

*This syllabus is a draft and is subject to change  
(This will most likely be a hybrid course)*

**Public History Internship  
HIST 506: 451 (3 credits) – Fall 2021**

*Contact the program coordinator to make arrangements for an internship placement in Spring/Summer 2021*

Dr. O’Brassill-Kulfan

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**Office Hours:** TBD

## **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 with a public history site. This experience is complemented and bolstered by class discussions about interns’ placements and projects, as well as the field more broadly. 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.

### **Special Accommodation Requests**

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

### **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/](http://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 Canvas under Resources. Please consult each section's reading assignments on the syllabus, and then access them on Canvas so that you're able to participate in class discussion.

## Attendance/Participation

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 each week listed on the schedule (with the exception of excused absences).

## Assignment and Grading Overview

- **Signed internship contract, completed collaboratively by supervisor and student, due the first week of classes or as soon as possible after placement**
- **Journal/essay assignments: 5 essays, 10 points each = 50 points - 25% 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, submitted on Canvas.
- **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 December 13*
  - **Log of Hours Completed for Internship, Signed by Supervisor (paper copy with signature, or submitted via email with supervisor CCed) – Due December 13**
- **Participation/Course Engagement: 30 points - 15% of final grade**

- **Presentation on Internship Experience: 10 points – 5% of final grade**
  - Instructions will be provided.
- **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, 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 December 13.**

## Class Schedule

All assigned readings below are available on Canvas.

### Weeks 1-2

Signed contracts submitted to instructor by **January 25**

#### Read:

- Lyon, Nix, and Shrum, Chapter 1, *Introducing Public History*
- Rosenzweig, "Everyone a Historian," from Rosenzweig and Thelen, *The Presence of the Past*, New York: Columbia University Press, 1998, pp: 177-189, 244-245

#### Journal due

### Weeks 3-4

#### Read:

- Somers, "Keepers of the Secrets," *Village Voice*
- Drake, "Off the record: The Production of Evidence in 19th Century NJ," *New Jersey Studies: An Interdisciplinary Journal* 1, no 1, 2015

#### Journal due

### Weeks 5-6

#### Read:

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

#### Journal due

### Weeks 7-8

#### Read:

- Lowe, "Dwelling in Possibility: Revisiting Narrative in the Historic House Museum," *The Public Historian* 37 No. 2, May 2015 (pdf on Canvas)
- Baumann, Hurley, Altizer, & Love, "Interpreting Uncomfortable History at the Scott Joplin House State Historic Site in St. Louis, Missouri," *The Public Historian* 33 No. 2, Spring 2011 (pdf on Canvas)

## Journal due

### Weeks 9-10

#### Read:

- Corbett and Miller, "A Shared Inquiry into Shared Inquiry," *The Public Historian* 28, no. 1 (Winter 2006)
- Bruggeman, "Birthing Washington," from *Here, George Washington Was Born: Memory, Material Culture, and the Public History of a National Monument*

## Journal due

### Weeks 11-12

#### Read:

- Abram, "Kitchen Conversations: Democracy in Action at the Lower East Side Tenement Museum," *The Public Historian* 29 No. 1, Winter 2007
- Elias, "Summoning the Food Ghosts: Food History as Public History," *The Public Historian* 34, no. 2 (Spring 2012), pp. 13-29

**No journal due – work on your final essay and presentations**

### Weeks 13-15

- Student Presentations, details TBD

**Final Paper Due December 13 by 11:59pm**

**Completed & Supervisor-Signed Hourly Log Due December 13 by 11:59pm**