

Public History Internship
HIST 506: 451 (3 credits) – Spring 2023
Class meets every other Wednesday, 8:30am-9:50am
(beginning January 18)
SC 121

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Office Hours: Wednesdays, 10am-12pm (zoom & in person)

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.

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)."

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 very important 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). All that said, the instructor understands that life happens and that it can be very challenging to make time for class and schoolwork while also working, caring for family members, staying healthy and safe, etc. Please do your best to get the most you can out of this experience, and don't hesitate to contact me to discuss any issues or concerns.

Assignment and Grading Overview

- **Signed internship contract, completed collaboratively by supervisor and student, due January 18 (by email)**
- **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.
 - Due: February 1, February 15, March 1, March 22, April 5
 - Approximately 750 words each, 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 May 2*
 - **Log of Hours Completed for Internship, Signed by Supervisor (paper copy with signature, or submitted via email with supervisor CCed) – Due May 2**
- **Participation/Course Engagement: 20 points – 10% of final grade**
 - Participating in class discussions, completing readings, sharing observations or information from internship placements, etc. Regular engagement with course material and instructor.
- **In-class presentation, April 19: 15 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 May 2.**

Class Schedule

Note: This class meets every other week beginning January 18.

Each class session will involve a short lecture and group discussion. Please be prepared to share your responses to and analysis of the assigned readings, and to discuss the work you're doing in your internship placement. We will endeavour to draw substantive connections between the two in our dialogue.

All assigned readings below are available on Canvas.

January 18

Signed contracts submitted to instructor by **January 18 (by email)**

Journal due February 1 (submit on Canvas)

February 1

Come to class having read:

- Corbett and Miller, "A Shared Inquiry into Shared Inquiry," *The Public Historian* 28, no. 1 (Winter 2006)
- Flynn, "Archival Activism Independent and Community-led Archives, Radical Public History and the Heritage Professions"

Journal due February 15 (submit on Canvas)

February 15

- 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 March 1 (submit on Canvas)

March 1

Come to class having read:

- Dickey, “‘Cameos of History’ on the Landscape: The Changes and Challenges of Georgia’s Historical Marker Program,” *The Public Historian* 42, no. 2 (May 2020) (pdf on Canvas)
- Lowe, “Dwelling in Possibility: Revisiting Narrative in the Historic House Museum,” *The Public Historian* 37 No. 2, May 2015 (pdf on Canvas)

Journal due March 22 (submit on Canvas)

March 22

- Elias, “Summoning the Food Ghosts: Food History as Public History,” *The Public Historian* 34, no. 2 (Spring 2012), pp. 13-29
- Mancuso, Rebecca. “The Finger Saga: One Museum’s Quest to Turn the Macabre into the Meaningful” *The Public Historian*, Vol. 40, No. 2 (May 2018): 23-42.

Journal due April 5 (submit on Canvas)

April 5

- Scorsone, “Invisible Pathways: Public History By Queer Black Women In Newark,” *The Public Historian* 41, no. 2 (2019) (pdf on Canvas)
- O’Brien, “The Resurrection of a Ghost City: The Fight to Preserve Newark’s African Burial Ground,” *The Public Historian* 44, no. 4 (2022) (pdf on Canvas)

April 19

- In-class presentations

Final Paper Due May 2 by 11:59pm

Completed & Supervisor-Signed Hourly Log Due May 2 by 11:59pm

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/>