

**Public History Internship**  
**HIST 506: 451 (3 credits) – Summer 2017**  
**Rutgers University – New Brunswick**

Wednesdays, biweekly, 3:00-4:30pm  
Van Dyck Hall – Room 301  
College Avenue Campus

Dr. O’Brassill-Kulfan

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Office Hours: Wednesdays, 1pm-3pm and by appointment  
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### **Course Description**

This course provides students with the opportunity to gain hands-on experience in the field of public history, through a semester-long placement at a public history site. This experience is complemented and bolstered by classroom discussions about interns’ placements and projects, as well as the field more broadly. Students will hear from guest speakers who represent a variety of relevant regional institutions and training backgrounds during in-class presentations about their education, public history experience, and current work in the field. Thus, this class serves as an instruction, training, and networking opportunity which connects students to the broader field and subfields in which they may be able to utilize their training in history and the humanities more generally.

Students will consider the variety of ways in which history is interpreted and practiced at and within different public history institutions and by a myriad of means. In so doing, questions of audience, stakeholders, impact, and purpose, will guide discussions about the dissemination of history to the public theoretically and practically, at students’ internship placements as well as other forums.

### **Outcomes - History Department Learning Goals Met by this Course**

Students who study History at Rutgers University can expect to develop an understanding of the following concepts:

- 1.) How individuals are shaped by their own past and by the past of their society and institutions;
- 2.) The role of human agency in bringing about change in society and institutions;
- 3.) The operation of large-scale forces responsible for causing change over time, such as politics, economics, and religion;

- 4.) The role of diversity and difference in shaping human experience;
- 5.) The nature of cause-and-effect relationships in human affairs as they have played out over time and as they continue to operate in the present.

Students who study History at Rutgers University can expect to develop the following practical skills:

- 1.) The ability to read and understand a variety of literary forms, including primary sources such as diplomatic correspondence, journalistic reports, and private papers, as well as secondary sources written in academic prose;
- 2.) The ability to analyze information effectively and to construct cause-and-effect relationships from disparate data sources;
- 3.) The ability to write persuasively and communicate effectively;
- 4.) The ability to work independently and to conduct independent research.

Accomplishing these goals requires hard work and perseverance. Students who make a serious commitment to the discipline should find, however, that in addition to acquiring valuable concepts and skills they will also develop an appreciation for History that will continue after their formal education has been completed.

## Required Texts

Franklin Vagnone and Deborah Ryan, *Anarchist's Guide to Historic House Museums* (Left Coast Press, 2016).

Other required readings have been uploaded to Sakai under Resources. Please consult each week's reading assignments on the syllabus, and then access them on Sakai in advance of our meetings so that you're able to participate in class discussion.

## Assignment and Grading Overview

- **Weekly Journal Entries: 35 points – 17.5% of final grade**
  - Students will write about their internship experiences in a journal which will be submitted to the instructor on the day of each class meeting. Journal entries should describe the projects the student is working on in their placement, as well as connections with public history theory and methods that they've learned about as they are experienced on-site and read about in the assigned readings, questions and concerns that come up throughout the course of their internship, and general overall responses to their placement.  
**Due by the end of each class meeting.**
- **In-Class Presentation on Internship Experiences: 15 points – 7.5%**
- **Internship Completion: 130 points - 65% of final grade**

- See descriptions of internship requirements for more information about service hours and expectations.
- **Final Paper on Internship Experience: 20 points - 10% of final grade**
  - The final grade for this course will be a reflective paper on the internship experience, recapitulating what was learned, experienced, and what the student will take away from their training, **due July 26.**

### **Grading Scale**

- A: 92-100
- B+: 87-91
- B: 81-86
- C+: 77-80
- C: 70-76
- D: 60-69
- F: 0-59

### **Attendance & Other Class Policies**

Students must check their email and other University digital course tools (including Sakai) regularly in order to stay up to date with class meeting information, syllabus adjustments, assignments, etc.

Attendance and participation are essential in this course. Public history is an active discipline that relies heavily on frequent and open communication, and the structure of the course reflects this. Students are expected to attend every class meeting (with the exception of excused absences) and to participate at each class meeting. Participation involves active attention and contribution: excessive cellphone use or distracting laptop use will not be permitted.

Late or make-up work will only be accepted in situations where the student has had a documented, excused absence.

If a student needs to miss class or adjust their completion of coursework for religious observation, the instructor should be notified in advance and accommodations will be made.

### **Special Accommodation Requests**

Requests for disability or other special accommodation should be made to the instructor within the first two weeks of class. Official procedures for doing so are outlined by the Office of Disability Services here: <https://ods.rutgers.edu/students/applying-for-services>.

### **Academic Integrity Policy**

Consult, don't plagiarize -- document your research! For tips about how to take notes so that you don't plagiarize by accident: [http://www.libraries.rutgers.edu/avoid\\_plagiarism](http://www.libraries.rutgers.edu/avoid_plagiarism).

All students are expected to adhere to the principles of academic integrity laid out by the university here: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>. Plagiarism will be addressed to the fullest extent in accordance with University policy.

By participating in the coursework required for this course, you are bound to adhere to the following **honor pledge**: *"On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment)."*

## **Course Schedule & Reading Assignments**

Readings should be done prior to the date listed on the syllabus. Please come to class ready to discuss the listed materials (with the text and your notes in hand).

Throughout the course, we will have several guest speakers who are active public historians, who will share their experiences and insights gained from working in the field. These are important networking and learning opportunities, and you should come to class prepared to ask a question of each speaker.

*Please note: This syllabus is subject to change, and may evolve with the direction of the course. If/when changes are made, students will be made aware of adjustments in a timely fashion.*

### **May 31 – Internship Contracts Due**

Rosenzweig, "Everyone a Historian," from Rosenzweig and Thelen, *The Presence of the Past*, New York: Columbia University Press, 1998, pp: 177-189, 244-245 (pdf on Sakai)

Vagnone and Ryan, *Anarchists' Guide to Historic House Museums*, Forward & Introduction

Elias, "Summoning the Food Ghosts: Food History as Public History," *The Public Historian* 34, no. 2 (Spring 2012), pp. 13-29 (pdf on Sakai)

### **June 14 – Weekly Journal Due**

Lubar, "Curator as Auteur," *The Public Historian* (36)1, February 2014, pp: 71-76 (pdf on Sakai)

Vagnone and Ryan, *Anarchists' Guide to Historic House Museums*, Chapters 1-3

Seitz, "History Matters: What Happens When African Americans Confront Their Difficult Past," *The Public Historian* 38, no. 2 (May 2016), pp. 10-22 (pdf on Sakai)

### **June 28 – Weekly Journal Due**

Pharaon, 'Safe containers for dangerous memories' – International Coalition of Sites of Conscience (pdf on Sakai)

Taparata, "GTMO in MSP" - Public History and the Guantanamo Public Memory Project (pdf on Sakai)

Vagnone and Ryan, *Anarchists' Guide to Historic House Museums*, Chapters 4-5

### **July 12 – Weekly Journal Due**

Stoler, *Against the Archival Grain*, Chapter 1 (pdf on Sakai)

Huffington Post, "Iraq National Library Destruction: The Incredible Fight To Save Iraq's Collective Memory" (pdf on Sakai)

Smith Rumsey, excerpts from *When We are No More: How Digital Memory is Shaping Our Future* (pdf on Sakai)

Foster, "Online and Plugged In?: Public History and Historians in the Digital Age," *Public History Review* (21), 2014, pp. 1-19 (pdf on Sakai)

### **July 26**

***Final Internship Response Papers Due***

***In-class presentations summarizing projects completed, skills acquired, and experiences from the internship***