

Internships in Public History: Syllabus

Boston University – Spring 2017

AM/HI 313 W 2:30 – 5:15p.m. HIS B06

Instructor/Internship Coordinator: Jan Haenraets, Preservation Studies Program

Goals

The course will introduce students to the ideas and practices of public history through the placement of students in public history internships and through the organized discussion of those internships in a classroom setting. Public history, as the National Council on Public History explains, entails making the insights and observations of history ‘accessible and useful to the public’. Staff at historic sites make choices and decisions about what to present and how to present it, and interns have the opportunity for first hand experience of this process.

In this course students will have the opportunity to undertake supervised work in Boston-area institutions dedicated to this public presentation of the past. Internships can take place at historic sites, house museums, government agencies, advocacy groups, research libraries, and archives that engage in heritage research, interpretation, and preservation.

Students will also meet with the instructor to discuss themes in public history theory and practice that, together with the internship experience and related readings, inform class presentation and a final internship project.

Office Hours & Contact information

Tuesday 1:00-2:30 and Friday 10:30-12:00, and by appointment.

226 Bay State Road, Room 108, 617-353-9910, janh@bu.edu

Assignments and Grading

Over the course of the semester, students will meet as a group with the instructor, undertake an internship at a public history institution, and prepare a series of written assignments. These tasks are described in greater detail below and in a separate sheet on the internship itself.

Class Participation	15% of the course grade
Reading Responses	20%
Internship Log	15%
Internship Performance	20%
Internship Project Report & Presentation	30%

Class Format and Preparation

The primary work of the semester will be the student’s internship. In addition we will meet throughout the semester, though not every week, either as a group or in individual meetings between the student and the instructor. Students are expected to attend class and to participate in discussion. **15% of their final course grade** will be based on class participation.

Required readings are listed for many weeks. Readings should be completed and students prepared to discuss them during the class meeting as indicated below. Required readings from other books will be made available as Pdf files on the course site.

For some weeks there are additional tasks assigned, often including queries for students to consider about their institutions. Often these would benefit from discussion with staff members.

In addition to meetings at BU, there will be a visit by the instructor to the host institution to meet with the student and the supervisor.

Internships

The most important part of the course will be the student's internship, which **constitutes 65% of the grade**. Grading will be based on:

- the Internship Log (15%);
- performance of duties at the host institution (20%);
- and in their internship report with a short internship presentation to the class (30%).

The syllabus includes notes on assignments related to the internship and the internship project. More details will be provided regarding the expectations for participation and reporting about the internship.

The **Internship Log** should be completed for each week for the first four weeks of class. For the remaining weeks students will continue to complete the log weekly but will submit to the instructor in alternate weeks. The Internship Logs should be emailed to the instructor by Monday evening before each week's class meeting.

Students will note that they are expected to make a **presentation** to the class about their internship project during our last class meeting(s).

The internship project report is due on the Wednesday of exam week, by 5 pm.

Reading Responses

The readings address the series of themes identified on the syllabus and the responses will help students prepare for class discussions and their internship work. Students should expect to write several paragraphs for each response (500 to 750 words) and to succinctly summarize the readings' main points, specifically address the themes identified each week, and note the relevance or application of the readings to their host institution and/or their internship project.

These essays should be emailed to the instructor before the week's class meeting, by Monday evening. In rare instances, the theme will not be relevant to your institution. If so, notify the instructor and an adaptation will be developed.

Each students will prepare written responses to the readings for most of the weeks when we meet as a group, for a total of five responses. These responses will together **count for 20% of the student's final grade**.

Changes to the reading and writing assignments may be made during the semester, with appropriate notice.

Electronics

Students may make use of their laptops for taking notes. Cell phones and texting are not permitted.

Academic Conduct Code

Students are expected to be familiar with and adhere to the standards outlined in the CAS Academic Conduct Code: <http://www.bu.edu/academics/resources/academic-conduct-code/>

Weekly Schedule

Week One: Classes for the semester start on Thursday 19 January. No class meeting.

Wed, January 25

Week Two: Introduction and Practicalities

Discussion of the course and work at your internships

Readings:

NCPH Curriculum and Training Committee, 2009. 'Public History for Undergraduate Students', <http://ncph.org/wp-content/uploads/2010/08/Undergrad-Best-Practice.pdf>

Jill Liddington, 'What Is Public History? Publics and Their Pasts, Meanings and Practices', *Oral History*, 30:1 (2002), pp. 83-93. <http://www.jstor.org/stable/40179644>

For class discussion:

Why did you select the course?

What do you see as opportunities in the internships? What do you expect?

What are you interested in, and what types of experiences or institutions for the internships?

Wed, February 1

Week Three: What is Public History and Careers in Public History

Readings - What is Public History?:

Jill Liddington, 'What Is Public History? Publics and Their Pasts, Meanings and Practices', *Oral History*, 30:1 (2002), pp. 83-93. <http://www.jstor.org/stable/40179644>

Jennifer Evans, 'What is Public History', Public History Resource Centre (2000), http://www.publichistory.org/what_is/definition.html

NCPH 2016. 'About the Field', <http://ncph.org/what-is-public-history/about-the-field/>

Selected readings from: Whisnant, Anne M, Marla R. Miller, Gary B. Nash, and David P. Thelen. *Imperiled Promise: The State of History in the National Park Service*, Organization of American Historians for the NPS, 2011, http://www.oah.org/programs/nps/imperiled_promise.html

Readings - Careers:

OAH (Organization of American Historians). "Career Coach", <http://www.oah.org/career-coach/BeyondAcademe>. <http://beyondacademe.com>

Philip M. Katz, 'Public History Employers – What Do They Want?', a report in *Perspectives on History* (Sept. 2003) on a survey conducted by the American Historical Association's Committee on Graduate Education and the Taskforce on Public History, <http://www.historians.org/publications-and-directories/perspectives-on-history/september-2003/public-history-employers-what-do-they-want-a-report-on-the-survey>

Online videos (will be viewed in class):

NCPH 2016, "'What is Public History?' Video Series,' <http://ncph.org/what-is-public-history/additional-resources/>

For class discussion:

Who works at your institution? What career and training route did they follow?

Wed, February 8

Week Four: Organisations, Institutions and their Missions Schedule of Internship Due

For class discussion:

What is the mission of your host institution?

For reading, review the public presence of your host institution, including publications, websites, brochures, and bring some of the material to the class. Who are they? What is their audience? What are their goals?

Readings:

Selected readings from: Gardner, James B., and LaPaglia, Peter S. 2004. *Public History: Essays from the Field*. Rev. ed. Public History Series. Malabar, Fla.: Krieger Pub.

Rosenzweig, Roy, and David P. Thelen. 1998. *The presence of the past: popular uses of history in American life*. New York: Columbia University Press: pp.15-36.

Historic New England. "Our Mission", <http://www.historicnewengland.org/about-us/mission-and-vision>

Wed, February 15

Week Five: Private site become public

Description of the Internship Project Due & Start Internships

With Guest Lecturer: Lisa Vernegaard, Executive Director, Sudbury Valley Trustees

Readings:

Sudbury Valley Trustees: <http://www.svtweb.org>

The Trustees of Reservations: <http://www.thetrustees.org>

The National Trust. 2006. *The National Trust manual of housekeeping: the care of collections in historic houses open to the public*. Amsterdam: Elsevier: 670-685 Opening Houses; 744-53

Interpreting Conservation

Watkins, John, and T. W. J. Wright. 2007. *The management & maintenance of historic parks, gardens & landscapes: the English Heritage handbook*. London: Frances Lincoln: 38-67 Managing historic parks and gardens

The National Trust for Scotland. 2005. *Access, Enjoyment & Education Principles*, Edinburgh: The National Trust for Scotland

For class discussion:

Does your internship site open to the public, and how did it evolve from a private site to a public site?

What are some of the challenges in being a public site and in conveying its history to the public?

How is this managed? What stories can be told?

Wed, February 22

Week Six: Monday Schedule. No class meeting.

Individual meetings with students. Internship goals, tasks, and project.

Annotated Bibliography on Internship Projects Due.

Wed, March 1

Week Seven: Online Initiatives and Digital History, Research and Writing

Readings:

Selection from online initiatives.

John D. Krugler, 'Behind the Public Presentations: Research and Scholarship at Living History Museums of Early America', *The William and Mary Quarterly*, Third Series, 48:3 (1991), pp. 347-386.

<http://www.jstor.org/stable/2938141>

Selected readings from: Whisnant, Anne M, Marla R. Miller, Gary B. Nash, and David P. Thelen. 2011. *Imperiled Promise: The State of History in the National Park Service*, Organization of American Historians for the NPS, http://www.oah.org/programs/nps/imperiled_promise.html

For class discussion:

Does your internship site use online initiatives and digital histories?

Work with staff member(s) to complete the questionnaire attached to Krugler's article.

Sat, March 4 - Sun, March 12

Week Eight: Spring Break

Wed, March 15

Week Nine: Case Study: Managing a National Historical Park Site

Together with a Guest Lecturer: Margie Coffin Brown, Integrated Resources Program Manager, Minute Man National Historical Park, Concord, MA

To be confirmed: Class combined with a site visit to Minute Man National Historical Park.

Readings:

Laura Feller and Page Putnam Miller, "Public History in the Parks: History and the National Park Service," *Perspectives on History* (2000), <https://www.historians.org/publications-and-directories/perspectives-on-history/january-2000/public-history-in-the-parks-history-and-the-national-park-service>

Minute Man National Historical Park, <https://www.nps.gov/mima/index.htm>

National Park Service, Cultural Landscape Report, Overview, <https://www.nps.gov/dscw/clr.htm>

National Park Service, Cultural Landscape Report, Sections, <https://www.nps.gov/dscw/clrd-sections.htm>

Bruce Noble, 'At Historical Parks: Balancing a Multitude of Interests', in Gardner, James B., and LaPaglia, Peter S. *Public History : Essays from the Field*. Rev. ed. Public History Series. Malabar, Fla.: Krieger Pub., 2004: 279-294

Wed, March 22

Week Ten: Telling the story: Interpretation, presentation, education

Readings:

Leffler, Phyllis K., and Brent, Joseph. *Public History Readings*. Public History Series. Malabar, Fla.: R.E. Krieger, 1992: Chapter 4 - Historical Processes: Presentation: 479-535 [To scan]

National Trust for Scotland 2005. *Access, Enjoyment, Education Principles*, Edinburgh: The National Trust for Scotland, <http://www.nts.org.uk/conservedownloads/Access,EnjoymentandEducationPrinciples2005.pdf>

National Park Service. "Teachers", <https://www.nps.gov/teachers/index.htm>

National Trust for Scotland. "Learning", <http://www.nts.org.uk/Learn/>

National Park Service. "Interpretation and Education", <https://www.nps.gov/interp/>

For class discussion: What types of interpretation, education and presentation tools are used at your site? What new or other methods could be useful for your site?

Bring some of the samples to the class, including, if permitted, photographs of presentation at the site.

For class discussion:

Does your internship site open to the public, and how is this managed?

Wed, March 29

Week Eleven: Visits by the instructor to host sites.

No class meeting.

Wed, April 5

Week Twelve: Visits by the instructor to host sites.

No class meeting.

Wed, April 12

Week Thirteen: Tough Subjects and Difficult Pasts

To be confirmed: Site visit to the Museum of African American History, and the Black Heritage Trail.

Readings:

James Oliver Horton, 'Presenting Slavery: The Perils of Telling America's Racial Story', *The Public Historian*, Vol. 21, No. 4 (Autumn, 1999), pp. 19-38. <http://www.jstor.org/stable/3379471>

Silverman, Deborah L. 'Diasporas of art: History, The Tervuren Royal Museum for Central Africa, and the politics of memory in Belgium, 1885–2014.' *Journal of Modern History*, 87(3) (2015), pp. 615-667. <http://www.journals.uchicago.edu/doi/10.1086/682912>

National Museum of African American History & Culture <https://nmaahc.si.edu>

Charlotte J. Macdonald. "Two Peoples, One Museum", in Walkowitz, Daniel J., and Knauer, Lisa Maya. *Contested Histories in Public Space : Memory, Race, and Nation*. Radical Perspectives. Durham [NC]: Duke University Press, 2009: 31-48

For class discussion: What are the challenges at your internship site or institution?

Wed, April 19

Week Fourteen: Individual meetings with students.

No class meeting.

Wed, April 26

Week Fifteen: Student presentations

Final Internship Project Report due Tuesday 5 pm (in the Instructor's office)

Wed, May 3

Week Sixteen: Student presentations