

Humanities Futures
Pilot Workshop
Spring 2024 · CAS 391B · Th 6:00-6:55 · DB 102
Dr. Jen McDaneld · mcdaneld@up.edu · DB 105
Office Hours: T/Th 1:00-2:15, W 2:30-4:30, and by appointment

COURSE OVERVIEW

For every humanities major who's been asked, "What are you going to do with that?" and been annoyed, on the one hand, and also a little unsure of how to respond, on the other—this workshop is for you! We major in the humanities for all sorts of excellent reasons—they pique our curiosity and get us excited about learning, they help us develop self-knowledge through rigorous reading and writing, they provide windows into other cultures and eras—but we don't always know how to translate those reasons to the more concrete world of professional development. And yet: both research and our own anecdotal experience tell us that humanities majors do quite well when it comes to traditional measures of success via employment, advancement, and income statistics, despite the pervasive stereotypes that plague the field.

We're developing this workshop to address this disconnect by helping humanities students build bridges between their majors and their futures, creating structured opportunities to help you visualize how your study of the humanities prepares you for a wide array of professional paths. By trying out a series of resources, tools, and activities related to humanities professional development with a small cohort, we hope to create a reciprocal relationship in which you carve out time and space to develop useful, concrete outcomes as we also work together to hone the syllabus for future workshops. To that end, we're calling this workshop a "pilot" to signify the experimental, open, and collaborative nature of the course. And who knows? Maybe in the process we can begin to change the narrative surrounding the value of the humanities, one future at a time.

COURSE OBJECTIVES

By participating in this course, students should expect to:

- cultivate understandings of how humanities mindsets and skills contribute to your professional development
- learn about potential pathways for humanities majors through research and alumni interviews
- develop knowledge of your own interests and strengths and explore how to translate those into concrete materials for future professional and/or educational opportunities
- collaborate as a cohort on course building to help create new opportunities for future humanities majors at UP

You will work toward these objectives through:

- commitment to coming to class each week
- participation in class discussion, small group work, and reflection
- a series of writing assignments and activities

REQUIRED TEXTS

- All readings and resources will be available as PDFs or links on our course Moodle site

COURSE REQUIREMENTS

This workshop is pass/fail; to pass the course, you need to:

- attend and actively participate in at least 9 of our 12 class sessions
- complete the following activities:
 - Write your own success story
 - Interview a UP humanities alum
 - Fill out the O-Net interest profiler
 - Meet with the Career Education Center to review your résumé (and/or other materials)
 - Develop your own personal humanities portfolio (may include items like a cv/résumé, RATE entries and an interview pitch)
 - Respond to a set of final reflective assessment questions; the assessment will serve to help you reflect on what we've done and how it relates to your next steps in your own professional development and will also help us consider how to revise and continue building the course for future humanities majors

COURSE STRUCTURE AND LOGISTICS

Classroom Environment: Because this course is a pilot, classroom engagement is particularly important. Not only will actively engaging during our sessions benefit you as you think about your own professional future, it is vital to the successful development of the workshop for future humanities majors. Rather than develop this course in a vacuum, we decided to intentionally bring a student cohort together to help us build it—in other words, we value your perspective and want to hear your voice! The course will be most successful when we all bring ideas and energy to our meetings.

Tech Etiquette: To make the most out of our time together, please keep our classroom a multi-tasking free zone. This means keeping phones out of sight/on silent and keeping laptops closed unless actively using them to refer to an online activity or resource. And last: be sure to check your UP email daily for class updates.

Office Hours and Communication: I will hold office hours from 1:00-2:15pm on Tuesdays and Thursdays and from 2:30-4:30pm on Wednesdays. If you'd like to meet outside of those hours, just send me an email to schedule an appointment and we'll figure out a time.

CLASS SCHEDULE

- Readings/activities are due the day they are listed; note that because of the experimental nature of the workshop, we might make changes to the activities/schedule as the cohort sees fit.
- All readings/activities are available on the Moodle course page.

1/18: Class Canceled Due to Weather

1/25: Introductions: Why Imagine Humanities Futures?

2/1: New Narratives of Humanities Success

Listen: Browse through the episode descriptions of the podcast [What Are You Going to Do with That?](#) and choose two episodes that especially interest you to listen to in full. Take a few notes on these episodes and your reactions to share with the class.

Browse: “Valued Skills” and “Career Success” sections of the [Study the Humanities toolkit](#).

2/8: Creating Your Own Humanities Success Story

Browse/read: Arizona State’s [Humanities Success Stories site](#), reading at least 8 of them in full (they’re short).

Do: After reading some examples, create your own tile by imagining yourself 10 years past graduation. What could your success story look like?

2/15: Analyzing Your Own Interests

Browse: the [“What Can I Do With This Major?” resource](#); select your major and browse through the options

Do: Complete the [O*Net Interest Profiler](#) (takes ~20 minutes). Follow the (rather dense) instructions at the link and complete each step, including the “Interpreting your Results” step after you fill out the Profiler. Take notes on your thoughts as you complete the process.

2/22: Exploring UP Humanities Alumni Data

Do: Each student will be given a sample set of surveys from UP humanities English alumni; review your set and come to class with your takeaways to discuss with the cohort based on the guide (on Moodle).

2/29: Preparing for Alumni Interviews

Browse: the [Alumni Tab on the UP LinkedIn page](#) that allows you to see where UP alumni work as well as the [Pilots Guiding Pilots LinkedIn page](#) and the official [UP Alumni LinkedIn page](#). (You’ll need to create a LinkedIn account if you don’t have one already.)

Do: From your LinkedIn research, choose one alum to interview; reach out to them to set up a time in the next two weeks. Create a list of questions you’d like to ask them and bring to class for workshopping.

3/7: Spring Break—No Class

3/14: Class Cancelled

3/21: UP Humanities Alumni Panel

Do: Interview your chosen alumni and record your takeaways using the guide on Moodle. And then: given what you learned during your interview, prepare at least 2 questions for our alumni panelists with an eye toward your own unique perspective and interests.

3/28: Easter Break—No Class

4/4: Exploring Professional Opportunities

Read: [“Humanities Skills for the Job Search: Close Reading for Analyzing Job Descriptions”](#)

Do: [Create a Handshake profile](#) if you don’t have one. Using that site (or another one you find useful), find a job, internship, or educational opportunity that interests you. Bring the listing to class.

4/11: Developing Humanities Portfolios

Do: Use the [RATE tool](#) to develop at least 3 entries. Make an appointment with the Career Education Center to review your résumé.

4/18: Pitching Your Humanities Experience

Read: “Your Persuasion Ready Pitch” [Part 1: How Rhetoric Can Help You Craft Your Appeal to Employers](#)” and [Part 2: Applying Your Understanding](#)

Do: Using one of your RATE activities, develop a short (less than 2 minutes) pitch of your humanities experience and how it prepares you for your selected job/internship/educational opportunity.

4/25: Identifying Next Steps, Reviewing the Semester for Future Cohorts

Do: Reflective assessment.

UNIVERSITY POLICIES AND RESOURCES

Absences: Generally, students are expected to attend all class sessions according to the instructor's direction. Students who feel unwell should NOT attend class in person. These students should inform their instructor as soon as possible. Should the instructor need to miss class, the course may be temporarily conducted remotely. Should the instructor be unable to teach for an extended period of time, the respective department or unit will find a substitute to continue the course.

University of Portland's Code of Academic Integrity: The University of Portland is a diverse academic community of learners and scholars who are dedicated to freely sharing ideas and engaging in respectful discussion of those ideas to discover truth. Such pursuits require each person, whether student or faculty, to present truthfully our own ideas and give credit to others for the ideas that they generate. Thus, cheating on exams, copying another student's assignment, including homework, or using the work of others without proper citation are some examples of violating academic integrity.

Especially for written and oral assignments, students have an ethical responsibility to properly cite the authors of any books, articles, or other sources that they use. Students should expect to submit assignments to Turnitin, a database that ensures assignments are original work of the student submitting. Each discipline has guidelines for how to give appropriate credit, and instructors will communicate the specific guidelines for their discipline. The Clark Library also maintains a webpage that provides citation guidelines at <https://libguides.up.edu/cite>.

The use of artificial intelligence (AI) tools such as ChatGPT without attribution also constitutes plagiarism. Students must cite any AI-generated text and ideas and disclose any activities (e.g. brainstorming, editing, translating, etc.) for which AI was employed. Students are expected to demonstrate sound judgment in discerning when and how to utilize AI ethically across their academic work, upholding standards of citation, originality, and integrity. The misuse of AI to shortcut academic requirements will be considered a breach of academic integrity. Students who have questions about when and how to use AI should talk with their instructor.

Assessment Disclosure Statement: Student work products for this course may be used by the University for educational quality assurance purposes. For reasons of confidentiality, such examples will not include student names.

Accessibility: The University of Portland strives to make its courses and services fully accessible to all students. Students are encouraged to discuss with their instructors what might be most helpful in enabling them to meet the learning goals of the course. Students who experience a disability are also encouraged to use the services of the Office for Accessible Education Services (AES), located in the Shepard Academic Resource Center (503-943-8985). **If you have an AES Accommodation Plan**, you should meet with your instructor to discuss how to implement your plan in this class. Requests for alternate location for exams and/or extended exam time should, where possible, be made two weeks in advance of an exam, and must be made at least one week in advance of an exam. Also, if applicable, you should meet with your instructor to discuss emergency medical information or how best to ensure your safe evacuation from the building in case of fire or other emergency. All information that students provide regarding disability or accommodation is confidential. All students are responsible for completing the required coursework and are held to the same evaluation standards specified in the course syllabus.

Mental Health: Anyone may sometimes experience problems with their mental health that interfere with academic experiences and negatively impact daily life. If you or someone you know experiences mental health challenges at UP, please contact the [University of Portland Wellness Center](#) in the lower level of Orrico Hall (down the hill from Franz Hall and near Mehling Hall) at 503-943-7134 or wellness@up.edu. Their services are free and confidential. In addition, confidential phone counseling is available at the Pilot Helpline by calling 503-943-7134 and pressing 3. The University of Portland Campus Safety Department (503-943-4444) also has personnel trained to respond sensitively to mental health emergencies at all hours. Remember that getting help is a smart and courageous thing to do – for yourself, for those you care about, and for those who care about you.

Non-Violence: The University of Portland is committed to fostering a safe and respectful community free from all forms of violence. Violence of any kind, and in particular acts of power-based personal violence, are inconsistent with our mission. Together, all UP community members must take a stand against violence. Learn more about what interpersonal violence looks like, campus and community resources, UP's prevention strategy, and what we as individuals can do to assist on the [Green Dot website](#), www.up.edu/greendot. Further information and reporting options may be found on the [Title IX website](#), www.up.edu/titleix.

Ethics of Information: The University of Portland is a community dedicated to the investigation and discovery of processes for thinking ethically and encouraging the development of ethical reasoning in the formation of the whole person. Using information ethically, as an element in open and honest scholarly endeavors, involves moral reasoning to determine the right way to access, create, distribute, and employ information, including: considerations of intellectual property rights, fair use, information bias, censorship, and privacy. More information can be found in the Clark Library's guide to the [Ethical Use of Information](#) at libguides.up.edu/ethicaluse.

The Learning Commons: Students can get academic assistance through Learning Commons tutoring services and workshops. The Co-Pilot peer tutoring program provides students with opportunities to work with other students to get help in writing, math, group projects, and other courses. Schedule an appointment to meet with a Co-Pilot (tutor) by visiting the [Learning Commons website](#) (www.up.edu/learningcommons). Students can also meet with a Co-Pilot during drop-in hours. Check the Learning Commons website or drop by the Learning Commons in BC 163 to learn more about their services. Find a tutor at the Learning Commons to get support on your academic journey.