

DREEE COLLEGE SYLLABUS FOR: HY 4058 INTERNSHIP IN HISTORY					
(New Fall 2022)	US CREDITS:3/0/3				
PREREQUISITES:	Normally the student will have completed 70 US credits before embarking on this course.				
CATALOG DESCRIPTION:	Internship in History is a specialized class where students enrich their historical education through experiential learning at institution or sites approved by the History Department and the School of Liberal Arts and Sciences. Types of internships may vary, but all students will link their on-site experience to their study of history through reflection-based assignments.				
RATIONALE:	The internship-placement is designed to connect theory taught throughout the programme with real-world experience. Furthermore, it is designed to encourage reflective learning, as students evaluate their own personal competencies through the lens of their professional experience in the field. The internship enables students to take their first professional step in an history-related organization.				
LEARNING OUTCOMES:	<p>As a result of taking this module, the student should be able to:</p> <ol style="list-style-type: none"> 1.Understand how academic training as a historian can be applied in professional workplaces 2.Gain professional-level workplace experience that draws upon skills and perspectives acquired concurrently in their study of history 3.Reflect upon the application of historical skills, training, perspectives, and habits of mind in contexts outside of the classroom or academia 4. Relate their generalized study of history to their educational interests and/or post-graduation options. 				
METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> • Class discussions • Office hours held by the instructor to provide further assistance to students • Use of library facilities: Students are encouraged to make use of the library facilities for further study as well as for preparation for the exams • Use of the Blackboard site to further support communication, by posting notes, assignment instructions, timely announcements, and online submission of assignments 				
ASSESSMENT:	<p>Summative:</p> <table border="1"> <tr> <td>1st summative assessment: reflection paper including personal development planning (2,500 words)</td> <td>50%</td> </tr> <tr> <td>2nd summative assessment: Internship related product</td> <td>50%</td> </tr> </table>	1 st summative assessment: reflection paper including personal development planning (2,500 words)	50%	2 nd summative assessment: Internship related product	50%
1 st summative assessment: reflection paper including personal development planning (2,500 words)	50%				
2 nd summative assessment: Internship related product	50%				

	<p>Formative:</p> <table border="1"> <tr> <td>Keeping a field journal with weekly entries</td><td style="text-align: center;">0</td></tr> <tr> <td>Presentation of Internship experience</td><td style="text-align: center;">0</td></tr> </table> <p>The 1st summative assessment tests LOs 3, 4 The 2nd summative assessment tests LOs 1, 2 The formative assessments aim to prepare students for the writing of the reflective paper which includes personal development planning.</p>	Keeping a field journal with weekly entries	0	Presentation of Internship experience	0
Keeping a field journal with weekly entries	0				
Presentation of Internship experience	0				
INDICATIVE READING:	<p>REQUIRED READING: Sweitzer, H. F., King, M. A. (2013). <i>The successful internship: personal, professional, and civic development in experiential learning</i>. Brooks/Cole</p> <p>RECOMMENDED READING: Maertz, C.P. Jr, Stoeberl, Ph. A., Marks, J. (2015) "Building successful internships: lessons from the research for interns, schools, and employers" <i>Career Development International</i> 19(1), 123-142</p> <p>Matthew, S., Taylor, R. & Ellis, R. (2012). "Relationships between students' experiences of learning in an undergraduate internship program and new graduates' experiences of professional practice", <i>Higher Education</i> 64(4), 529-542</p> <p>Neugerbauer, J. & Evans-Brain, J. (2009). <i>Making the most of your placement</i>. Los Angeles: Sage.</p> <p>Ruiz, T et. Al. "On the Record: With so many careers geared toward specific technological fields, what is the value of a degree in the humanities or social sciences?" <i>The Daily Bruin</i> (October 11, 2010)</p> <p>Spierling, K.E."The Humanities Must Go on the Offensive" <i>Chronicle of Higher Education</i> (December 8, 2019)</p>				
INDICATIVE MATERIAL: <i>(e.g. audiovisual, digital material, etc.)</i>	<p>REQUIRED MATERIAL: N/A</p> <p>RECOMMENDED MATERIAL: N/A</p>				
COMMUNICATION REQUIREMENTS:	Use of academic English both oral and written				
SOFTWARE REQUIREMENTS:	Microsoft Office, Blackboard				
WWW RESOURCES:	<p>https://career.berkeley.edu/internships/inttips https://www.businessinsider.com/15-things-interns-do-to-stand-out-2014-5 https://www.loc.gov/internships-and-fellowships/ http://hnn.us/internships.html http://hnn.us/internships.html</p>				
INDICATIVE CONTENT:	<ol style="list-style-type: none"> 1. Introduction to experiential learning 2. Career opportunities in history 3. Preparing for the Internship 4. Selecting the appropriate internship 5. Networking: Establishing internship relationships 6. Ending an internship and preparing the next career step 				

