American Public University System

The Ultimate Advantage is an Educated Mind

School of Arts and Humanities

HIST 696
Practicum in Applied History

3 Credit Hours
Length of Course: 16 weeks

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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Instructor Information

See the Syllabus Tool for contact information.

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Course Description (Catalog)

The experiential or practical component of this course aims to apply learning in an aspect of interest related to the degree and concentration in Public History. It is understood to be a supervised practicum that requires approval by APUS before entering into the relationship with a sponsoring organization. The selection of an organization or site for the practicum must relate to the content of the student's course work and/or concentration. Goals of the applied practicum and integration seminar will be submitted by the student for approval using an application for approval to the Faculty member, Department Chair and Dean of the School, Arts and Humanities. The organization will serve as an opportunity to experience the practice of an area of public history related to the focus of the student's degree.

Course Scope

"Practicum" means a course of study that involves the supervised application of previously studied theory. In History 696, Practicum in Applied History, students will develop plans for their individual practicum, negotiate implementation of those plans, and carry out those plans as supervised applications of one or more aspects of public history. Students will also, at the conclusion of the operational phase of their practicum, report on their practicum experiences and critique the practicum projects of their classmates. Students should expect to carry out many tasks that contribute to their sponsoring organizations' missions while also completing discrete practicum projects that are of benefit to those organizations and to the attainment of their own educational goals.

Course Objectives

After successfully completing this course, you will be able to:

1. Develop and maintain a Public History Portfolio that depicts their qualifications for the practice of Public History.
2. Assess the need for and plan a public history project.
3. Negotiate implementation of a public history project.
4. Assess, plan for, and fulfill the duties of a historian in a public history project through research, analysis, and synthesis.
5. Evaluate their own and their classmates' public history projects, identify issues needing resolution, and create strategies for issue resolution.

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (located in Resources in SAKAI) and access to an online learning management system (SAKAI) will be made available to each student. Online assignments include discussion Forum questions accomplished in groups through a threaded forum and individual assignments submitted for review by the Faculty Member.

Participation in weekly discussion forums is critical to the success of the course. For each discussion topic, an initial post is due by 11:59pm Thursday of the week of the discussion topic, and replies to at least two of your classmates are due by 11:59 pm of the Sunday of the week of the discussion topic.

Course Materials

REQUIRED TEXTS

Ciotola, Nicholas P. and White, Thomas. *Breaking In: A Four Step Approach to Finding Your First Public History Job.* American Association for State and Local History Technical Leaflet No. 219. 2002.

REQUIRED ARTICLE READINGS

None

WEB-BASED REQUIRED READINGS

Grove, Tami, "Top Five Strategies for Landing an Internship."

Katz, Philip M. "Public History Employers, What Do They Want?" *Perspectives*. September 2003.

Pitt, Alexander, "Public History: a Reflective Essay," 2007.

Additional readings may be assigned as ideas are developed and exchanged throughout the course.

RECOMMENDED FURTHER READING

Ambrose, Timothy and Paine, Crispin. *Museum Basics*. New York: Routledge, 2006.

Baker, Charles L. *Planning Exhibits: From Concept to* Completion. Technical Leaflet No. 137. Nashville: American Association for State and Local History, 1981.

Callies, David L. *Historic Preservation Law in the United States*. Washington, D.C.: Environmental Law Institute, 2002. (Available through the Online Library)

Carmicheal, David W. *Organizing Archival Records: A Practical Method of Arrangement and Description for Small Archives.* Lanham, MD: AltaMira Press, 2004.

Cohen, Daniel and Rosenzweig, Roy. *Digital History: a Guide to Gathering, Preserving, and Presenting the Past on the Web*. Phildelphia: University of Pennsylvania Press, 2006.

Crooke, Elizabeth M. *Museums and Community*. New York: Routledge, 2007.

Dean, David. *Museum Exhibition: Theory and Practice*. New York: Routledge, 1996. (Available through the Online Library)

Dubrow, Gail Lee and Goodman, Jennifer B. *Restoring Women's History Through Historic Preservation*. Baltimore: Johns Hopkins University Press, 2003. (Available through the Online Library)

Gardner, James B. and LaPaglia, Peter S., eds. *Public History: Essays from the Field*. Malabar, FL: Kreiger Publishing Company, 2004.

Hein, George E. *Learning in the Museum*. New York: Routlege, 1998. (Available through the Online Library)

Howard, Peter. *Heritage: Management, Interpretation, Identity*. New York: Continuum, 2003. (Available through the Online Library)

Howe, Barbara J. and Kemp, Emory L. *Public History: An Introduction*. Malabar: FL: Robert E. Kreiger Publishing Company, 1988.

Institute for Career Research. *Careers in Historic Preservation: Saving Districts, Buildings, and Structures Significant in American History*. Chicago: Institute for Career Research, 2005. (Available through the Online Library)

Leffler, Phyllis K. and Brent, Joseph. *Public History Readings*. Malabar, FL: Kreiger Publishing Company, 1992.

Loewen, James W.

Lies Across America: What Our Historic Sites Get Wrong. New York: Simon & Schuster, 2000.

Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong. New York: Simon & Schuster, 2007.

Parman, Alice and Flowers, Jeffrey Jane. Exhibit Makeovers: A Do-It-Yourself Workbook for Small Museums. Lanham, MD: AltaMira Press, 2008.

Pearce, Susan, ed. *Interpreting Objects and Collections*. New York: Routledge, 1994. (Available through the Online Library.

Poppeliers, John C.. *What Style Is It? A Guide to American Architecture*. Washington, D.C.: National Trust for Historic Preservation, 2003.

Sandell, Richard and Janes, Robert R. *Museum Management and Marketing*. New York: Routledge, 2007.

Somer, Barbara W. and Quinlan, Mary K. *The Oral History Manual*. Lanham, MD: AltaMira Press, 2009.

Stipe, Robert E., ed. *A Richer Heritage: Historic Preservation in the Twenty-First Century*. Chapel Hill: University of North Carolina Press. 2003. (Available through the Online Library)

Talboys, Graeme K. *Museum Educator's Handbook*. Burlington, VT: Ashgate Pub. Co., 2005. (Available through the Online Library)

Tyler, Norm; Ligibel, Ted J., and Tyler, Ilene R. *Historic Preservation: An Introduction to Its History, Principles, and Practice.* 2nd ed. New York: W.W. Norton & Company, 2009.

RECOMMENDED REFERENCES (For All History Majors)

- *Information Literacy* tutorial in the Tutorial Center of the Online Library.
- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003. Accessible through The Online Library.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 7th Edition. Chicago: University of Chicago Press. *Purchase Optional*.
- Turabian Citation Guide Online http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

- Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6th ed. New York: Longman, 2007.

IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional footnote attribution. Do not use endnotes or parenthetical (MLA) variation.

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Evaluation Procedures

This is a graduate course. One definition of a graduate course is a "course that requires of students a high degree of cognitive processing such as synthesis, conceptualization, critical evaluation, and problem solving." Collaborative work is also a hallmark of most historic preservation efforts. Many public history projects require cooperation with other public historians and with specialists such as archaeologists, architectural historians, and historical architects. Part of your grade in this course will depend on cooperating with others to complete historic preservation projects. Some individual grades will be derived from the grades collaborative projects receive.

Recommended prerequisites for this course are *HIST 500* - Historical Research Methods, HIST *501* – Historiography; *HIST 521* – Seminar in Public History; and at least three of the following: *HIST 522* – Archives and Manuscript Management; *HIST 523* – Theory and Practice of Oral History; *HIST 634* – History, Theories, and Contemporary Issues in Historic Preservation; *HIST 634* – Museum and Exhibition Culture; *HIST 636* – History and Digital Preservation. The Department of History and Military Studies requires that you use the *Chicago Manual of Style* for formatting and documenting work submitted in the department. Failure to do so will result in work being returned without comment or grading for correction.

Written work accounts for 80% of the grade in this class. The rubrics for graduate writing assignments may be found at Writing Rubrics.

> For written assignments, students should upload assignments in the field designated "optional file download." Click browse, and then locate the file on their computer. Also, be sure to click the "submit for grading" box in the lower right hand corner. Following these directions will ensure that you have successfully uploaded assignment by the title (Assignment One etc.), and this will prompt faculty to grade the assignment upon submission. Students should not submit in "Student Comment" section or as email attachments.

Discussion Boards account for 20% of the class grade. Interactivity is what differentiates an effective online course from a correspondence course. Research has consistently identified quantity and quality of student-student and student-professor interaction as strong positive correlates with student and faculty satisfaction. Online interactivity requires reading and writing. See Discussion Board Rubrics.

Students must enter the appropriate group under the Discussion Board button on the left navigation bar. Students should post their initial posting and classmate's response in the discussion board area for classmates to read and respond to the postings of other classmates. Discussion Boards should not be used for administrative communications.

Grade Instruments:	Points	% Final Grade
Weekly Forum Topics (1 point each) excludes Critiques Forum	14	14%
Portfolio	12	12%
Practicum Proposal	10	10%
Practicum Agreement	4	4%
Practicum Project	40	40%
Practicum Reflections Paper	14	14%
Practicum Critiques Forum	6	6%
TOTAL	100	100%

The APUS Grading System is described in the Student Handbook.

Course Outline

Week	Topic(s)	Learning Objective(s)	Reading(s) and Web Activities	Assignment(s) and Discussion Boards

1	Virtual Introductions Course Overview Defining Public History	LO-1 – Create a personally and professionally appropriate goal for practicing public history. (See Course Objectives #1 and #2)	Alexander Pitt, "Public History Internship: a Reflective Essay. 2007. American Public University System, *AMU/APU Master's Capstone Manual: Examination, Paper, Thesis, Creative Project & Practicum Options*. Charles Town, WV: AMU Press, 2009, Chapter V.	Post a virtual self-introduction on the Discussion Board and post greetings to your classmates after reading their self-introductions. In your introduction, explain what you expect to gain through the Practicum. **Due at the end of Week 1.**
2	Public History Portfolio	LO-2 – Identify aspects of their own educational and practical experiences that demonstrate best practices in several aspects of public history. (C.O. #1, C.O. #2)	"Portfolios," About.com. Tami Grove, "Top Five Strategies for Landing an Internship."	Prepare a Public History Portfolio that includes examples of your work that demonstrates best practices in several aspects of public history. Post portfolio on Discussion Board for classmates' critiques and critique classmates' portfolios. Use a website like Online Portfolio & Resume, www.opresume.com/. **Due at the end of Week 2.**
Weeks 3 thru 4	Practicum Proposal LO-4 – Establish the			Air Force History and Museums Program, "Interns." American Association for State and Local History, "Alderson Internship." Harper's Ferry National Historical Park, "Internships."	Prepare a proposal for a Practicum in Public History that identifies potential advisors and sponsors, defines educational objectives to be achieved by completing the practicum, and outlines how those educational objectives will be achieved. Conform your

| | | educational value of, and prepare a proposal for a practicum that will demonstrate ability to apply theories and best practices learned in prerequisite courses. (C.O. #1, C.O. #2, C.O. #3) | H-Net, "Announcements," (search term Internship).

International Centre for the Study of the Preservation and Restoration of Cultural Property, "ICCROM Internship Programme."

Library of Congress, "Internship Opportunities."

Martha's Vineyard Museum, "Internships."

Museum Employment Resource Center, "Internships."

Museum Resource Board, "Internship Opportunities."

Mystic Seaport, "Summer Internship Program."

NASA History Division, "Internship Opportunities."

National Conference of State Historic Preservation Officers, "Find a SHPO."

National Council on Public History, "Currently Available Internships."¨ | proposal to Chapter V in the *AMU/APU Master's Capstone Manual*. **Due at end of Week 3**

Use your portfolio and practicum proposal to negotiate a practicum agreement with an institution and sponsor capable of providing the experiences needed to achieve the practicum goal. Submit an appropriate version of the "Practicum Organizational Consent Form," Appendix 11, *AMU/APU Master's Capstone Manual*. **Due at the end of Week 4**. |

			National Park Service, "Internship Opportunities." National Trust for Historic Preservation, "Internship Openings." Naval History and Heritage Command, "Internships." Preservation Directory, "Internships." PreserveNet, "Internship Opportunities." Smithsonian Institution, "Currently Available Internships at the Smithsonian and Elsewhere" United States Marine Corps History Division, "Grants and Internships." Western Reserve Historical Society, "Internships." Investigate Internship Possibilities in your vicinity.	
Weeks 5 thru 14	Practicum	LO-5 – Demonstrate ability to apply theories and best	No required reading.	Submit brief weekly reports that highlight accomplishments and raise issues needing resolution to AMU advisor, complete pre-

		practices learned in prerequisite courses (C.O. #4)		approved practicum project. Post a brief synopsis of your week's experiences on Forum Board. **Weekly reports and posts due at the end of each course week. Practicum project due at the end of Week 14.**
Weeks 15 thru 16	Practicum Critiques	LO-5 – Assess success in meeting practicum goals and objective and analyze effectiveness of practicum projects in applying theories and best practices learned in prerequisite courses. (C.O. #5)	No required reading.	Post your own practicum project to the Discussion Board. Critique your classmates' practicum projects and respond to their critiques of your project. Post by Thursday of Week #15. Prepare and submit a "Critical Reflection Paper" that meets the requirements of Chapters V and VI, and Appendix 12, *AMU/APU Master's Capstone Manual*. Post by Thursday of Week #16. **Everything MUST be submitted by the end of Week 16**.

Policies

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

Drop/Withdrawal Policy
Plagiarism Policy
Extension Process and Policy
Disability Accommodations

Writing Expectations

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations,* 7th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See Chicago Style Manual

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter--e.g., title page, copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, abstract.
2. Narrative with scholarly attributions.
3. Back matter--bibliography, appendices.

Citation and Reference Style

History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes or endnotes, but also may request a formal bibliography:

> **Endnotes/Footnotes**, the primary focus in Turabian, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.
> **Bibliography** is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.
>
> *Turabian* and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:
> - May be in-line, but preferably set in raised superscript.[1]
> - Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.
> - Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to: http://www.apus.edu/Online-Library/tutorials/index.htm

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

- **Inter Library Loans:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

Request a Library Guide for your course (http://apus.libguides.com/index.php)
The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., HIST500) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS Library: librarian@apus.edu

Selected Bibliography

Located in SAKAI Resources.