

Spring 2016
Dr. Heikki Lempa

HIST 288
W 11:45-12:55

304 Comenius

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Or by appointment

INTERNSHIP IN HISTORY **(SYLLABUS SUBJECT TO CHANGE)**

Course Objectives and Format

Internship in history is a rigorous, comprehensive exposure to the real-life aspects of historical work. It stimulates historical imagination and challenges to apply information and skills acquired from academic classrooms. Internship consists of two parts: site experience (internship) and internship seminar. You will be assigned to an internship site where you will work eight hours a week. You will also attend internship seminar.

A. Site Experience (internship):

You will work under a site supervisor who is in contact with the instructor of the internship seminar and also evaluates your work. You are expected to:

- a. work eight hours a week at your internship site,
- b. follow the code of professional conduct appropriate for your internship place,
- c. to show appropriate sense of initiative in solving problems,
- d. be properly dressed,
- e. make keen observations of your work and the field,
- f. collect data of your internship experience by keeping a journal.

B. Internship Seminar:

The seminar will support and guide you as you reflect on your experiences as an intern. We will meet once a week and share thoughts about readings, careers for history majors, and experiences in internships. By pooling these experiences, you will get a broader sense of the range of possibilities for history students than you would glean from your experience alone. When scheduling internship hours with your site supervisor, you must make certain that your scheduled times do not conflict with those of other courses or increase the likelihood that you might be late to other classes. Please allow ample time for travel and finding parking, both at the internship site and at Moravian College.

Eligibility

As per the College guidelines, a student must be of junior or senior standing with a cumulative GPA of 2.7 or higher in order to enroll in an internship. Students with a GPA of 2.5 or above can, in some cases, apply to take an internship and be approved with a letter of support from the advisor or faculty supervisor. Transfer students must complete a semester of course work at Moravian before enrolling for an internship. Students who do not have the required GPA for an internship may enroll in this course as an IDIS student and pursue an interdisciplinary project.

Evaluation

Paper	33%
Journals (11)	33%
Paper presentation	10%
Site Evaluation	24%

Journals. You will write journals on your work experience and reading materials. Each journal should be at least 500 words and make detailed observations and notes of your work experience. For the readings you should produce 500-word critical observations of the texts. It is important that you try to link these texts to your work and to each other. The journals on work and journals on readings constitute your field observations, the raw data on which your paper is based. The journals are graded on pass/fail. The language of the journals should be academic, precise, and professional.

Paper. Your paper is a synthetic reflection of your work experience. By using your journals produce a text of at least 20-pages long. You should be reflective, make keen and detailed observations (use good and concrete examples). Connect these work reflections to the readings and other relevant materials. Besides the class readings you should use and properly cite at least one major book relevant to your field and site. The paper should be written and delivered in Chicago style.

Presentation. Prepare a formal presentation of 20 minutes (8 pages) that summarizes your paper, your findings, and critical commentary of the literature. Besides your own observations important is the liveliness of the ensuing discussion.

Attendance. One absence is allowed. After the first one each subsequent absence lowers your overall grade for the course by a third (1/3) of a letter grade unless you have a documented illness or a written explanation from your athletic coach.

Workload and Work Hours. You will work eight (8) hours at your internship site. Additional work is needed for writing journals and paper, preparing for class, and attending seminar so that the total **minimum weekly workload** for this class is **fourteen (14) hours**. For a good paper more work is needed.

Support Policy for Students with Disabilities. Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located on the lower level of Monocacy Hall or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Required Texts:

- ! Cary Carson, "Mirror, Mirror on the Wall, Whose History Is the Fairest of Them All?," *The Public Historian*, 17, No. 4 (Fall 1995), 61-67. Available via JSTOR: <http://www.jstor.org/stable/3378385>
- ! Katie Hafner, "History, Digitized (and Abridged)," *New York Times*, 10 March 2007. http://www.nytimes.com/2007/03/10/business/yourmoney/11archive.html?_r=2&pagewanted=all

- ! James B. Gardner, "Contested Terrain: History, Museums, and the Public," *The Public Historian*, 26, No. 4 (Fall 2004), 11-21. Available via JSTOR: <http://www.jstor.org/stable/10.1525/tph.2004.26.4.11>
- ! Johann Gustav Droysen. *Outline of the Principles of History*. Boston: Ginn, 1893, 3-8, 49-58. Available via Google: <https://books.google.com/books?id=1VA0AQAAIAAJ&dq=inauthor%3ADroysen&pg=PP7#v=onepage&q&f=false>
- ! Constance Schulz, Page Putnam Miller, Aaron Marrs, and Kevin Allen. *Careers for Students of History*. American Historical Association, 2002. Available via AHA: <https://www.historians.org/jobs-and-professional-development/career-resources/careers-for-students-of-history>
- ! *Careers for Students of History*. Available via: <http://www.wiu.edu/cas/history/pdf/CareersforStudentsofHistory.pdf>
- ! Michelle Caswell, "Seeing Yourself in History: Community Archives and the Fight Against Symbolic Annihilation" in *The Public Historian*, 36, No. 4 (November 2014), 26-37. Available via JSTOR: <http://www.jstor.org/stable/10.1525/tph.2014.36.4.26>

SCHEDULE

Jan 20	Introduction	
Jan 27	Issues in Public History: Contested Histories/ Carson, "Mirror, Mirror"	Due: Journal on Carson
Feb 3	Issues in Public History: Digitization/ Hafner, "History Digitized"	Due: Journal on Hafner
Feb 10	Individual Meetings with Faculty Facilitator	Due: Journal on Work
Feb 17	Issues in Public History: Museums and Archives/ Gardner, "Contested Terrain"	Due: Journal on Gardner
Feb 24	Issues in Public History: Presenting Historical Knowledge/ Droysen, <i>Outline</i>	Due: Journal on Droysen
March 2	Issues in Public History: Finding Oneself in History/ Caswell, "Seeing Yourself in History"	Due: Journal on Caswell
March 16	Issues in Public History: Cultural Tourism	
March 23	Careers in History/ Schulz et.al., "Careers" and <i>Careers for Students of History</i>	Due: Journal on Schulz and <i>Careers</i>
March 30	Graduate Schools	Due: Journal on Work
April 6	Analysis of the Workplaces	Due: Journal on Work
April 13	Individual Meetings with Faculty Facilitator	Due: Journal on Work
April 20	Presentations	
April 27	Presentations	
May 3	Due: Paper	