

**Why Study History?**

**Fall 2015 Mon 4:40-5:30pm, Wood Hall 4A (basement level)**

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*"Success comes from curiosity, concentration, perseverance, and self-criticism." - Albert Einstein*

*"Think naught a trifle, though it small appear;  
Small sands make the mountains, moments make the year;  
And trifles life." – excerpted from Edward Young, Love of Fame*

**COURSE DESCRIPTION**

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This section of UNIV 1810 is a unique one-credit course designed to provide you with the opportunity to explore issues relevant to History majors. It is also designed to help History majors consider various career options.

One part will be to gain a better understanding of self through assessments. We will also explore how this information relates to various types of employment.

We will also cover the transferrable skills of a liberal arts degree, and how best to present oneself in a competitive job market. **An important component of this will be your participation in the Certificate of Professional Development program, offered by the Career Development Office.**

**COURSE LEARNING OBJECTIVES**

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**LO1: The Value of Studying History**

Students will understand the value of a liberal arts degree in the professional world, and specifically the value and applicability of a History degree.

**LO2: Critical & Creative Thinking**

Students will have the opportunity to apply critical and creative thinking to their academics, their personal lives, and their professional preparation.

**LO3: Career Preparation**

Students will be introduced to and engage with academic and career support services opportunities offered at UConn, in order to prepare a solid foundation for further career development.

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## COURSE REQUIRED READINGS / MATERIALS / MEMBERSHIP

1. **Roadmap: The Get-It-Together Guide for Figuring Out What To Do with Your Life** (Chronicle, 2015)
2. **Additional readings / video will be posted to HuskyCT**
3. **You will need a journal.** This can be a notebook of any variety, but it needs to be something that you can hand in to me because I will be collecting it at various points in the semester and at the end. Exercises in the book should be done in the journal.
4. **You must sign up for the Certificate of Professional Development Program through the Center for Career Development:** <http://career.uconn.edu/cpd/>

## GRADING

Grade Components	Total Number of Points	Explanation	Grade Percentage
In-Class Assignments / Participation / Attendance	210	15 points x 14 classes	21%
Strengths Assessment	100	Assessment completed on time	10%
Resume Assignment	150	Draft On-Time (50), Resume Critique (50), Final Draft (50)	15%
Attendance at History Alumni Career Panel, Fri 10/9 – OR “Beyond Jim Crow: Residential Segregation in the South: 1880” (GIS talk), Fri 10/2	100	Department events that you should attend!	10%
Mentor Meeting	90		9%
Certificate of Professional Development program completion	200	As confirmed by the Center for Career Development Office	20%
Journal	150	Exercises from book done in journal	15%
<b>Maximum Total Points</b>	<b>1000</b>		<b>100%</b>

Grade Scale			
<b>A</b> = 94 – 100%	<b>B</b> = 84 – 87%	<b>C</b> = 74 – 77%	<b>D</b> = 64 – 67%
<b>A-</b> = 91 – 93%	<b>B-</b> = 81 – 83%	<b>C-</b> = 71 – 73%	<b>D-</b> = 61 – 63%
<b>B+</b> = 88 – 90%	<b>C+</b> = 78 – 80%	<b>D+</b> = 68 – 70%	<b>F</b> = 0 – 60%

## ASSIGNMENT SUMMARY

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**Below are brief summaries of the course assignments. Additional information will be discussed in class and can be found on our course HuskyCT site. If you have any questions please ask before the assignments are due.**

**Class Participation – Due Each Class Meeting (210 Points):** Attendance and participation are **crucial** to your success and for the overall success of the course. “Participation” includes in person and online participation. Absences will hurt your final grade by reducing the points you receive for participation and in-class work. If there are special circumstances causing absences, please contact me by phone or email. Excessive or chronic tardiness to class will also be considered when computing the participation portion of your grade.

**StrengthsQuest Assessment (150 Points):**

Assessment must be completed and scored in time for class. The completed assessment will be necessary to participate in the workshop and discussions.

**Résumé Assignment (150 Points):**

The Center for Career Development (<http://www.career.uconn.edu/>) and First Year Programs & Learning Communities have established a collaborative partnership in an effort to introduce first-year students to Career Services and the importance of creating a résumé early in their college career. The résumé assignment has three steps: 1) drafting the résumé using the template provided by the Center for Career Development, 2) attending a résumé critique, and 3) submitting your final packet of the draft, critique notes, and final version. You will develop a draft of your résumé using a template.

**Violence Against Women Prevention Program (VAWPP):**

Beginning this year, VAWPP is now a core component of all UNIV 1800 and 1810 classes, meaning that this is so vital to our mission as a program, we need to have it in every class. You may have heard that new students now participate in Husky Pride sessions as part of Orientation to cover topics such as gender-based violence, bystander prevention, consent, and alcohol and other drugs. These sessions are highly valuable, however, they were just the start of a larger conversation that could have an incredible impact on students’ health and safety. To shape a culture of violence prevention on campus our students will need to hear more about these topics in greater depth and in a more personalized setting while they’re actually here on campus experiencing college life.

**Certificate of Professional Development (200 Points):**

The Certificate of Professional Development will “expose [you] to necessary career development resources, education, and experiences to ensure a successful undergraduate and post-graduate experience.” (<http://career.uconn.edu/cpd/>) My interest in assigning this program is to ensure you have instruction on career basics: how to interview, how to search for a job or an internship, how to network, etc.

**Mentor Meeting (90 Points)**

You will have to have one outside of class meeting with Meredith during the semester. Details about the meeting and any necessary preparation will be discussed during class and on HuskyCT.

## **COURSE POLICIES**

A key objective of this course is to encourage open, critical discussion. This is a credit-bearing course, and as such, there are obligations to the University, which must be upheld. Therefore, the following policies will be observed:

### **Attendance**

Participation is vital to learning in this course, and attendance is vital to participation.

As a course designed with a capacity of 19 students, it is the intention of the University to create an environment in which students can interact, learn from each other, and be heard. Consequently, it's expected that each of you will be prepared and willing to participate in class discussion on a regular basis.

Please contact me ahead of time if you need to miss class to participate in a university event or for a major personal reason. If you know in advance that you will need to miss class we can work together to find a way to catch you up.

If you miss class due to a genuine emergency or medical problem, please request documentation from Student Health Services after you visit, or contact the Office of Student Services and Advocacy (860) 486-3426. They will look into the issue and send all of your instructors formal notification (an excuse) if appropriate.

### **Email and HuskyCT**

I will frequently post important information and course materials online. You will need to check your email and HuskyCT, <http://huskyct.uconn.edu/webct/entryPageIns.dowebct>, regularly in order to keep up.

### **Late Work Policy**

I do not accept late daily participation work unless you make arrangements with me before the class, or in extreme cases such as medical emergencies. Late work loses 10% off the final grade for every day that it is late.

I shouldn't have to mention this, but *\*obviously\* do not* leave assignments until the last minute because they are a vital part of our class sessions. Everything must be handed in on the listed due dates, unless you are granted an extension ahead of time. Please contact me in advance if you are having a problem with an assignment so that I can help. You can see me after class or by appointment through [AdvApp.uconn.edu](http://AdvApp.uconn.edu).

### **Technology: Cell Phones, Tablets, Laptops, Etc.**

In our course, you are not allowed to use cell/smart phones, tablets, laptops, etc. Please remember to turn them on silent before you enter the classroom. If technology becomes a distraction points may be deducted from your participation grade.

### **Civil Discourse, Rights, and Responsibilities**

In our class discussions, in our readings, and in our writing throughout the semester, we will examine ideas from diverse perspectives. At this university, students and faculty are afforded an academic environment that allows for intellectual expression. Challenging issues and ideas may arise, but none of these should be expressed in an inappropriate manner either verbally or in writing. One of the goals of a university is to challenge us to think again about what we know (and all that we don't know). This demands that we all share responsibility for creating and maintaining a civil learning environment in our classrooms and in the larger university community. We will be conscious of and accept responsibility for what we say and do, how we act, how our words and actions have consequences, and how our words and actions affect others. As part of this awareness, we will avoid sexist, racist, and heterosexist language.

### **Students with Disabilities**

Students who think that they may need special accommodations because of a disability are encouraged to meet with me privately early in the semester. Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations. For more information, please go to <http://www.csd.uconn.edu/>.

### **Individual Conferencing**

You can always talk to me after class or schedule an appointment with me through [Advapp.uconn.edu](http://Advapp.uconn.edu). I especially encourage you to come to see me before work is due (for this or any other class) if you are feeling stressed or confused about an assignment.

### **Weather Closure**

Fall weather closures are rare, but they do happen. Be sure to check online for information concerning possible school closures and rescheduling of classes. If class is cancelled on campus, we may move our discussions for the day online. If necessary, I will post an updated course calendar on HuskyCT as soon as possible.

## **ACADEMIC MISCONDUCT**

*"A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgment of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned."*

*-University of Connecticut, Student Code, Section VI*

*The Student Code: [http://www.dosa.uconn.edu/student\\_code.html](http://www.dosa.uconn.edu/student_code.html)*

### **What is considered academic misconduct for undergraduate students?**

Academic misconduct includes, but is not limited to:

- Providing or receiving assistance on academic work (papers, projects, examinations) in a way that was not authorized by the instructor
- Any attempt to improperly influence (bribery, threats) any member of the faculty, staff, or administration of the University in any matter relating to academics or research
- Plagiarism
- Doing academic work for another student
- Presenting the same, or substantially the same, papers or projects in two or more courses without the explicit permission of the instructors
- Situations where one student knowingly assists another student in committing an act of academic misconduct, and any student doing so will be held equally accountable for the violation

### **Plagiarism**

- Plagiarism can be a deliberate action, in cases of downloading or purchasing pre-written essays or accidental, when a student paraphrases incorrectly or assumes that because the information is online, it needs no attribution.
- Presenting the same paper in two or more courses without the explicit permission of the instructors involved is also considered a form of academic misconduct.
- Recycling papers addresses various ethical issues, including "self-plagiarism," providing individuals with an unfair academic advantage, and undermining the objectives associated with a particular assignment.

- For academic misconduct, typical sanctions for serious offenses are generally considered to be failure in the course.
  - For less serious offenses, it is generally failure in that portion for which you are accused of academic misconduct.
- If you find yourself with additional questions about the policy, contact me immediately. If you are desperately tempted to plagiarize, stop. Come see me or e-mail me.

\*\*\*I reserve the right to alter this syllabus. However, if I do I will give you ample notice.\*\*\*

UNIV 1810-00X Course Calendar			
Semester Week	Class Date	Topic	Assignments Due for Class
1	8/31	Introductions and syllabus review Intro on StrengthsQuest	
2	9/7	Labor Day – no class	<ul style="list-style-type: none"> <li>• Read in <i>Roadmap</i> (pp 6-37):               <ul style="list-style-type: none"> <li>-About</li> <li>-Introduction</li> <li>-Check out the Interview Archive</li> <li>-Chapter 1</li> </ul> </li> <li>• Complete exercise on pgs 33-37</li> </ul>
3	9/14	StrengthsQuest Workshop Guest: Shawna Lesseur (SCHEDULED)	<ul style="list-style-type: none"> <li>• Completed StrengthsQuest Assessment (link on HuskyCT). Bring printout of Strengths Insight report to class</li> <li>• <i>RoadMap</i>, Ch 2-3 (pp 39-62)</li> <li>• Complete exercise on p 63</li> <li>• Draft a resume – see HuskyCT for more info</li> <li>➤ Optional: “Right or Left?” p. 64-68</li> </ul>
4	9/21	-History of “liberal arts” -Discussion of reading and resumes	<ul style="list-style-type: none"> <li>• <i>RoadMap</i>, Ch 4 &amp;5 (pp 71-87)</li> </ul>

**PLEASE NOTE:** You must schedule an appointment with the Center for Career Development (CCD) for a resume critique between now (9/21) and Fri 11/20 in order to hand in a final resume by 11/30!

			<ul style="list-style-type: none"> <li>• Watch Simon Sinek, “How Great Leaders Inspire Action” TEDTalk (on HuskyCT)</li> <li>• Bring resume draft to class</li> </ul>
5	9/28	<p><u>Guest:</u> Violence Against Women Prevention Program (VAWPP) (SCHEDULED)</p>	<ul style="list-style-type: none"> <li>• View “Tough Guise 2” available on HuskyCT</li> <li>• <i>Roadmap</i>, Ch 6 &amp; 7 (pp 89 - 109)</li> <li>• Complete exercises on pp 96-99 and 108-109</li> </ul>
6	10/5	<p><u>Guest:</u> Addison Zhao – personal finance, budgeting, and not being afraid of money (SCHEDULED)</p>	<ul style="list-style-type: none"> <li>• <i>Roadmap</i>, Ch 8 &amp; 9 (pp113-137)</li> <li>• Complete exercises on pp 122, 128-129, 136</li> <li>• View video on “Steps to Better Money Habits” – link on HuskyCT</li> <li>• View “You Need A Budget” video – link on HuskyCT</li> <li>• Visit “Better Money Habits” and “You Need A Budget” sites – links on HuskyCT</li> </ul>
7	10/12	<p>- Discussion of readings &amp; presentations thus far</p> <p>- Navigating PeopleSoft before Spring 2016 registration</p>	<ul style="list-style-type: none"> <li>• <i>Roadmap</i>, Ch 10 &amp; 11 (pp 139-163)</li> <li>• Complete exercises on pp 148-149, 158-159</li> <li>➤ Optional: “The Internal GPS” pp 164-169</li> </ul>
8	<p><b>10/19</b>  <u>NOTE:</u>  class will be held in Wood Hall Basement Lounge</p>	<p><u>Guest:</u> Sara O. Nelson, Principal, Nelson Edwards Company Architects LLC (Branford, CT) and Mary Harper, President and Owner, Archaeological and Historical Services, Inc. (Storrs, CT)  SCHEDULED</p>	<ul style="list-style-type: none"> <li>• <i>Roadmap</i>, Ch 12 &amp; 13 (pp 171-193)</li> <li>• Complete exercises on pp 189, 193</li> <li>• Visit <a href="http://www.historicnewengland.org">www.historicnewengland.org</a> and check out the site. Find some aspect you find interesting and write one page about it in your journal.</li> </ul>

9	<b>10/26</b>	- Discussion of readings	<ul style="list-style-type: none"> <li>• <i>Roadmap</i>, Ch 14 &amp; 15 (pp 195-211)</li> <li>• Complete exercises on pp 196-199, 210</li> </ul>
10	<b>11/2</b>	<u>Guest</u> : Allison Horrocks, PhD candidate, History Dept “ <i>What Do Historians Do?</i> ” SCHEDULED	<ul style="list-style-type: none"> <li>• <i>Roadmap</i>, Ch 16, 17, 18 (pp 213-254)</li> <li>• Complete exercises on pp 215, 224-225, 243, 249, 253</li> <li>• Read “Where is the History Lab Course?” available on HuskyCT</li> <li>➤ Optional: “Don’t Overthink It” pp 256-261)</li> </ul>
11	<b>11/9</b>	Meredith facilitates!	<ul style="list-style-type: none"> <li>• <i>Roadmap</i>, Ch 19 &amp; 20 (pp 262-279)</li> <li>• Complete exercises on pp 267, 275</li> </ul>
12	<b>11/16</b>	<u>Guest</u> : Erica Bufkins, Urban Semester Program SCHEDULED	<ul style="list-style-type: none"> <li>• <i>Roadmap</i>, Ch 21 &amp; 22 (pp 280-305)</li> <li>• Complete exercises on pp 302-303</li> </ul>
13	<b>11/23</b>	Thanksgiving holiday week – no class	Free to enjoy your week off!
14	<b>11/30</b>	-Discuss readings, presentations, answer questions, strategize	<ul style="list-style-type: none"> <li>• Hand in journals</li> <li>• Hand in resume packet</li> <li>• <i>Roadmap</i>, Ch 23 (pp 306-310)</li> </ul>
15	<b>12/7</b>	-Course content post mortem and a thank you	<ul style="list-style-type: none"> <li>• Student evaluations in class</li> </ul>