



Completing a History Internship

Department of History
BERRY COLLEGE

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Why do a history internship?

Consider the following:

- 1. A unique way to fulfill your course requirements.**

Internships provide an excellent opportunity to move outside the traditional classroom setting. You can either find or design an internship tailored to your academic goals, allowing you a certain amount of creativity and freedom to pursue specific interests.

- 2. See how history coursework translates into real skills.**

Writing papers? Reading a lot? Synthesizing material and drawing conclusions? Communicating effectively with an audience? General knowledge of the world? These skills can be applied in any number of ways. Archives and libraries may be the start, but consider how your history skills can feed into public service, non-profit organizations, and museum work.

- 3. Figure out what exactly you want to do for a future career.**

You may think you want to go into public history, but are you sure? Internships are low-risk way to explore whether a career path is right for you. You will get an opportunity to experience that work and see what appeals and what might not.

- 4. Prepare for the job market or graduate school.**

The reality is that those who have had jobs frequently get jobs. Your professionalization begins now at Berry College, so why not get the experience necessary to take the next step after graduation? An internship can open many doors, either by feeding directly into a job post-graduation to networking with individuals in your desired profession to adding substantive experiences to your résumé. Equally important in this process is learning how to apply for a position successfully and how to handle yourself in a professional environment. You will walk away with résumé writing skills and the ability to search for positions and to connect with employers. You also may think that an advance degree is in your future. An internship is a way to demonstrate your interest in a chosen field and to help yourself stand out in the graduate school application process.

At the end of the day, an internship is an opportunity to cultivate skills that help you to take your history training and apply it beyond Berry.

Finding an Internship

It is hard to overestimate the number of internship opportunities out there. Many organizations have formal programs already set up, meaning all you need to do is submit your application. However, be open to the fact that virtually anyone is willing to take on interns. Be proactive and creative as you search!

Tips for finding the perfect internship:

- **Think about the kind of work you want to do.** For many individuals, history conjures up images of dusty archives and old librarians. While such work might be appealing to some, history-related positions are by no means limited to those areas. Consider the following professional paths where historical skills and expertise are appreciated:
 - *Archives and libraries.* If preserving primary sources and aiding researchers in their work sounds appealing, consider working at an archive or library. Responsibilities can include curating collections, helping researchers access materials, keeping materials clean and in order, and exhibiting materials to the public. Increasingly archivists and librarians are incorporating digital technologies into their work, either through the digitization of collections or creating websites to increase access to their materials.
 - *Public History, Museums, and Parks.* If you are more interested in how history is presented to the public, consider an internship in the realm of public history. In this case, you will work at a historical site, which can include state and national parks, and assist in projects aimed at helping visitors interpret and understand the history of that place. Responsibilities can include conducting tours, creating literature for visitors, and setting up exhibits. Again, technology increasingly plays a large role in this work. Website design, social media, and GIS mapping are all skills that also help visitors to connect with a historical site.
 - *Historic Preservation.* This line of work is related to the previous areas mentioned, but focuses much more intently on protecting sites of historical value. Internships in this area may focus on physical maintenance of the site or even the process of restoring areas or buildings of interest. Students can learn the legal process of preserving historic areas and may engage in research necessary to completing a preservation project.
 - *Nonprofit, Outreach, and NGOs.* History's core skills of research, analysis, and writing are appreciated in many professional areas, especially for non-profit groups involved in outreach and raising awareness. Interns in such areas can gain varied experiences in writing promotional and informational materials, compiling research for grants, writing grant proposals, conducting interviews, organizing meetings or conferences, writing reports, and more. If you have knowledge of a specific geographic area (for example, Latin America) or are able to speak a foreign language, those skills can very useful

depending on the organization for which you work.

- *Government.* As with the non-profit sector, the government also appreciate the skills that historians bring to the table. Many agencies like the Department of State have highly organized – and highly competitive – internship programs. If you are interested in a career in public service, this is an excellent way to get acclimated to the work and more than likely make the connections necessary to find a job after graduation.
 - *Professional history organizations.* A smaller area of interest, but no less important. There are many organizations dedicated to the promoting the discipline and organizing its many participants. Internships for historical associations (and more broadly other education or discipline-oriented groups) may involve facilitating communication between members, organizing events, writing and publishing promotional materials, and promoting the group on social media.
- **Apply for the listed internship...** If you find a position being advertised that interests you, of course follow the stated application process. There are a few documents that more than likely will be required.
- *Résumé:* You should have a résumé ready to go when you start your search. The Career Center conducts workshops on writing a résumé. There are many helpful websites that provide example résumés. No matter how you generate one, get many people to look it over. You want it to be formatted appropriately, clearly organized, and the writing clean and direct. Your professors are more than happy to help in this process as well.
 - *Cover letter/letter of interest.* Many positions will require a cover letter or statement of interest. In this document, you need to express clearly why you want the position and how your skills and experiences will be useful for that work. You also need to be clear about how that internship will further your academic and professional goals.
 - *Make sure you have all of the required documents.* You may need letters of recommendation, transcripts, writing samples... Read through the requirements carefully. If you need to request any of these materials, be sure to give yourself time to get them. Transcripts take time to process and letter writers need to time to consider how best to promote you.
- **... or make your own internship.** Many organizations may not have formal internships already set up and advertised, but virtually everyone is more than happy to have free help. If there is an archive, museum, or nonprofit that you would like to work for, contact them directly. See what they need help with or approach them with a specific idea in mind.
- *Consider what skills you have and what work you would like to do.* Do you have some basic web design skills? Are you keen to help conduct research for a grant? Do you want

to help create informational materials or design an exhibit? Have an idea in mind regarding the kind of work you can do and would like to do.

- *Knock on some doors and make some calls.* In this case, you will have to make the move. Do not be afraid to call places and pitch your idea. Ask what they need help with.
- **Virtual internship?** It might be hard to do an internship outside of one's regular schedule. However there are opportunities with some organizations to complete work from afar. Perhaps a museum or park needs research completed or material written. Or perhaps some need help managing their web presence. See if there are opportunities to complete an internship virtually or with little travel.
- **When to do the internship?** Think about how and when you can work an internship into your academic schedule.
 - *Fall or Spring.* There are many positives to doing one during the regular school year. Tuition may be a factor for you, and it might be easier to count the internship as one of your regular courses than deal with summer tuition. But since you will be enrolled in regular courses, your internship would likely be local, though there may be opportunities to complete the work from afar.
 - *Summer.* You have greater mobility and can reach for the more competitive and prestigious internships. However, many other people have the same idea, so the competition will be great. You also have to be mindful about tuition and might need to take on another course in order to qualify for HOPE.

See the list of internship opportunities in this packet in order to get a sense of the possibilities. This is by no means an exhaustive list, but rather ideas to get you thinking. No matter what, be proactive!

Getting Academic Credit

If you want to complete an internship, you can do so without applying for academic credit. Ideally though, you will complete it for credit. This is desired for many reasons. First, it helps you to meet your major/minor requirements. Second, you have the support of Berry faculty and staff, and you can make sure that the internship meets certain standards. Third, the History Department wants to acknowledge and celebrate your accomplishments.

Requirements

- **Standing.** To get academic credit for internship, you must have a GPA of at least 2.6 and have completed at least 60 credit hours.
- **Amount of credit.** For every 45 hours work for an approved internship, you receive 1 credit hour.
 - o For example, if you work 10 hours a week for an internship throughout the fall semester, by the end you should have the 135 hours necessary for 3 credit hours.

Process and Paperwork

Once you have found a position, you must complete the necessary paperwork.

- **Write a syllabus.** Work with your advisor to create a syllabus for the internship. This will lay out the academic goals of the position, delineate the kind of work you will do, and possibly include readings and assignments that you are to complete as well. See the syllabus examples included in this packet.
- **Complete the Internship Learning Agreement.** Submit that agreement and your syllabus to the Provost for approval. You must do this at least one month prior to the beginning of the internship.
 - o The Provost will either approve the materials, thereby approving the internship for academic credit, or request clarifications or additional materials.
 - o A copy of the Agreement is available on the Career Center website ([LINK](#)).
- **Register for HIS 496.** This is the official course designation for history internships.
- **Attend the Professionalism and Internship Success Workshop.** If seeking academic credit for an internship, you are required to attend the aforementioned workshop. In this meeting, you will discuss important matters of professionalism and office ethics. See the included Career Center schedule for the date.
- **Do the internship!** As you do so, be sure to stay in touch with your advisor and keep on top of the work laid out in the syllabus. Your advisor is to contact your site supervisor mid-way through the internship.
- **Complete the Student Internship Evaluation.** Once the internship is over, you will complete the Evaluation form as a report on your experience. Your site supervisor will be given an evaluation form to complete as well.
 - o The Evaluation is available on the Career Center website ([LINK](#)).

Questions about the process?

Contact the Internship Coordinator at the Career Center at (706) 236-2292 or internships@berry.edu.

Internships in History

Highlighted entries are local.

Preservation

- PreserveNet: <http://www.preservenet.cornell.edu/index.php>
 - o Website maintained by Cornell University. Provides links to internships, programs, and jobs for those interested in historic preservation with private businesses and public institutions.
- The Georgia Trust for Historic Preservation: <https://www.georgiatruster.org/support/internships/>
 - o The Georgia Trust seeks to preserve and revitalize Georgia's diverse historic resources and advocate their appreciation, protection, and use. Various internships are available that support this group's mission.
- Georgia Department of Natural Resources, Historic Preservation Division: https://gadnr.org/sites/default/files/dnr/pdf/Internship_Opportunities_Listing_for_DNR_Website_9_2016.pdf
 - o Work for Georgia's state historic preservation office in a number of capacities.

Archives/Libraries

- Georgia State Historical Archives: <http://georgiahistory.com/about-ghs/jobs-internships/>
 - o Focus on archives processing, communications, and educational programs. Located in Savannah.
- National Security Archives: <http://www2.gwu.edu/~nsarchiv/nsa/archive/intern.html>
 - o Work with archivists in obtaining organizing materials and research. Materials focus on international relations and U.S. foreign policy. Semester-long or summer. Located in Washington, D.C.
- Dublin City Library and Archive: <http://www.dublincity.ie/main-menu-services-recreation-culture-dublin-city-public-libraries-and-archive-locations-hours-8>

Public History, Museums, and Historic Sites

- Rome Area History Museum: <http://www.romehistorymuseum.com/>
- Chickamauga National Military Park: <http://www.nps.gov/chch/index.htm>
- Chieftains Museum: <http://chieftainmuseum.org/>
- Smith Gilbert Gardens: <http://www.smithgilbertgardens.com/support-us/volunteer-donations/>

- Atlanta History Center: <http://www.atlantahistorycenter.com/about-us/history/internships>
- American Alliance of Museums - <http://www.aam-us.org/resources/careers>
- Smithsonian Museum: <http://www.smithsonianofi.com/>
- Hickory Hill House Museum: <http://www.hickory-hill.org/>
 - o Summer internship for individuals interested in museum studies and public history. Intern will assist in organizing and running summer camps for children. Internship is paid and housing is provided.
- Barnsley Gardens: <http://www.barnsleyresort.com/>
- Booth Western Art Museum: <http://boothmuseum.org/>
- Oak Hill Museum: <http://www.berry.edu/oakhill/>
- Marietta Museum of History: <http://www.mariettahistory.org/>
- Alpharetta Historical Society: <http://www.alpharettahistoricalsociety.org/>
- Paradise Garden (Summerville, GA): <http://paradisegardenfoundation.org/>
 - o Help preserve and promote the works of world-reknowned folk artist and preacher Howard Finster.
- Fairview Brown: <http://www.fairviewbrown.org/>
 - o Participate in the preservation and study of the Fairview and E.S. Brown schools, which were originally built in Cave Springs, GA, in the 1920s to educate local African Americans.
- National Council on Public History: <http://ncph.org/jobs>
 - o Listings for public history internships and jobs nationwide.

Non-Profit/Outreach/NGOs

- Idealist.org: <http://www.idealist.org/>
 - o Database for internships with nonprofits and organizations involved in outreach.
- Amnesty International: <https://careers.aiusa.org/vacancy/find/results/>
 - o Semester and summer-long internships available. Positions including communications, finance, and direct response teams. Most positions located in New York City, but some field positions in other major cities as well.
- Scoville Fellowship Program: <http://scoville.org/>

- A six to nine-month long fellowship program that places recent graduates with NGOs working on matters of international security and peace. A paid position located in Washington, D.C.
- Council on Foreign Relations: http://www.cfr.org/about/career_opportunities/internships.html
 - The Council on Foreign Relations' Internship Program offers volunteer opportunities for college students, graduate students, and graduates focusing on international relations and who are pursuing a career in foreign policy or a related field. Internships are based in Washington, D.C. or New York City.
- United Nations Internship Program: <https://careers.un.org/lbw/home.aspx?viewtype=ip>
- Human Rights Watch: <http://www.hrw.org/>
 - Contact to see what is available.
- American Red Cross: <http://www.redcross.org/support/get-involved/internship-program>
- Center for International Policy: <http://www.ciponline.org/about-us/internships#SAM>
 - A nonprofit research and advocacy organization that promotes cooperation, transparency, and accountability in global relations. Internships generally available in a number of areas.

Government

- Organization of American States: <http://www.oas.org/en/saf/dhr/internships/indexEN.asp>
 - Work in various areas of this organization dedicated to fostering democracy, human rights, and dialogue among the various "American" states. Semester-long or summer-long positions available. Located in Washington, D.C., or in member nations (i.e.: Latin America).
- U.S. Department of State, Student Internship Program: <http://careers.state.gov/students>
 - Students that get accepted have an opportunity to work in embassies around the world, gaining experience in foreign affairs. Semester-long or summer-long.
- Washington Office on Latin America (WOLA): http://www.wola.org/internships_and_employment
 - Internship for semester long, Jan-term, or summer. Can also focus on specific areas like fundraising, communications, and foreign policy. Located in Washington, D.C.
- National Parks Service: <https://www.nps.gov/aboutus/internships-and-recent-graduate-opportunities.htm>
 - Various positions and programs with parks throughout the United States.
- USA Jobs, Pathways for Students and Recent Grads: <https://www.usajobs.gov/StudentsAndGrads>

- The Washington Center: <http://www.twc.edu/>
 - o The Washington Center places accepted applicants with various government agencies and institutions.
- Supreme Court Judicial Internship Program: <http://www.supremecourt.gov/jobs/jip/jip.aspx>
- NASA: <http://history.nasa.gov/interncall.htm>

General

- American Association of University Women, AAUW: <http://www.aauw.org/who-we-are/jobs/aauw-jobs-and-internships/>
 - o Various positions for historians (research, archives), and for non-history related fields (business, communications, public relations, etc.). Located in Washington, D.C.
- American Association for State and Local History: <http://about.aaslh.org/jobs/>
- American Historical Association: <http://careers.historians.org/jobs>
- Organization of American Historians: <http://www.oah.org/programs/news/tag/internships> or <http://www.oah.org/programs/news/tag/fellowships>
- National Council for History Education: <http://careercenter.nche.net/jobs?keywords=internship>
- The Gilder Lehrman Institute of American History: <https://www.gilderlehrman.org/content/internships>
- National History Center: <http://nationalhistorycenter.org/resources/the-national-history-center-internship-program/>

Sample Syllabus 1

Syllabus HIS 496: Internship with the Martha Berry Museum Fall 2008

Faculty Instructor: Dr. Christy Snider

On-site Instructor: Jennifer Dickey

Student:

Internship Description:

The site of the internship is the Emery Barns, Berry College. As an intern, the students will gain experience in the history field in the areas of preservation, care of historical structures, and architectural developments in the early 20th Century South.

Texts:

Historic Preservation -

National Park Service. *The Secretary of the Interior's Standards for the Treatment of Historic Properties*. Available online at <http://www.nps.gov/history/hps/tps/standguide/>

Hawkins, Dominique. *Historic Structure Reports & Preservation Plans*. Available online at www.nj.gov/dep/hpo/4sustain/preparehsr.pdf

Auer, Michael J. *Preservation Brief #20 – The Preservation of Historic Barns*. National Park Service, Technical Preservation Services. Available online at <http://www.nps.gov/history/hps/TPS/briefs/brief20.htm>

Slaton, Deborah. *Preservation Brief #43 – The Preparation and Use of Historic Structure Reports*. National Park Service, Technical Preservation Services. Available online at <http://www.nps.gov/history/HPS/tps/briefs/brief43.htm>.

Federal Preservation Institute. *Historic Structure Reports*. Available online at <http://stage.historicpreservation.gov/TechnicalInfo/Rehab/HistoricStructure.aspx>.

National Park Service. *Wright Brothers National Memorial Visitors Center – Historic Structure Report*. Available online at www.cr.nps.gov/history/online_books/wrbr/wrbr_vc_hsr.pdf

Lazarus, Richard. *Recommendations for Appropriate Repairs to Historic Barns and Other Agricultural Buildings*. Available online at

<http://www.thebarnjournal.org/resource/technical3.html>

Whitney, Charles. *Surveying Your Old Barn*. Available online at <http://www.thebarnjournal.org/resource/technical2.html>

Murtagh, William. *Keeping Time: The History and Theory of Preservation in America*. Wiley, 2005. ISBN 0471473774

Local History -

Dickey, Ouida and Doyle Mathis. *Berry College: A History*. Athens, GA: University of Georgia Press, 2005. 238 pp. \$39.95.

Available at the Berry Library, Call # LD405.B22 D53 2005

Objectives:

1. To understand the history and development of the historic preservation movement in the United States.

Duties, responsibilities, and activities for meeting objective

Through secondary source readings, student will learn how the field of historic preservation has developed in the United States and how preservationist help facilitate smart growth and development.

2. To understand the nationally recognized standards and guidelines in the historic preservation field
- Duties, responsibilities, and activities for meeting objective*

Student will familiarize themselves with the Secretary of the Interior's Standards for the Treatment of Historic Properties and use those standards to guide the preparation of a Historic Structure Report for the Emery Barns.

3. To understand how to survey a historic structure and prepare a Historic Structure Report to guide the treatment of a historic property

Duties, responsibilities, and activities for meeting objective

Student will carry out on-site inspections and archival research in order to prepare a Historic Structure Report that can be used as a preservation planning tool for the Emery Barns Adaptive-Reuse Project.

4. To understand the physical development of the Berry campus and its various architectural components.

Duties, responsibilities, and activities for meeting objective

Student will conduct archival research and participate in a campus tour in order to understand how the Berry campus developed over the years and how different building styles and types represent various phases of the school's history.

This internship will give the students experience in public history through work in a museum and through reading academic texts. Through archival research and secondary source readings, students will gain an understanding of the development of private educational institutions in the United States in the early 20th century and of Berry history. Students will learn the fundamentals of exhibit development and collections care in a museum environment and will be responsible for the creation of an exhibit for the Martha Berry Museum under the supervision of curator Jennifer Dickey.

Expected Outcomes:

The student will be required to keep a daily journal documenting her internship activities. Along with the daily journal, the student will also be required to produce one 8-10 page paper focused on the internship.

Methods of Instruction:

The student will work at Emery Barns under the supervision of Jennifer Dickey.

Evaluation Components:

Students will be required to keep a journal throughout the semester documenting their internship activities. Journals will be reviewed by the site supervisor and academic advisor throughout the semester.

Students will also be required to produce a Historic Structure Report for the Emery Barns complex at Berry College. The report will adhere to professional standards in the preservation field.

The internship will be graded on an honors/satisfactory/unsatisfactory basis in accordance with the Berry Catalog.

Sample Syllabus 2

HIS 496: Archival Internship with Rome Area History Museum

Fall 2013

Faculty Instructor: Dr. Christy Snider

On-site Coordinator: Russell McClanahan

Student:

Internship Description:

The site of the internship is the Rome Area History Museum. The student will be working with the staff archivist to process and preserve the museum's archival collection, by engaging in activities such as inventorying, arranging and describing archival collections, entering data into an archival management system, and performing basic preservation work on document-based collections. The student may also work on cataloging projects to create and enhance bibliographic records in a library catalog and on collection develop projects, including evaluating current materials and making recommendations for future additions to the collection.

The student will work 15 hours a week on location at the internship for a total of 135 hours during the fall semester.

Course Goals and Learning Outcomes:

The objectives of this course are to help students develop an in-depth understanding of the main issues and activities involved in archival work. Assignments and on-site activities are intended to develop students' analytical skills, and improve their writing and verbal communication abilities.

Texts:

Located in Berry College Library

Ferguson, Bobby. *Cataloging Nonprint Materials: Blitz Cataloging Workbook*.

Hensen, Steven L. *Archives, Personal Papers, and Manuscripts: A Cataloging Manual for Archival Repositories, Historical Societies, and Manuscripts*.

Hickerson, H. Thomas. *Archives & Manuscripts: An Introduction to Automated Access*.

Maher, William J. *Management of College and University Archives*.

Trinkley, Michael. *Can You Stand the Heat? A Fire Safety Primer for Libraries, Archives, and Museums*.

Located in JSTOR

Arathymou, Spyridoula. "Finding and Accessing the Right Archive and Archival Data. Archival Tools to Support Research and to Make Archives Available to Public." *Historical Social Research* 34, No. 3 (2009): 71-77. Stable URL: <http://www.jstor.org/stable/20762376>

Clement, Tanya, Wendy Hagenmaier and Jennie Levine Knies. "Toward a Notion of the Archive of the Future: Impressions of Practice by Librarians, Archivists, and Digital Humanities Scholars." *The Library Quarterly* 83, No. 2 (April 2013): 112-130. Stable URL: <http://www.jstor.org/stable/10.1086/669550>

Haynes, Kathleen J. M., Lynda Lee Kaid and Charles E. Rand. "The Political Commercial Archive: Management of Moving Image and Sound Recordings." *The American Archivist* 59, No. 1 (Winter, 1996): 48-61. Stable URL: <http://www.jstor.org/stable/40293952>

Winfrey, Dorman H. "The Archive Wars in Texas." *The American Archivist* 23, No. 4 (Oct., 1960): 431-437. Stable URL: <http://www.jstor.org/stable/40289955>

Course Requirements and Assessment Measures:

The student will be required to maintain a public blog. The blog must contain at least 1 weekly update. Each update should link the activities the student performed on-site with the information from the assigned readings or other appropriate scholarly sources. Each blog entry should also contain links to other internet content (museum/archival web pages, historical/archival blogs or publications, etc.) to demonstrate that student can identify and integrate the knowledge acquired during the internship with outside content. The blog address will be communicated to the site supervisor and the academic advisor by the end of the first week of the fall semester.

The student will also be required to produce a typed 4-5 page essay on a topic of current interest or concern among professional archivists. This essay must include at least five scholarly secondary sources to support its argument. The essay must have a title page, numbered pages, 1-inch margins, be in 12-point font in Times New Roman style, and document its sources through footnotes or endnotes in Chicago Manual of Style format. The final paper is due by the last day of finals week.

A written evaluation will be supplied by the on-site supervisor to the faculty supervisor by the end of the internship.

The internship will be graded on an honors/satisfactory/unsatisfactory basis in accordance with the Berry Catalog.