

HIS 4940

HISTORY INTERNSHIP

INSTRUCTOR: Dr. Jennifer Knight, College of Arts & Sciences,
Department of History, SOC 260, jlknight@usf.edu

Spring 2021; Tuesdays 11-12:40, CIS 1048
Office hours will be held virtually via Blackboard Collaborate Ultra
Thursdays 11:00-12:00pm and by appointment

PURPOSE AND CONTENT:

The intent of the internship programs supported by the Department of History is to provide students with access to valuable on the job experience, along with in-class support and guidance to help you be successful. While each student enrolled in this course will be participating in different internship experiences at their on-site internship provider, we will also meet weekly as a group to discuss topics related to public history and share our experiences. Our class meetings and assignments are designed to spark reflection on your onsite activities based on the broader context of the field of public history, as well as the experiences of other communities and how these can be applied to your own experiences. Our readings and discussions will also seek to provide you with the academic context to help you to get the most out of your work in the community, and better understand this field so that you can participate in it as a professional. I hope that these experiences, in both their successes and challenges, will help you to be better prepared to choose a fulfilling career path and be successful in the job market.

Course Objectives:

- To provide an introduction to the field of Public History and some of the major related sub-disciplines of historical studies
- To provide information about historical disciplines both inside and outside of an academic setting
- To examine challenges and changes in the field currently under discussion in academic literature

- To present field trends and issues and examine how they relate to the Tampa Bay public history community, and exchange ideas across local institutions
- To provide support to students engaged in on-site internship work

Student Learning Outcomes:

Students will demonstrate the ability to:

- address Critical & Analytical Thinking and Problem Solving
 - meet the state requirement for writing
 - integrate the general education student learning outcomes throughout their course
 - authentically assess the achievement of the student learning outcomes
 - Students will apply classroom knowledge to critically consider and address issues.
 - Students will provide discipline appropriate evidence of their learning in the course via a culminating assignment (e.g., essay, e-portfolio, performance, etc.)
- General Education Assessment: *This course is part of the University of South Florida's General Education Curriculum. It is certified for High Impact Practices. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This will involve submitting copies of writing assignments for review via Canvas.*

SERVICE LEARNING ATTRIBUTE

This is an officially designated Service Learning course, and the SL attribute will appear on your transcript in association with the course. Service Learning courses ask you to engage with, and learn from, interactive and reciprocal work with the community. As historians working in the public sphere, our work naturally lends itself, and largely derives its intrinsic meaning from, community service. Throughout this course, we will consistently take time to reflect on the ways in which public history work exists in a reciprocal relationship with its community, both benefitting the public and requiring its participation to exist. Through your work onsite, you will be able to engage with these processes first hand.

ASSIGNMENTS AND GRADING:

Community Partner's evaluation: 40%

Weekly internship journal submissions to Canvas: 10%

Reading journal submissions: 10%

Mini-project submissions: 10%

Course meeting attendance: 5%

#GEA1: Final Reflection Essay: 5%

#GEA2: Internship project: 20%

Grading scale: Grading scale: A+ = 97-100; A = 94-96.9; A- = 90-93.9; B+ = 87-89.9; B = 84-86.9; B- = 80-83.9; C+ = 77-79.9; C = 74-76.9; C- = 70-73.9; D+ = 67-69.9; D = 64-66.9; D- = 60-63.9 F = <60

- **Community Partner's evaluation**
 - You are asked to complete a minimum of 6 hours on site each week. You may arrange your schedule with your internship provider to meet your and their scheduling needs.
 - I will maintain regular contact with all community partners, and have asked them all to contact me in the event that one of our interns is not meeting their expectations. All internship providers have agreed to meet the History Department's expectations regarding academic internships, and to maintain reasonable expectations of student interns. The Institutional Agreement Form that internship providers assent to is provided at the end of this syllabus for your information.
 - At the end of term, your internship provider will be asked to provide a final review of your performance, which will be consulted in determining your course grade.
 - Extenuating circumstances will be taken into consideration in the unlikely event that a major issue should arise between a student and their internship provider, as long as the issue is dealt with in conjunction with the Internship Coordinator, Dr. Knight.
- **Weekly journal submissions to Canvas**
 - As reflection is a vital component of the Service Learning experience, you must maintain a weekly journal to reflect on your internship activities and submit these by a weekly due date of midnight each Sunday to Canvas.
 - A template for weekly journal submission is included at the end of this syllabus, and an electronic copy will be available via Canvas.
- **Reading journal submissions**
 - For each meeting *for which there are* assigned readings, a reading journal with discussion questions will be provided. (most workshop and field trip meetings will not entail assigned readings. Follow the syllabus for this.)
 - The discussion questions provided for your reading journals are designed to help you reflect on the content and relate it to your experiences.
 - Please provide written responses to the questions based on your readings and submit to Canvas prior to the class meeting and come to class ready to discuss.
- **Mini-Projects**
 - Interspersed with reading journal weeks, several topics ask you to complete mini-projects utilizing or responding to resources we have encountered.
 - Mini-project descriptions and due dates can be found in Canvas 'Assignments'

- **Course meeting attendance**
 - We will meet as a group almost every week, and you are expected to regularly attend these meetings & be prepared to discuss assigned readings and onsite experiences.
 - This is our opportunity to explore topics together, but also to keep each other aware of important information, questions, or concerns regarding your onsite internships.
 - This course should be thought of as essentially the same as a seminar format course, with reduced reading and writing assignments to account for your onsite work contributions but it is **just as vital** that you complete these assignments and attend class to participate in discussions.
- **#GEA1 Final Reflection Essay**
 - At the end of the term, you will be asked to compose a reflection essay regarding your summative interpretations of your experiences during the full term of internship, both in class discussion and onsite.
- **#GEA2 Internship project**
 - For this course, you will be asked to complete a research project related to your internship experience that will result in the creation of a digital display, such as contributions to <http://tampahistorical.org> or an Arc GIS presentation.
 - Project details can be tailored to fit your interests and internship experience. Full project description will be distributed in class.

COURSE REPEATABILITY

- In your first semester as an intern, you will take HIS 4940 for 3 credit hours, which includes a minimum commitment of 6 hours onsite per week, regular class attendance and performance, and the completion of written assignments including but not limited to a final research project.
- In a future term, you may continue with an internship for an additional 3 credit hours (i.e. you may receive a maximum of 6 credit hours of internship credit total). Future internship registration will not require class attendance, but will require the maintenance of a weekly reflection journal and the completion of written assignments including but not limited to a final project.

BEST PRACTICES ONSITE

- Be honest with your internship provider about your abilities and what you feel comfortable doing.
- If you will be late or not attending your shift, always provide as much notice as possible. Do not make lateness or absence a regular occurrence.

- If you cannot meet the expectations of an assignment, always provide as much notice as possible and a clear explanation of the circumstances preventing you from completing work you agreed to.
- Treat equipment, artifacts, and all material possessions of the facility with great care and respect. If you are not comfortable handling sensitive material, ask for an alternative assignment.
- Do not make public statements (including on social media) regarding your internship provider without their consent.
- **Above all, it is vital that you treat your internship as if it were a real professional position, as this is what it is.** This is not paid employment, but it is real job experience and can and will be viewed as such when you put this on your resume. Just like any job, if you fail to attend, do shoddy work, treat your work colleagues or supervisor with disrespect, break things, etc, you are likely to be fired. If your supervisor were to recommend that you be let go due to your behavior or lack of performance during the term, this may very well result in a failing grade for the course. I will take extenuating circumstances into consideration always, but the point is that getting fired from your internship would be a bad thing. It may mean your time this term was wasted, and it will definitely sour the department's future relationship with that internship provider. So, please take your responsibilities in your internship seriously.

BEST PRACTICES IN CLASS

I would very much like you to think of the people in this class as a team. We will be undergoing similar experiences throughout the term, sharing our interpretations regularly, and supporting one another's growth. It is vital, then, that you treat your team with respect and kindness during in-class discussions, workshops, and field trips. Disrespectful behavior will not be tolerated. In extreme cases this can result in ejection from the course.

What I am here for:

- To listen to your experiences and help you to get the most out of them
- To present you with guided readings and reflections to contextualize and expand upon your experiences.
- To intervene on your behalf in the event of serious violations or abuse on the part of the internship provider or any of their employees.
- To help you investigate topics and careers that you are interested in knowing more about.

What I am not here for:

- To intervene with your internship provider over minor concerns or complaints: no one likes their job all of the time!
- To apologize for or excuse your behavior, lack of attendance, or any other negligence on your part. If you do not meet with the basic expectations of your internship provider, you may be removed from the internship prematurely. In this event, you may receive a failing grade in this course.

LIABILITY AND SAFETY

Please understand that USF does not currently provide any liability insurance for you in your capacity as an intern. Unpaid volunteers at Non-Profit organizations are protected under Florida Statute 768.1355, but students may also opt to carry a temporary professional liability insurance policy for the duration of their internship to provide full protection if you choose, but these must be privately purchased.

Do not engage in any activities on site that you do not feel are safe. You always have the right to request alternative assignments if you are uncomfortable performing a task. Never travel off-site for research into areas that are unsafe or unknown. When in doubt always err on the side of caution: your safety comes first.

Covid-19 Safety

Onsite: This term we have the added concern of the Covid-19 pandemic. All onsite locations have agreed to follow CDC guidelines for safe workplaces, including (but not limited to) increased sanitation, social distancing, and encouraging or requiring (depending on municipal orders) employees and guests to wear face coverings. In most cases, our partners have also agreed to providing remote activities when possible and applicable.

In this, as in all cases, if you feel unsafe, please let me know so that the situation can either be remedied or alternative arrangements can be made.

In class: This course is planned to hold in-person meetings on campus. If necessary, however, this meeting style may be adjusted throughout the term in response to the changing situation with the Covid-19 pandemic.

All students who attend in-person meetings must wear multi-layer face coverings that cover both the nose and mouth at all times. No gaiter or other single-layer masks should be worn, please

Remote attendance can be accommodated via Blackboard Collaborate Ultra.

- All students attending meetings remotely must do so with a microphone and camera turned on for the duration of the meeting.
- Students experiencing any signs of illness whatsoever should make arrangements to attend remotely for at least that week's meeting.

- Students experiencing symptoms of Covid-19 should make arrangements to attend remotely until a negative test has been secured.
- If the instructor is experiencing signs of illness or Covid-19 symptoms, the course meetings will be shifted to Blackboard Collaborate Ultra until a safe return to the classroom can be assured.

Policies about disability access, religious observances, academic grievances, academic misconduct, and several other topics are governed by a central set of policies that apply to all classes at USF. These may be accessed at: <https://www.usf.edu/provost/faculty-info/core-syllabus-policy-statements.aspx>.

REQUIRED BOOKS:

Faye Sayer, *Public History a Practical Guide*. Bloomsbury Academic, 2015.

Additional reading assignments will be made available via the course's Canvas page.

TENTATIVE SCHEDULE OF ACTIVITIES: (provisional and subject to change)

****Please note that Weekly Journal entries reflecting on your onsite activities are due each week of the term. See Canvas for the Weekly Journal template****

Week 1- Introduction: Rights and Responsibilities of Interns

Meeting: Tuesday, Jan 12 11:00-12:40

Reading Assignment: Syllabus and Additional Readings available on Canvas

Week 2 - Our Field in 2021: 'Living through History'; First week at work: questions/concerns

Meeting: Tuesday, Jan 19 11:00-12:40

Reading Assignment: Reading assignment available on Canvas

Written Assignment: *Reading Journal Week 2*. Please respond to reading journal and bring responses to class for discussion

Week 3- What is Public History?

Meeting: Tuesday, Jan 26 11:00-12:40

Reading Assignment: Reading assignment available on Canvas

Written Assignment: *Reading Journal Week 3*. Please respond to reading journal and bring responses to class for discussion

Week 4- Utilizing USF's Resources to your advantage: workshop

Meeting: Tuesday, Feb 2 11:00-12:40

Reading Assignment: resources from USF Office of Career Readiness for 'Handshake' (posted to Canvas)

Written Assignment: *Mini Project 1:* create and or further develop your Handshake page, submit a screenshot of your home page to Canvas.

Week 5- Public History I, Managing Primary Sources (archives, preservation, etc)

Meeting: Tuesday, Feb 9 11:00-12:40

Reading Assignment: *Public History: A Practical Guide* ch. 2; Additional reading assignment available on Canvas

Written Assignment: *Reading Journal Week 5.* Please respond to reading journal and bring responses to class for discussion

Week 6- Touring the University Archive

Meeting: Tuesday, Feb 16 11:00-12:40

Guest Speaker: USF Librarian Matt Knight

Reading Assignment: Virtual tour of the USF archive posted to Canvas

Written Assignment: *Mini Project 2:* select one item from your own possession that you feel could belong to an archival collection of the years 2020/1, and write a 250 word (1 page) description of the item justifying its inclusion in the Historical record. Come to class ready to present your archival item.

Week 7- Public History II, Communicating to the Public (museums, historical centers, etc)

Meeting: Tuesday, Feb 23 11:00-12:40

Reading Assignment: *Public History: A Practical Guide* ch. 3; Additional reading assignment available on Canvas

Written Assignment: Please respond to reading journal and bring responses to class for discussion

Week 8- Visiting a local museum: Virtual Tours

Meeting: March 2 11:00-12:40

Reading Assignment: Browse the virtual experiences provided by our local museums (links provided on Canvas)

Written Assignment: *Mini Project 3.* compose a 500 word (2 page) review of the remote museum experience you choose. Answer the questions: What is the main topic(s) and/or goals of the presentation? Who is the target audience? Is the virtual programming successful (or not)? What makes it so? Are there ideas you would borrow if you were a curator in the future, or missteps you would correct? Come ready to present your review in class.

Week 9- Digital Humanities

Meeting: Tuesday, March 9 11:00-12:40

Final project assignment will be introduced and discussed at this meeting

Reading Assignment: Reading assignment available on Canvas

Written Assignment: *Reading Journal Week 9*. Please respond to reading journal and bring responses to class for discussion

Week 10- Digital Humanities in Action

Meeting: Tuesday, March 16 11:00-12:40

Reading Assignment: Virtual tours of IDEx with Dr. David Tanasi and Access 3D Lab with Dr. Laura Harrison

Written Assignment: *Mini Project 4*: Submit a proposal for your final project. Include in your proposal: the topic or topics your research will address; examples of primary or secondary resources you will utilize; the digital platform you will be using.

Week 11- Community & Oral Histories

Meeting: Tuesday, March 23, 11:00-12:40

Reading Assignment: *Public History: A Practical Guide* ch. 5; Additional reading assignment available on Canvas

Written Assignment: Please respond to reading journal and bring responses to class for discussion

Week 12- Inclusivity in Public History

Meeting: Tuesday, March 30, 11:00-12:40

Reading Assignment: Read "About" page and select one article from *The Inclusive Historian's Handbook* <https://inclusivehistorian.com/entries/>

Written Assignment: *Mini Project 5*. Compose a 500 word (2 page) article review of your selected entry to present in class discussion. Answer the questions: What is the article about? What is the author's argument and/or main point? What evidence do they use to make their point? What is your analysis of the topic discussed (Do you agree or disagree with the author's stance/argument, and why)? Come to class ready to present your review.

Week 13 - Careers and Graduate School

Meeting: Tuesday, April 6 11:00-12:40

Reading Assignment: *Public History: A Practical Guide* chs. 4 & 9; Additional reading assignment available on Canvas

Written Assignment: Please respond to reading journal and bring responses to class for discussion

Week 14: Final Projects Working Group

Meeting: Tuesday, April 20 11:00-12:40

we'll work together to troubleshoot problems and brainstorm ideas.

Week 15: Project Presentations & End of Term Wrap up

Meeting: Tuesday April 27 11:00-12:40

Final Projects Due



Congrats on a Successful Internship!