

UCLA Center for Community Learning  
History 195CE  
2014-2015

Faculty of Record: Professor Tobias Higbie  
Internship Coordinator: Carrie Sanders  
Center for Community Learning  
A265 Murphy Hall  
Email: csanders@college.ucla.edu  
Office Hours: Tuesdays 8:30AM-12:30 PM, Wednesdays 8:30-4:30  
CCL office: (310) 825-7867 CCL Fax: (310) 267-2482  
CCL office email: cclmeetings@college.ucla.edu

**OVERVIEW:**

The Department of History and the Center for Community Learning offer History 195CE for 4 units for a letter grade or on a pass/no pass grading basis. History 195CE is an opportunity to apply critical thinking and research skills obtained through your university education to your internship experience. We'll stretch history beyond the classroom, and in your weekly papers and bi-weekly meetings, placing ideas and concepts from your internship and chosen field within their historical context. By the end of the quarter you should have an appreciation for the experience garnered from your internship, as well as a greater understanding for the application of history beyond the university (through fields such as public history) and the importance of civic engagement.

This course requires active participation at an approved off-campus field site, weekly response papers, biweekly discussions with the History Coordinator, and a final research paper. You will also be assigned a faculty sponsor (Professor Tobias Higbie).

**195CE Learning Outcomes:**

Students enrolled in this independent study course will have the opportunity to:

- ✓ Define and apply the following core concepts: civic engagement, social responsibility, experiential learning, and public history;
- ✓ Apply academic knowledge and critical thinking skills to address situations and challenges that arise in 21st-century work environments;
- ✓ Develop and execute a research paper integrating analysis inspired by experiential learning (i.e. an internship) with knowledge gained from an academic discipline;
- ✓ Explore how off-campus work experience contributes to an undergraduate's intellectual, personal, and professional development and informs future career choices.

### **ENROLLMENT REQUIREMENTS:**

In order to enroll in History 195CE you must have at least a 3.0 G.P.A. AND complete a course contract. Follow the steps outlined in the Enrollment Procedures handout that you received during your intake appointment to generate a contract.

### **COURSE REQUIREMENTS:**

1. Discussion Sessions (20%)
2. Weekly Response Papers (40%)
3. Final Research Paper (40%)

### **REQUIRED FORMS:**

1. Course Contract created by you and signed by your site supervisor
2. Signed Liability Waiver
3. Signed timesheet documenting 80-100 hours worked at an off-campus site

### **Grading Scale**

You must earn at least a 73% overall for a passing grade if you take the course P/NP.

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

### **Discussion Sessions (20% of your grade)**

Schedule and attend biweekly discussion sessions with your coordinator (me) at the Center for Community Learning at least 5 times, including intake. Come to each 30-minute discussion session prepared to discuss your experiences at your internship, your weekly response papers, and your progress on your research paper. To receive full credit you must be prepared to have an engaged, interactive meeting. Appointments can be scheduled in person at CCL (Murphy A265); by calling CCL at 310-825-7865; or by emailing the front desk at [cclmeetings@college.ucla.edu](mailto:cclmeetings@college.ucla.edu). Since I am not at CCL every day I am unable to schedule appointments personally, and I cannot meet you outside my office hours. Plan accordingly.

You are responsible for making your own appointments and for scheduling your 5 meetings evenly throughout the quarter (biweekly – i.e. every other week). Each meeting is worth 4 points. Showing up late and/or unprepared for a meeting will result in the loss of at least one point. If you arrive more than 10 minutes late, you will be asked to reschedule and the meeting will be worth only half credit. You may schedule only one meeting per week and MUST complete your second meeting by the end of Week 4 or the meeting will be

considered late and will be worth only half credit. Repeated cancellation same-day cancellations are unacceptable may also result in a penalty. Any request to schedule meetings in consecutive weeks must be approved by the coordinator IN ADVANCE and may not be granted. Attending regularly scheduled meetings THROUGHOUT THE ENTIRE QUARTER is required in order to pass a 195CE course and failure to meet this expectation will likely result in an automatic grade reduction to C-/NP. You may be advised to drop at any point in the quarter if you are no longer in a position to pass the course and your site will be notified.

### **Weekly Response Papers (40% of your grade)**

Submit 2-3 page response papers (double-spaced, 12 point font, 1 inch margins) via the course website by 11:59PM on Sunday beginning Week 2. 2 pages is the minimum, but it is likely that you will need all 3 pages to cover all aspects of the prompts. At the end of each response, include 1 discussion question/comment that could serve as a point of departure for our discussion sessions. You need to turn in 8 response papers total. Each weekly paper is worth 10 points. Response papers are docked 2 points for each day they are late. All work must be submitted to pass even if it is too late to receive any credit. Submitting more than two papers over one week late is grounds for automatic “No Pass” if you are taking the course P/NP.

These papers should offer detailed reflections about your experience in the workplace and how it relates to history. While you write, you will think critically about how history relates to the contemporary world. I have provided prompts to guide your analysis on the schedule of assignments at the end of the syllabus. Review your papers for grammatical/spelling errors/ typos before you submit them. Papers that contain many careless errors will not receive full credit. Pay attention to the directions for each particular assignment, as they vary from week to week.

I will only accept your assignments via our course website. You must upload your assignments to our course website in order for you to pass the course. Feel free to submit your papers early.

### **Final Research Paper (40% of your grade)**

Using at least 5 sources, complete a research paper of 8-10 pages (double-spaced, 12 point font, 1-1.5 inch margins) due at 5:00PM on Friday of Week 10. This assignment asks you to examine a topic inspired by your internship. This is not an extended response paper; rather, you should develop a research-based argumentative analysis that uses historical approaches. See the final pages of this syllabus for further instruction. You must use a minimum of 5 total sources, with at least 3 academic sources (such as academic book chapters or academic journal articles) and 2 reputedly edited popular sources (such as newspaper/magazine articles). Late papers will be docked 1/3 of a grade for each day late.

I will only accept the final paper via our course website.

**Additionally, students must complete the following requirements:**

### **Time Sheet**

Submit a timesheet with your final paper, signed by your supervisor and documenting the hours that you have worked this quarter. To pass the course, interns must work at least 8 weeks during the 10 week quarter AND work a minimum total of 80 hours (approximately 8-10 hours/week). Failure to complete the minimum requirements will likely result in an automatic grade reduction to C-/NP. If for any reason you find that you must miss more than the equivalent of one week's regular shift at your internship or if you must end your internship early, you MUST inform your coordinator IMMEDIATELY. Your coordinator will consult with your internship supervisor and Center administrators about appropriate steps and may advise you to drop the course if it is determined that you are not in a position to pass.

You will submit a scanned copy of your signed, tallied time sheet on the course web site week 10.

### **Liability Waiver**

Available at the CCL office and required by UCLA for off-campus work. You must submit a signed form ASAP once you are enrolled in the course.

\*\* Be advised that your internship will be notified at any point in the quarter if you are in "No Pass" territory or if you withdraw from the course. You should also know that regardless of student status, all site supervisors are contacted at least twice during the term for mandatory check-ins. \*\*

### **ADDITIONAL POLICIES:**

#### **Academic Integrity**

All policies in the UCLA Student Code of Conduct regarding academic integrity apply to this course, including policies regarding plagiarism. When warranted, infractions will be reported to the Dean of Students and may result in disciplinary action. UCLA's complete policy regarding academic integrity can be found on the website for the Office of the Dean of Students: <http://www.studentgroups.ucla.edu/dos/>

#### **Students with Disabilities**

The Center for Community Learning makes every effort to accommodate students with disabilities. If you wish to request an accommodation, please contact the Office for Students with Disabilities as soon as possible at A255 Murphy Hall, 310-825-1501, or 310-206-6083 (telephone device for the deaf). Website: <http://www.osd.ucla.edu>.

#### **Required Sources**

1. CCL Welcome Packet
2. Anthony Grafton and James Grossman, "Plan C" from *Perspectives on History*, November 2011
3. Alexandra M. Lord, "History Matters," from *Perspectives on History*, December 2011
4. "What is Public History" from the National Counsel of Public History website

5. Marianne Babal, "Sticky History: Connecting Historians with the Public," *The Public Historian*, 32 (4): 76-84.
6. John Green, "Globalization" Parts I and II from Crash Course World History by Khanacademy (videos, approx. 10 minutes each)
7. Katherine Lualdi, "Interpreting Visual Sources," from *Sources of The Making of the West*, pages 8-13. (pages 1-7 optional)
8. The British Museum, "A History of the World in 100 Objects," number 99 and additional selection of your choosing (website, podcasts, approx. 15 minutes each)
9. Howard Zinn, "Introductions" from *The Politics of History*
10. Teofilo Ruiz, "On the Record," *The Daily Bruin*, October 2010

### SCHEDULE OF ASSIGNMENTS:

**Week 1 – No Assignment Due – Complete Enrollment Paperwork! This includes the course contract and liability forms. You are not enrolled in the course until we receive the complete contract. Begin readings for the first assignment, due the Sunday after week 2. All weekly assignments are due by 11:59 Sundays.**

#### **Week 2 Response Paper Due: Sunday after Week 2**

Prompt:

Part 1: 1-1.5 pages

Read the CCL welcome packet, which includes selections from *The Successful Internship*. Answer these questions: What did you learn from "The Successful Internship?" What interest do you have in this field / company? Lastly – and please be honest – how do you feel history is related to your internship and the field of your internship?

Part 2: 1-1.5 pages

Let's also consider the subject of history as a profession, and examine the role of public history within the field of history.

Read "Plan C" by Anthony Grafton and James Grossman, the president and executive director of the American Historical Association (AHA).

<http://www.historians.org/publications-and-directories/perspectives-on-history/november-2011/plan-c>

Read "History Matters" by Alexandra M. Lord

<http://www.historians.org/publications-and-directories/perspectives-on-history/december-2011/history-matters>

After reading BOTH articles answer the following questions: According to the authors, what is the purpose of the AHA? What is academic history? What is public history? Based on the articles, what is the relationship between the two? What are the goals proposed by the authors? Finally, to your knowledge, does your career field of interest have dichotomies and/or hierarchies? Do you agree with them?

\*At the end of your response, include 1 discussion question/comment to prompt our meeting discussion. This can be about any of the readings or your internship experience.

#### **Week 3 Response Paper Due: Sunday after Week 3**

Last week, we read two articles from *Perspectives*, the publication put forth by the AHA. This week, we will consider the goals of the National Council on Public History.

Read “What is Public History” from the NCoPH website. <http://ncph.org/cms/what-is-public-history/>

Read Marianne Babal’s article “Sticky History: Connecting Historians with the Public.” Watch “Globalization” Parts I and II from Crash Course World History by Khanacademy. (Each video is about 10 minutes long.)

Part 1: <http://www.youtube.com/watch?v=5SnR-e0S6Ic>

Part 2: [http://www.youtube.com/watch?v=s\\_iwrt7D50A](http://www.youtube.com/watch?v=s_iwrt7D50A)

Prompt: According to the NCoPH website, what is public history? How is used, and what is its purpose? How does Babal define public history in her article? What is “sticky” history? Do you think this is an effective tactic for practicing public history? What particular qualities of public history are present in the Crash Course videos? What does the host, John Green, say about history? How do the concepts of diversity and social responsibility in history manifest in the videos?

Finally, analyze how your company communicates its history or the history of the field at large to stakeholders. How do these representations of history help to indicate goals for the present and future of your organization? Make sure that you cite evidence in your analysis, such as your company’s website, press coverage, or other public documents.

\*At the end of your response, include 1 discussion question/comment to prompt our meeting discussion. This can be about any of the readings or your internship experience.

#### **Week 4 Response Paper** **Due: Sunday after Week 4**

The majority of you have interpreted a piece of writing for a GE course, if not for your particular major. However, public history takes the shape of videos (as you have already seen), pictures, and objects, in addition to written sources. Here we will practice interpreting non-traditional sources, which may be useful for some research papers. For a review of interpreting written sources, read pages 1-8 of Lualdi, which I have included for enrichment reading. It is not required.

Prompt:

Read “Interpreting Visual Sources” by Katherine Lualdi, pages 8-13. Go to the British Museum website, “A History of the World in 100 Objects.” Read about number 99, “Credit Card.” Listen to the corresponding podcast (the magenta “Listen to the Programme” button to the right). You can also download the transcript if necessary. I have not listened to all of them, but they are on average 10-15 minutes long.

[http://www.bbc.co.uk/ahistoryoftheworld/objects/npZ\\_CaB-T4CbBfJ7qRs17w](http://www.bbc.co.uk/ahistoryoftheworld/objects/npZ_CaB-T4CbBfJ7qRs17w)

Next, answer the six questions for interpreting visual sources from the Lualdi reading, using #99 as your visual source. Then select another source from the exhibit—any object that looks interesting to you—and answer the six questions for that object. Your response should be numbered, not in essay form. I am not expecting lengthy responses for each question—1-2 sentences for questions 1-3, 3-5 sentences for questions 4-6.

Finally, in 1-2 paragraphs, briefly describe any iconic images present at your internship—this can be a company logo, for example. Does this image bear any particular significance? If this is not applicable, consider the role of image(s) in your company/field. This section of the prompt can be approached broadly—perhaps there is

specific dress code, for example, or a specific color scheme or approach to decorating used throughout the office. Notice that the British Museum exhibit is a world history, representing images and objects from across the world. How is diversity present (or not present) at your workplace?

\*At the end of your response, include 1 discussion question/comment to prompt our meeting discussion. This can be about any of the readings or your internship experience.

### **Week 5 Response Paper**

**Due: Sunday after Week 5**

\* Note that this week's prompt has two parts and will likely take you the full three pages

Part 1. Research and explain the HISTORY of the industry or field in which you work. Please include one paragraph on the history of your specific organization and how it fits into the greater history of this field. If possible, please also discuss the history of the specific project(s) you are working. Other questions to consider: Have historical trends (such as globalization, technological developments, etc.) and events (such as World War II, Presidential Election, 9/11, and so on) affected the development of your field? If so, how? And how has your field adjusted to meet the changing needs of society? Please cite one academic source (book or journal article) and 1 newspaper or magazine article.

Part 2. After writing at least two pages addressing this week's response paper topic, outline two potential topics for your final research paper (see guidelines at the end of the syllabus). Be sure to indicate how each topic has been inspired by your internship experience and connects to the discipline/practice of history. We will be discussing your research paper ideas during your next office hours meeting and a formal proposal will be due at the end of Week 7.

\*At the end of your response, include 1 discussion question/comment to prompt our meeting discussion. This can be about any of the readings or your internship experience. You can also ask me specific questions about developing your research paper.

### **Week 6 Response Paper**

**Due: Sunday after Week 6**

Prompt: Read BOTH introductions to Howard Zinn's 1990 Second Edition of *The Politics of History*, in chronological order. What is Zinn's major argument in each section? Is it effective? Why or why not? According to Zinn, what is "history"? Do you agree? Why or why not? Lastly, Zinn believes in social responsibility for historians. Are you socially responsible at your internship?

\*At the end of your response, include 1 discussion question/comment to prompt our meeting discussion. This can be about any of the readings or your internship experience.

**Week 7 Response Paper Due: Sunday after Week 7**

\* Note that this week's prompt has two parts and will likely take you the full three pages.

Part 1: Indicate what research question you have decided to pursue for your final paper. Then find two scholarly articles relevant to your research and summarize those articles in at least 1 paragraph each. Be sure to indicate how each article has deepened your understanding your internship field and how it will inform the historical argument you will be making in your paper (see the end of the syllabus for paper guidelines).

Part 2. Interview one of your supervisors or co-workers at your site (but not another intern) about his/her personal history. Ask him/her six or seven questions, such as: What were a few of the formative events/people in your life that helped shape you into the person you are today? What did you learn in college that applies to the "real world?" How did you obtain your current position? What major issues have shaped your field over time? How would you describe the history of your organization's relationship to the Los Angeles community? Do you feel your position is a form of civic engagement? Where will you be in ten years and why? (Feel free to ask these, and/or design similar questions.) If applicable, you can ask questions strategically that will help you develop your paper topic.

\*At the end of your response, include 1 discussion question/comment to prompt our meeting discussion. This can be about any of the readings, your internship experience, or a question raised as the result of your interview with your supervisor.

**Week 8 Response Papers**

**Due: Sunday after Week 8**

Prompt: Submit the first two pages of your final research paper and a list of your sources with 1-2 sentences about how each source will help support your paper's argument. Your opening paragraph should include a clear thesis statement, underlined so that I can find it. Your sources should be presented with the bibliographical citation according to the Chicago Manual of Style.

(No discussion question required for this week)

**Week 9 Response Paper**

**Due: Sunday after Week 9**

Prompt: The last response paper should be a reflection of your overall internship experience. Think critically about the tasks of you and your supervisors.

Read "On the Record" by Professor Teofilo Ruiz (Dept. of History) from *The Daily Bruin* [http://dailybruin.com/2010/10/11/on\\_the\\_record\\_101012/](http://dailybruin.com/2010/10/11/on_the_record_101012/) (NOTE: This link includes responses by several professors to the question "With so many careers geared toward specific technological fields, what is the value of a degree in the humanities or social sciences?" You are only required to read the response by Prof. Ruiz.)

According to Ruiz, how does a historical perspective help you become an engaged citizen? How does Ruiz view the role of education, and what factors should you



consider in career selection? Do you agree with Ruiz? Why or why not? Speaking from personal experience from your internship, what did you learn about your field? Would you continue on in the field? Why or why not? Lastly, how has your view of History changed from the beginning of the quarter?

\*At the end of your response, include 1 discussion question/comment to prompt our meeting discussion. This can be about any of the readings or your internship experience and future plans.

### **Final Research Paper:**

**Papers are due no later than 5pm on Friday of Week 10.** Please upload the final paper to our course website.

The research paper should be a thoroughly investigated, objective exploration of an aspect of your internship or field that will ultimately make an informed and analytical argument. Since you are enrolled in History 195CE, you need to think like a historian when you write this paper. Historical approaches to research include tracking how trends have changed over time, and examining how a particular historical event leads to changes in culture and society. Historians also frequently enter into debates based on varying interpretations of historical evidence. Your research paper should be guided by one of these approaches, focusing on analyzing the past or analyzing how the past shapes the present (rather than speculating about the future). If you have questions about how to frame your research topic historically, please let me know.

Please refer to my guide, “Ten Tips on Writing Historical Essays” to help you begin thinking about your paper. The best way to start your research paper is to read through a number of sources related to a topic inspired by your internship, and then create an argument based on that evidence. Outline your paper before you start writing. Remember: All papers must have a THESIS STATEMENT, stating the argument of your paper. Papers without thesis statements will not pass the course. If you have questions regarding what constitutes a thesis statement, please let me know.

Format:

- 8-10 pages, double-spaced
- Header that includes your name, History 195CE, Fall 2013, and my name. This should be SINGLE SPACED, at the top left/right corner of the page. Headers are not meant to take up precious writing space.
- Original title that reflects the content of your paper.
- Page numbers.
- Times New Roman (or “normal” equivalent) , 12pt font, normal margins (1-1.5 inches)
- Cite at least five academic and journalistic sources (journals, books, magazines, or newspapers) using Chicago Manual of Style (CMS) footnotes. Three out of five sources **MUST** be academic (book or journal) sources. Feel free to contact me to discuss if a particular source is academic or journalistic.
- You must use Chicago Manual of Style footnotes, **NOT** parenthetical references

and NOT Endnotes. Historical papers always use CMS. I understand that this will be the first time many of you will be using CMS footnotes. You will find more about footnotes on my guide for using CMS on the website.

- Bibliography using CMS. Refer to my guide for pointers on how to format your bibliography versus your footnotes using Chicago Manual of Style.

Please Note:

Article databases such as Jstor.org and Project Muse are extremely helpful in finding sources and can be accessed through the UCLA library computers or a proxy server.

Wikipedia and blogs are not acceptable sources, as they are not all verified. Other online encyclopedias (i.e. Encyclopedia Britannica) are also not accepted sources because they are not college-level resources. Please ask me questions if you are unsure how to find acceptable sources.

Recommended Writing Tools:

Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/>

The Elements of Style – Strunk and White <http://www.gutenberg.org/ebooks/37134>

The Chicago Manual of Style Online: <http://www.chicagomanualofstyle.org/home.html>

Good Research Sites:

JSTOR; Google Scholar; Project Muse

Please note: you may gain access to these articles free of charge by using the BOL proxy server or with the BOL VPN. You have to download them onto your computer.

Personally I have a more streamlined experience with the VPN. For more info go to:

<https://www.bol.ucla.edu/services/proxy/>

or

<https://www.bol.ucla.edu/services/vpn/>

I HIGHLY RECOMMEND getting research guidance from a UCLA librarian. You can schedule an appointment at the Inquiry Lab at Powell here:

<http://www.library.ucla.edu/support/research-help/drop-and-scheduled-research-assistance/schedule-research-consultation-powell-library-inquiry-labs>

Additionally, you have access to 2 writing centers at UCLA for this course. There is the undergraduate writing center AND the Department of History writing center. Your tuition pays for these services, so it is to your advantage to use them!

Undergraduate Writing Center

<http://wp.ucla.edu/index.php/home>

History Writing Center

<http://www.history.ucla.edu/academics/undergraduate/history-writing-center>

Please note: Both centers require appointments, and it is likely that they are most busy at the end of the quarter. Plan accordingly.