**Guidelines for History 585: Career Diversity Internship**

Internship Coordinator: Graduate Program Director

The career diversity internship provides an opportunity for graduate students to explore a career pathway and apply the skills honed through training in history in a setting outside of the traditional history classroom. Students will gain hands-on experience in a non-teaching career area.

Interns receive 3 hours of credit for the course. Over the course of the semester, the internship will complete 150 hours in the internship setting.

*Course Outcomes*

* Experience in three skills sets that the American Historical Association has identified as crucial to professional success: communication, collaboration, and intellectual self-confidence.
* Exposure to a non-academic area of employment.
* Development of new skill sets that complement training in History.
* Opportunity to reflect on the nature of disciplinary training and application of knowledge in multiple settings.

*Assessment*

The final grade will be made up of three components:

* Internship Blog 30%
* Coordinator/Group Meeting 10%
* Supervisor Evaluation 40%
* Final Paper 20%

*Blogging:*

Interns are required to keep a weekly blog that documents the progress of the internship. Students can use Blogger, Tumblr, or WordPress as the platform for their blogs. Interns should set up their blogs the first week of class and email the URL to the Internship Coordinator ([pmooney@luc.edu](mailto:pmooney@luc.edu)) and send a blog entry for each week. These entries will detail such matters as tasks undertaken, knowledge or skills acquired, and problems encountered and resolved. Blog posts are to be relatively informal in nature and should be a few hundred words in length. The Internship Coordinator will review the blogs weekly and provide feedback.

*Supervisor Evaluation:*

Please arrange with your supervisor to get his or her evaluation to me no later than the last week in the term.

*Reflection Paper:*

Visit the *Imagine PhD* website (<https://www.imaginephd.com/about>) and create an account. Do not worry that the focus is on PhDs and Post Docs. It is a useful tool for all those engaged in graduate level training in history to assess your skills and interests and help you think about what you might want to do as you finish your degree. It also has good resources in terms of writing cover letters, resumes, etc. As you work on your reflection paper, use what you have gathered from looking at this site to think about what you have learned in your internship. Identify the skills that you have gained from the internship experience and think about how they add to the skills you gain studying history and incorporate your insights in your reflection essay.

Paper mechanics:

* 10-page paper that discusses and reflects on what you have done and learned from your internship and includes your insight from *Imagine PhD*.
* Paper structure: 1” margins, 12-point Times New Roman or Calibri font, paginated.

*Coordinator/Group Meeting*:

At the end of the semester there will be a meeting with the Internship Coordinator. If there is more than 1 student on internship in any given semester, the interns will meet with the Coordinator as a group. Otherwise, it will be an individual meeting. This meeting represents the opportunity to engage in reflective conversation about the learning that has taken place over the course of the semester.

*Academic Dishonesty*

Academic dishonesty will not be tolerated. Plagiarism and/or academic dishonesty will result in a final grade of F for the assignment as well as notification of the Graduate School. Another transgression will result in an “F” for the course. I use the definition of plagiarism that can be found in the Booth, et.al. text on page 206. To quote:

* You quote, paraphrase, or summarize a source but fail to cite it.
* You use ideas or methods from a source but fail to cite it.
* You use the exact words of a source and you do cite it, but you fail to put those words in quotation marks or in a block quotation.
* You paraphrase a source and cite it, but you use words so similar to those of the source that anyone can see that as you paraphrased it, you followed the source word by word.

To avoid plagiarism, take notes carefully, putting all real quotes within quotation marks, while summarizing other parts in your own words. This is difficult. If you do not do it correctly, it is better to have all your notes in quotes. The worst thing is to alter a few words from the source, use no quotation marks, and treat the notes as a genuine summary. You will likely copy it out as written in your notes, and, as a result, inadvertently commit plagiarism. Changing around a word, a phrase, or a clause is still plagiarism if it follows the thought sequence or pattern in the original. A close paraphrase must be cited, even if it is not a direct quotation.

Do not avoid plagiarism by making your written work a string of quotations. This results in poor writing and suggests that you do not really know your material or have not thought about it very deeply. It indicates a lack of original thought. You will need to quote from your sources as they are the “evidence” upon which you build your argument. Just be sure to put quotation marks around them, or, when appropriate, double indent them and follow the quote with a proper endnote. Your ultimate goal is to balance your voice with that of your sources.

For further information about academic integrity see [www.luc.edu/gradschool/academics\_policies.shtml](http://www.luc.edu/gradschool/academics_policies.shtml).

*Students With Accessibility Needs*

Students seeking academic accommodations first meet with the Student Accessibility Center (SAC) to verify the condition and to establish eligibility for accommodations. Students should visit <https://luc.edu/sac/> for more information. Students are encouraged to contact SAC as early in the semester as possible.