ACADEMIC ADVISOR
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INTERNSHIP COORDINATOR
Liz Malone
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COURSE DESCRIPTION, OBJECTIVES AND LEARNING OUTCOMES
History 199R, Academic Internship, is an educational experience that allows the student to learn from history professionals outside the classroom. The Internship Supervisor directs the work experience on the job; they outline tasks, train the intern, and assess performance. The student is responsible to their Internship Supervisor just as any employee is to his or her employer and is expected to follow the BYU Honor Code and be professional in dress and behavior. The Internship Supervisor will evaluate the student’s actual performance once at mid-semester and again at the completion of the internship. The Academic Advisor will assess the language, research, writing, and analytical skills and abilities the student has developed and used during their internship experience based upon the students’ assignments and self-assessments.

An internship is to be treated as professional work experience. Do not accept an internship unless you are serious about the opportunity and can complete all the requirements expected of you. If your performance does not meet the established standards, the internship provider is not obligated to continue the student’s internship. The Internship Coordinator reserves the right to contact the experience provider or the student to check on progress, solve problems, provide input or explain expectations.

EARNING CREDIT FOR AN ACADEMIC INTERNSHIP
Students cannot earn academic credit if they receive an hourly wage at their internship; however, a one-time stipend is permitted. Students may register for anywhere from 0.5 to 6.0 hours of academic internship credit. It is the policy of both BYU and the History Department that a student must complete at least 42 hours for every hour of academic credit they are seeking. It is the student’s responsibility to keep track of their hours. Your suggested work hours will look like this:

<table>
<thead>
<tr>
<th>CREDIT HOURS</th>
<th>TOTAL HOURS</th>
<th>HOURS/WEEK (SEMESTER)</th>
<th>HOURS/WEEK (TERM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5</td>
<td>21</td>
<td>2</td>
<td>3-4</td>
</tr>
<tr>
<td>1.0</td>
<td>42</td>
<td>3-5</td>
<td>6</td>
</tr>
<tr>
<td>2.0</td>
<td>84</td>
<td>5-7</td>
<td>12</td>
</tr>
<tr>
<td>3.0</td>
<td>126</td>
<td>7-10</td>
<td>18</td>
</tr>
<tr>
<td>4.0</td>
<td>168</td>
<td>11-14</td>
<td>24</td>
</tr>
<tr>
<td>5.0</td>
<td>210</td>
<td>15-17</td>
<td>30</td>
</tr>
<tr>
<td>6.0</td>
<td>252</td>
<td>18-20+</td>
<td>36</td>
</tr>
</tbody>
</table>

GRADING
History 199R is available only on a PASS/FAIL basis. Grades will be awarded based on the student’s two written reports, two self-assessments, the internship supervisor’s two evaluations, and the FULL completion of the required hours.
ASSIGNMENTS

All assignments are due by midnight on the date listed. However, due to the nature of each student’s individual internship, some students may reach their deadlines at different times than what is listed. Please refer to the “General Timeframe” deadlines below and work with the Internship Coordinator to set appropriate individual deadlines for each assignment if necessary.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>GENERAL TIMEFRAME</th>
<th>SPRING TERM (30 April – 17 June)</th>
<th>SUMMER TERM (24 June – 12 August)</th>
<th>SPRING/SUMMER TERMS (Combined)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of Expectations</td>
<td>Within 2 weeks of start date</td>
<td>10 May 2012</td>
<td>8 July 2012</td>
<td>10 May 2012</td>
</tr>
<tr>
<td>Mid-term Self-Assessment and Evaluation</td>
<td>Halfway through internship</td>
<td>24 May 2012</td>
<td>19 July 2012</td>
<td>24 June 2012</td>
</tr>
<tr>
<td>Final Self-Assessment and Evaluation</td>
<td>At the end of the internship</td>
<td>17 June 2012</td>
<td>12 August 2012</td>
<td>12 August 2012</td>
</tr>
<tr>
<td>Final Report</td>
<td>At the end of the internship</td>
<td>17 June 2012</td>
<td>12 August 2012</td>
<td>12 August 2012</td>
</tr>
</tbody>
</table>

*We highly recommend that students write their supervisor a thank you note at the end of their internship experience. This will help to leave a good impression on your supervisor, which may be helpful if you want to use them as a personal reference for a job or graduate school application in the future.*

SUBMITTING YOUR ASSIGNMENTS
Students can download a PDF copy of all forms from the History Department’s website (under the Internships tab) or they can pick up a hardcopy in the History Department. All assignments are to be submitted to the Internship Coordinator; e-mail is preferred but hard copies are welcome too.

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STUDENT REPORTS

INTERNSHIP PROJECT REPORT
Due: See Assignments

The purpose of this report is to document your internship experience and the work that you have produced or participated in since your internship began. There is no required page minimum, but your report should be a thorough and complete review of your internship project. Some suggestions of how to structure your report or what you can include in the report are listed below:

- **Photographs:** Include photographs of you at work, perhaps analyzing a primary source document, cataloging manuscripts/artifacts, or working in the archives. You could also include photographs of some of the primary and secondary sources you have used or the progression of the project you have worked on. (Please remember to ask your supervisor for permission to take any photographs.)
- **Documents**: Include a sample of a catalog that you have worked on, a database you have created, a page of a manuscript that you have edited, or online materials you developed.
- **“A day in the life”**: Describe what a typical day on your internship entails. What are your daily responsibilities, who do you interact with, how do you accomplish your internship duties?
- **Internship Journal**: A daily or weekly log of internship activities and progress on your project.
- **New skills and abilities**: Have you learned any new research techniques? Tricks of the trade? What databases, catalogs, and/or operating systems have you used to assist in your work?
- **Resume**: How would you describe this internship on your resume? Include 2-4 bullet points.

Contact the History Internship Coordinator if you have any additional questions about this assignment. Samples of previous internship project reports are also available in the Internship Coordinator’s office.

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**FINAL REPORT**

Due: See Assignments
Requirements: 3-5 pages, double-spaced

The purpose of this report is to offer a thoughtful assessment of your entire internship experience. Remember that this internship was done for HISTORY credit, so you should emphasize learning that pertains directly to history. Your report should address some or all of these questions:

- How has your internship drawn on your history training (from previous coursework and/or internships) and how has your internship refined or added to that knowledge? (Hint: This is the most important question so be sure to address it.)
- What are some of the controversies or conflicts surrounding public history projects in general and your particular internship project in particular? How did the historians and/or professionals at your internship organization address or resolve some of those problems? (Refer to your readings to address these questions.)
- What are some of the new skills and abilities you have acquired in the course of your work? How will you continue to master or maintain the skills you acquired during this internship experience and how will you develop related skills in the future?
- What was the educational value of the internship experience? How has it enriched the overall education you are getting at BYU and the more specialized education you are obtaining through the History Department? Would you recommend a similar internship experience to other history students and why?
- How has your internship expanded your understanding of careers in history? Did it inspire you or deter you from wanting to pursue a career in history (or perhaps just that particular history profession)?
- Why is the experience deserving of academic credit?

**HOURS**: Please include your total number of hours worked at the top of your report.

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**STUDENT SELF-ASSESSMENTS AND SUPERVISOR EVALUATIONS**

Twice during the semester or term, you must complete a self-assessment of your performance on the job. This will give you an opportunity to reflect on your work and how it relates to your education. This form is essentially the same as the one that your Internship Supervisor will submit to the History Internship Coordinator when they complete their mid-term and final evaluations of your performance. Your self-assessment, however, should be completed independently. This is also your opportunity to evaluate your internship provider and/or supervisor and to address any concerns you may have about your internship experience, especially if your expectations and learning outcomes are not being met. If necessary, the History Internship Coordinator and/or the Faculty Advisor may contact your supervisor to address any concerns.
You will also be asked to complete a short list of readings that relate to public history in general. These should help inform your final internship report due at the end of the semester and give you a greater appreciation and understanding of the work of public historians and the special challenges they face in presenting history to a general audience. Your Internship Supervisor may also have specific readings they will ask you to complete during the course of your internship.

  Carson grapples with the perpetual question of “Who owns history?” especially as it relates to Disney’s one-time proposed history theme park “Disney’s America.”

  Gardner is the associate director of curatorial affairs at the National Museum of American History and a long-time public historian. In his 2004 President’s Address to the National Council on Public History, Gardner argues that historians working in museums must be advocates for both history and their visitors, negotiating the gap between our understanding of the past as historians and the public's.

  This article examines the cost, controversies, and contentions surrounding the digitization of historical documents for a large public audience. A must-read for those interested in working in archives and libraries where they will have to make decisions about what to digitize.

  The National Air and Space Museum’s proposed exhibition of the Enola Gay, the B-29 bomber which dropped the atomic bomb on Hiroshima, Japan on August 6, 1945, was cancelled in January 1995 amid fervent controversy. Kohn explores the “culture wars” at play in the exhibition and interpretation of controversial subject matters and the delicate balancing act that public historians need to undertake when researching and creating exhibitions for a public audience.

  The Tenement Museum's Foods of the Lower East Side neighborhood walking tour allows visitors to taste different ethnic foods and provides an entryway into a discussion of how both immigrants and U.S.-born citizens use food to shape their identities and define their communities.

  Thigpen details how a study of material culture can enhance and sharpen our historical understandings, adding important nuance to people, places, and events that are often missing when we construct histories with just written documents.
CAREERS IN HISTORY

A major benefit of an internship is getting first-hand experience in a history profession and deciding if you’d really like to pursue a career in a history-related field. There are MANY careers and professions open to history students that will utilize and build upon your history training. Included below are a few resources that may aid you in your decision to pursue a career or graduate work in history.


The National Council of Public History’s website [www.ncph.org](http://www.ncph.org) also is a great resource for jobs/careers.

GENERAL GRADUATE SCHOOL INFORMATION

“Graduate School: From Start to Finish” American Historical Association
[http://www.historians.org/grads/StartToFinish.cfm](http://www.historians.org/grads/StartToFinish.cfm)

A general guide to applying to a MA/Ph.D. programs in history. It offers advice on how to search for programs, how to select where to apply, what questions you should ask, and what to address in your letter of intent.


An excellent explanation of the burgeoning field of public history and the benefits of completing an MA in public history over one in museum studies.


Seasoned advice on how to select a graduate program and how to approach a Ph.D. program.


A recent review of the academic job market for history/humanities Ph.Ds.

FURTHER EDUCATION IN HISTORY-RELATED FIELDS/PROFESSIONS

A list of graduate programs for specific MA/Ph.D. degrees most of interest to history students.

Directory of Archival Education Programs: [http://www2.archivists.org/dae](http://www2.archivists.org/dae)
Directory of Library and Information Studies Programs: [http://www.ala.org/accreditedprograms/directory](http://www.ala.org/accreditedprograms/directory)
Directory of Museum Studies Programs: [http://museumstudies.si.edu/training.html](http://museumstudies.si.edu/training.html)
Directory of Historic Preservation Programs: [http://www.ncpe.us/#grad](http://www.ncpe.us/#grad)
Directory of Doctoral Programs in History: [http://historians.org/projects/cge/PhD/intro.cfm](http://historians.org/projects/cge/PhD/intro.cfm)
BYU’s PreLaw Advisement Center: [https://ppa.byu.edu/applying-to-law-school](https://ppa.byu.edu/applying-to-law-school)
Masters of Public Administration and Masters of Public Policy:
What is an MPA/MPP program?: [http://www.naspaa.org/students/faq/MPAMPP_Degrees_1.asp](http://www.naspaa.org/students/faq/MPAMPP_Degrees_1.asp)
Search MPA and MPP programs: [http://www.naspaa.org/students/faq/graduate/schsearch.asp](http://www.naspaa.org/students/faq/graduate/schsearch.asp)