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 M. Wheeler at the City of Nacogdoches Historic Sites Department.

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 collections management – artifact identification, condition assessment, inventory, Chenhall’s nomenclature, storage (environmental and container) best practices, and CatalogIt – a cloud-based collections management software.

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.
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General Education Core Curriculum Objectives/Outcomes
Not applicable

Required Textbooks (available from bookstore, Steen Library, and pdfs on D2L)
Introduction, Part I Introduction, Chapter 1, and Chapter 8.


Outside Readings (obtain from Steen Library or online)
Outside Essay #1 (in either order)

Outside Essay #2 (in either order)

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

Course Requirements (minimum requirements)
1. Depending upon the location and duties of the internship this may take form of archival processing, historical research, public programming, collections management, 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 (in a fifteen-week semester) working under the direction of the local public historian/site supervisor. A timesheet (excel file available on D2L) will be required as well as a written evaluation by the site supervisor.

3. Each student will be required to have, at a minimum, weekly meetings with the instructor of record. Each student will submit, at a minimum, a mid-term journal and final written journal explaining the activities/projects accomplished during the internship. The journal is a day-by-day log of activities, revelations, and understanding. A CV is required to be (re)submitted until acceptable.

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 combined essay for the three titles comparing his/her experiences with those of theory
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presented by the authors. This is a four-page minimum essay 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 outside reading essays are five-page minimum with 1” margins, 12 pt. font, double-spaced, page numbers, footnote citations, no bibliography or title page. How do the reading enhance your understanding of the semester project?

<table>
<thead>
<tr>
<th>Requirement / Element</th>
<th>% of Grade</th>
<th>Points</th>
<th>Earned</th>
</tr>
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<tbody>
<tr>
<td>Participation through documentation of work produced and influenced by report of internship site supervisor and CV due 7-12-24</td>
<td>15%</td>
<td>15</td>
<td></td>
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<tr>
<td>Attendance at weekly meetings</td>
<td>10%</td>
<td>10</td>
<td></td>
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<td>Mid-term report of progress – due 7-22-24</td>
<td>10%</td>
<td>10</td>
<td></td>
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<td>Outside reading essay #1 – due 7-19-24</td>
<td>10%</td>
<td>10</td>
<td></td>
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<tr>
<td>Outside reading essay #2 – due 7-26-24</td>
<td>10%</td>
<td>10</td>
<td></td>
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<tr>
<td>Final report of progress and submission of products and timesheet – due 8-7-24</td>
<td>20%</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>100%</strong></td>
<td><strong>100</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. 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.

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

Explanation of credit hours awarded for course
HIST 4365 (Internship in Public History) 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.

Attendance Policy
Regular and punctual attendance is expected. Consistent late arrivals may result in a reduction of the participation grade. In person attendance comprises not only physical presence and prompt arrival, but also mental alertness. Watching videos, text messaging, working puzzles, and side chats with others are not participation. Students should strive to regularly communicate their understanding of the material in class and immediately seek additional help if needed. Students may be excused from attendance for certain reasons; however, students are responsible for submitting a Faculty Notification Request through the Dean of Students Office and notifying the instructor in advance whenever possible for excusable absences. Students are responsible for providing timely documentation satisfactory to the instructor for each absence. Regardless of the reason for absence, a student is still responsible for all course content and assignments. (See Class-Attendance, 02-102, Sept. 1, 2023 for more information)
Institutional Absences (HOP 04-110)
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for **keystone events**, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

Academic Integrity
The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.
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Instructor’s Note: The use of any AI (artificial intelligence) system including grammar review programs is not acceptable in this course and will be treated as a violation of SFASU’s academic integrity policy and will be penalized up to and including an F grade for the course. Any exceptions to this rule will be stated in writing.

Withheld Grades (Course Grades, 02-206, Sept. 1, 2023)
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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (6.14)]. If students register for the same course in future semester, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average. For additional information, go https://www.sfasu.edu/docs/hops/02-206.pdf.

Academic Accommodation for Students with Disabilities (04-401, Sept. 1, 2023)
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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. Instructor’s Note: It is ODS policy that students should communicate directly with the instructor about their needs, not simply completing the paperwork and receiving ODS approval.
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Student Wellness and Well-Being [Per Core Curriculum Syllabus Guidelines Committee 8/2023] SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
The Dean of Students Office in Rusk Building, 3rd floor lobby
www.sfasu.edu/deanofstudents; 936.468.7249; dos@sfasu.edu

SFA Human Services Counseling Clinic in Human Services, Room 202
www.sfasu.edu/humanservices/139.asp; 936.468.1041

The Health and Wellness Hub “The Hub” at corner of E. College and Raguet Streets
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education
www.sfasu.edu/thehub; 936.468.4008; thehub@sfasu.edu

Crisis Resources
- National Suicide Crisis Prevention: 9-8-8
- Crisis Text Line: Text HELLO to 741-741
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Burke 24-hour crisis line: 1.800.392.8343
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**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 reflective essays, completion of site assignments, and the two reports of progress.

<table>
<thead>
<tr>
<th>Week (Date Starting/Due)</th>
<th>Duties (in addition to at least 15 hours each week at assigned site)</th>
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</thead>
<tbody>
<tr>
<td>1  July 8, 2024</td>
<td>Weekly meeting with instructor of record. Finalization of all practicum details including hours, duties, deadlines, and expected outcomes with practicum supervisor and reported to instructor of record.</td>
</tr>
<tr>
<td>2  June 15/19, 2024</td>
<td>Weekly meeting with instructor of record. Work at the site. CV due (resubmit until accepted). Outside Reading #1 due.</td>
</tr>
<tr>
<td>3  June 22/26, 2024</td>
<td>Weekly meeting with instructor of record. Work at the site. Midterm report of progress due (22nd of July). Outside Reading #2 due.</td>
</tr>
<tr>
<td>4  June 29/Aug 2, 2024</td>
<td>Weekly meeting with instructor of record. Work at the site. Cauvin; Kyvig &amp; Marty; and Lyon et al reflective essay due.</td>
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