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.

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.
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

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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.

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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.

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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.

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<table>
<thead>
<tr>
<th>Course Materials</th>
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</table>

**REQUIRED TEXTS**


**REQUIRED ARTICLE READINGS**

None

**WEB-BASED REQUIRED READINGS**

Grove, Tami, “Top Five Strategies for Landing an Internship.”


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

**RECOMMENDED FURTHER READING**


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Loewen, James W.


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RECOMMENDED REFERENCES (For All History Majors)

- *Information Literacy* tutorial in the Tutorial Center of the Online Library.
- Turabian Citation Guide Online
  [http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

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.

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.
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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.

<table>
<thead>
<tr>
<th>Grade Instruments:</th>
<th>Points</th>
<th>% Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Forum Topics (1 point each)</td>
<td>14</td>
<td>14%</td>
</tr>
<tr>
<td>Portfolio</td>
<td>12</td>
<td>12%</td>
</tr>
<tr>
<td>Practicum Proposal</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Practicum Agreement</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td>Practicum Project</td>
<td>40</td>
<td>40%</td>
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<tr>
<td>Practicum Reflections Paper</td>
<td>14</td>
<td>14%</td>
</tr>
<tr>
<td>Practicum Critiques Forum</td>
<td>6</td>
<td>6%</td>
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<tr>
<td>TOTAL</td>
<td>100</td>
<td>100%</td>
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The APUS Grading System is described in the Student Handbook.

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Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s) and Web Activities</th>
<th>Assignment(s) and Discussion Boards</th>
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</table>
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<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>LO</th>
<th>Text References</th>
<th>Assignment Due Date</th>
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<tbody>
<tr>
<td>3 thru 4</td>
<td>Practicum Proposal</td>
<td>LO-4 – Establish the</td>
<td>Air Force History and Museums Program, “Interns.” American Association for State and Local History, “Alderson Internship.” Harper’s Ferry National Historical Park, “Internships.”</td>
<td>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</td>
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<tr>
<td><strong>STUDENT WARNING:</strong> This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.</td>
<td></td>
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<tr>
<td></td>
<td>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)</td>
<td>H-Net, “Announcements.” (search term Internship).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NASA History Division, “Internship Opportunities.”</td>
<td>National Conference of State Historic Preservation Officers, “Find a SHPO.”</td>
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<td></td>
<td></td>
<td>Due at the end of Week 4.</td>
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</table>
|   |   | 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.**
| 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- |
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<table>
<thead>
<tr>
<th>Practices learned in prerequisite courses (C.O. #4)</th>
<th>approved practicum project. Post a brief synopsis of your week’s experiences on Forum Board. Week</th>
<th>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.</th>
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<tbody>
<tr>
<td><strong>LO-5</strong> – 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)</td>
<td>No required reading.</td>
<td></td>
</tr>
<tr>
<td><strong>Weeks 15 thru 16</strong></td>
<td>Practicum Critiques</td>
<td></td>
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**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](#)
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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.

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.
- 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
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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.

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

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

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**Selected Bibliography**

Located in SAKAI Resources.