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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Course Grade</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>15%</td>
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<tr>
<td>Reading Responses</td>
<td>20%</td>
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<tr>
<td>Internship Log</td>
<td>15%</td>
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<tr>
<td>Internship Performance</td>
<td>20%</td>
</tr>
<tr>
<td>Internship Project Report &amp; Presentation</td>
<td>30%</td>
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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:  
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?:  
Readings - Careers:  
Beyond Academe, [http://beyondacademe.com](http://beyondacademe.com)  
Online videos (will be viewed in class):  
NCPH 2016, “‘What is Public History?” Video Series,’ [http://ncph.org/what-is-public-history/additional-resources/](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:

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
Interpreting Conservation

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

Wed, March 22
Week Ten: Telling the story: Interpretation, presentation, education

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

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**