PUBLIC HISTORY INTERNSHIP

HIS-4365-002
Summer 2021
Department of History

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Course Description
20 hours of hands-on experience per week for 6 weeks at the East Texas Research Center at Stephen F. Austin State University.

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.

Prerequisites
12 hours in history and departmental approval

Student Learning Outcomes

1. The student will learn how public historians present the past to the public.
2. The student will learn the duties and responsibilities of a public historian.
3. The student will demonstrate the ability to conduct critical analysis of historic resources in a public history setting.

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. Interpret the past in context.
2. Understand the complex nature of the historical record.
3. Engage in historical inquiry, research, and analysis.
4. Craft historical narrative and argument.
5. Practice historical thinking as central to engaged citizenship.
This section of this course will focus on PLOs 1, 2, and 3.

General Education Core Curriculum Objectives/Outcomes
Not applicable

Required Texts and Materials
1. Susan L. Mizruchi, ed., Libraries and Archives in the Digital Age (New York: Springer International Publishing, 2020);
2. Selections from Modern Archives Reader
3. Selection from Cauvin, Public History
Course Requirements
1. Perform the duties of the internship; and provide documentation of all work produced for the internship.
2. Work under the direction of the supervisor of the internship at the East Texas Research Center. A timesheet will be required as well as a written evaluation by the site supervisor.
3. Have, at a minimum, a weekly meeting with the instructor and submit a mid-term and final written report explaining the activities/projects accomplished during the internship.
4. Read the above texts and write a reflective, critical essay for each comparing his/her experiences with those of experienced professionals.

<table>
<thead>
<tr>
<th>Requirement / Element</th>
<th>% of Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Documentation &amp; submission of work produced during internship</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td>Completion of all hours and submission of timesheet(s)</td>
<td>20%</td>
<td>200</td>
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<tr>
<td>Attendance at weekly meetings</td>
<td>5%</td>
<td>50</td>
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<tr>
<td>Mid-term report of progress</td>
<td>10%</td>
<td>100</td>
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<tr>
<td>Final report of progress</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Reflective essay</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>Report of Internship Supervisor</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
<td><strong>1,000</strong></td>
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Grading Policy
The final grade in the course is determined by the total number of points earned weighted according to the percentages listed above. 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.

- A = 100%-90% 1000-900 points
- B = 89.9%-80% 800-899 points
- C = 79.9%-70% 700-799 points
- D = 69.9%-60% 600-699 points
- F = 59.9%-0% 0-599 points

Attendance Policy
As this is an internship, the student is expected to attend all days/hours of the internship.

Documentation & Submission of Work Produced During Internship
Students will submit a copy of any materials produced (if possible) and a summary list of work accomplished.

Completion of all hours and submission of timesheet(s)
Student will create a timesheet documenting days/hours worked, with a signature of approval from the supervisor of the internship.
Attendance at weekly meetings
Once a week, the student will either arrange a meeting or email the professor an update on the progress of the internship.

Mid-term report of progress
By the end of week 3, please email a short, but formal essay explaining the progress of the internship, brief description of duties performed, and any other relevant information.

Final report of progress
By the end of the semester, please email a short, but formal essay explaining the progress of the internship since the mid-term report, including a brief description of duties performed and any other relevant information.

Reflective Essay on Required Texts
In about 5 pages (excluding title page, footnotes / endnotes, and bibliography), the student will define the thesis or theses, give a content summary and analysis, and share her personal reactions to each above required texts. To define a thesis, the student is trying to give a brief explanation of what the author’s or authors’ purpose was, i.e., the overall point. A content summary is a summary of the entire work or works. The student needs to be concise and does not need to give a chapter-by-chapter replay. Analysis is flushing out essential features and their relations with other materials read. To be clear: content summary and analysis should be the bulk of the student’s paper and should blend within the text. The student will be sure to relate the material in question to other materials read and directly to the internship experience and related public history reading done in past courses. Specifically, then, the student will incorporate other readings into her analysis to show she has a command of the material at hand and, then, relate it to the internship experience. [Obviously, this will be more nuanced as the student’s understanding of the material deepens.] Finally, the student will give a summary of her (intelligent) reaction to the assigned reading(s).

Report of Internship Supervisor
The internship supervisor at the East Texas Research Center will provide the SFASU course instructor a one-page letter of reference/evaluation of the Intern.

Explanation of credit hours awarded for course:
This is an upper-level history course. Upper-level lecture courses in history meet for 2,250 minutes (37.5 hours), including examination times, during the course of a semester. Students typically have weekly reading assignments from a combination of textbooks, monographs, scholarly articles, primary document collections, and supplemental materials (biographies, historical novels, memoirs, etc). The level of reading is more advanced than that required in lower-level surveys, and the number of pages students are required to read is generally higher. Typical upper-level courses require students to take 2-3 essay exams per semester, in addition to the final exam, which is also generally a written exam. In addition, out-of-class writing assignments (book reviews, biographical sketches, research papers, etc) are typically required in upper-level courses. Course instructors are required to hold regular scheduled office hours to
make themselves available to consult with students as needed. Combined, studying for exams, doing the required reading, completing writing assignments, and consulting with course instructors average two hours of work outside the classroom for every hour spent in the classroom. Online sections of upper-level courses contain extensive written content within modules, and instructors hold "electronic office hours" to consult with students as needed, generally responding to student inquiries within twenty-four hours. Online course content includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least 2,250 minutes per term. Besides engaging the material in the modules, online students have outside reading assignments similar to those mentioned above for face-to-face students. Thus, for every hour an online student spends engaging the content in the modules, he/she spends at least two hours completing associated activities and assessments.

**Academic Integrity (A-9.1)**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Withheld Grades (Semester Grades Policy, A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, 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. 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.

**Students with Disabilities**

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/.

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, the student 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 reflective essays and the two reports of progress.

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<thead>
<tr>
<th>Week</th>
<th>Duties</th>
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<tbody>
<tr>
<td>1</td>
<td>Finalization of all internship details including hours, duties, deadlines, and expected outcomes with internship supervisor and reported to instructor of record</td>
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<tr>
<td>2</td>
<td>Weekly meeting with instructor of record</td>
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<tr>
<td>3</td>
<td>Weekly meeting with instructor of record; Mid-term report of progress due to instructor of record</td>
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<tr>
<td>4</td>
<td>Weekly meeting with instructor of record</td>
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<tr>
<td>5</td>
<td>Weekly meeting with instructor of record</td>
</tr>
<tr>
<td>6</td>
<td>Final report of progress, documentation and samples of all work completed, timesheet(s), and report of internship supervisor due to instructor of record; Reflective essay due to instructor of record</td>
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