

Public History Internship
HIST 506: 451 (3 credits) – Summer 2021
Rutgers University – New Brunswick

Course meets ONLINE, asynchronously, due to Covid-19 & adjusted University schedule

This syllabus is a draft and details are subject to change

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Office Hours: Available via phone & Zoom by appointment (email me to set up a time)

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.

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 as soon as possible and I will be happy to accommodate your needs however I can. 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.

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)."

Additional University Resources

Just In Case Web App <http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ <http://health.rutgers.edu/medical-counseling-services/counseling/>

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include:

individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

(732) 247-5555 / <https://rutgers.campuslabs.com/engage/organization/scarletlisteners>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

Report a Concern: <http://health.rutgers.edu/do-something-to-help/>

Required Texts

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.

Attendance

Attendance and participation are essential in this course. Public history is an active discipline that relies on frequent and open communication, and the structure of the course reflects this. In addition to their work for their internship placements, students are expected to engage with the course material as scheduled below and actively participate in class discussion virtually each week listed on the schedule (with the exception of excused absences). As this is an online-only course, students must check their email and other University digital course tools (including Sakai) regularly in order to stay up to date. If you have limited technological resources in any way – irregular access to WiFi or a computer – please let me know and we can create alternative plans for you to succeed in the course virtually.

Assignment and Grading Overview

- **Internship Completion: 100 points - 50% of final grade**
 - See descriptions of internship requirements for more information about service hours and expectations. All students are required to complete a minimum of 112 hours of internship work during the placement. *All hours and coursework must be completed by July 28*
 - **Log of Hours Completed for Internship, Signed by Supervisor – Due July 28**
- **Journal Entries: 10 points each, 30 points total – 15% of final grade**
 - Students will write about their internship experiences in essays describing the projects the student is working on, and connections with public history theory and methods that they've learned about experientially in the placement and read about in the assigned readings, directly referring to appropriate case studies, articles, etc. Approximately 750 words.
- **Participation/Course Engagement: 30 points - 15% of final grade**
 - Because this internship and course will be conducted entirely remotely, finding ways to engage with each other and discuss your internship experiences, concepts and methods in the field of public history, case studies, etc. is very important. To encourage you to read the assigned articles and discuss with your peers and instructor, I am asking you to post in the discussion forum in response to questions listed there, each week that we "meet", as listed in the schedule below.
- **Presentation on Internship Experience (virtual): 10 points – 5% of final grade**
- **Final Paper: 30 points - 15% of final grade**
 - The final grade for this course will be a reflective paper on the internship experience, recapitulating what was learned, experienced, how it connects to the readings and theory/methods/case studies throughout the course, and what the student will take away from their training, **due on July 28.**

Class Schedule

Section 1 – June 1 through June 13 – Signed contracts due by June 4

By **June 4**, post a brief, congenial introduction of yourself on the Sakai Forum, explaining the site/agency with which you're working this semester, the projects you'll be doing, and what interests you about public history.

Read:

- Lyon, Nix, and Shrum, Chapter 1, *Introducing Public History* (pdf on Sakai)
- 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)

Post on Sakai Forum by **June 9** in response to reading discussion questions listed there, approx. 250 words. Respond to another student's post by **June 13.**

Journal due: June 13

Section 2 – June 14 through June 27

Read:

- Somers, “Keepers of the Secrets,” *Village Voice* (pdf on Sakai)
- Elias, “Summoning the Food Ghosts: Food History as Public History,” *The Public Historian* 34, no. 2 (Spring 2012), pp. 13-29 (pdf on Sakai)

Post on Sakai Forum by **June 23** in response to reading discussion questions listed there, approx. 250 words. Respond to another student’s post by **June 27**.

Journal due: June 27

Section 3 – June 28 through July 11 – Journal due

Read:

- Titus, “Creating Dissonance for the Visitor: The Heart of the Liberty Bell Controversy,” *The Public Historian* 26.3, 2004 (pdf on Sakai)
- Filene, “Passionate Histories: “Outsider” History-Makers and What They Teach Us,” *The Public Historian* 34 (1) Winter 2012, pp. 11-33 (pdf on Sakai)

Post on Sakai Forum by **July 7** in response to reading discussion questions listed there, approx. 250 words. Respond to another student’s post by **July 11**.

Journal due: July 11

Section 4 – July 12 through July 25

Read:

- Lowe, “Dwelling in Possibility: Revisiting Narrative in the Historic House Museum,” *The Public Historian* 37 No. 2, May 2015 (pdf on Sakai)
- Bruggeman, “Birthing Washington,” from *Here, George Washington Was Born: Memory, Material Culture, and the Public History of a National Monument* (pdf on Sakai)

Post on Sakai Forum by **July 21** in response to reading discussion questions listed there, approx. 250 words. Respond to another student’s post by **July 25**.

Section 5 – July 26 through July 28

Student Visual Presentations this week on Sakai – discussion in the forum, details TBD

Final Paper Due July 28 by 11:59pm

Completed & Supervisor-Signed Hourly Log Due July 28 by 11:59pm