

HIST3398: PUBLIC HISTORY INTERNSHIP  
3 credit hours

INTERNSHIP COORDINATOR:

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COURSE DESCRIPTION:

The public history internship is an integral part of KSU's public history program. Internships at historic and cultural sites and agencies help students decide what field they want to work in, deliver training in different specialties such as interpretation and collections management, and provide opportunities to develop professional contacts. Internships take place at a variety of sites and in a range of specialties, such as museum collections management, battlefield preservation and interpretation, exhibit design, educational programming, downtown development and neighborhood preservation, and archival practices.

It is expected that the internship will introduce students to the variety of activities that go on at a cultural site, but also focus on a particular project so that students can gain substantive, practical skills. At the end of the semester, an intern should be able to outline his or her specific role in the development of one or more projects (e.g., interpretive text for an exhibit, catalogue of a collection, 8<sup>th</sup> grade educational program, public relations campaign, survey of public response to a preservation ordinance, National Register nomination, etc.).

In addition to specific skills that a student may learn or practice, students will also be required to take directives from supervisors, complete tasks in a satisfactory and timely manner, and work effectively with supervisors and co-workers. Students are encouraged to ask supervisors for letters of recommendation for their portfolios at the end of their internship.

COURSE REQUIREMENTS:

Site placement: The intern will work with the coordinator to locate a site relevant to the student's interests. The site must have a staff with appropriate profession training/experience. The coordinator has final approval on the internship site.

Hours: The intern is required to work 100 hours on site over the course of the semester. Readings, course meetings, etc., are completed in addition to the 100 hours worked on site.

Books: The intern will work with the internship coordinator and site supervisor to identify readings relevant to the internship (some are noted below) and a reading schedule. The readings

should be reflected upon in the journal and tied to the internship experience in the final paper. Check with the internship coordinator before purchasing any books.

Students working in ARCHIVES should use the following: Gregory S. Hunter, *Developing and Maintaining Practical Archives*.

Students working in COLLECTIONS MANAGEMENT should use the following: Mary Case, ed., *Registrars on Record: Essays on Museum Collections Management*; Daniel B. Reibel, *Registration Methods for the Small Museum*, Rebecca Buck and Jean Allman Gilmore, ed., *Museum Registration Methods, 5<sup>th</sup> Edition*.

Students working in HISTORIC HOUSE MUSEUMS should use the following: Jessica Foy Donnelly, ed., *Interpreting Historic House Museums*, Sherry Butcher-Youghans, *Historic House Museums: A Practical Handbook for Their Care, Preservation, & Management*.

Students working in MUSEUMS will likely use the following: Gail Anderson, *Reinventing the Museum: Historical and Contemporary Perspectives on the Paradigm Shift*

Students working at a NATIONAL PARK should use the following: Alfred Runte, *National Parks: The American Experience*.

Students working in the HISTORIC PRESERVATION FIELD should use the following: William Murtaugh, *Keeping Time: The History and Theory of Preservation in America*, 3<sup>rd</sup> Edition, *The Special Committee on Historic Preservation, With Heritage So Rich*.

Students working in CULTURAL TOURISM should use the following: Arthur Asa Berger, *Deconstructing Travel: Cultural Perspectives on Tourism*

Class Meetings: We will be meeting as a group at least two times during the semester.

Project Description: Students are required to write and submit a one-paragraph, typed description of the particular project they will be working on or completing as part of their internship. The parameters of the project should be decided in discussion with the site supervisor. This project description is due to the internship coordinator within seven days after the intern's start date.

Reflective Journal: The intern is also required to keep a reflective journal of the internship experience. Reflective journaling is designed to assist in personal and professional growth as well as career exploration by forcing you to consider and reflect on your internship experience and its ancillary activities. Additionally, the journal will help you keep up on the number of hours worked and to initially consider topics you'll want to expand on in your final paper. These reflections may focus on the type of work completed, skills being acquired, difficulties encountered, larger workings of the organization, the politics of public history, or similar topics.

Entries should be at least 200 words in length. Total hours worked each week should be noted, and a running total of the hours worked during the semester should appear on each journal entry.

Students are required to post their journal entries online using the **Assignments folder on D2L**.

Resume and Cover Letter: The student will develop a resume and complete a cover letter in application to a posted position as part of this course. Expect to participate in peer review of your colleagues' letters and resumes.

Final Paper: An internship falls under the rubric of "experiential education," and is not merely "work experience." As such, the intern will be asked to place the work in context of the discipline and other coursework the student has completed, and reflect on and discuss these issues at the end of the term through the completion of a final paper.

In a 7 to 10 page paper the intern should briefly outline the nature of the organization he or she was working for, what the organization does, and the nature of the intern's activities (projects on which he or she was involved). Then the paper should analyze how this work meshed with what the student has learned in the assigned readings and in other courses. Finally, the paper should summarize the learning experience overall. What did you learn? How well did your training at the site prepare you for your internship (and perhaps future professional) responsibilities? Did your experiences reveal to you your professional strengths or some weaknesses?

Interns must submit to the KSU advisor a satisfactory paper by the last day of classes for the semester (before the beginning of final exams).

Supervisor's Evaluation: The student should ensure that the site supervisor reviews his or her performance (see attached guidelines and form). The final review should be submitted to the public history program coordinator by the last day of classes for the semester.

**Grading Criteria: Site Supervisor's Evaluation 40%, Final Research Paper 25%, Resume and Cover Letter 10%, Weekly Journals 25%.**

DEADLINES:

7 days after starting	Project description due
Weekly on D2L	Reflective journal
Last day of classes	Supervisor's evaluation due
Last day of classes	Second half of reflective journals due
Last day of classes	Final paper due
Last day of classes	Resume and cover letter

### SITE SUPERVISOR'S RESPONSIBILITIES:

The site supervisor works with the intern in developing a semester work program that benefits both the student and the agency, recalling that the intern should, at the end of the semester, be able to point to some specific project and say that he or she had a role in its development. The supervisor also assigns work that develops professional skills; makes sure the student completes the work assignments satisfactorily; certifies that the work experience has been a learning experience that will contribute to the student's career aspirations.

The site supervisor must also complete and submit a final performance review (form attached) certifying that the intern has met the internship requirements -- that, in other words, the intern has put in the required number of hours and has satisfactorily performed his or her assigned duties. The internship advisor cannot award academic credit (3 credits, HIST3398) for the internship until that evaluation has been received.

The final review should be submitted to the public history program coordinator by the end of the last day of classes for the semester (i.e., prior to final exams).

# KSU PUBLIC HISTORY INTERNSHIP

## Intern Performance Evaluation

Name of Intern: \_\_\_\_\_

Site: \_\_\_\_\_

Semester: \_\_\_\_\_

Attends work sessions:

Excellent \_\_\_\_\_ Good \_\_\_\_\_ Needs Improvement \_\_\_\_\_

Interacts well with colleagues:

Excellent \_\_\_\_\_ Good \_\_\_\_\_ Needs Improvement \_\_\_\_\_

Follows directions:

Excellent \_\_\_\_\_ Good \_\_\_\_\_ Needs Improvement \_\_\_\_\_

Accomplishes tasks in a timely manner:

Excellent \_\_\_\_\_ Good \_\_\_\_\_ Needs Improvement \_\_\_\_\_

Takes initiative:

Excellent \_\_\_\_\_ Good \_\_\_\_\_ Needs Improvement \_\_\_\_\_

Exhibits a willingness to learn:

Excellent \_\_\_\_\_ Good \_\_\_\_\_ Needs Improvement \_\_\_\_\_

Works in an organized and efficient manner:

Excellent \_\_\_\_\_ Good \_\_\_\_\_ Needs Improvement \_\_\_\_\_

Exhibits knowledge of academic discipline (U.S. history, anthropology, civil war history, etc.):

Excellent \_\_\_\_\_ Good \_\_\_\_\_ Needs Improvement \_\_\_\_\_

Has good communication skills:

Excellent \_\_\_\_\_ Good \_\_\_\_\_ Needs Improvement \_\_\_\_\_

Understands museum/archival/park/preservation operations:

Excellent \_\_\_\_\_ Good \_\_\_\_\_ Needs Improvement \_\_\_\_\_

