

PUBLIC HISTORY INTERNSHIP

THE UNIVERSITY OF TEXAS AT EL PASO

EL PASO COUNTY HISTORICAL SOCIETY

HIST 5390 (CEL) – FALL 2020 – CRN: xxxxx

Faculty Advisor:

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LART 334, 747-5878
W: 10:00 am – 1:00 pm

Course Overview:

History 5390 (CEL)* is a public history internship course designed to familiarize graduate students with the practice of public history through hands-on experience. This course provides students the opportunity to see how the theories and issues in the field of public history function. A well-done and well-documented internship can be an asset as students move ahead in their careers as scholars, historians, and public historians. Prior to beginning the internship, students must complete the required internship application form and make arrangements with the internship site. In order to pass the internship, students must fulfill the course objectives and responsibilities, receive a favorable review from their internship site supervisor, and submit all required assignments. Public History Internships are open to all graduate students in history and, upon approval, to students in fields related to history.

*The “CEL” designation for this course stands for “Community Engagement & Leadership” and is part of a new certificate program in the College of Liberal Arts (full details to be provided in class). The purpose of this CEL course is to strengthen students’ understanding of their role in society as engaged citizens and to build the knowledge and competencies that will enable them to be socially responsible and participating community leaders. Please also note that course assignments and assessments are developed in line with UTEP’s “Edge Advantages” goals.

Learning Objectives (UTEP) in line with UTEP’s Edge Mission:

Upon completion of this course, students will:

- understand how their academic training can be applied in professional workplaces and to advance the work of public history institutions and organizations. (Targeted Edge Advantages: Leadership, Critical Thinking, Team Work)
- have developed and strengthened their communication, team work interpersonal, and community-based research skills and knowledge. (Targeted Edge Advantages: Communication, Leadership, Critical Thinking, Problem Solving, Social Responsibility)
- have gained professional-level workplace experience that has utilized the intern’s historical training. (Targeted Edge Advantages: Confidence, Leadership)

- appreciate the nature of the professional work environment at public history institutions. (Targeted Edge Advantages: Global Awareness, Social Responsibility)
- have become familiar with operations of a public history institution, including such things as the institution's mission, vision, leadership structure, staffing, finances, and programming. (Targeted Edge Advantages: Leadership, Social Responsibility)
- successfully fulfill the organizational responsibilities. (Targeted Edge Advantages: Leadership, Critical Thinking, Problem Solving, Change-making Skills, Initiative and Responsibility, Develop and Strengthen Ethical Skills)
- have received mentoring regarding professional careers, professional organizations, and future employment. (Targeted Edge Advantages: Confidence, Leadership)

Responsibilities (EPCHS):

The El Paso County Historical Society (EPCHS) intern will:

- complete a 8-12 hours of work per week for the EPCHS.
- attend at least one board meeting and one EPCHS event.
- catalogue and digitize the EPCHS's archival holdings (including, but not limited to, photos, documents, maps, objects, and books).
- learn the proper methods for archival preservation and use museum industry-standard software to catalog these materials, most of which pertain to El Paso's history and date back to the nineteenth and early twentieth centuries.
- handle in-person or emailed research requests using EPCHS archives, various on-line digital collections and by contacting local research institutions (such as the New Mexico Farm and Ranch Museum, UTEP Special Collections, and the El Paso Public Library).
- answer phones, respond to emails, and lead tours of the historic Burges House as needed.
- work with members of the EPCHS board to increase business and individual memberships.
- increase EPCHS visibility through social media outreach.
- identify, coordinate, and write grant proposals.
- and, if a situation arose which prevented the intern from working on-site at the EPCHS headquarters, their focus would shift entirely to social media outreach and grant writing.

Evaluation:

The intern's supervising faculty member will evaluate the intern's performance based on the following criteria:

- Weekly Journal Entries: These journal entries should describe the intern's activities at the El Paso County Historical Society (EPCHS) each week, as well as explain how the internship experience is

fulfilling the intern’s learning objectives. Each entry should be approximately 250 words in length and can be emailed to the faculty advisor each Friday over the course of the semester.

- **Exploratory Journal Entries:** These journal entries are designed to help the intern better understand the site where they are working. The information needed to complete these entries will be gathered through observation, research, and the completion of the intern’s assigned tasks. These entries must be at least 1000 words in length and should be emailed to the faculty advisor.
 - **Entry #1: Organizational Mission and Operation** (What is your institution’s history? What is the current mission and vision of the organization where you are interning? How does the organization’s programming reflect the organization’s mission? What are the organization’s challenges and successes?)
 - **Entry #2: Docent Training** (What did your training entail? What did you learn in the process? What challenges and successes did you experience? What advice would you give to others?)
 - **Entry #3: Archiving** (What did your training entail? What did you learn in the process? What challenges and successes did you experience? What advice would you give to others?)
 - **Entry #4: Grant Writing** (What did your training entail? What did you learn in the process? What challenges and successes did you experience? What advice would you give to others?)
- **Reflection Paper:** This paper should describe the work you did during your internship and explore how it connects to your overall graduate education. The paper should culminate in a discussion of how this experience will serve you in your post-graduate career. This paper should be 6-8 pages in length and submitted via email.
- **Written Evaluation from Site Supervisor:** A written evaluation from the on-site supervisor is a critical component in determining whether or not the student has fulfilled their responsibilities as defined in the internship application. This should be sent directly from the site supervisor to the faculty advisor via email.
- **Grade Breakdown:**
 - Weekly Journal Entries (20%): 200 points (10 entries @ 20 points apiece)
 - Exploratory Journal Entries (60%): 600 points (4 entries @ 150 points apiece)
 - Reflection Paper (20%): 200 points

1000 points

CALENDAR, TIME LOG, AND ASSIGNMENT DUE DATES:

Week 1	Time Log: (ex. Monday 10:00 – 2:00 pm)	August 28: Weekly Journal Entry due
Week 2	Time Log:	September 4: Weekly Journal Entry due

Week 3	Time Log:	September 11: Exploratory Journal Entry #1 due
Week 4	Time Log:	September 18: Weekly Journal Entry due
Week 5	Time Log:	September 25: Weekly Journal Entry due
Week 6	Time Log:	October 2: Weekly Journal Entry due
Week 7	Time Log:	October 9: Exploratory Journal Entry #2 due
Week 8	Time Log:	October 16: Weekly Journal Entry due
Week 9	Time Log:	October 23: Weekly Journal Entry due
Week 10	Time Log:	October 30: Weekly Journal Entry due
Week 11	Time Log:	November 6: Exploratory Journal Entry #3 due
Week 12	Time Log:	November 13: Weekly Journal Entry due
Week 13	Time Log:	November 20: Weekly Journal Entry due

Week 14	Time Log:	November 27: Thanksgiving
Week 15	Time Log:	December 4: Exploratory Journal Entry #4 due
Week 16	December 11: Reflection Paper and Site Supervisor Evaluation due	

Disabilities: The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.