Term Information

Effective Term   Spring 2026
Previous Value   *Autumn 2025*

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding DL Approval

What is the rationale for the proposed change(s)?

This course will be offered online.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the requrest contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3190
Course Title	Career Development for History Majors
Transcript Abbreviation	Career Dev History
Course Description	This course is designed to help history majors prepare for their careers. We'll examine the unique skills and values that the formal study of history develops and discuss their applicability to various types of work and their usefulness in career advancement. Students will also become familiar with the career preparation services that the University provides.
Semester Credit Hours/Units	Fixed: 2

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Previous Value	*No*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   54.0101
Subsidy Level   Baccalaureate Course
Intended Rank   Sophomore, Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	• articulate the value of a bachelor's degree to one's personal and career development
	• demonstrate understanding of the common learning outcomes of undergraduate history programs
	• express the importance of the knowledge, skills, and values developed in the history major to success in graduate and professional study and in a variety of career paths
	• demonstrate familiarity with common attributes that employers desire in their employees
	• evaluate the importance of various non-classroom experiences to career development
	• enumerate and access University career development services, including those related to resume and CV writing, internship and job searching, networking, interviewing, grant writing, and using social media
	• develop a personal career development plan, giving special attention to action items and possible contingencies
Content Topic List	• career development
	• resumes and CV
	• internship and job searching
	• personal career plan
	• mock interviews
	• career coaching
Sought Concurrence	No
Previous Value	**Yes**

Attachments

- History 3190 DL Cover Sheet.pdf: DL Cover Sheet

  (Other Supporting Documentation. Owner: Getson,Jennifer L.)

- History 3190 Syllabus Irwin 12.18.2024 In-person.docx: Syllabus In-Person

  (Syllabus. Owner: Getson,Jennifer L.)

- History 3190 Syllabus SP26 Online.docx: Syllabus DL

  (Syllabus. Owner: Getson,Jennifer L.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson,Jennifer L.	08/12/2025 04:35 PM	Submitted for Approval
Approved	Reed,Christopher Alexander	08/12/2025 04:39 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/18/2025 12:53 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/18/2025 12:53 PM	ASCCAO Approval

Syllabus

History 3190 (#XXXXX)

Career Development for History Majors
Spring 2026
2 Credit Hours
Lecture, Asynchronous Online

Course overview

Instructor

- Kari Swygart
- Swygart.3@osu.edu
- (614) 292 - 6572
- Office Hours: Dulles Hall 144
  - Mondays, 2:00 p.m. to 3:00 p.m. and by appointment

Note: My preferred method of contact is email.

Course description

This course is designed to help history majors prepare for their careers. We'll examine the unique skills and values that the formal study of history develops and discuss their applicability to various types of work and their usefulness in career advancement. Students will also become familiar with the career preparation services that the University provides.

Course expected learning outcomes

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

1. Articulate the value of a bachelor's degree to one's personal and career development
2. Demonstrate understanding of the common learning outcomes of undergraduate history programs
3. Express the importance of the knowledge, skills, and values developed in the history major to success in graduate and professional study and in a variety of career paths
4. Demonstrate familiarity with common attributes that employers desire in

their employees
5. Evaluate the importance of various non-classroom experiences to career development
6. Enumerate and access University career development services, including those related to resume and CV writing, internship and job searching, networking, interviewing, grant writing, and using social media
7. Develop a personal career development plan, giving special attention to action items and possible contingencies

How this online course works

Mode of delivery

This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities

The majority of course work will be released weekly and students are encouraged to set aside designated time each week to review the weekly materials and complete any assignments prior to set end of week deadlines (Sundays at 11:59pm). Discussion posts/peer feedback will be due a week after the initial assignment deadline. The instructor may elect to open select assignments early to allow students more time to prepare and complete.

Credit hours and work expectations

This is a **2-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 6 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

Each week, the instructor will post a 30-60 minute video lecture for students that will cover an introduction to the week and overview of the weekly topics. In addition, there will be weeks as noted on the course calendar where we will have guest speakers "visit" our class through 20-40 minute video interviews/presentations to share with us about their various career fields, campus resources, and additional career development information. Students are expected to view the video lectures/guest speakers each week and complete the associated readings/web activities posted in each weekly module.

Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

Participating in online activities

Active and meaningful participation is encouraged in this course through assignments and discussion boards. Students will be asked to respectfully provide their peers with meaningful feedback and insight throughout the duration of the semester. Genuine participation in these discussions will be critical to providing additional opportunities for personal reflection and a deeper understanding of the course materials.

Course communication guidelines

During this course, students may interact with the instructor and other students through a variety of methods including (but not limited to): Email, Carmen discussion boards, Carmen small group discussion threads, Carmen collaboration shared documents, etc. It is the expectation that students will use proper spelling and grammar in all communications, and as a general rule avoid using expletives, vulgar language, or slang. In all interactions, student should demonstrate respect towards each other's work and opinions. Failure to comply may result in loss of points or earning a zero on the related assignment, at the instructor's discretion.

Classroom "Water Cooler"

A general discussion board will be kept for open conversations throughout the semester. In this space, the instructor will post relevant news (upcoming events that may be of interest, deadline reminders, internship opportunities to explore, etc.) for students in this space. Students are encouraged to also utilize this forum for any general questions about the course/assignments/materials, share any relevant career/professional development events or opportunities that they may find with the class, and provide feedback on how the course is progressing or suggestions for topics they would like more information on. The class is also welcome to use this space to share "fun news", positivity, and words of encouragement throughout the semester.

Protecting and saving your work

Students are strongly encouraged to compose their work for full length assignments in documents or word processing tools outside of Carmen where they can ensure their work will be saved prior to submitting to Carmen. This serves as a backup in the event of browser time-outs, failed submission attempts, or lack of internet connectivity.

Course materials and technologies

Texts/Readings

Required

**All required readings and media are in marked folders of the "Files" section of the History 3xxx course page on Carmen. All are freely available and include:

1. Baker, H. Robert and Gregory B. Lewis. "How Do History Majors Fare in the Job Market?" The History Teacher 54 no. 1 (2020): 107 – 128.
2. Collins, Marcus and Peter N. Stearns. *Why Study History?* London: London Printing Partnership, 2020.
3. Cordova, Catherine Gorman. "The Career Decision-Making Self-Efficacy and Career Action Steps of Humanities Students: A Quantitative Survey Analysis." Ph.D. diss., University of South Florida, 2022.
4. Edmondson, John, Piero Formica, and Jay Mitra. "Empathy, Sensibility and Graduate Employment–Can the Humanities Help?" *Industry and Higher Education* 34 no. 4 (2020): 223 – 229.
5. Humanmetrics. "Discover Your Personality Type." Accessed July 16, 2025. https://www.humanmetrics.com/personality.
6. Kieffer, Christa Elise. "'More Necessary than Ever': A Q&A with Tracy Campbell on the Role of Historians Today." *Register of the Kentucky Historical Society* 121 no. 1 (2023): 51 – 61.
7. Mosca, Joseph B. and Daniel R. Ball, "Jobs Are Changing: Human Resource Managers Require Job Applicants to Have Soft Skills As Employable Assets," *Journal of Business Diversity* 23 no. 1 (2023), 9 – 17.
8. National Association of Colleges and Employers. "The Key Attributes Employers Are Looking for on Graduates' Resumes." Accessed July 16, 2025. https://www.naceweb.org/about-us/press/the-key-attributes-employers-are-looking-for-on-graduates-resumes
9. Ohio State University, College of Arts and Sciences. "ASC Career Success." Accessed July 16, 2025. https://asccareersuccess.osu.edu/.
10. Ohio State University, Department of History. "Careers in History." Accessed July 16, 2025. https://history.osu.edu/careers.
11. Robson, Julie-Ann. "History Graduates: Job-Ready and in Demand." *Teaching History* 55, no. 3 (2021): 4 – 5.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at it.osu.edu/help, and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass website for more information: https://buckeyepass.osu.edu/

- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and instructor response

How your grade is calculated

Assignment Category	Points
Weekly Briefs (10 total; 3 points each)	30
Self-reflection and goals statement	5
Resume review	5
Informational interview	5
"Choose Your Adventure" assignments	35
Career pathway analysis	10
Portfolio reflection/personal plan	10
Total	**100**

Description of major course assignments

Academic integrity and collaboration guidelines

Students are expected to complete all of the following assignments individually. Appropriate citations are expected when applicable within any course submissions (reflections, discussions, analyses, etc.). Plagiarism and unauthorized collaboration will not be permitted. Because you will best accomplish the goals of this course by undertaking all activities and assessments without AI assistance, you are not permitted to use any AI tools in this course. If you are uncertain about any part of this policy or its application to any assignment or activity in the course, consult with me before proceeding. Any suspected violations or concerns of academic misconduct will be reported to the Committee on Academic Misconduct.

Weekly Briefs

- **30 total points; ten at 3 points each; deadlines as posted on Carmen**

Each week during the term, you will write brief responses (300 – 500 words) about our weekly materials and, when applicable, guest speakers. These reflective responses will be submitted through a discussion board on Carmen where both peers and the instructor will be able to engage in discussions on the progress of the course and share feedback on the materials throughout the semester. Instructor will provide prompts for the weekly briefs through the discussion board.

Self-Reflection and Goals Statement

- **5 points; due by January 25, 2026 at 11:59pm**

Complete the Myers-Briggs Type Indicator online (https://www.humanmetrics.com/personality/test) and reflect on the results and your reaction to them (expectations, recommended careers, differences from previous assessments that you might have taken) in roughly 200 words. In addition, write approximately 200 words on your career goals and how, if at all, they have changed over time and how your current plans have shaped— and been shaped by—your academic work and past experiences.

Resume Review

- **5 points; 3 points for completed resume and 2 points for peer reviews; submitted resume due by February 1, 2026 at 11:59pm and peer review due by February 8, 2026 at 11:59pm**

Examine best practices and templates available at
https://asccareersuccess.osu.edu/resume- templates and prepare or polish
your resume. After submission, you will be paired with another student for
peer reviews through Carmen. You might prepare with a resume consultation
from ASC Career Success (https://asccareersuccess.osu.edu/services-we-
offer/resume-review).

Informational Interview

- o **5 points; 3 points for interview and 2 points for discussion; interview
  write up due by February 15, 2026 at 11:59pm and discussion due by
  February 22, 2026 at 11:59pm**

By means of your networks and research (LinkedIn, business/organization
Web sites, etc.) identify persons currently working in a field that you are
interested in. Expect to reach out to at least four to secure an interview. Once
you get a response, set up and conduct an informational interview with *one* of
those persons to learn more about training, career trajectory, and the
demands of the job. Write up a brief account of the interview (approximately
500 words) and be prepared to share it and to field questions through a
Carmen discussion board.

"Choose Your Adventure" Assignments

- o **35 points; Select any combination to accrue 35 points; due by April
  12, 2026 at 11:59pm**

Create or update a LinkedIn profile (5 points)
Complete additional informational interviews (5 points, repeatable twice)
Compare post-graduate training options (5 points)
Draft a graduate or professional school personal statement (5 points)
Attend and reflect upon career fairs/networking events (5 points, repeatable
three times)
Complete a career coaching session with ASC Career Success (5 points)
Complete a mock interview with ASC Career Success (5 points)
Report on internship opportunities (5 points)
Develop a grant application executive summary (10 points)

Descriptions of and rubrics for each of the above are available on Carmen.

Career Pathway Analysis

- o **10 points; 4 points for analysis, 4 points for video presentation, and 2 points for discussion; analysis and videos due by April 19, 2026 at 11:59pm and discussion posts due by April 26, 2026 at 11:59pm**

Study a career pathway of your choice. Include an analysis of at least ten relevant job postings (training requirements, desired experience and skills, salary expectations, work conditions, etc.), identify applicable skills developed in the history major and in minors/certificates, determine prudent ways to prepare for such positions as an undergraduate, and explore the paths taken from notable persons in the field who were history majors. Your write-up should be 1000 to 1200 words. Create a brief video presentation to share your results (roughly five minutes) with the class and upload unpublished YouTube link to discussion board for Q&A with peers. The rubric for the assignment is in the "Files" section of Carmen.

Portfolio Reflection/Personal Plan

- o **10 points; due by April 26, 2026 at 11:59pm**

You will compile an ePortfolio (select assignments) with reflection (300 – 500 words) and personal plan, including concrete steps and possible contingencies (300 – 500 words).

Late assignments

Students are expected to complete all assignments by the published due dates. Points will be deducted for late work—one point for the first minute late and one point per hour thereafter—except in documented emergency cases.

Grading Scale

History 3190 is graded A-E.

- 93-100: A
- 90-92: A−
- 87-89: B+
- 83-86: B
- 80-82: B−
- 77-79: C+
- 73-76: C
- 70-72: C−
- 67-69: D+
- 60-66: D

- Under 60: E

Instructor feedback and response time

Grading and feedback

The instructor will provide personalized feedback for major assignments. All efforts will be made to have grades/feedback posted for assignments within a week of the due date. Should this be delayed at any time throughout the semester, the instructor will communicate with the class regarding the updated estimate for the posting. Students are strongly encouraged to contact the instructor to discuss this feedback further if they have any questions or concerns about their work.

Preferred contact method

Please allow up to 72 hours for an email response before reaching out with a follow up email, especially during high traffic times in the semester. Be mindful of this timeline when planning for any assignment deadlines.

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: http://studentlife.osu.edu/csc/

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at https://civilrights.osu.edu/title-ix or by contacting the Ohio State Title IX Coordinator at titleix@osu.eduor by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Commitment to a diverse and inclusive learning environment

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Civil Rights Compliance: https://civilrights.osu.edu/

Policy: Religious Holidays, Holy Days and Observances

Ohio State's Statement on Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such

discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

Week	Date	Topics	Assignments Due (Sundays by 11:59pm)
1	January 12-18	Course introduction, career value of undergraduate degree (incl. GE, electives, minors)	Review syllabus
2	January 19-25	Expressing the value of the history major, NACE attributes	Readings/Media; Self-reflection
3	January 26-February 1	Combining the major with minors and other credentials; resume peer review	Resume; guest on HR perspective
4	February 2-8	Internships and informational interviewing	Resume peer review; Readings/Media; guest from ASC career success
5	February 9-15	References, recommendation letters, informational interviews	Readings/Media; Informational interview

Week	Date	Topics	Assignments Due (Sundays by 11:59pm)
6	February 16-22	Research, graduate, and professional school; Career cluster: Law	Informational interview discussion posts; Readings/Media; guest on law
7	February 23-March 1	Career cluster: Government and public policy	Readings/Media; guest on government
8	March 2-8	Career cluster: Non-profits and cultural institutions	Readings/Media; guest on NPO
9	March 9-15	Career cluster: Education Career cluster: Business	Readings/Media; guests on education and business
10	March 16-22	Spring Break	Extended deadlines for week 9 coursework
11	March 23-29	Career cluster: Media and publishing	Readings/Media; guests on journalism and publishing
12	March 30-April 5	Career cluster: Information technology and librarianship	Readings/Media; guest on librarianship/archival work

Week	Date	Topics	Assignments Due (Sundays by 11:59pm)
13	April 6-12	Career cluster: Military and diplomacy	"Choose your adventure" assignments; Readings/Media; guest on diplomacy/military
14	April 13-19	In the workplace: expectations, values, money, and advancement; career pathways presentations	Readings/Media; Career pathways analysis presentation video and paper
15	April 20-26	Personal plans, the path forward	Career pathways discussion posts; Portfolio reflection and personal plan

THE OHIO STATE UNIVERSITY

History 3190 Career Development for History Majors (#-----)
Autumn 2025
2 credit hours
Syllabus

Class Meeting Dates and Times

This class will meet on Wednesdays, 3:30 p.m. to 5:20 p.m. in --------

Course Facilitator and Contact Information

Raymond Irwin
110 Dulles Hall (Office), 614-292-7101
irwin.8@osu.edu
Office Hours: Wednesdays, 2:15 p.m. to 3:15 p.m. and by appointment

Course Description and Objectives

This course is designed to help history majors prepare for their careers. We'll examine the unique skills and values that the formal study of history develops and discuss their applicability to various types of work and their usefulness in career advancement. Students will also become familiar with the career preparation services that the University provides.

By the end of the course, students should be able to 1) articulate the value of a bachelor's degree to one's personal and career development; 2) demonstrate understanding of the common learning outcomes of undergraduate history programs; 3) express the importance of the knowledge, skills, and values developed in the history major to success in graduate and professional study and in a variety of career paths; 4) demonstrate familiarity with common attributes that employers desire in their employees; 5) evaluate the importance of various non-classroom experiences to career development; 6) enumerate and access University career development services, including those related to resume and CV writing, internship and job searching, networking, interviewing, grant writing, and using social media; and 7) develop a personal career development plan, giving special attention to action items and possible contingencies.

Course Materials and Resources

All required readings and media are in marked folders of the "Files" section of the History 3190 course page on Carmen. All are freely available and include:

Baker, H. Robert and Gregory B. Lewis. "How Do History Majors Fare in the Job Market?" *The*

History Teacher 54 no. 1 (2020): 107 – 128.

Collins, Marcus and Peter N. Stearns. *Why Study History?* London: London Printing Partnership, 2020.

Cordova, Catherine Gorman. "The Career Decision-Making Self-Efficacy and Career Action Steps of Humanities Students: A Quantitative Survey Analysis." Ph.D. diss., University of South Florida, 2022.

Edmondson, John, Piero Formica, and Jay Mitra. "Empathy, Sensibility and Graduate Employment–Can the Humanities Help?" *Industry and Higher Education* 34 no. 4 (2020): 223 – 229.

Humanmetrics. "Discover Your Personality Type." Accessed November 23, 2024. https://www.humanmetrics.com/personality.

Kieffer, Christa Elise. " 'More Necessary than Ever': A Q&A with Tracy Campbell on the Role of Historians Today." *Register of the Kentucky Historical Society* 121 no. 1 (2023): 51 – 61.

Mosca, Joseph B. and Daniel R. Ball, "Jobs Are Changing: Human Resource Managers Require Job Applicants to Have Soft Skills As Employable Assets," *Journal of Business Diversity* 23 no. 1 (2023), 9 – 17.

National Association of Colleges and Employers. "The Key Attributes Employers Are Looking for on Graduates' Resumes." Accessed November 23, 2024. https://www.naceweb.org/about-us/press/the-key-attributes-employers-are-looking-for-on-graduates-resumes.

Ohio State University, College of Arts and Sciences. "ASC Career Success." Accessed November 23, 2024. https://asccareersuccess.osu.edu/.

Ohio State University, Department of History. "Careers in History." Accessed November 23, 2024. https://history.osu.edu/careers.

Robson, Julie-Ann. "History Graduates: Job-Ready and in Demand." *Teaching History* 55, no. 3 (2021): 4 – 5.

This course section requires basic computer and Web-browsing skills and familiarity with Carmen navigation. You will need access to a current Mac (OS X) or PC (Windows 7+) with a high-speed Internet connection, functional speakers, and word-processing capabilities that allow you to save files in .doc, .docx, or .pdf formats. Most popular word-processing software programs including Microsoft Word and Mac Pages have these abilities. All Ohio State students have access to Microsoft Office products free of charge. Full instructions for downloading and installation are located at https://it.osu.edu/learner-technology-handbook/ch3/microsoft-365. Login is required.

To access Carmen, visit Carmen.osu.edu. Log in to Carmen using your name.# and password. If you have not setup a name.# and password, visit my.osu.edu. For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7. Help is available by means of self-service and chat at http://ocio.osu.edu/selfservice, by phone at 614-688-HELP (4357), by email at 8help@osu.edu, and through TDD at 614-688-8743.

Academic Accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious

accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy. If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Institutional Equity. (Policy: Religious Holidays, Holy Days and Observances)

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th floor of the Younkin Success Center and the 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency **help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline**.

Academic Integrity

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-48.7 (B)). For additional information, see the Code of Student Conduct.

Students who enroll at Ohio State agree to abide by the Code of Student Conduct, which is available at http://trustees.osu.edu/assets/files/RuleBook/CodeStudentConduct.pdf. The Code of Student Conduct has been established to foster and protect the core missions of the University, to foster the scholarly and civic development of the University's students in a safe and secure learning environment, and to protect the people, properties and processes that support the University and its missions. Preservation of academic freedom and free and open exchange of ideas and opinions for all members of the University are central to these missions. Each student is responsible for being familiar with the rules and regulations of The Ohio State University, including those regarding information technology and computer use (https://ocio.osu.edu/sites/default/files/assets/Policies/Responsible-Use-of-University-Computing-and-Network-Resources-Policy.pdf) and residence halls (http://housing.osu.edu/living-on-campus/fees-contracts-policies/residential-living-handbook-code-student-conduct).

Plagiarism is the act of stealing the ideas and/or the expressions of another and representing them as your own. It is a form of cheating and a kind of academic misconduct, which can incur severe penalties. It is important, therefore, that you understand what it consists of, so that you will not unwittingly jeopardize your college career. Plagiarism includes, but is not limited to word-for-word copying of someone else's work, in whole or in part, without acknowledgment. Changing a few words of another's composition, omitting a few sentences, or changing their order does not constitute original composition. ***If you have any doubts about the originality of a paper or assignment, see your instructor before you turn it in***. At a minimum, papers exhibiting evidence of plagiarism will be assigned a grade of zero; the Committee on Academic Misconduct might impose additional sanctions.

Participation

As is the case with most university courses, active participation in class is expected and includes arriving on time and staying for the duration of the class meeting, being prepared for class, paying attention to the contributions of other members of the class and to the course facilitator, and contributing to class discussions. During class, please do not text, email, read the newspaper, study for this or other courses, engage in side conversations, sleep, or engage in similar activities. In order to minimize class disruption, if you bring an electronic device into the class, make sure it is set to non-audible notification. Excused absences include illnesses for which you have a doctor's note or other documented extenuating circumstances.

Grading

History 3190 is graded A-E. Students are expected to complete all assignments by the published due dates. Points will be deducted for late work—two percent for the first minute late and two percent per hour thereafter—except in documented emergency cases.

Graded Assignment	*Points*	*Due Date*
Weekly briefs (10 total; 3 points each)	30	Each Friday at noon
Self-reflection and goals statement	5	September 2, 11:59 p.m.
Resume review	5	September 10, in class
Informational interview	5	September 23, 11:59 p.m.
Optional assignments	35	Prior to December 10
Career pathway analysis	10	December 2, 11:59 p.m.
Portfolio reflection/personal plan	10	December 9, 11:59 p.m.
Total	**100**	

Course Grade	*Points*
A	930 – 1000
A-	900 – 929
B+	870 – 899
B	830 – 869
B-	800 – 829
C+	770 – 799
C	730 – 769
C-	700 – 729
D+	670 – 699
D	600 – 669
E	599 and below

Brief Description of Assignments

Weekly Briefs (30 total points; ten at 3 points each; due each Friday at 11:59 a.m., from September 5 to December 12, uploaded to Carmen)

Each week during the term, you will write brief responses (300 – 500 words) about our class discussion and, when applicable, guest speakers from our Wednesday meeting. Details of and rubrics for the briefs will be posted on Carmen and reviewed in class.

Self-Reflection and Goals Statement (5 points; due by 11:59 p.m. September 2, uploaded to Carmen)

Complete the Myers-Briggs Type Indicator online (https://www.humanmetrics.com/personality/test) and reflect on the results and your reaction to them (expectations, recommended careers, differences from previous assessments that you might have taken) in roughly 200 words. In addition, write approximately 200 words on your career goals and how, if at all, they have changed over time and how your current plans have shaped—and been shaped by—your academic work and past experiences.

Resume Review (5 points; due in class September 10)

Examine best practices and templates available at https://asccareersuccess.osu.edu/resume-templates and prepare or polish your resume. Bring your resume to class for a peer review. You might prepare with a resume consultation from ASC Career Success (https://asccareersuccess.osu.edu/services-we-offer/resume-review).

Informational Interview (5 points; due September 23 at 11:59 p.m., uploaded to Carmen)

By means of your networks and research (LinkedIn, business/organization Web sites, etc.) identify persons currently working in a field that you are interested in. Expect to reach out to at least four to secure an interview. Once you get a response, set up and conduct an informational interview with *one* of those persons to learn more about training, career trajectory, and the demands of the job. Write up a brief account of the interview (approximately 500 words) and come to class on September 24 prepared to share it and to field questions.

Optional Assignments (choose any combination to accrue 35 points)

Create or update a LinkedIn profile (5 points)
Complete additional informational interviews (5 points, repeatable twice)
Compare post-graduate training options (5 points)
Draft a graduate or professional school personal statement (5 points)
Attend and reflect upon career fairs/networking events (5 points, repeatable three times)
Complete a career coaching session with ASC Career Success (5 points)
Complete a mock interview with ASC Career Success (5 points)
Report on internship opportunities (5 points)
Develop a grant application executive summary (10 points)

Descriptions of and rubrics for each of the above are available on Carmen.

Career Pathway Analysis (10 points; due December 2 at 11:59 p.m., uploaded to Carmen)

Study a career pathway of your choice. Include an analysis of at least ten relevant job postings (training requirements, desired experience and skills, salary expectations, work conditions, etc.), identify applicable skills developed in the history major and in minors/certificates, determine prudent ways to prepare for such positions as an undergraduate, and explore the paths taken from

notable persons in the field who were history majors. Your write-up should be 1000 to 1200 words. Be prepared to share your results (roughly five minutes, including Q&A) with the class. The rubric for the assignment is in the "Files" section of Carmen.

Portfolio Reflection/Personal Plan (10 points; due December 9 at 11:59 p.m., uploaded to Carmen)

You will compile an ePortfolio (select assignments) with reflection (300 – 500 words) and personal plan, including concrete steps and possible contingencies (300 – 500 words). Be prepared to share with the class.

Schedule (Subject to Change)

Date	Topic(s)	Assignments Due
Aug. 27	Course introduction, career value of undergrad degree (incl. GE, electives, minors)	Syllabus quiz (by Aug. 30)
Sept. 3	Expressing the value of the history major; NACE attributes	Readings/Media (on Carmen); Self-reflection (by Sept. 2)
Sept. 10	Combining the major with minors and other credentials; resume peer review	Resume (in class); Guest on HR perspective
Sept. 17	Internships and informational interviewing	Readings/Media (on Carmen); ASC Career Success guest
Sept. 24	References, recommendation letters, informational interviews	Readings/Media (on Carmen); Info Interview (by Sept. 23)
Oct. 1	Research, graduate and professional school	Readings/Media (on Carmen); guest speakers
Oct. 1	Career cluster: Law	Readings/Media (on Carmen); guest speaker
Oct. 8	Career cluster: Government and public policy	Readings/Media (on Carmen); guest on govt. careers
Oct. 15	Career cluster: Non-profits and cultural institutions	Readings/Media (on Carmen); guest on NPO careers
Oct. 22	Career cluster: Education	Readings/Media (on Carmen); guest on ed careers
Oct. 29	Career cluster: Business	Readings/Media (on Carmen); guest on business careers
Nov. 5	Career cluster: Media and publishing	Readings/Media (on Carmen); guests on journalism and on publishing
Nov. 12	Career cluster: Information technology and librarianship	Readings/Media (on Carmen); guest on librarianship/ archival work
Nov. 19	Career cluster: Military and diplomacy	Readings/Media (on Carmen); guest on diplomacy/ military

Dec. 3	In the workplace: expectations, values, money, and advancement; career pathways presentations	Readings/Media (on Carmen); Career pathways analysis (by Dec. 2)
Dec. 10	Personal plans, the path forward, and presentations (continued)	Portfolio reflection and personal plan (by Dec. 9)

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title:

Carmen Use

When building your course, we recommend using the ASC Distance Learning Course Template for CarmenCanvas. See Carmen: Common Sense Best Practices and Carmen Fast Facts for Instructors for more on using CarmenCanvas

☐   A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

☐   Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

☐   Syllabus is consistent and is easy to understand from the student perspective.

☐   Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

☐   If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).

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Instructor Presence

For more on instructor presence: About Online Instructor Presence.
For more on Regular and Substantive Interaction: Regular Substantive Interaction (RSI) Guidance

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

☐ Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (required).

☐ Regular instructor communications with the class via announcements or weekly check-ins.

☐ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.

☐ Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).

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Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: Toolsets.

☐ The tools used in the course support the learning outcomes and competencies.

☐ Course tools promote learner engagement and active learning.

☐ Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.

☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery (required)? (For DH, address what is planned for in-person meetings as well)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

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Workload Estimation

For more information about estimating student workload, see Workload Estimation.

☐ Course credit hours align with estimated average weekly time to complete the course successfully.

☐ Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (required):

☐ In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

See Creating an Accessible Course for more information. For tools and training on accessibility: Digital Accessibility Services.

☐ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

☐ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: Promoting Academic Integrity.

☐ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

☐ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: Designing Assessments for Students.

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

☐ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.

☐ Variety of assignment formats to provide students with multiple means of demonstrating learning.

☐ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

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Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above (required):

Community Building

For more information: Student Interaction Online and Creating Community on Your Online Course

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

☐ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.

☐ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.

☐ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above)

Transparency and Metacognitive Explanations

For more information: Increasing Transparency and Metacognition

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

☐ Instructor explanations about the learning goals and overall design or organization of the course.

☐ Context or rationale to explain the purpose and relevance of major tasks and assignments.

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☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.

☐ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.

☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.

☐ Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

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Syllabus and cover sheet reviewed by *Bob Mick* on *7/23/25*

Reviewer Comments:

Additional resources and examples can be found on ASC's Office of Distance Education website.

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Attachment from ODE/Bob Mick

History 3190 – Career Development for History Majors

I am returning the signed Distance Approval Cover Sheet after completing the review of the distance learning syllabus and cover sheet. Below are my comments regarding the syllabus.

1. Instructor Presence and Regular Substantiative Interaction (RSI):
Regular and substantiative interaction will exist on a regular weekly basis in the course between the instructor and students that includes:

- Direct instruction (weekly intro/lecture videos, recorded lecture videos supplemented by guest speaker videos and other videos, instructor engaged with weekly briefs and discussion board posts)
- Instructor assessing and providing feedback on student's course work and assignments
- Instructor providing opportunities to ask questions on content of course through email and discussion boards
- Facilitating group discussions and interactive activities (discussion boards posts and briefs with peer reviews, peer reviews of other assignments, interviews, career development activities)

 2. How this Online Course Works
This section provides clear direction for the students so they are aware of what they will be expected to complete each week and how they will interact with the instructor in this online asynchronous course.

3. Credit hours and work expectations
The information in the syllabus and cover sheet state the total amount of time to be spent on this course with direct and indirect instruction is an average of 6 hours per week which meets the requirements for a 2 cr. hr., 14-week course.

4. Description of Major Assignments
All major assignments are clearly explained.

5. Office Hours
The syllabus lists office hours as Dulles Hall, room 144. I recommend this be updated with information regarding the use of a Zoom link.