

HIST 4101: Professionalism in Public Practice
University of West Georgia
Spring 2019

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Class meetings: This is a hybrid class that will involve face-to-face meetings and activities on Course Den. Attendance at face-to-face meetings is essential.

Office hours:

- **McCleary:** Monday, 9-11 online; Tuesday, 10-3 in the Center for Public History; Wednesday, 11:30-12:30 at the Atlanta History Center, and other hours by appointment.
- **Adams:** Monday 9:30-11:00 (online only), Wednesday 1:00-3:00 (campus/online), Friday 9:00-11:00 (campus/online), or by appointment

Course Goal

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

Learning Objectives

1. Student will understand the different types of jobs and careers in public history and the skills and the experience needed for those positions
2. Student will understand the requirements of a professional resume and create his/her own resume
3. Student will understand how to revise and create a professional writing sample
4. Student will understand the best practices in developing a LinkedIn page and create his/her own page
5. Student will understand professional etiquette, dress, and practice in the public history workplace, including professional communication and writing expectations in the workplace, including oral communication, business communication, and email communication
6. Student will understand professional practices in interviewing and demonstrate their skills through a mock interview
7. Student will understand best practices in creating an online portfolio and create his/her own portfolio

Course Requirements

Each unit for the class has an assignment. Note that all assignments must be submitted on Course Den. Students must complete all assignments to pass the class.

UNIT 1: Public History Career Assignment (15 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 a 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.

UNIT 2: Resume (15 points)

Working with Career Services and the public history faculty, students will produce a professional resume. To begin, students will produce a draft resume. Students will then workshop their resumes with their peers and public history faculty and Career Services staff. Finally, each student will revise his or her resume based on the comments and feedback they received. Students will submit both their preliminary and final draft. The final draft will be utilized for the LinkedIn page and the online portfolio.

UNIT 3: Professional Writing Sample (10 points)

All students will produce a professional writing sample to add to their LinkedIn profile and their online portfolios. Students will utilize a paper produced in class, and edit and revise this essay following the guidelines provided in class.

UNIT 4: LinkedIn Profile (20 points)

Students will create a LinkedIn profile, using guidance provided by the Career Services staff and the public history faculty. The profile will meet professional expectations and demonstrate good writing. The profile 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.

UNIT 5: Professional Workplace Etiquette and Communication Reflective Essay (10 points)

Students will write a reflective essay, three to four pages, that assesses their strengths and weakness on their topics. The essay should review workplace etiquette (including dress, demeanor, etc) and business communication skills, based on the best practices discussed in our class meeting.

UNIT 6: MockInterview (10 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 submit the job description and a resume targeted to that specific job to the Career Services staff in advance of the interview (by the deadline from Career Services), so she can prepare for the interview. The interview will be evaluated and that evaluation provided to the student and course faculty. Students will also write a two-page reflective essay with their own assessment of the interview. Each of these evaluations (the Career Services evaluation and the student evaluation) will be worth five points, for a total of ten points for this assignment.

UNIT 7: Online Portfolio (20 points)

Each student will produce an online portfolio following best practices in the field. Students may choose Wordpress, Wix, Weebly, PortfolioGen or another program that the student determined is appropriate for her/his design, content and approach.

Course 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. **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 will result in a failing course grade as well as possible additional action. Definitions of academic dishonesty and plagiarism are defined in the student handbook, so please be familiar with them. Here is a link to the student handbook: <http://www.westga.edu/handbook/>

Disability Act and 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 or email 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 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. After all, this is a class in professionalism!

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).

University policies and academic support: Please carefully review the following Common Language for all university course syllabi this link:
<https://www.westga.edu/UWGSyllabusPolicies/>

Unit Descriptions

Please note: Additional readings will be added to Course Den. Please check Course Den for the readings for each unit.

UNIT 1: Researching Public History Careers

Unit Objectives

By the end of this unit, students should be able to:

- Identify where to find public history job announcements
- Understand how to read and interpret a job announcement
- Define the skills, experience, and expertise required in the public history field
- Assess and describe the skills the student would bring to a public history position of his/her choice and what he/she may need to acquire and build

Unit Materials

- National Council on Public History, "What is Public History?" review the website at <https://ncph.org/what-is-public-history/about-the-field/>
- 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>
- UWG Career Services, "Experiential Learning," at <https://www.westga.edu/student-services/careerservices/internship-and-job-search.php>
- Phil Scarpino and Daniel Vivian, "What Do Public History Employers Want? Report of the Joint AASLH-AHA-NCPH-OAH Task Force on Public History Education and Employment" at [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_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)
- Matthew Eline, "Looking for a job in public history: an outsider's perspective, July 4, 2013, at <http://ncph.org/history-at-work/looking-for-a-job-in-public-history-an-outsiders-perspective/>
- Debbie Ann Doyle, Practical Advice on Getting a Public History Job, April 2006. at <https://www.historians.org/publications-and-directories/perspectives-on-history/april-2006/practical-advice-on-getting-a-public-history-job>

- American Historical Association, Careers in Public History, available at <https://www.historians.org/jobs-and-professional-development/career-resources/careers-in-public-history>
- William Bomar, “What Employers Seek in Public History (Part 3),” at <http://ncph.org/history-at-work/what-employers-seek-part-3/>
- American Historical Association and the National Council for Public History, “Careers for Students of History,” at <https://www.historians.org/jobs-and-professional-development/career-resources/careers-for-students-of-history>

Unit Activities

- Discuss the readings about finding jobs and identifying skills
- Find and submit a job description that fits your interests
- Write and submit the Public History Career Essay

UNIT 2: Writing a professional resume

Unit Objectives

By the end of this unit, students should be able to:

- Describe the essential elements of a professional resume
- Analyze how the student’s experience can be translated into skills and expertise required for public history positions

Unit Materials

- UWG Career Services, “Resumes, Cover letters,” at <https://www.westga.edu/student-services/careerservices/resumes-cover-letters.php>
- UWG Career Services, sample history resume, at https://www.westga.edu/student-services/careerservices/assets-careerservices/docs/history_resume_sample.pdf
- “Cover letters,” at <https://www.jhsph.edu/sebin/q/z/coverletter1.pdf>

Unit Activities

- Write a professional resume draft
- Participate in a resume workshop with other students and teachers
- Revise and edit a professional resume

UNIT 3: Professional Writing

Unit Objectives:

By the end of this unit, students should be able to:

- Understand how to revise a professional writing sample to share with employers

Unit Materials:

- Crystal Shelnut, “It’s not about you: Writing for your reader,” PowerPoint, on Course Den
- Crystal Shelnut, “Writing Issues for Rewriting Essays,” on Course Den

Unit Activities:

- Revise and submit a research paper or class assignment to submit as a writing sample for the student's portfolio

UNIT 4: Developing a LinkedIn Profile**Unit Objectives:**

By the end of this unit, students should be able to:

- Describe the essential elements of a professional LinkedIn page

Unit materials:

- "The Ultimate Guide to Creating a Professional LinkedIn Profile," at <https://www.learnhowtobecome.org/ultimate-linkedin-guide/>
- UWG Career Services, "How to use social media for networking," at <https://www.westga.edu/student-services/careerservices/using-social-media.php>
- UWG Career Services, "Using social media in your job search," at <https://www.westga.edu/student-services/careerservices/social-media-in-job-search.php>

Unit activities:

- Create a professional LinkedIn page

UNIT 5: Workplace Etiquette and Communication**Unit Objectives**

By the end of this unit, students should be able to:

- Understand professional communication and writing expectations in the workplace, including oral communication, business communication, and email communication
- Understand the value of internships and networks
- Describe appropriate dress for the workplace
- Describe appropriate etiquette for the workplace

Unit Materials:

- Crystal Shelnut, "The Three Cs: Good Professional Communication," PowerPoint, on Course Den
- UWG Career Services, "Tips for your Twitter bio," at <https://www.westga.edu/student-services/careerservices/tips-for-your-twitter-bio.php>
- Kristi Conner, "Dress for Success 2017," on Course Den

Unit Activities

- Professional Workplace Etiquette and Communication Reflective essay

UNIT 6: Interview Skills**Unit Objectives**

By the end of this unit, students should be able to:

- Understand professional practices in interview techniques

Unit Materials

- UWG, Career Services, “Interviewing,” at <https://www.westga.edu/student-services/careerservices/interviewing.php>
- University of Massachusetts Amherst History Department, “A guide to interviewing for that perfect job,” April 2014, at <https://umasshistory.wordpress.com/2014/04/10/a-guide-to-interviewing-for-that-perfect-job/>

Unit Activities

- Identify a job description for which the student would qualify and submit to the interviewer in advance
- Complete a mock interview with a Career Services staff member
- Submit a one- to two-page self-evaluation of what the student learned from the interview process

UNIT 7: Creating an Online Portfolio

Unit Objectives:

By the end of this unit, students should be able to:

- Understand the best practices in creating online portfolios

Unit Materials

- Selections from Nedra Reynolds and Elizabeth Davis, *Portfolio Keeping: A Guide for Students*, Third Edition,” on Course Den
- Crystal Shelnut, Online Professional Portfolios, PowerPoint presentation, on Course Den
- <https://www.westga.edu/student-services/careerservices/using-social-media.php>
- Middle Tennessee State University, Graduate Student Portfolios, at <https://www.mtsu.edu/history/portfolios.php>

Unit Activities:

- Create an online portfolio

Tentative Class Schedule

Unit 1: Researching Public History Careers, January 7-26

Jan 7-13 Read unit materials
Jan. 14-19* Discuss unit materials; meeting date/time TBD
Jan 19 Job description submitted to Course Den by 11:58 PM
Jan. 26 Public History Career Assignment due by 11:59 pm

Unit 2: Writing a Professional Resume, January 27-February 16

Jan 27- Feb 1* Read unit materials; meeting date/time TBD
Feb. 2 Draft resume due by 11:59 pm
Feb. 3-9 Online resume workshop, to be completed by February 9, 11:59
Feb. 7* Face-to-Face Resume Workshop (optional), 4:00-5:00 pm
Feb. 16 Revised resume due by 11:59 pm

Unit 3: Professional Writing, February 17-March 2

Feb. 18-22* Discuss unit materials; meeting date/time TBD

Mar. 2 Writing Sample due by 11:59 pm

Unit 4: Developing a Linked in LinkedIn Profile, March 3-16

Mar 3-9* Read unit materials; meeting date/time TBD

Mar. 13 Online discussion open until 11:59 pm

Mar. 16 LinkedIn profile due by 11:59 pm

Mar.17-24 Spring Break

Unit 5: Workplace Etiquette and Communication, March 25-30

Mar 25/26* Discuss unit materials; meeting date TDB

Mar. 30 Reflective Essay due by 11:59 pm

Unit 6: Interview Skills, April 1-12

Apr. 1-5* Discuss unit materials; meeting date/time TBD

April 5: Students to schedule mock interview with Career Services and submit resume

Apr. 8-12 Student to complete mock interview with Career Services

Apr. 14 Reflective essay on mock interview due by 11:59 PM

Unit 7: Creating an Online Portfolio, April 13-May 1

Apr. 15-19* Discuss unit materials; meeting date/time TBD

April 30 Online discussion open until 11:59

May 1 Online Portfolio due by 11:59 pm

**indicates the date and time of the meeting is subject to change*