Temple University

**History 5185**

**PUBLIC HISTORY PRACTICUM**

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| **Instructor:** | Seth C. Bruggeman | **Course Meeting Times:** | Various, per syllabus |
| **Phone:** | 215-204-9744 | **Classroom:** | Various, TBD |
| **E-mail:** | scbrug@temple.edu | **Office Hours:** | By appointment. |
| **Office:** | 942 Gladfelter Hall |  |  |
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**Course Description**

The public history practicum provides students an opportunity to serve internships in historical organizations throughout Philadelphia while learning from one another in periodic classroom meetings wherein we will discuss the challenges and opportunities of doing history in public settings. Internships are designed to balance student interests with the needs of partnering institutions. Each student must complete 140 hours of work under the supervision of an experienced public history professional in addition to occasional writing assignments devised and evaluated by a faculty internship supervisor. The public history practicum is required for all students completing the MA concentration in public history.

**Course Objectives**

* Identify challenges and opportunities of doing public history in professional work settings.
* Strengthen public history skills, including collaboration and public presentation.
* Develop public history professional network through mentorship and involvement with host organizations.
* Sharpen reading, writing, and critical thinking skills.
* Public history MA concentrators should consider the internship an opportunity to begin thesis projects.

**Course Requirements:**

*Readings:*All course readings—including a variety of book chapters, essays, and assorted documents—will be made available electronically.

*Writing Assignments:* Students are required to write in a variety of formats including a journal, a bibliographic essay, and reflection pieces. All writing assignments must be completed in order to pass the course.

*Participation*: In addition to occasional lectures, each class meeting will rely principally on student participation by way of discussion, debate, presentations, breakout groups, and conversation with public history professionals. Active participation in all class meetings is necessary to pass the course.

*Internship Contract*: All students must complete an internship contract in consultation with the host institution and a faculty internship supervisor. The contract specifies educational goals, work requirements, a schedule of deliverables, and contact information for all parties. Contracts must be complete and signed by the end of the first week of the practicum.

*140 Hours of Work Experience*: All students must complete and document 140 hours of work related to the internship, not including time spent in the classroom or in satisfying course requirements. All hours must be completed by the last day of class during the semester of enrollment. Failure to complete and document 140 hours of work experience will result in an F for the course.

**Course Grade:**

Grades in this course will reflect the student’s:

* Understanding of key themes and issues in public history theory and practice;
* Development of professional skills befitting a public historian;
* Ability to work collaboratively; and,
* Fulfillment of expectations set forth in the internship contract.

Each area will be evaluated in the following assignments:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assignment | Possible Points |  | Points | Course Grade |
| Work Log | 15 |  | < 60 | F[ail] |
| Comparative Practice Essays (2) | 10 | *…where…* | 60-69 | D |
| Bibliographic Essay | 25 | 70-79 | C |
| Site Visit | 15 | 80-89 | B |
| Internship Portfolio | 25 |  | 90-100 | A |
| Reflection Essay | 10 |  |  |  |
|  |  |  |  |  |
| Total Possible Points: | 100 |  |  |  |

Failure to complete ***all*** assignments will translate into a grade of F for the course.

**Course Policies**

*Attendance:* You must attend class to succeed in this course. Successful completion of assignments will require consideration of material presented during course lectures and discussion that may not necessarily be available in weekly reading assignments. Absence due to illness still means that you are not participating in class. Students with an emergency (e.g. death in the family, severe illness, automobile accident) may have an excused absence, but if such absences amount to more than 20% of class hours for the semester, students should consider the possibility of withdrawal from the class. I take roll to determine whether you have been physically present; your participation reveals whether you have been mentally present.

*Internet Accessibility:* This class has numerous assignments to be completed on the internet that will require a fast connection (working with internet based video and audio-files).  These assignments can be completed in any campus computer lab and on any computer in a networked dormitory, but they cannot be completed on computers with a dial-up modem connection.

*Missed Assignments:* Note carefully the dates for quizzes, tests, papers, and the final examination as listed on this syllabus. If you miss a quiz, test, or exam or fail to submit an assignment when due without a valid excuse (illness, family emergency), you will receive a zero for this test.  It is your responsibility to inform the instructor of your absence BEFORE the scheduled test.

*Religious Holidays:*  If you will be observing any religious holidays this semester which will prevent you from attending a regularly scheduled class or interfere with fulfilling any course requirement, your instructor will offer you an opportunity to make up the class or course requirement if you make arrangements by informing your instructor of the dates of your religious holidays within two weeks of the beginning of the semester (or three days before any holidays which fall within the first two weeks of class).

*Portable Electronic Devices:*  Cell phones, pagers, and beepers must be turned off during class except with special permission from your instructor.

*Course Withdraw:* Students are responsible for officially withdrawing from classes they do not plan to complete. If you stop attending a class but remain on the class roster, you may receive an ‘F’ in the course. If you receive federal or state financial aid, you may also be required to repay those benefits.

*Disability Statement:*This course is open to all students who meet the academic requirements for participation.  Any student who has a need for accommodation based on the impact of a disability should contact the instructor privately to discuss the specific situation as soon as possible.  Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

*Statement on Academic Freedom:*Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link: <http://policies.temple.edu/getdoc.asp?policy_no=03.70.02>.

*Policy on Academic Honesty:*Temple University believes strongly in academic honesty and integrity. Plagiarism and academic cheating are, therefore, prohibited. Essential to intellectual growth is the development of independent thought and a respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect.

Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, or another person's assistance. Normally, all work done for course—papers, examinations, homework exercises, laboratory reports, oral presentations—is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources—journals, books, or other media—these resources must be cited in a manner appropriate to the course. It is the instructor's responsibility to indicate the appropriate manner of citation. Everything used from other sources—suggestions for organization of ideas, ideas themselves, or actual language—must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism.

Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course which was done for another; helping others to plagiarize or cheat from one's own or another's work; or actually doing the work of another person.

Students must assume that all graded assignments, quizzes, and tests are to be completed individually unless otherwise noted in writing in this syllabus.  I reserve the right to refer any cases of suspected plagiarism or cheating to the University Disciplinary Committee; I also reserve the right to assign a grade of "F" for the given paper, quiz or test.

*Controversial Subject Matter:*In this class we will be discussing subject matter that some students may consider controversial.  Some students may find some of the readings and/or comments in class (or in discussion conducted through an online forum) very challenging.  Our purpose in this class is to explore this subject matter deeply and consider multiple perspectives and arguments.  Students are expected to listen to the instructor and to one another respectfully, but of course are free to disagree, respectfully, with views expressed in class, in electronic discussions, or in readings.

**WEEKLY SCHEDULE**

**WEEK 1: ORIENTATION**

**May 15: Introductions and Expectations**

Today students will learn about the practicum and one another. Come prepared to discuss your summer internship plans with the group. Be sure to bring along your internship contract.

***Readings***

Public History Navigator, <http://ncph.org/wp-content/uploads/The-Public-History-Navigator-2015-Web.pdf>

National Council on Public History 2017 draft report on employment trends

***Guest***

Joanna Arruda, International Council on Monuments and Sites

**May 16: Public History in the Work Place**

In the classroom, pubic history training has grown increasingly concerned with democratizing access to the past by challenging old narratives, engaging issues of social justice, and including new audiences and practitioners. But how do we remain true to the intellectual precepts of our work in professional contexts that frequently challenge them? This week we will examine real-life examples toward developing practical strategies.

***Readings***

Patrick Grossi, “Plan or Be Planned For”: Temple Contemporary’s *Funeral for a Home* and the Politics of Engagement,” *The Public Historian* 37 (May 2015): 14-26.

***Guest***

Patrick Grossi, Advocacy Director, Preservation Alliance of Greater Philadelphia

**May 18: The Internship Thesis Connection**

A key strategy for succeeding in a public history graduate program involves finding ways to make all facets of your training support the thesis, and often the internship is the most important first step in that direction. We will discuss ways to maximize your internship so that it can serve your thesis and, ideally, set the tone for the remainder of your time in the program.

***Readings TBA***

**WEEKS 2-4: INTERNSHIP**

Internships begin (or continue) during the second week of the practicum. Students should report for duty as detailed in their internship contracts.

***Begin Assignment I***

***Submit Assignment II by June 10***

**WEEK 6: MIDTERM ASSESSMENT**

**June 21: Status Report**

We will gather together on campus so that students will report on their internship progress, share concerns, and discuss accomplishments. Come prepared to discuss Assignments I, II, and III.

***Submit Assignment III***

**WEEKS 7-9: INTERNSHIP**

Internships continue according to work schedules outlined in internship contracts.

***Submit Assignment IV by July 5***

***Complete Assignment V***

**WEEK 10: REFLECTION**

**August 4: Final Reports**

We will gather together on campus for one day-long concluding session during which students will present a final report concerning their internship. Presentations should be illustrated with materials prepared for Assignment VI.

***Submit Assignment VI***

**ASSIGNMENTS**

**\*\*Failure to complete any of the following assignments will result in failure of the course\*\***

**Assignment I (15 points): Work B/Log**

Maintain a weekly work blog or log (platform of your choice) that includes, at least, the number of hours you’ve logged on your project, a summary of what you’ve done during those hours, and some reflection concerning what you’ve learned about public history theory versus practice. Whether or not you log or blog depends on your host’s preferences. A public blog, though useful for publicizing your work, may conflict with your institution’s policies on public communication. Check with your supervisor first. All logs and blogs will be available for review by all of your peers.

**Assignment II (5 points): Comparative Practice I**

Having perused your peers’ work logs/blogs, write a brief (500-750 words) paper that compares and contrasts your internship experience thus far with the experiences of your peers. Points of comparison can concern the type of duties you’re assigned, how you relate to the organization’s hierarchy, how history gets done at your host institution and to what end, and how and in what capacity you experience your institution’s public. This assignment should be submitted electronically.

**Assignment III (25 points): Bibliographic Essay**

The bibliographic essay is intended to get you thinking about how the practical aspects of your internship relate (or don’t!) to how academics and others theorize public history. Identify at least 10 articles in relevant scholarly journals (e.g. *The Public Historian*, *Curator*, *History News*) that pertain to some central facet of your work this summer. In the past, for example, students have surveyed topics including modern commemoration, digital humanities, archival method, interpretation in house museums, and so on. Gather your articles, read them, and then write a 10-page paper that summarizes their key themes and issues. In your final portfolio, you’ll reflect on how these themes and issues did or did not figure in your internship. Bibliographic essays should be submitted in hard copy during our midterm meeting.

Note to public history MA concentrators: the bibliographic essay will provide the rough outlines for your thesis prospectus and, possibly, be reused in the thesis itself.

**Assignment IV (5 points): Comparative Practice II**

Reprise Assignment II by, once again, reviewing your peers’ work logs/blogs and writing a brief essay that compares and contrasts your internship experience with the experiences of your peers. You may include the same points of comparison, but also be sure to discuss how each interns’ experience and perspective has evolved over the weeks. This assignment should be submitted electronically.

**Assignment V (15 points): Site Visit**

Schedule a meeting, to be held at your work place, sometime during weeks 5-9 between you, your faculty internship supervisor, and your host supervisor. It is your responsibility to conduct the meeting. Its purpose is to assess how well you’ve satisfied, to date, the duties outlined in your internship contract.

**Assignment VI (15 points): Internship Portfolio**

The internship portfolio provides an overview of what you’ve accomplished over the course of the practicum. The size and format of the portfolio is up to you, but at minimum it must include:

* A variety of work samples typical of what you’ve provided for your internship host. Be sure to include a written description of these materials; and,
* A 5-10 page analysis of your work experience (e.g. what was successful, what was not, what lessons you will apply to future projects, etc.). Explain how public history theory, particularly as expressed in the themes and issues you identified in the bibliographic essay, did or did not apply to your practical experience.

Portfolios must be submitted to me, but also presented to your peers at a final group meeting.