Course Description
Ten to fifteen hours of hands-on experience per week in some aspect of public history such as museum, editorial, archival, heritage tourism, or historic preservation work.

Additional Course Information
History 4365 provides an opportunity for an undergraduate student to complete an internship in public history for course credit. At the same time, the student also will be conducting service learning. Note: This semester’s internship is Ms. J. Franke at Millard’s Crossing Historic Village, Inc.

Departmental Prerequisites
12 hours in history and departmental approval

College Prerequisites
2.0 overall GPA, junior standing, completion of two-upper level courses in department, and approved CLAA internship form

Student Learning Outcomes
1. The student will learn how public historians present the past to the public.

2. The student will learn some of the duties and responsibilities of a public historian.

3. The student will demonstrate the ability to conduct critical analysis of interpreting history and programming in a public history setting.

4. The student will learn the basics of interpretation and educational programming as well as fundraising, marketing, and special event planning within non-profit organizational management with a particular focus upon meeting the site’s mission.

Program Learning Outcomes
The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning a B.A. degree in History:

1. The student will evaluate the role of the historian in society.

2. The student will assess the significance of historical events/phenomena and analyze their historical contexts.

3. The student will locate, identify and critically analyze primary and secondary sources appropriate for historical research.

4. The student will interpret evidence found within primary sources and place those sources within their appropriate historical context.
5. The student will effectively communicate historical arguments in support of a central thesis, including the proper citation of sources using the most recent edition of the *Chicago Manual of Style*.

This section of this course will focus on PLOs 1, 3, and 4.

**General Education Core Curriculum Objectives/Outcomes**
Not applicable

**Required Textbooks**


Depending upon internship location and duties, there may be additional assigned readings by the professor of record and/or his/her site supervisor.

**Required Readings**

*Education & Interpretation*


*Nonprofit Fundraising & Marketing*
AASLH, “Social Marketing Guide,” n.d. (pdf on D2L)


Simek, Jamie. “Fundraising Basics for Local History Organizations.” Technical Leaflet #283 *AASLH History News*, 73, No. 3 (Summer 2018). (pdf on D2L)

**Recommended Texts**

Course Requirements (minimum requirements)
1. Depending upon the location and duties of the internship this may take form of historical research, public programming, exhibit design, preservation, or interpretation. Each student will be required to document and submit all work produced for the internship.

2. Each student will spend at least ten hours each week (fifteen-week semester) working under the direction of the local public historian/site supervisor. A timesheet will be required as well as a written evaluation by the site supervisor.

3. Each student will be required to have, at a minimum, bi-weekly meetings with the instructor of record. Each student will submit, at a minimum, a mid-term and final written report explaining the activities/projects accomplished during the internship.

4. Each student, regardless of internship location and duties, will be required to read the relevant sections of Public History by Thomas Cauvin, Introduction to Public History by Cherstin Lyon et al, and Nearby History by David Kyvig et al and write a reflective, critical essay about each comparing his/her experiences with those of theory presented by the authors. These are three-page minimum essays with 1” margins, 12 pt. font, double-spaced, page numbers, footnote citations, no bibliography or title page.

5. Each student, depending upon internship location and duties, may be assigned additional readings and assignments by the professor of record and/or his/her site supervisor. These are five-page minimum essays with 1” margins, 12 pt. font, double-spaced, page numbers, footnote citations, no bibliography or title page.

<table>
<thead>
<tr>
<th>Requirement / Element</th>
<th>% of Grade</th>
<th>Points</th>
<th>Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation through documentation of work produced and influenced by report of internship site supervisor</td>
<td>10%</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Attendance at weekly meetings</td>
<td>5%</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Public History by Cauvin reflective essay (Introduction, Part II Intro., Chapters 6 and 9) – due week of 8-31-20</td>
<td>9%</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Nearby History reflective essay (Chapters 1, 2, 3, and 12) due week of 9-7-20</td>
<td>9%</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Introduction to Public History reflective essay (Chapters 2, 5, 6, and 7) – due week of 9-14-20</td>
<td>9%</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Non-profit fundraising &amp; marketing readings essay – due week of 9-28-20</td>
<td>11.5%</td>
<td>11.5</td>
<td>11.5</td>
</tr>
<tr>
<td>Mid-term report of progress – due week of 10-12-20</td>
<td>10%</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Education and interpretation readings essay – due week of 10-26-20</td>
<td>11.5%</td>
<td>11.5</td>
<td>11.5</td>
</tr>
</tbody>
</table>
Grading Policy
The final grade in the course is determined by the total number of points earned weighted according to the percentages listed above. Students are responsible for reading all instructions, study guides, and relevant information posted on D2L or provided in hardcopy by the instructor of record and the internship supervisor. Successful participation includes professionalism in the workplace including on time arrival, proper attire, and fulfillment of required hours, advance reading, timely submission of assignments, and completion of internship duties in a professional manner.

| Completion of all hours and submission of timesheet(s) – due by 12-11-20 | 10% | 10 |
| Final report of progress – due by 12-11-20 | 15% | 15 |
| **TOTALS** | **100%** | **100** |

A = 100%-90% 100-90 points
B = 89.9%-80% 89.99-80 points
C = 79.9%-70% 79.99-70 points
D = 69.9%-60% 69.99-60 points
F = 59.9%-0% 59.99-0 points

Attendance Policy
Students are expected to attend all meetings. (see Class-Attendance, 6.7-January 30, 2018 for more information)

Student Academic Dishonesty (4.1-January 31, 2017):
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism as well as the appeal process.

Definition of Academic Dishonesty - Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
• using or attempting to use unauthorized materials on any class assignment or exam;
• falsifying or inventing of any information, including citations, on an assignment; and/or;
• helping or attempting to help another in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were one’s own.
Examples of plagiarism include, but are not limited to:
• submitting an assignment as one’s own work when it is at least partly the work of another person;
• submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and/or
• incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Please read the complete policy at http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf. Appeals are acceptable when done according to policy.
Withheld Grades (Course Grades, 5.5-January 29, 2019):
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Academic Accommodation for Students with Disabilities (6.1-April 30, 2019):
It is the policy of Stephen F. Austin State University to comply with the fundamental principles of nondiscrimination and accommodation in academic programs set forth in the implementing regulations for Section 504 for the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA, as amended by the Americans with Disabilities Act Amendments of Act of 2008 (ADAAA). To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. Please read the complete policy at http://www.sfasu.edu/policies/academic-accommodation-for-students-with-disabilities.pdf.

Instructor’s Note: It is the policy of the Office of Disability Services that students should communicate directly with the instructor about their needs, simply completing the paperwork is not acceptable.

Discrimination Complaints/Sexual Harassment (2.11-January 29, 2019):
It is the policy of Stephen F. Austin State University, in accordance with federal and state law, to prohibit unlawful discrimination on the basis of race, color, religion, national origin, sex, age, disability, genetic information, citizenship, and veteran status. Unlawful discrimination based on sex includes discrimination defined as sexual harassment. Additionally, Stephen F. Austin State University prohibits discrimination on the basis of sexual orientation, gender identity, and gender expression. Stephen F. Austin State University is committed to the principles of Equal Employment Opportunity (EEO) law. An employee who violates this policy is subject to disciplinary action up to and including termination. A student that violates this policy is subject to disciplinary action up to and including expulsion.
Course Calendar (subject to change; site supervisor will institute his/her own deadlines)

Note: Due to the nature of this course, site specific hands-on projects of ten to fifteen hours per week, the students will be simultaneously developing the knowledge and skills needed to meet each of the student learning objectives (SLOs), each week, all semester. Successful completion of each SLO is intertwined with the others and will be reinforced throughout the semester by the submission of the three (minimum) reflective essays, completion of site assignments, and the two reports of progress.

<table>
<thead>
<tr>
<th>Week (Date Starting)</th>
<th>Duties (in addition to at least 10 hours each week at assigned site)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Aug. 24, 2020</td>
<td>Weekly meeting with instructor of record. Finalization of all internship details including hours, duties, deadlines, and expected outcomes with internship supervisor and reported to instructor of record.</td>
</tr>
<tr>
<td>2 Aug. 31, 2020</td>
<td>Weekly meeting with instructor of record; <em>Public History</em> reflective essay due to instructor of record</td>
</tr>
<tr>
<td>3 Sept. 7, 2020</td>
<td>Weekly meeting with instructor of record; <em>Nearby History</em> reflective essay due to instructor of record</td>
</tr>
<tr>
<td>4 Sept. 14, 2020</td>
<td>Weekly meeting with instructor of record; <em>Introduction to Public History</em> reflective essay due to instructor of record</td>
</tr>
<tr>
<td>5 Sept. 21, 2020</td>
<td>Weekly meeting with instructor of record</td>
</tr>
<tr>
<td>6 Sept. 28, 2020</td>
<td>Weekly meeting with instructor of record; nonprofit fundraising &amp; marketing essay due to instructor of record</td>
</tr>
<tr>
<td>7 Oct. 5, 2020</td>
<td>Weekly meeting with instructor of record</td>
</tr>
<tr>
<td>8 Oct. 12, 2020</td>
<td>Weekly meeting with instructor of record; Mid-term report of progress due to instructor of record</td>
</tr>
<tr>
<td>9 Oct. 19, 2020</td>
<td>Weekly meeting with instructor of record</td>
</tr>
<tr>
<td>10 Oct. 26, 2020</td>
<td>Weekly meeting with instructor of record; education and interpretation essay due to instructor of record</td>
</tr>
<tr>
<td>11 Nov. 2, 2020</td>
<td>Weekly meeting with instructor of record</td>
</tr>
<tr>
<td>12 Nov. 9, 2020</td>
<td>Weekly meeting with instructor of record</td>
</tr>
<tr>
<td>13 Nov. 16, 2020</td>
<td>Weekly meeting with instructor of record</td>
</tr>
<tr>
<td>Nov. 23, 2020</td>
<td>THANKSGIVING BREAK – NO HOURS/NO MEETINGS</td>
</tr>
<tr>
<td>14 Nov. 30, 2020</td>
<td>Weekly meeting with instructor of record</td>
</tr>
<tr>
<td>15 Dec. 7, 2020</td>
<td>Weekly meeting with instructor of record. Final report of progress, documentation and samples of all work completed, timesheet(s), and report of internship supervisor due to instructor of record</td>
</tr>
</tbody>
</table>