



**LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:**

- To be knowledgeable about the ways in which history has and can be applied outside academic work, enriching the students' capabilities, understanding and interest in history;
- To enhance employment opportunities, by developing students' applied skills, providing them with work experience and building contacts with local employers;
- To introduce students to various career options outside of an academic setting which history prepares one for; and
- To enrich other course offerings in the History Department by providing the opportunity to rethink the practice and application of history.

**METHODS:**

- Use a seminar setting to challenge students to critically read/observe, analyse and discuss a variety of historical applications (articles, books, films, museum displays, popular and business histories, grade school curricula, journalism, policy papers, legal research, and the like);
- Emphasize problem-solving techniques and group work to broaden students' skills;
- Use guest speakers from local companies and organizations to acquaint students with the various job options outside the university, utilizing 'hands on' demonstrations;
- Place students with local companies and organizations to hone applied skills and provide experience – combining work on a specifically defined project and more general job skills;
- Review the progress of practicums in monthly class meetings during the practicum period; and
- Sharpen presentation skills by presenting final projects during the post-practicum seminars.

**PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Credit can be awarded for this course through PLAR (Please check:)     Yes                       No

**METHODS OF OBTAINING PLAR:**

Portfolio

**TEXTBOOKS, REFERENCES, MATERIALS:**

[Textbook selection varies by instructor. An example of texts for this course might be:]

David E. Kyvig and Myron A. Marty, *Nearby History: Exploring the Past Around You*, 2nd Edition (2000)

History 301 Coursepack (Robin Anderson, 2003)

**SUPPLIES / MATERIALS:**

None.

**STUDENT EVALUATION:**

[An example of student evaluation for this course might be:]

Critical Review	10%
Participation/Contributions	15%
Interim Work Report	10%
Practicum Journal	15%
Sponsor Evaluation	10%
Final Project	30%
History Fair Presentation	10%

**COURSE CONTENT:**

[Course content varies by instructor. An example of course content might be:]

Stretching over a full two semesters, History 301a/b will be divided into three parts:

1. In-class seminars
2. Practicum
3. Post-practicum seminars and History Fair

**In-Class Seminars:** From September to the end of October, the class will meet in weekly, four-hour seminars to critically examine representations of the past outside the academic environment. Some of the issues we will look at will include:

The changing role(s) of history in society

How, why, and for whom has history been used

The meanings behind historical representations

The practices that shape historical work outside the university setting

Students will contribute to the in-class seminars by keeping up with their readings, participating in discussions and through three In-class Presentations. Students are also expected to write a 1500-2000 word Critical Review of a representation of history (see assignment description below).

**Practicum:** From November through to mid-March, students will be working 8 hours a week in at their arranged practicum.

The parameters of the practicum will be set out in detail in the Learning Agreement that is drafted in discussions between the student and employer, and approved by the instructor. The Learning Agreement will accomplish the following: define the goals the student hopes to achieve; clearly specify the major project undertaken in the practicum and the general work tasks; specify the work schedule and location; and identify the individual who will serve as supervisor for the student.

The student will also keep a daily work Journal of her/his practicum experience. In the Journal the student will keep a record of the work done, the progress of the major project, the new skills acquired. The Journal is also to reflect on how the organization/institution functions, the values and practices within it, and on how history is represented. The Journal, which is submitted for grading after the completion of the practicum, will be consulted during the monthly progress meetings.

The class will reassemble for brief Monthly Meetings to discuss the progress of their practicums and share experiences with other students. Students will be expected to bring their Journals and hand in their Weekly Timesheets initialed by their supervisors.

The Final Project will be the crowning achievement of the practicum experience. Defined in the Learning Agreement, the Final Project will take whatever form most appropriate—from written and illustrated reports or pamphlets, to historical videos and multimedia displays, to lesson plans or classroom resources. The sponsor will retain a copy of the Project; the student will present another copy at the post-practicum seminars.

**Post-Practicum Seminars:** For the final few weeks of the term students will have an opportunity to present their Final Project, share their practicum experiences with classmates, and consider the career possibilities opened to them by the course.

Students will present their Final Projects at the seminars, receiving feedback from their fellow students. Some of the time in class will also be used to prepare for the individual displays at the History Fair, held in the last week of classes during the Winter term.

Finally, students will consider career-related questions raised by the course: What applied skills has this course and practicum developed? How might these skills be presented to future employers? Students are encouraged to actively investigate future career and/or education paths; material for this will be presented in the final in-class seminar.

Week 1: Introduction

Week 2: The Nature and Uses of History

Week 3: Local History and Method (Part 1)

Activity: Show and Tell: Documents & Pictures

Week 4: Local History and Method (Part 2)

Activity: Show and Tell: Pictures & Artifacts

Week 5: Museums and Historical Sites

Student Reviews—Museum Exhibits and Historical Sites

Week 7: Film and Television History

Student Reviews—Historical Film or Television Documentary

Week 8: History in Schools

Student Reviews—Children’s Historical Text

#### PRACTICUM SCHEDULE

Fall Term:

Week 9:	Practicum 1	
Week 10:	Practicum 2	
Week 11:	Practicum 3	
Week 12:	Practicum 4	First Monthly Meeting
Week 13:	Practicum 5	
Week 14:	Practicum 6	
Week 15:	Practicum 7	Second Monthly Meeting

Winter Term:

Week 16:	Practicum 8	
Week 17:	Practicum 9	
Week 18:	Practicum 10	
Week 19:	Practicum 11	Third Monthly Meeting
Week 20:	Practicum 12	
Week 21:	Practicum 13	
Week 22:	Practicum 14	
Week 23:	Practicum 15	Fourth Monthly Meeting
Week 24:	Practicum 16	
Week 25:	Practicum 17	
Week 26:	Practicum 18	

#### POST-PRACTICUM SCHEDULE

Week 27:	Final Project Presentations
Week 28:	History Fair Preparations
Week 29:	History Fair