The final draft must also be included on the student's new Linked-In page.

Mock interview (15 points)

All students must participate in a mock interview with Career Services. For this assignment, students will select a job for which they would qualify with a BA degree. Students will be required to submit the job description and a resume targeted to that specific job to the Career Services staff in advance, so she can prepare for the interview. The interview will be graded and students will receive an evaluation to assist with future interviews.

Linked-in Portfolio (25 points)

Students will create a LinkedIn page as a portfolio of their work for the semester., using guidance provided by the Career Services staff and the public history faculty. The portfolio will meet professional expectations and demonstrate good writing. Portfolios will include the student's new resume and samples of their written work and projects as appropriate and as demonstrate their skills and experience for the field.

Class Participation (15 points)

Class attendance and participation is expected. Students will be evaluated in their participation in class meetings and in Course Den discussions, as requested.

Professionalism (10 points)

Since this is a class emphasizing professionalism, students will be evaluated on their professional behavior and attitude throughout the class, including in class, during presentations at class, and in email correspondence.

Readings

P. M. Forne, *Choosing Civility: The Twenty-Five Rules of Considerate Conduct*. Johns Hopkins Press, 2003.

National Council on Public History Graduate Student Committee, *The Public History Navigator: How to Choose and Thrive in a Graduate Public History Program*, 2015. <http://ncph.org/wp-content/uploads/The-Public-History-Navigator-2015-Web.pdf>

Select articles listed in the schedule

Class policies:

Grades: Grades are based on student performance and capability. Simply turning in every assignment does not guarantee that a student will receive a “good grade.” To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for history. I will give you a rubric for each assignment so that you have clear expectations for how grades are determined. **Also, you must turn in every major assignment to pass this course.**

Grading scale

90%-100%	A
80-89	B
70-79	C
60-69	D
0-59	F

Plagiarism: Plagiarism will not be tolerated in this class. **Plagiarism on any assignment in this course will result in a grade of ‘F.’***

Academic honesty: Any form of academic dishonesty (including but not limited to cheating and plagiarism) will result in a failing course grade as well as possible additional action. Definitions of academic dishonesty and plagiarism are defined in student handbook, so please be familiar with them. Here is a link to the student handbook: <http://www.westga.edu/handbook/>

Disability Act/accessibility: Students with ADA-defined disabilities needing academic accommodation should; (1) register with and provide documentation to the [UWG Office of Accessibility Services](#); (2) bring a letter to the instructor indicating the need for accommodation and what type. **This should be done during the first week of class.** You can contact to the Office of Accessibility Services at 678-839-6428

Professionalism: Students are obligated to abide by the guidelines detailed in the university catalog. Respect and courtesy are required of all students while in the classroom. The following is also mandatory:

Netiquette: We're very accessible via email, checking two or three times a day (excluding weekends, when we check less often). Your relationship with professors is a professional one, and we want to encourage you to begin thinking of yourself as adults and professional people. Please approach email as a formal mode of communication, not as a message via Messenger, Snapchat, or text. That is, make sure you include a formal greeting (For ex: Dear Dr. McCleary) and a salutation (for ex: Thank you, Jane Smith). *We will not answer informal emails.*

Late Arrivals: No arriving late or leaving early for class meetings (unless you have checked with me in advance). Arriving late or leaving early will count against your participation grade. Arriving late is defined as arriving after we have begun the course plan for the day. Leaving early is defined as leaving once class has started and is in process. If you habitually arrive late or leave early, you will be asked to leave. Any disruptive behavior will result in your expulsion from the room. If disruptive behavior persists, you will receive a minimum of one grade-letter deduction from your overall grade (depending on the severity of your behavior), as well as possible action.

Technology: Cell phones, headphones, iPods, and all other electronic devices other than those you use to take notes must be turned off during lectures and individual/group activities. Continued use of these devices during inappropriate times will result in you being tossed from the class. **Use of laptops is permissible**, but if you are caught using laptops for non-class purposes, you will not be allowed to use a laptop for the remainder of the semester. Also, you may **not** record any portion of the class. If you have any documentation needs, please let me know.

University policies and academic support: Please carefully review the following Common Language for all university course syllabi this link:

<https://www.westga.edu/UWGSyllabusPolicies/>

Tentative Class Schedule

August 15: Introduction to the course

- August 22: Exploring history careers. Where are they? Where are they advertised?
How to read a job announcement.
Read:
- <https://www.westga.edu/student-services/careerservices/internship-and-job-search.php>
 - [www.historians.org/Documents/About AHA and Membership/Affiliates/What do Public History Employers Want, A Report of the Joint Task Force on Public History Education and Employment \(1\).pdf](http://www.historians.org/Documents/About%20AHA%20and%20Membership/Affiliates/What%20do%20Public%20History%20Employers%20Want,%20A%20Report%20of%20the%20Joint%20Task%20Force%20on%20Public%20History%20Education%20and%20Employment%20(1).pdf)
- August 29: Choose a job announcement that interests you and bring to class.
Discuss the job announcements?
Read:
- <http://ncph.org/history-at-work/looking-for-a-job-in-public-history-an-outsiders-perspective/>
 - <https://www.historians.org/publications-and-directories/perspectives-on-history/april-2006/practical-advice-on-getting-a-public-history-job>
- Due: A “dream job” announcement/description***
- September 5: Writing a professional resume (Kristi Conner, Dr. Brock, Dr. McCleary)
Read:
- <https://www.westga.edu/student-services/careerservices/resumes-cover-letters.php>
- September 12: Workshopping your resume (Conner, Brock, McCleary)
Due: Draft resume
- September 19: Public History as business: working with nonprofits (Brock)
Read:
- <http://ncph.org/history-at-work/tag/small-business/>
 - <http://museumtwo.blogspot.com/2013/10/what-should-happen-to-underperforming.html>
- September 26: Internships, networking, volunteering, and social media
Due: Resume
- October 3: Developing a LinkedIn Page (Conner)
Read:
- What Employers Seek in Public History (Part 3), at <http://ncph.org/history-at-work/what-employers-seek-part-3/>
 - <https://www.westga.edu/student-services/careerservices/interviewing.php>
- October 10: Developing a Portfolio, Chrystal Shelnut (English Department)
Read: To be announced.

October 17: Professional Writing, Chrystal Shelnut (English Department)
Read: To be announced.

October 24: Workplace Communication
Read: *Choosing Civility*

October 31: Workplace Etiquette and Dress

November 7: Interview Skills (Kriti Conner)

Read:

- <https://www.westga.edu/student-services/careerservices/interviewing.php>
- <https://umasshistory.wordpress.com/2014/04/10/a-guide-to-interviewing-for-that-perfect-job/>

Due: *Public History Career Assignment*

November 14: Mock Interviews (Kristi Conner, kconner@westga.edu)

Students must bring a job description for a job for which they would qualify, and a resume for that specific job.

November 21: Thanksgiving Break

November 28: What additional training would you need? Do you need to go to grad school?

Read: *Public History Navigator*

December 5: **Due:** *LinkedIn Portfolio*