

Bowie State University
Department of History and Government
History 460: Fieldwork in Historical Management
6 Credits Summer 2012

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COURSE DESCRIPTION: This course is an internship in archives, historical agencies, museums, or government agencies and requires a field placement and weekly evaluative meetings. Fieldwork in Historical Management is a six-credit course and practicum in the discipline that combines the traditional classroom setting with the day-to-day practical or experiential workplace learning using the internship format. Students, who register for and enroll in the course, work in various historical settings under supervision in addition to reading the appropriate academic literature as assigned.

COURSE PREREQUISITES: Students must have successfully completed English 101 and should have completed English 102, as well, to enable them to read, engage and confront difficult or complex texts with maximum comprehension, write intelligibly, and be able to think creatively, critically and persuasively. Moreover, students should have attained junior or senior status, have obtained the instructor's permission to take the course, and have secured an acceptable or appropriate work site with adequate supervisory personnel able to provide instruction, mentoring, supervision, and evaluation throughout the duration of the internship.

REQUIRED TEXTS: SEE THE ATTACHED READING LIST
(SPECIFIC READINGS WILL BE ASSIGNED BASED
ON THE INTERNSHIP PLACEMENT.)

EMERGING ISSUES: As Bowie State University strives to become a campus sensitive to the issues of preserving the environment, elements of the class will be conducted in accordance to this ideal. Moreover, through the study of history students will be able to determine their place within an ever changing diverse and global society.

GENERAL EDUCATION COMPETENCIES:

- I. Written and Oral Communications:*
 - a. Analyze and discuss critical issues and recurring themes in the discipline;
 - f. Conduct research and evaluate information using the appropriate methods of the discipline;
- II. Scientific and Quantitative Reasoning:*
 - a. Analyze and understand the physical and biological world as they relate to the historical discipline;
- III. Critical Analysis and Reasoning:*
 - b. Apply skill in analysis, synthesis, and problem solving;
 - c. Apply logical reasoning in the examination and resolution of tasks.
- IV. Technological Competency:*
 - a. Create a document using word processing software;
- V. Information Literacy:*
 - a. Identification of key concepts and terms that describe the information needed;

Understanding of the ethical, legal and socioeconomic issues surrounding information and information technology.

TECHNOLOGY REQUIREMENTS: This course utilizes a hybrid/dual-model or blended delivery format where instruction and regular (weekly) discussions about the scholarly readings and students' work-related experiences will be communicated both in the face-to-face and virtual environment through the University's e-learning system, Angel. Online interactions typically will be conducted in an asynchronous format, but may have real-time components. Students will engage in actual hands-on practical work experience through their chosen designated work site under the close supervision and monitoring of the internship supervisor/coordinator. As with any computer system, there **may be** glitches during the semester. To access the course go to <http://bsuonline.bowiestate.edu> or click on the BSU online tab from the BSU homepage.

LIBRARY REQUIREMENTS: Students will be required to utilize the holdings of the University's library as well as other accessible repositories to complete assigned research and writing assignments. The project and class assignments will introduce students to primary and secondary sources, reference materials, and tools that the historian uses in his/her craft.

COURSE OBJECTIVES

After successful completion of the course, students will:

1. learn to apply academic knowledge to real life situations during the practicum;
2. develop invaluable professional relationships while in the field;
3. be exposed to the dynamics and challenges of the on-the-job experience;
4. begin to understand the types of workplace social networks and foster interpersonal skills; and
5. explore the interconnection between scholarship and applied application.

STUDENT EXPECTED OUTCOMES

Students will:

1. be acquainted with the historian's craft (*Ia, If, IIa, IIIb, IIIc, IVa, Va, Vd*);
2. be exposed to various historiographical writings centered on public history (*Ia, If, IIa, IIIb, IIIc*);
3. understand the historical experience in order to better understand the present and future directions of the country and world through a critical examination of the past (*Ia, If, IIa, IIIb, IIIc*);
4. understand the past and how socioeconomic, political, and cultural institutions developed over time and place within society from a multicultural perspective (*Ia, If, IIa, IIIb, IIIc*); and
5. learn how to put academic knowledge to practical use. This knowledge will then help students to better understand the present and to determine their place within a global society and possible careers in the historical field (*Ia, If, IIa, IIIb, IIIc*).

SPECIFIC COURSE LEARNING OBJECTIVES:

1. to assist the student's understanding of the methodology and techniques of the historian's craft;
2. to develop the student's skills in research and library skills through the use of historical documents and bibliographic reference tools as they help to relay the historical experience;
3. to strengthen the student's ability in the areas of critical thinking and abstract reasoning through the examination of the past and apply that knowledge in a practical workplace setting; and
4. to prepare the student for future employment opportunities and experiences.

NCATE Competencies

Curriculum Themes

- ✓ Academic Scholar
- ✓ Multicultural and Global Perspectives
- ✓ Personal and Interpersonal Perspectives
- ✓ Technological Applications

Corresponding Outcomes or Objectives

- Outcomes 1, 2, & all objectives
- Outcomes 3, 4, 5 & all objectives
- Outcomes 3, 4, 5 & all objectives
- Outcomes 1 & 2; Objectives 1 & 2

ACTIVITIES TO ACHIEVE THE EXPECTED OUTCOMES:

Discussion and summarization of conceptual and factual information from the assigned texts and additional materials such as handouts, articles, and audiovisual material (Ia, IIa, IIIb, IIIc, IVa, Va, Vd):

- to help students' reading and comprehension skills through synthesizing large amounts of information from required reading materials;
- to develop historical analysis skills and apply knowledge to a workplace setting;
- to help students develop listening and note taking skills.

Examinations (Ia, IIa, IIb, IIIb, IIIc):

- to test the retention of applied historical knowledge.

Research Project and Written Essays (Ia, If, IIa, IIIb, IIIc, IVa, Va, Vd):

- to assist students in developing a thesis emphasizing critical thought with regard to a historical problem or question;
- to assist students in the synthesis of gathered detailed or factual information in a comprehensible and structured fashion;
- to assist students in the analysis of a historical question or problem;
- to draw conclusions for the development of individual perspectives and interpretations of historical problems or questions.

TEACHING MODES

Fieldwork in Historical Management is primarily an independent study and internship course and will utilize assigned readings, on-the-job work experience, and applicable scholarship.

According to the National Council of Public Historians (NCPH), "Internships are an important part of public history education that allow students to gain new insights into the nature of public history practice by engaging in meaningful work under the mentorship of experienced and knowledgeable public history professionals." Moreover, "Successful internships provide students with work experience combined with structured opportunities to reflect on their activities and connect their practical experience with the skills and knowledge gained in their public history training." Therefore, this course allows students to solve problems or answer questions concerning the practical workplace application of acquired historical knowledge. In the process, students will learn how to relate detailed or factual information within conceptual frameworks. Finally, students will learn how to effectively communicate their conclusions to a general audience through the development of written and/or oral presentations.

The course information will be conveyed to students through assigned readings, written assignments, job related duties, and computer work. Corresponding assignments will develop critical thinking, communication, and problem solving skills. In addition, students will produce an original research project to improve their communication and problem solving skills. Assigned readings will assist students in the process of comprehending general concepts and relating details or facts to these through the synthesis of information. Finally, the course will provide students will a foundation for lifelong learning and practical work experience.

To prepare for class, students should refer to the course outline and focus on the weekly topics and assignments. Students should also utilize the Angel component to this course to access assignments, notes and announcements. Students are responsible for completing all assignments, and should pay particular attention to the weekly topic of discussion and activity for focused reading and preparation. Follow Angel announcements and emails for any updates.

STUDENT PREPARATION ROLES

This course emphasizes three competencies that help facilitate the student's role in a global and diverse contemporary American society. Students will receive instruction on identifying

historical problems or questions; understanding broad historical concepts, gathering related details or facts, and synthesizing information; and testing their required and retained knowledge. Students are required to do a number of prepared written class presentations and job-related duties. Generally the student will work on an individual basis to complete the requirements for the course. ***Students who have a disability and who would like accommodations should report immediately to Disability Support Services (DSS), located in Room 1328 in the Business and Graduate Studies Building or call Dr. Michael S. Hughes, DSS Coordination at 301-860-4067.***

ATTENDANCE

Attendance is required to complete the course successfully. **University rules and regulations state that a student may fail a course if she/he misses a certain number of classes** [six (6) for a course that meets three (3) times a week; four (4) for a class that meets twice a week; and two (2) for a class that meets once a week]. Students are expected to attend (on time) and participate in all scheduled classes and activities. Quizzes and daily class activities are considered class participation and cannot be made up. All students are expected to take examinations and turn in all assignments at the scheduled time. Students who miss assignments because of tardiness will not be able perform make-up work without a valid excuse. Make-up work will be at the discretion of the instructor. For example, if a student misses a quiz, the instructor may require the student to write a paper that is equivalent to that particular activity.

STATEMENT OF ETHICAL AND PROFESSIONAL STANDARDS FOR THE COURSE

According to the “Code of Student Conduct,” students are to achieve high standards of ethical and professional academic standards. This includes behavior and appearance in the classroom. For written and non-written scholarship, students are encouraged to be creatively responsible for making a contribution to the body of knowledge. This is accomplished through individual and group effort according to assigned activities. Students who commit acts of plagiarism or copying from other scholarship and/or violating academic standards in the classroom will be penalized according to the “Code of Student Conduct” for students as outlined by Bowie State University. “In cases involving academic dishonesty, a failing grade or a grade of zero (0) for either an assignment and/or course may be administered. Students who are expelled or suspended for academic dishonesty are not admissible to other institutions within the University System of Maryland.” **Students engaging in academic dishonesty will fail this course!**

CLASSROOM DECORUM

Bowie State University “prohibits disorderly or disruptive conduct on University premises or at University sponsored activities, which interfere with the activities of others, including studying, teaching, research, and administrative operations.” Students must not disrupt class for any reason such as excessive talking or continuously entering/exiting the classroom. Students should be dressed appropriately for an academic setting. Offensive or revealing clothing is not acceptable in a learning environment. Please refrain from the use of cellular phones (talking and text messaging) and other similar electronic devices (e.g., iPods or MP3 players) during class. These devices must be silenced prior to the start of class. Recording devices are not allowed in this class. Students who fail to adhere to these policies will be penalized accordingly.

COURSE REQUIREMENTS

Students will be evaluated on a designated midterm writing assignment, research project, workplace evaluation, and a combined assignment, attendance and participation grade.

Planning & Employment 62, no. 2 (2002): 20-24.

- Ryan, Mary, and John R. Cassidy. "Internships and Excellence." *Liberal Education* 82, no. 3 (1996): 16-23.
- Salem, Richard G., ed. *Internship Handbook*. 2nd ed. Washington, D.C.: The American Sociological Association, 2005.

Public History Case Studies

- Barron, Christine. "One if by Land! Two if by River! What if Everything You Thought You Knew Were Wrong?" *The History Teacher* 43 (August 2010): 607-15.
- Blight, David W. *Race and Reunion: The Civil War in American Memory*. Cambridge: The Belknap Press of Harvard University Press, 2001.
- Casper, Scott E. *Sarah Johnson's Mount Vernon: The Forgotten History of an American Shrine*. New York: Hill and Wand, 2008.
- Edwards-Ingram, Ywone. "Toward 'True Acts of Inclusion: The 'Here' and the 'Out There' Concepts in Public Archaeology." *Historical Archaeology* 31 (1997): 27-35.
- Hine, Darlene Clark, ed. *The State of the Afro-American History: Past, Present and Future*. Baton Rouge: Louisiana State University Press, 1986.
- Karp, Ivan and Steven D. Lavine, eds. *Exhibiting Cultures: The Poetics and Politics of Museum Display*. (Washington, D.C.: Smithsonian Institution Press, 1991.
- Karp, Ivan, Christine Mullen Kreamer, and Steven D. Lavine, eds. *Museums and Communities: The Politics of Public Culture*. Washington, D.C.: Smithsonian Institution Press, 1992.
- Linenthal, Edward T. *Preserving Memory: The Struggle to Create America's Holocaust Museum*. New York: Columbia University Press, 2001.
- Loewen, James. *Lies Across America: What Our Historic Sites Get Wrong*. New York: Touchstone, 2000.
- Moyer, Theresa and Paul Shackel. *A Devil, Two Rivers and a Dream: The Making of Harper's Ferry National Historical Park*. Lanham, MD: Alta Mira Press, 2007.

Public History Controversies

- Burg, Steven. "'From Troubled Ground to Common Ground: The Locust Grove African-American Cemetery Restoration Project: A Case Study of Service-Learning and Community History." *The Public Historian*, 30 (May 2008): 51-82.
- Glassberg, David. *A Sense of History: The Place of the Past in American Life*. Amherst: University of Massachusetts Press, 2001.
- Horton, James Oliver and Lois E. Horton, *Slavery and Public History: The Tough Stuff of American Memory*. Chapel Hill: University of North Carolina Press, 2006.
- Lonetree, Amy and Amanda J. Cobb, eds. *The National Museum of the American Indian: Critical Conversations*. Lincoln: University of Nebraska Press, 2008.
- Matos Rodriguez, Felix V. "'The 'Browncoats' Are Coming': Latino Public History in Boston." *The Public Historian*, 23 (Fall, 2001): 15-28.
- Nash, Gary, Charlotte Crabtree, and Ross Dunn. *History on Trial: Culture Wars and the Teaching of the Past*. New York: Vintage Books, 2000.
- Tyrrell, Ian. *Historians in Public: The Practice of American History, 1890-1970*. Chicago: University of Chicago Press, 2005.

Oral History

- Ritchie, Donald. *Doing Oral History, 2nd Ed*. New York: Oxford University Press, 2003.
- Rosenzweig, Roy, Susan Porter Benson, and Stephen Brier, Eds. *Presenting the Past: Essays*

- *on History and the Public*. Philadelphia: Temple University Press, 1986.
- Sommer, Barbara W. and Mary Kay Quinlan. *The Oral History Manual, 2nd Ed.* Lanham, MD: Rowman & Littlefield, AltaMira, 2009.
- Shopes, Linda and Paula Hamilton. *Oral History and Public Memories*. Philadelphia: Temple University Press, 2008.
- Terkel, Studs. *Hard Times: An Oral History of the Great Depression*. New York: New Press, 2000

JOURNALS & PERIODICALS

- *American Archivist* (Society of American Archivists)
- *American Historical Review* [American Historical Association]
- *American Quarterly* [Johns Hopkins University]
- *Archival Issues* [Midwest Archives Conference]
- *Diplomacy & Statecraft* [Routledge]
- *Diplomatic History: The Journal of the Society for Historians of American Foreign Relations* [Society for Historians of American Foreign Relations/Wiley-Blackwell]
- *Historical Archaeology* [Society for Historical Archaeology]
- *History: The Journal of the Historical Association* [Historical Association/Wiley-Blackwell]
- *International Journal of Africana Studies* [National Council of Black Studies]
- *International Journal of Historical Archaeology* [Springer Publications]
- *Journal of African American (Negro) History* [Association of the Study of African American Life and History]
- *Journal of African American Studies* [Transaction Publishers]
- *Journal of American History* [Organization of American Historians]
- *Journal of Black Studies* [Sage Publications]
- *Journal of Southern History* [Southern Historical Association]
- *Journal of Women's History* [The Johns Hopkins University]
- *OAH Magazine of History* [Organization of American Historians]
- *Teaching History: A Journal of Methods* [Emporia State University/College of the Ozarks]
- *The Black Scholar* [Black World Foundation]
- *The History Teacher* [Society for History Education]
- *The Local Historian* [British Association for Local History]
- *The Oral History Review* [Oral History Association]
- *The Public Historian: A Journal of Public History* [National Council of Public Historians]
- *Western Journal of Black Studies* [Washington State University]