

2024-2025 GRADUATE STUDENT HANDBOOK

DOCTOR OF PHILOSOPHY IN PUBLIC HISTORY

NORTH CAROLINA STATE UNIVERSITY



The departmental policies described in this handbook supplement university policies and academic regulations as articulated in The Graduate Catalog.

Assembled by the Director of Public History and the History Department

Table of Contents

Introduction	4
Administration	4
Director of Graduate Programs	4
Director of Public History	4
Graduate Assistant	4
Faculty	4
Committee Chair and Advisory Committee	5
Faculty Fields	6
Student Funding	6
Curriculum	7
Admission without MA	8
Transfer Credits from MA	8
Registration and Residence Requirements	8
Types of Courses	8
Internship	9
Colloquia in History	10
Research Seminar in Public History	11
Teaching Seminars	11
Dissertation Research Seminars	11
Inter-institutional Courses	11
Dual-level Classes	11
Fields of Study and Reading Lists	11
Public History Field	11
History Field	12
Interdisciplinary Field	12
Dissertation Work	13
Graduate Plan of Work	13
Grades	14
Incomplete Grades	14
Time to Degree	14
Degree Thresholds	14
Language Requirement	15
GIS as a Language	16
Support for Conference Travel and Research	16
Comprehensive Examinations	17
Written Examinations	17
Oral Examinations	18
Dissertation	19
Dissertation Formats	20
The Traditional Dissertation	20
The Article-Style Dissertation	21
The Project-Based Dissertation	22

Dissertation Research Courses	23
Thesis and Dissertation Support Services	23
Prospectus and Presentation	23
External Funding and Outside Employment	24
Dissertation Defense	24
Dissertation Filing	25
Graduation	25
Teaching	26
Working with Faculty Supervisor	26
Department Teaching Training	26
University Teacher Training	27
Workload and Time Management	27
Appendix A: Curriculum Checklist	29
Appendix B: Bibliographies	30
Public History (General)	30
African American Public History	32
Cultural Resource Management and Historic Preservation	34
Digital History	37
Family and Community History	40
Heritage and Heritage Tourism	42
Historic Sites and Parks	44
Material Culture	46
Museums	48
Native American Public History	50
Public Memory	51

Introduction

This handbook is designed to help students navigate the PhD program in Public History. It contains within it key information on the structure and process of the doctoral program, course requirements, information about the History Department, and graduation specifications. Importantly, if you ever have questions unanswered in this handbook, the Director of Public History is always available as a resource to you.

Administration

The **Director of Graduate Programs (DGP)** administers the department's graduate program: the MA in History, the MA in Public History, and the PhD in Public History. The DGP coordinates the functions of the Graduate Committee, supervises graduate teaching assistants, and has signatory power over graduate admissions, waivers of requirements, leaves of absence, examination committees, and various forms from the Graduate School. Students should consult with the DGP about questions which are not answered by the Graduate School catalog or problems they may encounter in the program.

The **Director of Public History (DPH)** oversees the academic aspects of the MA and PhD programs in Public History. The director advises all master's students and all doctoral students in their first semester. The DPH also assists doctoral students in selection of permanent advisers and advisory committees, **aid students' in monitoring their progress toward their degrees**, and performs annual evaluation of all Public History students. Students consult with the Director of Public History on curriculum, forming advisory committees, dissertation schedules, and other issues concerning degree thresholds.

The **Graduate Studies Coordinator** provides support for the graduate program, assisting the DGP and the DPH in monitoring students' progress toward their degrees, providing information about departmental and Graduate School policies and procedures, and scheduling defenses and exams.

The **Internship Coordinator** helps students identify, apply for, and participate in internships. The coordinator also teaches HI 642, manages all forms related to internships, and serves as a liaison and advocate for interns.

The **Doctoral Teaching Coordinator** trains Teacher Assistants (TAs) for autonomous instruction by hosting four **workshops each year for two years** and consults with all doctoral instructors about teaching requests, classroom issues, syllabi creation, and communicating with students.

Faculty

During the first year of study, the student transitions from the Director of Public History as an adviser to a member of the Department Faculty who will serve as the primary adviser and chair of the student's examination and dissertation committee. **Faculty are tenured or teaching members of the Department of History. Associate and Full Professors have tenure (permanent appointment) and Assistant Professors are early-stage academics with long-term appointment until tenure. Professors are entitled to direct graduate work, serve on examination and thesis committees, and chair those committees.**

Professors are faculty who are entitled to direct graduate work, serve as members of examination and dissertation committees, and chair those committees. Associate professors and professors

have tenure (i.e., permanent appointment). Assistant Professors are in the early stages of their academic careers and do not have permanent appointment. They are reviewed for tenure during their sixth years of employment. All faculty whose academic appointment includes the title “professor” may be called by that title.

Emeriti Faculty have retired from regular faculty duties but may continue to teach for a limited period. They cannot serve as chairs for students new to the program, although they may serve as members of examination and dissertation committees.

Special Faculty are temporary and visiting faculty. They may teach graduate courses, but they may serve on examination and dissertation committees only as external members.

Inter-institutional Faculty from Duke, UNC-Chapel Hill, or UNC-Greensboro who already have graduate faculty status at their institutions are considered graduate faculty at NC State as well and may sit on examination and dissertation committees. They may not, however, chair a committee.

All departmental faculty hold full graduate faculty status and are available to serve as a History co-chair or representative on the student’s committee. Information on faculty specializations may be found on the [History Department Faculty Page](#). Faculty with Public History specializations (indicated in *italics*) are available as well to serve as the Public History chair, co-chair, or as the second Public History representative.

All faculty have subject matter specialization. However, faculty who regularly teach courses in public history include:

- David Ambaras: *spatial history*
- Katherine Mellen Charron: *US public memory*
- Frederico Freitas: *digital history*
- Craig Friend: *US public memory, family & community studies*
- Tammy Gordon: *international public history, interpretation, US public memory*
- Verena Kasper-Marienberg: *European public history, museum studies (Internship Coordinator)*
- Alicia McGill: *cultural heritage, cultural resources management*
- David Zonderman: *museum studies*
- Nishani Frazier: *archives, oral history, digital history, cultural heritage*
- Megan Cherry: *queer cultural heritage*
- Ajamu Dillahunt-Holloway: *African American cultural heritage*

Faculty who have professional training and experience in public history and/or who regularly serve on PH committees are:

- Xiaolin Duan: *material culture*
- Ebony Jones: *public memory of slavery*

-
- Akram Khater: *Arab American public history*
 - Susanna Lee: *Civil War & Reconstruction and public memory, digital history*
 - Tate Paulette: *public history of the Ancient world, material culture*
 - Noah Strote: *European public memory*

Faculty who have professional training and experience in history, with specialization in a particular subject matter are available for PH committees as well. These faculty include:

- Kristin Alff: *Middle East and North Africa*
- Matthew Booker: *environmental history*
- David Gilmartin: *British Imperialism in South Asia*
- Xiaolin Duan: *Medieval to Early Modern Chinese History*
- Ebony Jones: *19th Century US History, African American History*
- Julia Rudolph: *Early Modern Europe*
- Brent Sirota: *Religious and Political History in Great Britain*
- Ross Bassett: *History of Engineering and Technology*
- Julie Mell: *Medieval and Jewish History*
- William Kimler: *History of Biology*
- Traci Voyles: *Historian of Colonialism, Race, Gender, and Environment*

Student Funding

Support for Conference Travel and Research: The Department of History and the Sorrell Public History Grant Fund allocates a portion of its annual operating budget for student travel for research and conferences. These funds subsidize travel for master's students who received acceptance of their presentation in a conference program. If funds are available, the department also subsidizes travel for thesis research or conference attendance for more general purposes of educational and professional development.

Study Abroad: The Department of History Public History program regularly runs a study abroad program on public history. Students visit key historical sites in countries like Japan, Belize, and Czech Republic. Funding is available through two different sources. The first is via department grants. Department grants are small and should be combined with other funds. Students can supplement department grants with an external grant through the study abroad office. You can find more information about the grant process on the [study abroad](#) website.

Graduate Study: North Carolina State University has university-wide grants available for graduate study. Students regularly receive notices regarding the application process from the Director of Public History. However additional information can be found on the graduate study page on [fellowships and grants](#).

Please note that all funding opportunities, whether internal or external, will require an application process.

Curriculum

The doctoral program in Public History is designed to train professional historians and public historians, with courses selected from groups embracing two primary fields in Public History, a secondary field in History, an Interdisciplinary field that is relevant to the primary field, and at least 24 hours of dissertation work. Although we do not have designated tracks of study, we recommend students conceptualize a curriculum structured in one of the following ways:

- Early American public history: 7 public history courses, 7 history courses primarily in US, 2 interdisciplinary courses, dissertation focus on public history of early America (pre-1877).
- Modern American public history: 7 public history courses, 7 history courses primarily in US, 2 interdisciplinary courses, dissertation focus on public history of modern America (post-1877).
- World Heritage: 7 public history courses (with 587, 594, and 789 highly recommended), 7 history courses (5-6 in non-US history), 2 interdisciplinary courses, dissertation focus on public history in a geo-temporal or thematic topic outside US history.

Admission without MA

Students who do not possess an MA may be admitted, but will be assessed at the end of the third semester of coursework as to whether they should continue. Such candidates must have an average grade of A- (3.66) or higher. If the student does not meet grade expectations, the student must acquire a minimum of three satisfactory recommendations from professors within the department, including two from professors who have supervised or reviewed the candidate's scholarship. These materials will be reviewed by the Public History faculty and then decided upon by the graduate committee. If approved by the graduate committee, candidates proceed to the PhD program. If the committee determines the candidate should not continue, the student's curriculum will be changed to the MA in Public History, which the student will receive upon completion of the fourth semester of graduate work.

Transfer Credits from MA

Students with an MA from another institution, or with an MA from NCSU who were not enrolled in the semester before joining the doctoral program, may apply as many as 18 hours of previous graduate-level courses with approval of the graduate committee. NCSU students who are enrolled in the semester before joining the doctoral program must make formal application to the doctoral program and, if accepted, may apply as many as 36 hours toward the degree with the approval of the graduate committee.

Registration and Residence Requirements

Students may enroll in most classes themselves through MyPackPortal. Students must see the Graduate Assistant to register for classes like HI 599: Independent Study, HI 642: Internship, and inter-institutional classes.

The History Department considers nine hours a full load. Students on the Graduate Student Support Plan (GSSP) must be full-time students. NCSU enforces a continuous registration policy. After students are admitted to the Graduate School and enroll for the first time, they are

required to be enrolled each semester, excluding summer sessions, until they have either graduated or terminated the program. In cases of emergency, leaves of absence may be granted for one semester or one academic year, arranged with the Director of Graduate Programs. A leave of absence does not stop the ten-year “clock” for students to complete the doctoral degree. In all cases, students must be registered in the semester they defend their dissertations and intend to graduate.

Students on the GSSP who have completed comprehensive exams must sign up for 3 credits per semester to be considered full time. Students not on the GSSP and who have completed comprehensive exams may sign up for one credit per semester to maintain enrollment status.

Types of Courses

While there may be an occasional change, typically Public History courses will be taught on the following rotation:

Even Falls	Odd Springs	Odd Falls	Even Springs
HI 534: Digital History	HI 589: Interpretation at Hist. Sites & Parks	HI 534: Digital History	HI 533: Oral History
HI 588: Family and Community History	HI 593: Material Culture	HI 563: History and Memory	HI 593: Material Culture
HI 591: Museum Studies	HI 587: Cultural Resource Management	HI 591: Museum Studies	HI 587: Cultural Resource Management
HI 594: Cultural Heritage	HI 787: African American Public History	HI 594: Cultural Heritage	HI 789: Public History in International Contexts
HI 596: Introduction to Public History	HI 535: Spatial History	HI 596: Introduction to Public History	
HI 642: Internship		HI 642: Internship	

Internship: All students complete an internship in their own special areas of interest. Designed to provide students with professional Public History experience, the internship requires 140 hours of in-house work at an institution agreed upon by the student and the Internship Coordinator. Ideally, the internship should come with a stipend. The student should register for HI 642 during the following fall semester following the internship. However, the actual internship may be completed at any time approved by the host institution and the Internship Coordinator.

The student works with their advisor and the Internship Coordinator to identify an appropriate institution for the practicum, one that is like where the student would like to find his/her first full-time professional job or which will complement the student’s areas of study. Unless the student is place-rooted, she/he should seriously consider finding a practicum outside the region. In some circumstances, it may be suitable to arrange a practicum at an institution where

the student already works or volunteers. If so, the practicum *must* be a separate and distinct work experience.

Students are expected to treat internships like professional jobs with regular hours, observing host institutions' rules and deadlines, and ideally attending staff meetings, allowing them to meet other Public History professionals and to see how their work fits into host institutions' larger programmatic missions.

But the internship is also a capstone project. The experience must include a specific, well-defined project that advances the student's professional training and meets the programmatic needs of the host institution. Upon selecting a host institution in which to intern, the student must develop a [proposal](#) in consultation with her or his supervisor, providing an overview of the project, its rationale, and a preliminary bibliography of resources. The proposal must be reviewed and approved by the Internship Coordinator and the practicum supervisor prior to beginning the practicum. Projects may take many forms, such as oral or visual histories, exhibit catalog descriptions, finding aids, research papers, walking tours, institutional histories, grant applications, cultural resource surveys, museum exhibits, public relations documents, or a combination thereof. Ideally, this is a project prepared specifically for the host institution. For projects that are not fully written, it is critical that non-written components be documented.

The supervisor is required to provide a midterm evaluation and a final evaluation of the student's performance. The student should provide the appropriate forms to the supervisor and facilitate their return to the Internship Coordinator. The student must complete an evaluation as well. Forms for proposals and evaluations may be found on the [HI 642 Internship Resources Page](#). Students will receive a grade of satisfactory or unsatisfactory for HI 642 based upon successful completion of the internship, the internship project, the student's evaluation, and the supervisor's evaluations.

HI 642 meets for about ten hours throughout the fall semester. This time will be devoted to professional development, reflection, and reporting on the internship. HI 642 requires you to write a 10-12 page analysis of the internship experience in the context of scholarship on public history. This is an excellent opportunity to work with scholarship on your comprehensive exams lists. Choose select works as lenses through which to analyze your practicum.

The internship should provide opportunities to gain experience and make professional decisions under the guidance of an experienced professional in an environment of mutual respect. If you experience harassment on the job, contact the Director of Public History who will provide guidance and advocacy and will direct you to university resources to help you navigate through [options for reporting](#).

Colloquia in History: Students are required to take three HI 792: Colloquium in History. A colloquium is a readings-based course that emphasizes historiography on a broadly-defined historical topic. Colloquia are intended to expose students to the structures and processes of historiography. A student may desire to select colloquia based on their topical relevance to her or

his interests, but that may not always be possible. The topic, however, is not as critical as the historiographical lessons provided.

Historical Writing: Students are required to take the HI 598: Historical Writing in their second semester. The course immerses students in the requirements rhetorical situations for historical writing, helping them to build skills in using primary and secondary sources and communicating in academic writing and writing for the public.

Dissertation Research Seminars: Full-time students must enroll in HI 889: Dissertation Research Seminar (1 credit hour) for two consecutive semesters beginning the semester preceding the student’s comprehensive examinations. These seminars meet monthly to support students in imagining and preparing their dissertation proposals.

Inter-institutional Courses: In consultation with their adviser and with approval of the Director of Graduate Programs, students may take graduate-level courses inter-institutionally at Duke University, North Carolina Central University, the University of North Carolina at Greensboro, or the University of North Carolina at Chapel Hill while enrolled in the doctoral program. The course should be relevant to the student’s curriculum. When scheduling these courses, students need to be aware that other institutions use different numbering systems. If students find a graduate-level course offered at one of these institutions that is not offered at NCSU, they should email the instructor for permission to enroll in the class. Approval for inter-institutional courses requires an email confirmation from the instructor. Students must bring a copy of the email to the Graduate Assistant who will provide the appropriate paperwork.

Dual-Level Classes: Note that many history graduate courses are “dual-level” and include undergraduates taking 400-level credit and graduate students taking 500-level credit. Students who attended NCSU as an undergraduate may not receive credit for a 500-level course previously taken at the 400-level.

Fields of Study and Reading Lists

The doctoral curriculum consists of 72 credit hours of graduate work, with courses selected from primary fields in Public History, a secondary field in History, and an Interdisciplinary field that is relevant to the primary field.

Public History Field (21 credit hours): Students are expected to demonstrate mastery of the literature and theory of Public History and at least two of its constituent disciplines. In consultation with their advisers, students develop two primary fields in Public History through coursework, research, and development of reading lists. Primary fields ideally are related to the student’s dissertation topic. Students are required to take HI 596: Introduction to Public History and HI 598: Historical Writing in their first year of study. Each student will complete an additional fifteen hours of 500-, 600-, and 700-level course work in Public History, including HI 642: Internship in Public History. Potential areas of concentration include, *but are not limited to:*

- African American Public History
- Digital History

-
- Community Studies
 - Heritage Studies
 - Museum Studies
 - Public Memory

For each Public History field, students will develop a reading list that includes major scholarly works both for Public History generally and for the two selected areas of specialization. The department expects this list to be substantial compilations of the literature, not bound by books read in seminars or the literature for the dissertation topic. Every doctoral student should begin developing this list in the first year of enrollment in doctoral studies and consult with the Public History members of his or her committee to develop the lists and prepare for the comprehensive examination. To assist in preparing readings lists, see Appendix B: Bibliographies.

History Field (21 credit hours): To practice effectively in any area of Public History, graduates of the doctoral program must be able to demonstrate competency in at least one broad field of history. In consultation with the History member of his or her committee, the student develops a doctoral field focused on a chronological, geographical, and/or topical area of concentration through coursework and research. Such a definition might be, for example, Modern United States, Science and Technology, African American History, World History, or Early Modern Europe. The History field consists of twenty-one hours at the 500- and 700-levels, to include HI 597: Historiography and Historical Method and at least nine hours of HI 792: Colloquium in History.

In addition, students will develop a reading list for the History field that includes its major scholarly works. The department expects this list to be a substantial compilation of the literature, not bound by books read in history seminars or the secondary literature for the dissertation topic. Every doctoral student should begin developing this list in the first year of enrollment in doctoral studies and consult with the History member of his or her committee to develop the list and prepare for the comprehensive examination.

Interdisciplinary Field (6 credit hours): Public History is multi-disciplinary by nature, and it is critical that students complement their primary and secondary fields with six hours of coursework from an outside discipline in which NCSU offers 500-, 600-, 700-, and 800-level classes. Designed in consultation with the primary adviser, the Interdisciplinary field must be relevant to the Public History field. Students can develop the interdisciplinary field in one of two ways:

First, by completing six hours in a field that is already established at NCSU, some of which have graduate certificates. (Note that only nine hours of courses used toward a certificate program may be applied to the doctoral curriculum. Still, certificates can be useful complements to doctoral studies.) Potential fields that relate to Public History are listed below; those with certificates are linked.

- Architecture
- [Digital Humanities](#)
- [Geographic Information Systems](#)
- [Leadership and Volunteer Management](#)

-
- Natural Resources
 - [Nonprofit Management](#)
 - Parks, Recreation, and Tourism Management
 - [Professional Communication and Management Skills](#)
 - [Public Policy](#)
 - [Youth, Family, and Community Sciences](#)
 - [Youth Development and Leadership](#)

A full list of graduate certificate programs at NCSU is available [here](#).

Or second, by completing six hours in courses that form a *coherent*, interdisciplinary curriculum related to the dissertation topic. This list of potential courses is intended to inspire but is not comprehensive.

- ANT 531: Tourism, Culture, and Anthropology
- ANT 533: Anthropology of Ecotourism and Heritage Conservation
- ARC 541: Architecture, Culture, and Meaning
- ARC 544: American City Planning History
- ARC 545: Methods of Interpretation in Architectural History
- ARC 548: Vernacular Architecture
- COM 537: Gaming and Social Networks
- COM 546: Nonprofit Marketing and Public Relations
- COM 581: Visual Rhetoric: Theory and Criticism
- ENG 543: Introduction to Digital Humanities
- GIS 505: Introduction to Geovisualization Technologies
- GIS 510: Fundamentals of Geospatial Information Science and Technology
- GIS 515: Cartographic Design
- GIS 520: Spatial Problem Solving
- GIS 530: Spatial Data Foundations
- NR 548: Historical Environments
- PA 531: Human Resources Management in Public & Nonprofit Organizations
- PA 535: Problem Solving for Public and Nonprofit Managers
- PA 536: Management of Nonprofit Organizations
- PA 538: Budgeting and Financial Management
- PA 539: Fund Development
- PA 541: Geographic Information Systems for Public Administration
- PA 640: Grant Writing

Students do not take written examinations in their Interdisciplinary field, but they do take oral examinations in the topic. They do not need to create a reading list, therefore, but should consult

with the Interdisciplinary member on their committee about the nature and content of their examination.

Dissertation Work (24 hours): No later than the semester preceding the student's comprehensive examinations, the student must enroll in HI 889: Doctoral Dissertation Seminar and take it for two consecutive semesters. After successful completion of comprehensive examinations and no earlier than the fourth semester of graduate coursework, the student must complete at least 22 hours of dissertation research in addition to the two semesters of HI 889.

Graduate Plan of Work

The Graduate School requires doctoral students to complete a Plan of Work. In consultation with the primary adviser, the student develops a Plan of Work through MyPackPortal, listing completed courses and those that still must be taken to graduate. The Plan of Work should be rationally unified, with all constituent parts contributing to an organized plan of study and research.

The Plan of Graduate Work lists members of students' examination committees and the courses that they plan to take to fulfill degree requirements. Students should choose both their committees and their courses in consultation with the Director of Public History and later with their primary adviser. The Graduate Plan of Work should be submitted to the Graduate School at least two weeks before the comprehensive exams are scheduled.

Grades

To receive credit for a graduate course, a grade of C- or higher is required. Grades on courses taken for graduate credit as an undergraduate at NC State, in PBS classification, or transferred from other universities must have a grade of B or better to be counted toward the doctoral degree. All grades on courses for graduate credit are included in the graduate GPA. To graduate, a student must have a minimum 3.00 average on all graduate course work as well as all courses on his or her Plan of Graduate Work. This policy is strictly enforced.

Incomplete Grades: The grade of Incomplete ("IN") may be given in any course at the discretion of the instructor for work not completed because of a serious interruption in the student's work not caused by her or his own negligence. A student who receives an "IN" must complete the unfinished work by the end of the next semester to have the "IN" converted to a final grade. Otherwise, the "IN" will be automatically converted to "F" or "U."

Time to Degree

Whether taken full-time or part-time, all coursework must be completed within six years, and all degree work must be completed within ten years. In extremely unusual circumstances, extensions may be appealed to the Graduate School, but granting of extensions is very rare. In order to complete the program, students should manage their time wisely, balancing academic demands with those of teaching or other work, family and other personal relationships, and leisure.

The following timeline is intended as a guide for students and not an absolute schedule. It is modeled for a student who enrolls without the MA. Students who enroll with credit toward the degree can estimate a deduction of one semester for each 9 hours of credit. Each student's progress will depend on her or his individual motivation.

Degree Thresholds refers to the series of steps graduate students take to complete a doctoral degree. They include meeting curriculum and residency requirements and the language requirement, passage of comprehensive examinations, presentation and approval of the dissertation proposal, completion of the dissertation, and final defense of the dissertation. Students should pay close attention to the scheduling of thresholds and remind their committee members of meetings and examinations.

First Year: Fall	<ul style="list-style-type: none"> ● 9 credit hours, inc. HI 596 and 597
First Year: Spring	<ul style="list-style-type: none"> ● 9 credit hours, inc. HI 598 ● select primary adviser and advisory committee
First Year: Summer	<ul style="list-style-type: none"> ● perform internship (or delay to next summer)
Second Year: Fall	<ul style="list-style-type: none"> ● 9 credit hours
Second Year: Spring	<ul style="list-style-type: none"> ● 9 credit hours
Second Year: Summer	<ul style="list-style-type: none"> ● perform internship (if not yet fulfilled)
Third Year: Fall	<ul style="list-style-type: none"> ● 9 credit hours
Third Year: Spring	<ul style="list-style-type: none"> ● variable credit hours, inc. HI 889 ● prepare for comprehensive exams
Third Year: Summer	<ul style="list-style-type: none"> ● comprehensive exams in May
Fourth Year: Fall	<ul style="list-style-type: none"> ● variable credit hours, inc. HI 889 ● presentation of prospectus in November
Fourth Year: Spring	<ul style="list-style-type: none"> ● variable credit hours ● stages to graduation (when applicable)
Additional Semesters	<ul style="list-style-type: none"> ● variable credit hours ● stages to graduation (when applicable)

Language Requirement

The foreign language requirement ensures competence with one of the important tools of scholarship. Students are expected to make every effort to understand and appreciate works of historical research in other languages, even if relevance to their own topic of study is not immediately apparent. Students are strongly urged to satisfy the requirement in their first two years of study and may do so in one of the following ways:

- By passing a traditional reading knowledge examination, which can be requested by the student at any time;
- By passing the final examination in a course especially designed for graduate students who have no knowledge of a foreign language or who wish to refresh their knowledge of a language. The Department of Foreign Languages and Literatures offers courses in French (FLF 401), German (FLG 401) and Spanish (FLS 401) especially for graduate students. These courses are designed to be audited and credits do not apply toward advanced degrees. These courses concentrate exclusively on teaching students to understand the written word and do not provide instruction or testing in speaking and original composition. A passing grade on the final examination in one of these courses is sufficient evidence of a reading knowledge of the language. Failure to pass the course carries with it no penalty other than the fact that the student's language requirement will remain unfulfilled.
- By demonstrating completion of advanced coursework and linguistic skills
- By filing a record of successful completion of a foreign language competency exam or graduate reading course taken at the graduate level at another institution
- By using English as a second language and when the committee chair does not recommend an additional language for the purpose of research

GIS as a Language: As a tool and method for conducting historical research, Geographic Information Systems (GIS) allows scholars to see hidden patterns of historical change through the visualization of complex data over time and space. GIS links historical data such as legal documents, battlefield records, census data, historical maps, land tenure records, and journals to spatial components on the earth's surface providing data to analyze historical change. Students may meet the language requirement through completion of six credit hours in GIS, receiving a B or better in these courses, and obtaining certification from the instructor attesting to their proficiency in GIS for graduate work. Classes taken for GIS language proficiency can be counted as well for credit in the Interdisciplinary field of the degree program, if appropriate. Among appropriate GIS courses at NCSU are

- GIS 510: Fundamentals of Geospatial Information Science and Technology
 - GIS 515: Cartographic Design (2-credit course)
 - GIS 520: Spatial Problem Solving
 - GIS 530: Spatial Data Foundations
 - GIS 540: Geospatial Programming Fundamentals
 - GIS 550: Geospatial Data Structures and Web Services
-

-
- GIS 582: Geospatial Modeling
 - HI 595: Spatial History
 - PA 541: Geographic Information Systems of Public Administration
 - PRT 505: GIS and Spatial Analysis in PRTS

Students also have access to [ESRI Virtual Campus](#) to supplement their GIS instruction. The Virtual Campus courses consist of self-paced, web-based GIS instruction modules built around either specific ESRI GIS software packages or specific disciplines. Individual courses typically require anywhere from 5 to 20 hours to complete. As technology skills-based courses, ESRI GIS courses can provide specific software knowledge requisite to success in classes required for GIS as a Language. They can be useful supplements as well for success in the Digital Humanities Interdisciplinary field.

Support for Conference Travel and Research

The Department of History allocates a portion of its annual operating budget to subsidize doctoral students who travel to conferences to make a presentation which has been accepted into the conference program. If funds are available, the department will subsidize travel for dissertation research and to conferences for more general purposes of educational and professional development.

There are also many sources of funding for dissertation research. Links and descriptions for many of these sources may be found on the website [Tropics of Meta: Historiography for the Masses](#).

Comprehensive Examinations

Ideally, comprehensive exams are scheduled early in the semester following the completion of coursework, either in August, January, or in May. All doctoral candidates must attain candidacy within six calendar years from the date of admission. The comprehensive exam consists of written and oral components, taken consecutively no less than two weeks apart, which the student should schedule with the advisory committee.

Written Examinations

For the written examination, the candidate develops a reading list in consultation with the committee chair, another with the History member of the committee, and a third with the second Public History member of the committee. Students do not take written examinations in their Interdisciplinary field. Ideally, a student finalizes reading lists at least one year in advance of the comprehensive exams. The candidate should meet or contact each committee member to discuss possible themes or sample questions for preparation purposes. The committee member will also inform the student of exam conditions, e.g. whether notes may be used during the exam, or whether the candidate must take the exam in an assigned space.

In addition to working toward final reading lists, doctoral students should work with the Public History and History members of their committee to discuss possible themes or sample questions as well as the rules governing the exam. Doctoral students should work with committee members to clarify the following logistical questions: whether the student may use notes, whether the exam is a take-home or sit-down format, the time limit for completing the exam, and whether the student must take the exam in an assigned space. Doctoral students should assume that preparation for the three written exams, i.e. – reading and comprehending the three reading lists, shall take not less than one semester.

The doctoral student has the duty to work with the public history and history faculty members to schedule the written examinations. Doctoral students should carefully consider when they would prefer to take the exams and start to work toward a firm schedule three months in advance of that target. Once a final schedule for the written examination exists, the doctoral student must contact the Graduate Studies Coordinator to discuss logistics such as timing, location, and submission of completed exams.

The exams are based upon the reading lists and are designed to measure the candidate's mastery of each field and the adequacy of preparation for research.

In preparing for written examinations, the student should

- When creating a reading list, first note all the texts you have read. Then, meet with a committee member to expand your reading list with other texts and articles. Think carefully about sub-fields. How can you move texts around to create new “conversations,” among authors and approaches? Don't be afraid to ask for advice on which books or articles are key texts that require close reading.
- Know the historiographical debates, but also be able to generate your own interpretations and arguments. Make sure your notes on articles are as detailed as those you might take for a book. For books, read the introduction then read a few detailed book reviews, looking for how the author sees his or her book in relation to the historiography, and what questions interest the author and the reviewers. Then turn to the rest of the book (or as much as you realistically have time to read). When looking at reviews, it is especially helpful if you can find reviews by other scholars whose books are on your list; this can help you to situate different scholars and start putting them in conversation. For both books and articles, once you're done reading, write a one-page summary highlighting the key points, methods, sources, and how and to which historiography it speaks. Once you've done this, print out a reliable review and staple it to the back. Start on your first day of grad school, and your exam prep will be easier.
- Consider software that would help to organize your notes, for example growly notes or zotero; programs like this allow you to move back and forth between notes without constantly opening new files as well as utilize tags.
- Leave a good chunk of time before exams (2 weeks on the short end) to review all your notes and begin synthesizing ideas, themes, arguments etc. This is what is usually called for on exam questions and is thus an important skill to develop. Stay in touch with your advisors throughout the process, so that you can be sure that you both have the same

expectations about the exam. Discuss the format of the exam at the first meeting—knowing how the exam will be structured (including whether you will have a choice of questions to answer, and whether you will be permitted to use notes) will help you to read more strategically. Remember individual faculty members likely have different processes.

- For the written exam, be comfortable. Bring something to drink and snacks. If you are taking the exam at home, make sure that you have eliminated any distractions. If there are potential distractions, consider moving to another location. If you are permitted to use notes, have them organized well in advance. Make sure that your laptop is working well, and that you have the email addresses in order to send the completed exams.

By the first day scheduled for the written exams, each committee member provides an exam to the Graduate Assistant who will then distribute the exams to the candidate. Unless directed differently by the committee, the candidate picks up the first set of questions from the Graduate Assistant and completes them according to the testing conditions set up with the committee member directing that field. Upon completion of the first set, the student transmits (via email) the exam to the appropriate committee member. This process is repeated on the second and third days in similar fashion. Faculty should score written exams immediately in order to facilitate the scheduling of oral examinations and inform the student and the committee chair in a timely fashion on the result.

Oral Examinations

When all written examinations have been satisfactorily completed, the student's adviser submits the Request for Approval to Schedule the Doctoral Oral Examination at least two weeks prior to the suggested date for the oral examinations. Upon approval of the request, the student will set up the time (allow for 2 hours) and place for the exam in consultation with the committee; this discussion should begin when the student sets up the exam times. The Graduate School recommends that the oral exams take place about two weeks following the written exams, but this time frame may be flexible. The DGP sends the report of the exam to the Graduate School and if the exam is passed without conditions, the student is admitted to candidacy. A representative of the Graduate School, who may be the Interdisciplinary field faculty member, will observe the oral examinations.

Students do take oral examinations in their Interdisciplinary field and should expect questions from the Interdisciplinary committee member. Although the student does not need to create a reading list, the student should consult with the Interdisciplinary member on the committee about the nature and content of that portion of the examination.

The oral examination shall be designed to test the candidate's ability to relate factual knowledge to specific circumstances, to use this knowledge with accuracy and promptness, and to demonstrate a comprehensive understanding of the fields of specialization and related areas. In preparation for the oral exam, pay close attention to the questions you may not have answered on the written (if you had a choice). Practice answering questions out loud, perhaps with another graduate student, before the oral exam. During the exam, try to connect your fields, and show

how readings in different areas connect and/or inform one another. It is helpful to bring reading lists and paper and a pen to make quick notes before answering questions in oral form. Be prepared to discuss your dissertation, even if it is still in a general form.

Oral examinations operate as follows:

- The oral exam is open only to the candidate, the Graduate School representative, and the committee.
- At the conclusion of the questioning of the candidate, the advisory committee and the Graduate School representative deliberate and decide upon the candidate's performance.
- Throughout the process, the chair is obligated to maintain a scholarly atmosphere and to keep academic integrity and the candidate's best interest foremost.
- A unanimous vote of approval by the candidate's committee is required for passing the oral comprehensive exam. Approval may be conditioned on the candidate meeting specific requirements prescribed by the committee.
- Failure to pass the comprehensive oral exam terminates the candidate's work, unless the committee recommends a re-examination. Re-examination cannot be held until one full semester has lapsed. Only one re-examination is permitted.
- If a student opts not to be re-examined or fails the re-examination, the student may complete the requirements for the master's degree in Public History and graduate from that program.

Dissertation

The doctoral dissertation must present the results of the student's original investigation in the field of primary interest. It must represent a contribution to knowledge, adequately supported by data, and be written in a manner consistent with the highest standards of scholarship. All doctoral students are required to submit a dissertation in accordance with the [ETD Guide](#). Publication is expected and encouraged.

In most cases, the dissertation is a study limited to a specific time period and geographical area. Students are expected to demonstrate in-depth knowledge of relevant events and issues. They should also show an understanding of the historiographical context for their work. Students might consider the following questions: Does your research revise or challenge major interpretations? Are your sources or approach innovative? How does your study complement or challenge similar work on the topic, or works on similar topics?

Doctoral candidates conceptualize their dissertations in consultation with the adviser and advisory committee. Formats for dissertations are flexible, but the candidate and committee members should be in agreement on format *before* substantial work on the dissertation is begun. Candidates submit preliminary drafts of the dissertation to the adviser and may ask other members of the advisory committee to read and comment as well. Doctoral candidates should plan to make the final draft available to the full committee far enough in advance of filing deadlines so that the student can make revisions required by advisory committee members. Committee members take their responsibilities seriously, even when they do not chair the

committee. Thus, the student should not consider the dissertation acceptable until all committee members deem the dissertation satisfactory.

But what makes your dissertation a Public History dissertation? As a subdiscipline of history, Public History demands rigorous scholarship, and with this in mind, you should write for historians as a whole, not just for public historians. Your dissertation should demonstrate the highest standards in historical research and writing, and mastery and sophisticated use of a particular methodology, such as material culture analysis or digital history. Beyond demonstrating and relating knowledge, however, the student should consider the practical applicability of the topic. Consider how the dissertation may perform a service to, and even emerge out of a conversation with, a constituency, stakeholder, or community beyond the academy. It might intervene in a problem or question to which answers have the potential to make on-the-ground impact, such as addressing a localized environmental problem with historical roots or combating political misuses of history.

Dissertation Formats

The department allows for flexibility in conceptualizing the dissertation format, but in general, a dissertation should align with one of the following models. In all cases, it is important for the candidate to discuss the format of the dissertation with the adviser(s) and committee *before engaging in the research project* to ensure that all agree on the expectations for the dissertation work.

The Traditional Dissertation evidences a large manuscript based upon research done while a doctoral student at NC State University. The student is to be the primary contributor and writer of the manuscript. In the case of collaborative authorship, the contribution of each author is to be detailed in the Introduction. The dissertation structure will vary but generally a dissertation in traditional format may look like this:

Abstract

Chapter 1: Introduction: themes and purpose of the research; overview of the research methods; research questions and how they are addressed in logical and coordinated manners through the specific chapters

Chapter 2: Historiography: a foundational historiography that demonstrates how the chapters and the entire manuscript interact with and contribute to the literature

Chapter 3: Research Findings: a complete chapter that can stand independently but interacts with other chapters to form a coherent, analytical narrative

Chapter 4: Research Findings

Chapter 5: Research Findings

Additional chapters as warranted

Chapter 6: Conclusions: summary, conclusions, significance of the research, suggestions for future research

Bibliography

Appendices, as needed

The Article-Style Dissertation allows for the development of articles to replace the standard dissertation chapters. The article-style format consists of at least three distinct manuscripts based upon research done while a doctoral student at NC State University, and conceptualized, written, and in a condition consistent with the intent for publication. The articles should evidence sustained inquiry into a common question or theme, and each article should present new results. (Publication of individual articles is not required for successful defense of the dissertation, although with the advice of the committee, the student should be prepared to submit the articles to approved journals soon after the dissertation defense if s/he has not done so beforehand.) The student is to be the primary contributor and writer of each article. In the case of collaborative authorship, the contribution of each author is to be detailed in the Introduction. The dissertation structure for an article-style format will vary but generally contains chapters similar to the traditional format, in logical order, each with its own title. When articles replace traditional chapters, the dissertation must have an Introduction that outlines the overall objectives of the compilation, presents the theoretical frameworks and methods, summarizes the conclusions, and evaluates their significance at the time of publication. This should be a substantial essay in both length and its comprehensive and critical assessment of the research presented in the articles. A dissertation in article-style format may look like this:

Abstract

Chapter 1: Introduction: overall themes and objectives of the research; overview of methodologies; research questions and how they are addressed in logical and coordinate manners through the specific articles; significance and relevance of research

Chapter 2: Historiography: a foundational historiography that demonstrates how the articles interact with and contribute to the literature

Chapter 3: Article 1: a complete and independent article written in a manner that is publishable in a target journal

- Title
- Abstract with clearly enunciated thesis
- Introduction and literature review
- Body that supports thesis
- Conclusions
- Bibliography/Sources Cited

Chapter 4: Article 2: a complete and independent article written in a manner that is publishable in a target journal

Chapter 5: Article 3: a complete and independent article written in a manner that is publishable in a target journal

Additional articles as warranted

Chapter 6: Conclusions: conclusions, significance of the research, thematic intersections of the articles, and suggestions for future research

Bibliography

Appendices, as needed

The Project-Based Dissertation enables students to use practice-as-research as one of the methodologies. The project can take several forms, including but not limited to a digital history

project, a video documentary, a public program or series of programs, or a curated exhibition. (The student must provide a presentation of the project by the date of the dissertation defense. So, for example, if the student is curating an exhibit, the exhibit must be available for viewing and assessment as part of the dissertation defense.) In all cases, the documentary foundation for the project must be substantially in primary sources. The student is expected to be the primary contributor in the conceptualization, research, and implementation of the project. In the case of collaborative production, the contribution of each contributor is to be detailed in the Introduction. The project's practical processes must be informed by research imperatives and a framework appropriate to the area of investigation, and the written dissertation must be based on clear historiographical and theoretical/conceptual principles. When a project replaces traditional chapters, the dissertation must have an Introduction that outlines the overall objectives of the project, presents the theoretical frameworks and methods, summarizes the project process and experience, and evaluates the project's significance. This should be a substantial essay in both length and its comprehensive and critical assessment of the project. Roughly speaking, the student should imagine the overall dissertation proportioned as: project (60%) and written content (40%). A dissertation in project-based format may look like this:

Abstract

Chapter 1: Introduction: overall themes and purpose of the project; overview of methodologies; why a project provides a better forum for the research agenda than a fully-written dissertation; research questions and how they are addressed in logical and coordinate manners through the project; significance and relevance of project

Chapter 2: Historiography: a foundational historiography that demonstrates how the project interacts with and contributes to the literature

Chapter 3: The Project: description of the project's conceptualization, research, and implementation; discussion of project's argument and the evidence employed to that end; evaluation of methodologies and skills required for successful achievement of project

Additional chapters about the project as warranted

Chapter 4: Conclusions: significance of the project, thematic intersections of the manuscripts, and ideas for future research inspired by them

Bibliography

Appendix: substantial documentation of the project in a format that can be digitized for storage in both printed and digital forms; for example, as a CD-rom that can be stored in an envelope in the back of the printed dissertation

Additional appendices as warranted

Dissertation Research Courses

In the twenty-four hours of dissertation research, the student enrolls in two consecutive semesters of HI 889: Doctoral Dissertation Seminar. This one-credit course provides a venue for the student to consider issues of dissertation proposal organization, research, and writing as well as opportunities to present content for feedback. Students also typically take HI 895: Doctoral Dissertation Research each semester following their comprehensive examinations in order to reach the seventy-two credit threshold for graduation.

Thesis and Dissertation Support Services: [workshops](#) offered by the Graduate School are designed to enhance the success of students writing theses and dissertations. They offer a variety of writing workshops, seminars, and other programming to help students through the dissertation process.

Prospectus and Presentation

As an initial plan of attack on a dissertation topic, the prospectus is an exercise to get the student moving faster. It should not be viewed as a major hurdle and should be relatively short (15 to 30 pages in length) and thus serve as a valuable exercise for writing concisely.

Ideally, presentation of the dissertation proposal shall be scheduled later in the same semester in which the student passes the comprehensive examinations. In all circumstances, presentation of the dissertation proposal shall be scheduled no later than one year following successful completion of comprehensive exams. Presentations of dissertation proposals will be performed with the student's committee. The candidate makes a presentation of the proposal for research, including

- A statement of the historical problem: What questions are being asked? What is the subject's significance? What contribution can the student make?
- A historiographical survey, containing not just a list of published works but an analysis of them. Is the existing literature incomplete or wrong?
- A survey of the primary sources that will be used. Ideally, a student will engage unpublished archival materials, but use of published documents, interviews, etc. is acceptable. To the best of the student's ability, catalogs of archival materials should be consulted, and letters granting access to such collections should be obtained beforehand.
- A discussion of the methodology or theory that will be used. This section may be heavily theoretical or highly practical, depending on the fields of Public History under study.
- A timeline showing when various parts of the research effort and the writing of chapters will be completed.

At the conclusion of the questioning of the candidate, only the advisory committee confers to discuss suggested changes to the prospectus.

External Funding for Dissertation Support and Outside Employment

External funding refers to research support provided by private foundations, corporate foundations, and government agencies that fund doctoral students' full time work on a dissertation. Students should discuss external funding with their committee chairs in the early stages of the proposal development, using the [Graduate School's External Funding Resources page](#) as a guide. Chairs should provide guidance on finding the right funding source, the timing of application, soliciting recommendation letters, and writing an effective application. Both students and faculty advisors together should meet with Courtney Hughes (chughes5@ncsu.edu), Graduate Fellowship Specialist, of the Graduate School to plan strategies for external funding.

As public historians, doctoral students are likely to find position openings and job offers before the dissertation is completed. The decision to search for and take such a position depends on individual students' financial and family circumstances, and should be considered carefully (in consultation with your advisor) in the context of dissertation completion. Outside employment that provides some synergy—topically or methodologically—with the student's dissertation is more likely to result in a successful defense.

Dissertation Defense

When the dissertation is approved by the committee, the candidate will be asked to appear for a final oral examination in the field of the dissertation (but not earlier than four months after passage of the comprehensive exams). The primary adviser submits to the Graduate School the Request for Approval to Schedule the Doctoral Oral Examination, designating a request for permission for the candidate to take the final oral exam. Requests should be filed at least two weeks before the date of the examination. Upon approval of the request, the student and the examining committee, including a Graduate School representative, are notified of the time and place of the examination. The student should submit a complete dissertation to each committee member at least two weeks in advance of the defense; the Graduate School representative receives a copy of the dissertation at least one week prior to the examination. The dissertation defense format is:

- The candidate presents the methodology, research results, and conclusions of the dissertation. It is required that this part of the final oral exam be open to the university community.
- Anyone attending the dissertation defense is allowed to ask questions of the candidate.
- At the conclusion of the questioning of the candidate, only the advisory committee and the Graduate School representative remain to deliberate and decide upon the candidate's performance.
- Throughout the process, the primary adviser is obligated to maintain a scholarly atmosphere and to keep academic integrity and the candidate's best interest foremost.
- A unanimous vote of approval by the candidate's committee is required for passing the oral final exam. Approval may be conditioned on the candidate meeting specific requirements prescribed by the committee. Although the dissertation is considered complete, the dissertation defense may result in some revisions as recommended by the committee.
- Failure to pass the dissertation defense terminates the candidate's work, unless the committee recommends a re-examination. Re-examination cannot be held until one full semester has lapsed. Only one re-examination is permitted.

Dissertation Filing

The Graduate School Thesis Editor strongly recommends that students attend at least one session of the [ETD Workshop](#) on thesis preparation. Students must follow the formatting procedures exactly. To save themselves some formatting headaches, students may use the Graduate School's [ETD Template](#).

Once students receive an unconditional pass in the final oral examination, they may then begin the process for the Graduate School-required Electronic Thesis & Dissertation (ETD) Review. After receiving an unconditional pass, students have twenty-four hours to submit the completed dissertation, as a PDF, through the ETD Submission System. This step must be completed before the No Registration Required ETD Review Deadline or Registration Required ETD Review Deadline, depending on the semester the student intends to graduate. The ETD Editor will review the ETD file and provide required corrections within three to five business days from draft submission, but the turnaround may be longer during deadline times. The ETD Review is required by the Graduate School in order to be cleared for graduation. After the ETD Review, students must also make any revisions required by the committee before they submit the Final Error-Free ETD for graduation. Students must complete the final dissertation submission, with all corrections, ideally within two weeks of the final oral examination but absolutely before the Final Error Free ETD Deadline. For further information, consult the Graduate School's pages on [Electronic Theses and Dissertations](#).

Students may purchase bound copies of the dissertation from [Wolf Xpress](#). Students are not required to provide a bound copy of the dissertation to the Graduate School or the Library, but they are required to provide a bound copy with an original signed title page to the History Department. Students should ask their adviser and other committee members their preferred format for copies of the dissertation.

Graduation

NCSU has three official graduations per year: at the end of the fall and spring semesters and after the second summer session. The History Department holds commencement ceremonies at the end of the fall and spring semesters and incorporates summer graduates into the fall commencement ceremony. Students must inform the Graduate Coordinator and the Director of Public History of their intention to graduate.

By the end of the third week of the semester in which they intend to graduate, students must apply for graduation through MyPackPortal. Students who need corrections to their name must fill out the [Name Change/Marital Status Change form](#). Students who wish to have the diploma sent to an address other than their Home/Mailing address must select the "Create Diploma Address" button. Students who have a privacy block on their account must check the "privacy settings" on MyPackPortal to make sure that their name will or will not appear in the graduation program according to their preferences. Finally, students who would like to walk at graduation should purchase academic apparel. For further information, see the Registrar's [help guide](#).

Students who successfully complete their oral examination after the Graduate School deadline for graduation that semester may still walk that semester, but they will officially graduate in the following semester. If relevant, these students must be sure to submit the final error-free version of their dissertation before classes start the following semester to avoid incurring tuition and fees; this is called the "No Registration Required ETD Review Deadline."

Teaching

Full-time doctoral students who arrive with MA in hand receive four years of financial aid through teaching assistantships. Students who arrive without the MA may apply for a fifth year of financial assistance. Typically, during the first and second years, students serve as teaching assistants, assigned to faculty in order to facilitate discussion sections, hold office hours for individual students, grade papers, help proctor and grade exams, monitor student activities during lectures, provide critical feedback to faculty about all aspects of the course, and/or report grades to the supervising faculty. During each semester of the third and fourth years, they serve as instructors-of-record with responsibility for overall design and conduct of two sections of the same course, leading day-to-day classroom activities and having authority over final grades. Following completion of the comprehensive examinations, and in consultation with their advisor and doctoral committee, an instructor of record who has demonstrated competence and expertise in the course topic may teach another survey-level course or an upper-level undergraduate course (e.g. public history, digital history). An instructor-of-record may also suggest their own course, again with the approval of their advisor and doctoral committee, and submit a course proposal to the departmental curriculum committee. Once a student's funding ends, the student will be evaluated for a Non-Tenure Track instructorship.

Working with Faculty Supervisors

Faculty ensure that teaching assistants are employed for a full twenty hours per week; those hours should include professional development in Certificate of Accomplishment in Teaching (CoAT) workshops. Faculty may also devise teaching assistantship duties that match students' career objectives, including asking TAs to design assignments or lecture on a topic. Faculty observe and evaluate their teaching assistants each semester.

Departmental Teaching Training

To assist doctoral students as they prepare to become independent instructors, the department provides a "teaching kit," four workshops, and informal mentoring. The teaching kit is a database of sample syllabi, primary and secondary readings, assignments, and pedagogical literature.

During the student's second year, four workshops will be offered. Attendance is mandatory. The first workshop will be organized around course design.. The second workshop explores assignments and classroom activities. The third workshop focuses on course management and the use of PackPortal and Moodle. The final workshop will be organized around evaluation of syllabi that students have designed for the courses that they will teach the following fall.

The **Doctoral Teaching Coordinator** directs the workshops and provides consultation on all matters relating to doctoral teaching. Additionally, doctoral students may call upon any faculty at any time as teaching mentors. Specifically, professors of HI 597, 598, and 792 will be available during the semesters in which they teach to serve as mentors. Mentors:

- provide guidance on imagining and developing courses;
- remain accessible for advice and assistance;
- offer honest feedback and advice;
- model leadership, team, and communication skills.

-
- provide semester evaluations of instructors.

University Teaching Training

The Teaching and Communication Certificate [program](#) offers graduate students a chance to learn the fundamental components of pedagogy, enriching their personal growth and professional development in teaching and learning. Participants complete 100 hours of professional development activities and prepare a portfolio. For details, see [the Graduate School's FAQs page](#) on the program.

Workload and Time Management

Graduate education presents opportunities that are also challenges; developing new competencies, mastering the literature of our field, testing our own ideas when confronted with those of others, and contributing to an ongoing open exchange of ideas should challenge students. Faculty and students both bear responsibility for making sure the experience of graduate student intellectual growth remains both challenging and healthy. It is up to all parties to communicate openly about workload, time management, and self care.

Doctoral students will find many opportunities for growth in the form of professional development, community collaboration, publication, and conference presentations. The number of opportunities may seem overwhelming, especially for doctoral students who may feel like they are not in a position to say no to an opportunity. Frank communication with committee members will help you to find the opportunities that benefit your intellectual growth and career development. Sorting opportunities is a crucial step in self care; faculty should help you with this.

A doctoral degree can be an intimidating prospect if you don't break up the workload into doable pieces. We all have our own time management strategies that work for us, but your committee can help you to find others that may work as well. Work together to decide when to take advantage of publication, professional development, and community engagement opportunities in the context of your own strengths and responsibilities outside of graduate school. Faculty can help you to find the synergy in your various interests so that they all point to both growth and the completion of your degree.

Appendix A: Curriculum Checklist

PhD Curriculum (72 credit hours)

This is a typical curriculum for a student who enrolls without an MA. The Graduate Committee may alter requirements or grant transfer credit toward requirements. The Director of Public History keeps a copy of this checklist for each student and may be consulted at any time.

Public History Field (21 cr. hrs.)

HI 596 Introduction to Public History (3)

HI 642 Internship in Public History (3)

HI 598 Historical Writing (3)

HI _____ (3)

HI _____ (3)

HI _____ (3)

HI _____ (3)

History Field (21 cr. hrs.)

HI 597 Historiography and Historical Method (3)

HI 792 Colloquium in History (3) topic: _____

HI 792 Colloquium in History (3) topic: _____

HI 792 Colloquium in History (3) topic: _____

HI _____ (3)

HI _____ (3)

HI _____ (3)

Interdisciplinary Field (6 cr. hrs.):

_____ (3)

_____ (3)

Language Requirement:

Dissertation Work (24 cr. hrs.)

HI 889 Doctoral Dissertation Seminar (1) *semester before comps*

HI 889 Doctoral Dissertation Seminar (1) *semester of or following comps*

HI 895 Doctoral Dissertation Research (22)

Appendix B: Bibliographies

In preparation for comprehensive examinations, students should draw from these bibliographies to develop their reading lists in consultation with their advisers and examining committees who may supplement these bibliographies with other texts. All students should be familiar with the works listed under “Public History (General).” Titles are not listed twice if applicable in more than one field, so please cross-reference bibliographies for books that may be useful to particular fields of study. Students should be familiar with the books on their reading lists, their theses, the levels of success with which they employed evidence and critical thinking, their historiographical contexts, their relevance to the field, and their practical applications.

Public History (General)

Books

Adair, Bill, Benjamin Filene, and Laura Koloski, eds. *Letting Go? Sharing Historical Authority in a User-Generated World*. Philadelphia: Pew Center for Arts & Heritage, 2011.

Brundage, W. Fitzhugh. *The Southern Past: A Clash of Race and Memory*. Cambridge, MA: Belknap Press, 2005.

Frisch, Michael. *A Shared Authority: Essays on the Craft and Meaning of Oral and Public History*. Albany, NY: SUNY Press, 1990.

Glassberg, David. *Sense of History: The Place of the Past in American Life*. Amherst: University of Massachusetts Press, 2001.

Hayden, Dolores. *The Power of Place: Urban Landscapes as Public History*. Cambridge, MA: MIT Press, 1995.

Kammen, Michael. *Mystic Chords of Memory: The Transformation of Tradition in American Culture*. New York: Vintage Books, 1993.

Karamanski, Theodore J., ed. *Ethics and Public History: An Anthology*. Melbourne, FL: Krieger Pub., 1990.

Leffler, Phyllis K., and Joseph Brent. *Public and Academic History: A Philosophy and a Paradigm*. Melbourne, FL: Krieger Publishing Co., 1990.

Linenthal, Edward, and Tom Engelhardt. *History Wars: The Enola Gay and Other Battles for the American Past*. New York: Henry Holt, 1996.

Lowenthal, David. *The Past is a Foreign Country*. New York: Cambridge University Press, 1985.

Meringolo, Denise D. *Museums, Monuments, and National Parks: Toward a New Genealogy of Public History*. Amherst: University of Massachusetts Press, 2012.

Rosenzweig, Roy, and David Thelen. *The Presence of the Past: Popular Uses of History in American Life*. New York: Columbia University Press, 1998.

Tilden, Freeman. *Interpreting Our Heritage*. 3rd ed. Chapel Hill: University of North Carolina Press, 1997.

Trouillot, Michel-Rolph. *Silencing the Past: Power and the Production of History*. Boston: Beacon Press, 1995.

Wallace, Mike. *Mickey Mouse History and Other Essays on American Memory*. Philadelphia: Temple University Press, 1996.

Articles

Becker, Carl. "Everyman His Own Historian." *American Historical Review* 37 (1932): 221-36.

Conard, Rebecca. "Facepaint History in the Season of Introspection." *Public Historian* 25 (2003): 9-24.

Corbett, Katharine T., and Howard S. Miller. "A Shared Inquiry into Shared Inquiry." *Public Historian* 28 (2006): 15-38.

Corley, Julie, and Vivien Ellen Rose. "A Trademark Approach to the Past: Ken Burns, the Historical Profession, and Assessing Popular Presentations of the Past." *Public Historian* 25 (2003): 49-59.

Filene, Benjamin. "Passionate Histories: 'Outsider' History-Makers and What They Teach Us." *Public Historian* 34 (2012): 11-33.

Franklin, John Hope. "The Historian and Public Policy." *History Teacher* 11 (1978): 377-91.

Frisch, Michael H. "The Memory of History." *Radical History Review* 25 (1981): 9-23.

Graham, Otis, et al. "'The Ideal of Objectivity' and the Profession of History." *Public Historian* 13 (1991): 9-23

Green, Howard. "A Critique of the Professional Public History Movement." *Radical History Review* 25 (1981): 164-71.

Greenberg, Douglas. "'History is a Luxury': Mrs. Thatcher, Mr. Disney, and (Public) History." *Reviews in American History* 26 (1998): 294-311.

Grele, Ronald J., "Whose Public? Whose History? What is the Goal of a Public Historian?" *Public Historian* 3 (1981): 40-48.

Karamanski, Theodore J. "Making History Whole: Public Service, Public History, and the Profession." *Public Historian* 12 (1990): 91-101.

Linenthal, Edward. "Struggling with History and Memory." *Journal of American History* 82 (1995): 1111-15.

Remer, Rosiland. "Historiography and Public History in Pennsylvania." *Pennsylvania History* 75 (2008): 422-27.

Storey, Brit Allan. "Hanging by Four Pine Needles (Or, Confessions of a Public Historian)." *Public Historian* 14 (1992): 11-22.

Weible, Robert. "Defining Public History: Is it Possible? Is It Necessary?" *Perspectives in History* (March 2008).

Anthologies

Benson, Susan P., Stephen Brier, and Roy Rosenzweig, eds. *Presenting the Past: Essays on History and the Public*. Philadelphia: Temple University Press, 1986.

Gardner, James B., and Peter S. LaPaglia, eds. *Public History: Essays from the Field*. Melbourne, FL: Krieger Publishing Co., 1999.

Howe, Barbara, and Emory L. Kemp, eds. *Public History: An Introduction*. Melbourne, FL: Krieger Publishing Co., 1986.

African American Public History

Books

Berlin, Ira, Marc Favreau, and Steven F. Miller, eds. *Remembering Slavery: African Americans Talk about Their Personal Experiences of Slavery and Emancipation*. New York: The Free Press, 1998.

Burns, Andrea A., *From Storefront to Monument: Tracing the Public History of the Black Museum Movement*. Amherst: University of Massachusetts Press, 2013.

Cecelski, David S. *Along Freedom Road: Hyde County North Carolina and the Fate of Black Schools in the South*. Chapel Hill: University of North Carolina Press, 1994.

Chafe, William H., et al. *Remembering Jim Crow: African Americans Tell about Life in the Segregated South*. New York: New Press, 2001.

Eichstedt, Jennifer, and Stephen Small. *Representations of Slavery: Race and Ideology in Southern Plantation Museums*. Washington, DC: Smithsonian Books, 2002.

Fabre, Genevieve and Robert O'Meally, eds. *History and Memory in African American Culture*. NY: Oxford University Press, 1994.

Gallas, Kristen L., and James DeWolf Perry. *Interpreting Slavery at Museums and Historic Sites*. Walnut Creek, CA: AltaMira Press, 2014.

Holloway, Jonathan Scott. *Jim Crow Wisdom: Memory and Identity in Black America since 1940*. Chapel Hill: University of North Carolina Press, 2013.

Horton, James Oliver, and Lois E. Horton. *Slavery and Public Memory: The Tough Stuff of American Memory*. New York: New Press, 2006.

Jackson, Antoinette. *Speaking for the Enslaved: Heritage Interpretation at Antebellum Plantation Sites*. Walnut Creek, CA: Left Coast Press, 2012.

McDavid, Carol, and David W. Babson, eds. *In the Realm of Politics: Prospects for Public Participation in African-American and Plantation Archaeology*. Thematic Issue of *Historical Archaeology* 31 (1997).

Miles, Tiya. *The House on Diamond Hill: A Cherokee Plantation Story*. Chapel Hill: University of North Carolina Press, 2010.

Romano, Renee C. and Leigh Raiford, *The Civil Rights Movement in American Memory*. Athens: University of Georgia Press, 2006.

Savage, Kirk. *Standing Soldiers, Kneeling Slaves: Race, War, and Monument in Nineteenth-Century America*. Princeton, NJ: Princeton University Press, 1997.

Tillet, Salamishah. *Sites of Slavery: Citizenship and Racial Democracy in the Post-Civil Rights Imagination*. Durham, NC: Duke University Press, 2012.

Van Balgooy, Max. *Interpreting African American History and Culture at Museums and Historic Sites*. Walnut Creek, CA: AltaMira Press, 2014.

Articles

Burg, Steven. "‘From Troubled Ground to Common Ground:’ The Locust Grove African-American Cemetery Restoration Project: A Case Study of Service-Learning and Community History." *Public Historian* 30 (2008): 51-82.

Davis, Thomas J. "‘They, Too, Were Here’: The Afro-American Experience and History Museums." *American Quarterly* 41 (1989): 328-40.

Doss, Erika. "Duluth’s Lynching Memorial and Issues of National Morality." In *Memorial Mania: Public Feeling in America*, 253-312. Chicago: University of Chicago Press, 2010.

Fleming, John E. "African-American Museums, History, and the American Ideal." *Journal of American History* 81 (1994): 1020-26.

Gable, Eric, Richard Handler, and Anna Lawson. "On the Uses of Relativism: Fact, Conjecture, and Black and White Histories at Colonial Williamsburg." *American Ethnologist* 19 (1992): 791-805.

Horton, James O., and Spencer R. Crew. "Afro-Americans and Museums: Towards a Policy of Inclusion." In *History Museums in the United States: A Critical Assessment*, ed. Warren Leon and Roy Rosenzweig, 215-36. Urbana: University of Illinois Press, 1989.

La Roche, Cheryl J., and Michael J. Blakey. "Seizing Intellectual Power: The Dialogue at the New York African American Burial Ground." *Historical Archaeology* 31 (1997): 84-106.

Lyra D. Monteiro "Race-Conscious Casting and the Erasure of the Black Past in Lin-Manuel Miranda’s *Hamilton*", *The Public Historian* 38, 1 (February 2016), 89-98.

Stewart, Jeffrey C., and Faith Davis Ruffins. "A Faithful Witness: Afro-American Public History in Historical Perspective, 1828-1984." In *Presenting the Past: Essays on History and the Public*,

ed. Susan P. Benson, Stephen Brier, and Roy Rosenzweig, 307-38. Philadelphia: Temple University Press, 1986.

Yeingst, William, and Lonnie G. Bunch. "Curating the Recent Past: The Woolworth Lunch Counter, Greensboro, North Carolina." In *Exhibiting Dilemmas: Issues of Representation at the Smithsonian*, ed. Amy Henderson, 142-55. Washington DC: Smithsonian Books, 1999.

Cultural Resource Management & Historic Preservation

Books

Atalay, Sonya. *Community-Based Archaeology: Research with, by, and for Indigenous and Local Communities*. Berkeley: University of California Press, 2012.

Bradley, Betsy H. *The Works: The Industrial Architecture of the United States*. New York: Oxford University Press, 1998.

Brodie, Neil, Morag Kersel, Christina Luke, and Katheryn Walker Tubb, eds. *Archaeology, Cultural Heritage, and the Antiquities Trade*. Gainesville: University Press of Florida, 2008.

Brodie, Neil, Jennifer Doole, and Colin Renfrew, eds. *Trade in Illicit Antiquities: The Destruction of the World's Archaeological Heritage*. London: McDonald Institute for Archaeological Research, 2001.

Byrne, Denis. *Counterheritage: Critical Perspectives on Heritage Conservation in Asia*. New York: Routledge, 2014.

Dubrow, Gail Lee, and Jennifer Goodman. *Restoring Women's History through Historic Preservation*. Baltimore: Johns Hopkins University Press, 2003.

Fitch, James M. *Historic Preservation: Curatorial Management of the Built World*. Charlottesville: University Press of Virginia, 1990.

Forsyth, Marion P. and Jennifer R. Richman, eds. *Legal Perspectives on Cultural Resources*. Walnut Creek, CA: AltaMira Press, 2004.

Gratz, Roberta B., and Norman Mintz. *Cities Back from the Edge: New Life for Downtown*. New York: John Wiley, 1998.

Greenfield, Jeanette. *The Return of Cultural Treasures*. 3rd ed. New York: Cambridge University Press, 2013.

Hardesty, Donald J. and Barbara J. Little. *Assessing Site Significance: A Guide for Archaeologists and Historians*. Walnut Creek, CA: AltaMira Press, 2000.

Howard, Hugh. *The Preservationist's Progress: Architectural Adventures in Conserving Yesterday's Houses*. New York: Farrar, Strauss and Giroux, 1991.

Hough, Michael. *Out of Place: Restoring Identity to the Regional Landscape*. New Haven, CT: Yale University Press, 1990.

-
- Hufford, Mary, ed. *Conserving Culture: A New Discourse on Heritage*. Urbana: University of Illinois Press, 1994.
- Hurley, Andrew. *Beyond Preservation: Using Public History to Revitalize Inner Cities*. Philadelphia: Temple University Press, 2010.
- Jameson, John H. Jr. *Presenting Archaeology to the Public: Digging for Truths*. Walnut Creek, CA: AltaMira Press, 1997.
- King, Thomas F. *Cultural Resource Laws and Practice: An Introductory Guide*. Walnut Creek, CA: AltaMira Press, 1998.
- . *A Companion to Cultural Resource Management*. London: Wiley-Blackwell, 2011.
- . *Federal Planning and Historical Places: The Section 106 Process*. Walnut Creek, CA: AltaMira Press, 2000.
- . *Places that Count: Traditional Cultural Properties in Cultural Resource Management*. Walnut Creek, CA: AltaMira, 2003.
- . *Thinking about Cultural Resource Management: Essays from the Edge*. Walnut Creek, CA: AltaMira Press, 2002.
- Lamme, Ary L. III. *America's Historic Landscapes: Community Power and the Preservation of Four National Historic Sites*. Knoxville: University of Tennessee Press, 1989.
- Lydon, Jane, and Uzma Z. Rizvi, eds. *Handbook of Postcolonial Archaeology*. Walnut Creek, CA: LeftCoast Press, 2010.
- Martinko, Whitney. *Historic Real Estate: Market Morality and The Politics of Preservation in the Early United States*. Philadelphia: University of Pennsylvania Press, 2020.
- Mathers, Clay, Barbara Little, and Timothy Darvill, *Heritage of Value, Archaeology of Renown: Reshaping Archaeological Assessment and Significance*. Gainesville: University of Florida Press, 2004.
- McGill, Alicia Ebbitt, *Negotiating Heritage Through Education and Archaeology: Colonialism, National Identity, and Resistance in Belize*. Gainesville, FL: University Press of Florida, 2021.
- McKercher, Bob and Hilary du Cros. *Cultural Tourism: The Partnership between Tourism and Cultural Heritage Management*. New York: Haworth Press, 2002.
- Messenger, Phyllis Mauch and George S. Smith, eds. *Cultural Heritage Management: A Global Perspective*. Gainesville: University of Florida Press, 2010.
- Murtagh, William J. *Keeping Time: The History and Theory of Preservation in America*. Pittstown, NJ: Main Street Press, 1997.
- Orbasli, Aylin. *Tourists in Historic Towns: Urban Conservation and Heritage Management*. London: E & FN Spon, 2000.
- Page, Max. *Giving Preservation a History: Histories of Historic Preservation in the United States*. New York: Routledge, 2003.
-

-
- Phillips, Caroline and Harry Allen. *Bridging the Divide: Indigenous Communities and Archaeology into the 21st Century*. Walnut Creek, CA: LeftCoast Press, 2010.
- Sanford, Robert and Thomas Neumann. *Cultural Resources Archaeology: An Introduction*. Walnut Creek, CA: AltaMira Press, 2001.
- Smith, George S., and John E. Ehrenhard, eds. *Protecting the Past*. New York: CRS Press, 1991.
- Smith, Linda Tuhiwai. *Decolonizing Methodologies: Research and Indigenous Peoples*. Otago, NZ: University of Otago Press, 1999.
- Stipe, Robert E., ed. *A Richer Heritage: Historic Preservation in the Twenty-First Century*. Chapel Hill: University of North Carolina Press, 2003.
- Stipe, Robert E. and Antoinette J. Lee, eds. *The American Mosaic: Preserving a Nation's Heritage*. Washington, DC: International Council on Monuments and Sites, 1987.
- Tyler, Norma, Ted Ligibel, and Ilene Tyler, eds. *Historic Preservation: An Introduction to Its History, Principles, and Practice*. 2nd ed. New York: W.W. Norton, 2009.
- Thomas, Suzie and Joanne Lea, eds. *Public Participation in Archaeology*. Rochester, NY: Boydell & Brewer, 2014.

Articles

- Brashler, Janet G. "Managing the Past in a Natural Resources Management Agency." In *Public History: An Introduction*, ed. Barbara J. Howe and Emory L. Kemp, 145-57. Melbourne, FL: Krieger Publishing Co., 1986.
- Coombe, Rosemary. "The Properties of Culture and the Politics of Possessing Identity: Native Claims in the Cultural Appropriation Controversy." In *Art, Cultural Heritage and the Law*, ed. P. Gerstenblith, 541-45. Durham, NC: Carolina Academic Press, 2004.
- Cowan, J. "Culture and Rights after Culture and Rights." *American Anthropologist* 108 (2006): 9-24.
- Grosvenor, Beth. "Federal Programs in Historic Preservation." In Barbara J. Howe and Emory L. Kemp, eds. *Public History: An Introduction*. Melbourne, FL: Krieger Publishing Co., 1986. 130-44.
- Higueras, Alvaro. "Cultural Heritage Management in Peru: Current and Future Challenges." In *The Handbook of South American Archaeology*, ed. Helaine Silverman and William H. Isbell, 1073-88. New York: Springer, 2008.
- Howe, Barbara J. "Historic Preservation: An Interdisciplinary Field." In *Public History: An Introduction*, ed. Barbara J. Howe and Emory L. Kemp, 158-73. Melbourne, FL: Krieger Publishing Co., 1986.
- Howe, Barbara J. "The Historian in Historic Preservation: An Introduction." In *Public History: An Introduction*, ed. Barbara J. Howe and Emory L. Kemp, 111-29. Melbourne, FL: Krieger Publishing Co., 1986.

Huyck, Heather, and Dwight Pitcaithley. "National Park Service: Historians in Interpretation, Management, and Cultural Resources Management In *Public History: An Introduction*, ed. Barbara J. Howe and Emory L. Kemp, 358-74. Melbourne, FL: Krieger Publishing Co., 1986.

Jameson, John H. Jr., ed. "Archaeology and the National Park Idea." *The George Wright Forum* (Volume 16, Number 4, December 1999).

Johnson, Ronald W. "History in the National Park Service: The Denver Service Center as a Case Study." In *Public History: An Introduction*, ed. Barbara J. Howe and Emory L. Kemp, 375-99. Melbourne, FL: Krieger Publishing Co., 1986.

Kemp, Emory L. "A Perspective on Our Industrial Past through Industrial Archeology." In *Public History: An Introduction*, ed. Barbara J. Howe and Emory L. Kemp, 174-98. Melbourne, FL: Krieger Publishing Co., 1986.

Lee, Ronald F. *The Story of the Antiquities Act*. National Parks Service, 1970.
<http://www.nps.gov/archeology/pubs/Lee/index.htm>

Wallace, Michael. "Reflections on the History of Historic Preservation." In *Presenting the Past: Essays on History and the Public*, ed. Susan P. Benson, Stephen Brier, and Roy Rosenzweig, 165-99. Philadelphia: Temple University Press, 1986.

Digital History

Books

Arthur, P., and K. Bode. *Advancing Digital Humanities: Research, Methods, Theories*. New York: Palgrave Macmillan, 2014.

Berry, D. *Understanding Digital Humanities*. New York: Palgrave Macmillan, 2012.

Bodenhamer, David J., John Corrigan, and Trevor M. Harris. *Deep Maps and Spatial Narratives*. Bloomington, IN: Indiana University Press, 2015.

------. *The Spatial Humanities: GIS and the Future of Humanities Scholarship*. Bloomington, IN: Indiana University Press, 2010.

Burdick, Anne, et al. *Digital Humanities*. Cambridge, MA: The MIT Press, 2012.

Cohen, Daniel J. *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. Philadelphia: University of Pennsylvania Press, 2005.

Cohen, Daniel J., and Joseph Thomas Scheinfeldt. *Hacking the Academy: New Approaches to Scholarship and Teaching from Digital Humanities*. Ann Arbor, MI: University of Michigan Press, 2010.

Crymble, Adam. *Technology and the Historian: Transformations in the Digital Age*. Urbana: University of Illinois Press, 2021

Dougherty, Jack, and Kristen Nawrotzki, eds. *Writing History in the Digital Age*. Ann Arbor: University of Michigan Press, 2013.

-
- Easley, David, and Jon Kleinberg. *Networks, Crowds, and Markets: Reasoning About a Highly Connected World*. Cambridge, UK: Cambridge University Press, 2010. Available at <http://www.cs.cornell.edu/home/kleinber/networks-book/>
- Gold, Matthew K. *Debates in the Digital Humanities*. Minneapolis: University of Minnesota Press, 2012.
- Gregory, Ian, and Alistair Geddes. *Toward Spatial Humanities: Historical GIS and Spatial History*. Bloomington, IN: Indiana University Press, 2014.
- Gregory, Ian, and Paul S. Ell. *Historical GIS: Technologies, Methodologies and Scholarship*. Cambridge: Cambridge University Press, 2007.
- Guldi, Jo, and David Armitage. *The History Manifesto*. Cambridge, UK: Cambridge University Press, 2014.
- Hayles, N. Katherine. *How We Think: Digital Media and Contemporary Technogenesis*. Chicago: University of Chicago Press, 2012.
- Hirsch, Brett D. *Digital Humanities Pedagogy: Practices, Principles and Politics*. Cambridge, UK: Open Books Publishers, 2012.
- Jones, Steven E. *The Emergence of Digital Humanities*. New York: Routledge, 2013.
- Knowles, Anne Kelly, and Amy Hillier. *Placing History: How Maps, Spatial Data, and GIS Are Changing Historical Scholarship*. Redlands, CA: ESRI Press, 2008.
- Knowles, Anne Kelly. *Past Time, Past Place: GIS for History*. Redlands, CA: ESRI Press, 2002.
- Moretti, Franco. *Distant Reading*. New York: Verso, 2013.
- Moretti, Franco, and Alberto Piazza. *Graphs, Maps, Trees: Abstract Models for Literary History*. New York: Verso, 2007.
- Newman, Mark. *Networks: An Introduction*. Oxford, UK: Oxford University Press, 2010.
- Presner, Todd, David Shepard, and Yoh Kawano. *HyperCities: Thick Mapping in the Digital Humanities*. Cambridge, MA: Harvard University Press, 2014.
- Rosenzweig, Roy. *Clio Wired: The Future of the Past in the Digital Age*. New York: Columbia University Press, 2011.
- Schreibman, Susan, Ray Siemens, and John Unsworth. *A Companion to Digital Humanities*. Hoboken, NJ: Wiley-Blackwell, 2008.
- Staley, David J. *Computers, Visualization, and History: How New Technology Will Transform Our Understanding of the Past*. London: M.E. Sharpe, 2003.
- Svensson, Patrik, and David Theo Goldberg. *Between Humanities and the Digital*. Cambridge, Massachusetts. Cambridge, MA: The MIT Press, 2015.
- Terras, Melissa, and Julianne Nyhan. *Defining Digital Humanities: A Reader*. New York: Routledge, 2013.
-

Tufte, Edward R. *The Visual Display of Quantitative Information*. Cheshire, CT: Graphics Press, 2001.

Articles

Ahnert, Ruth, Sebastian E. Ahnert, Catherine Nicole Coleman, and Scott B. Weingart. *The Network Turn: Changing Perspectives in the Humanities*. Cambridge: Cambridge University Press, 2020.

Ayers, Edward L. "Doing Scholarship on the Web: Ten Years of Triumphs—and a Disappointment." *Journal of Scholarly Publishing* 35 (2004): 143-47.

----- . "History in Hypertext." 1999. <http://www.vcdh.virginia.edu/Ayers.OAH.html>

Blevins, Cameron. "The Perpetual Sunrise of Methodology." January 2015. <http://www.cameronblevins.org/posts/perpetual-sunrise-methodology/>

Block, Sharon. "Doing More with Digitization." *Common-Place: The Interactive Journal of Early American Life* 6 (January 2006). <http://www.common-place.org/vol-06/no-02/tales/>. [yes; example of topic modeling]

Bodenhamer, David J. "The Spatial Humanities: Space, Time, and Place in the New Digital Age." In *History in the Digital Age*, ed. Toni Weller, 23-38. New York: Routledge, 2013. [yes]

Burton, Orville Vernon. "American Digital History." *Social Science Computer Review* 23 (2005): 206-20.

Cohen, Daniel J. "History and the Second Decade of the Web." *Rethinking History* 8 (2004): 293-301. <http://chnm.gmu.edu/essays-on-history-new-media/essays/>

----- . "The Future of Preserving the Past." *CRM: The Journal of Heritage Stewardship* 2 (2005): 6–19

-----, et. al. "Interchange: The Promise of Digital History." *Journal of American History* 95 (2008): 452-91.

Dunkelman, Marc. "What Data Can't Convey", *Chronicle of Higher Education*, August 19, 2014.

Edelstein, Dan, Paula Findlen, Giovanna Ceserani, Caroline Winterer, and Nicole Coleman. "Historical Research in a Digital Age: Reflections from the Mapping the Republic of Letters Project." *The American Historical Review* 122, no. 2 (April 2017): 400–424.

Edwards, Susan E., and David T. Schaller. "The Name of the Game: Museums and Digital Learning Games." In *The Digital Museum: A Think Guide*, ed. Herminia Din and Phyllis Hecht, 97-108. Washington, DC: American Association of Museums, 2007. [maybe]

Lindsay, Anne. "#VirtualTourist: Embracing Our Audience through Public History Web Experience." *Public Historian* 35 (2013): 67–86.

Martin, Shawn. "The 'Marriage' of Technology and History." *Journal of the Association for History and Computing* 13 (2010). <http://quod.lib.umich.edu/j/jahc/>

Nyhan, Julianne. "Text Encoding and Scholarly Digital Editions." In *Digital Humanities in Practice*, ed. Julianne Nyhan, Melissa M. Terras, and Claire Warwick, 117–37. London: Facet Publishing, 2012.

Robertson, Stephen. "Doing History in Hypertext." *Journal of the Association for History and Computing* 7 (2004). <http://quod.lib.umich.edu/j/jahc/>

Robertson, Stephen, and Lincoln A. Mullen. "Digital History and Argument," white paper, Roy Rosenzweig Center for History and New Media (November 13, 2017). Accessed March 10, 2019. <https://rrchnm.org/argument-white-paper/>.

Rosenzweig, Roy. "Can History be Open Source? Wikipedia and the Future of the Past." *Journal of American History* 93 (2006): 117-46.

------. "Scarcity or Abundance? Preserving the Past in a Digital Age." *American Historical Review* 108 (2003): 735-62.

Seefeldt, Douglas, and William G. Thomas. "What is Digital History? A Look at Some Exemplar Projects." *AHA Perspectives* (May 2009).

Simon, Nina. "Participatory Design and the Future of Museums." In *Letting Go?: Sharing Historical Authority in a User-Generated World*, ed. Bill Adair, Benjamin Filene, and Laura Koloski, 18-33. Philadelphia: Pew Center for Arts & Heritage, 2011. [need PDF]

Smith, Carl. "Can You Do Serious History on the Web?" *AHA Perspectives* (February 1998).

Staley, David J. "Designing and Displaying Historical Information in the Electronic Age." *Journal of the Association for History and Computing* 1 (1998). <http://quod.lib.umich.edu/j/jahc/>

Thomas, William G. "Writing a Digital History Journal Article from Scratch: An Account." *Digital History* (December 2007). <http://digitalhistory.unl.edu/essays/thomasessay.php>

Weingart, Scott B. "Contextualizing networks with maps." November 2011. <http://www.scottbot.net/HIAL/index.html@p=1942.html>

------. "Demystifying Networks, Parts I & II." *Journal of Digital Humanities* 1, vol. 1 (Winter 2011). <http://journalofdigitalhumanities.org/1-1/demystifying-networks-by-scott-weingart/>

White, Richard. "What Is Spatial History?" *Spatial History Project*, 2010. <http://www.stanford.edu/group/spatialhistory/cgi-bin/site/pub.php?id=29>

Family & Community History

Books

Amato, Joseph A. *Rethinking Home: A Case for Writing Local History*. Berkeley: University of California Press, 2002.

Archibald, Robert R. *A Place to Remember: Using History to Build Community*. Walnut Creek, CA: AltaMira Press, 1999.

-
- Bender, Thomas. *Community and Social Change in America*. Baltimore: Johns Hopkins University Press, 1978.
- Coontz, Stephanie. *The Way We Never Were: American Families and the Nostalgia Trap*. New York: Basic Books, 1992.
- Creet, Julia. *The Genealogical Sublime*. Amherst: University of Massachusetts Press, 2020.
- Gordon-Reed, Annette. *The Hemingses of Monticello: An American Family*. New York: W.W. Norton, 2009.
- Kammen, Carol. *On Doing Local History*. 3rd ed. New York: Lanham, MD: Rowman Littlefield, 2014.
- , ed.. *The Pursuit of Local History: Readings on Theory and Practice*. Walnut Creek, CA: AltaMira Press, 1996.
- and Bob Beatty, eds. *Zen and the Art of Local History*. Lanham, MD: Rowman Littlefield, 2014.
- Kyvig, David E. and Myron A. Marty. *Nearby History: Exploring the Past around You*. 3rd ed. Walnut Creek, CA: AltaMira Press, 2010.
- Littrell, Ryan. *Reunion: A Search for Ancestors*. Self-published, 2012.
- Lockridge, Kenneth A. *A New England Town: The First Hundred Years: Denham, Massachusetts, 1736-1736*. New York: W.W. Norton, 1985.
- Mason, Thomas A., and J. Kent Calder. *Writing Local History Today: A Guide to Researching, Publishing, and Marketing Your Book*. Walnut Creek, CA: AltaMira Press, 2013.
- Ritchie, Donald A. *Doing Local History*. New York: Oxford University Press, 2003.
- Rutman, Darrett B., and Anita H. Rutman. *A Place in Time: Middlesex County, Virginia 1650-1750*. New York: W.W. Norton, 1984.
- Tolbert, Lisa C. *Constructing Townscapes: Spaces and Society in Antebellum Tennessee*. Chapel Hill: University of North Carolina Press, 1999.
- Weil, Francois. *Family Trees: A History of Genealogy in America*. Cambridge, MA: Harvard University Press, 2013.
- Williams, Heather Andrea. *Help Me to Find My People: The African American Search for Family Lost in Slavery*. Chapel Hill: University of North Carolina Press, 2012.
- Wolf, Eva Sheppard. *Almost Free: A Story about Family and Race in Antebellum Virginia*. Athens: University of Georgia Press, 2012.

Articles

- de Groot, Jerome. "Ancestry.com and the Evolving Nature of Historical Information Companies." *The Public Historian* 42,1 (February 2020): 8-28

Howe, Barbara J. "A Century of Local History Writing." *OAH Magazine of History* 4 (1989): 10-15.

Jeffrey, Kirk. "Varieties of Family History." *American Archivist* 38 (1975): 521-32.

Mintz, Steven. "Does the American Family Have a History? Family Images and Realities." *OAH Magazine of History* 15 (2001): 4-10.

Rutman, Darrett B. "Community Study." In *Small Worlds, Large Questions: Explorations in Early American Social History, 1600-1850*, 34-56. Charlottesville: University Press of Virginia, 1994.

----- "Community: A Sunny Little Dream." In *Small Worlds, Large Questions: Explorations in Early American Social History, 1600-1850*, 287-306. Charlottesville: University Press of Virginia, 1994.

----- "The Village South." In *Small Worlds, Large Questions: Explorations in Early American Social History, 1600-1850*, 231-74. Charlottesville: University Press of Virginia, 1994.

Webb, Jeffrey. "Politics and Communities in Early American Studies." Paper presented to SSHA. 19 November 1998.

Heritage & Heritage Tourism

Books

Anheier, Helmut K. and Yudhishtir Raj Isar, eds. *Cultures and Globalization: Heritage, Memory, and Identity*. Newbury Park, CA: SAGE Publications, 2011.

Ashworth, G.J., B. Graham and J.E. Tunbridge. *Pluralising Pasts: Heritage, Identity and Place in Multicultural Societies*, London: Pluto Press, 2007.

Barthel-Bouchier, Diane. *Cultural Heritage and the Challenge of Sustainability*, Walnut Creek, CA: LeftCoast Press, 2012.

Boniface, Priscilla and Peter J. Fowler. *Heritage and Tourism in "the Global Village."* New York: Routledge, 1993.

Bronner, Simon J. *Folk Nation: Folklore in the Creation of the American Tradition*. Wilmington, DE: Scholarly Resources, 2002.

Brown, Dona. *Inventing New England: Regional Tourism in the Nineteenth Century*. Washington, DC: Smithsonian Institution Press, 1997.

Chambers, Erve. *Native Tours: The Anthropology of Travel and Tourism*, 2nd ed. Long Grove, IL: Waveland Press Inc., 2009.

De Groot, Jerome. *Consuming History: Historians and Heritage in Contemporary Popular Culture*. New York: Routledge, 2009.

Di Giovine, Michael A. *The Heritage-Scape: UNESCO, World Heritage, and Tourism*. New York: Lexington Books, 2009.

Gillman, Derek. *The Idea of Cultural Heritage*. New York: Cambridge University Press, 2010.

-
- Gimblett-Kirshenblatt, Barbara. *Destination Culture: Tourism, Museums, and Heritage*. Berkeley: University of California Press, 1998.
- Graham, B., G.J. Ashworth, and J.E. Tunbridge. *A Geography of Heritage: Power, Culture and Economy*. London: Hodder Arnold, 2000.
- Harrison, Rodney. *Heritage: Critical Approaches*. New York: Routledge, 2012.
- Kirchenblatt-Gimblatt, Barbara. *Destination Culture: Tourism, Museums, and Heritage*. Berkeley: University of California Press, 1998.
- Labadi, Sophia and Colin Long, eds. *Heritage and Globalisation: Key Issues in Cultural Heritage*. New York: Routledge, 2010.
- Langfield, Michele, William Logan, and Mairead Nic Craith, eds. *Cultural Diversity, Heritage, and Human Rights: Intersections in Theory and Practice*. New York: Routledge, 2009.
- Loukaki, Argyro. *Living Ruins, Value Conflicts*. Burlington, VT: Ashgate Publishing Co., 2008.
- Lowenthal, David. *The Heritage Crusade and the Spoils of History*. New York: Cambridge University Press, 1968.
- Lyon, Sarah M. and E. Christian Wells, eds. *Global Tourism: Cultural Heritage and Economic Encounters*. Walnut Creek, CA: AltaMira Press, 2012.
- Matsuda, Akira and Katsuyuki Okamura. *New Perspectives in Global Public Archaeology*. New York: Springer, 2011.
- Messtell, Lynn. *The Nature of Heritage: The New South Africa*. London: Wiley-Blackwell, 2012.
- Moore, Niamh and Yvonne Whelan, eds. *Heritage, Memory and the Politics of Identity: New Perspectives on the Cultural Landscape*. Burlington, VT: Ashgate Publishing Co, 2007.
- Morrow, Lynn and Linda Myers-Phinney. *Shepherd of the Hills Country: Tourism Transforms the Ozarks, 1880s-1930s*. Fayetteville: University of Arkansas Press, 1999.
- Newman, Harvey K. *Southern Hospitality: Tourism and the Growth of Atlanta*. Tuscaloosa: University of Alabama Press, 1999.
- Rothman, Hal. *Devil's Bargains: Tourism in the Twentieth-Century American West*. Lawrence: University Press of Kansas, 1998.
- Rowan, Yorke and Uzi Baram. *Marketing Heritage: Archaeology and the Consumption of the Past*. Walnut Creek: AltaMira Press, 2004.
- Silverman, Helaine and D. Fairchild Ruggles, eds. *Cultural Heritage and Human Rights*. New York: Springer, 2007.
- Helaine, Silverman, editor. *Contested Cultural Heritage: Religion, Nationalism, Erasure, and Exclusion in a Global World*. New York: Springer, 2012.
- Smith, George, Phyllis Messenger, and Hillary Soderland, eds. *Heritage Values in Contemporary Society*. Walnut Creek, CA: Left Coast Press, 2009.
- Smith, Laurajane. *Uses of Heritage*. New York: Routledge, 2006.
-

Smith, Laurajane and Natsuko Akagawa, eds. *Intangible Heritage*. New York: Routledge, 2009.

Staiff, Russell, Robyn Bushell, and Steve Watson, eds. *Heritage and Tourism: Place, Encounter, Engagement*. New York: Routledge, 2012.

Timothy, Dallen J. and Stephen W. Boyd. *Heritage Tourism*. New York: Pearson, 2003.

Walkowitz, Daniel and Lisa Knauer, eds. *Contested Histories in Public Space*. Durham, NC: Duke University Press, 2009.

Articles

Clifford, James. "Four Northwest Coast Museums." In *Routes: Travel and Translation in the Late Twentieth Century*, 107-46. Cambridge, MA: Harvard University Press, 1997.

----- . "Museums as Contact Zones." In *Routes: Travel and Translation in the Late Twentieth Century*, 188-219. Cambridge, MA: Harvard University Press, 1997.

Edson, G. "Heritage: Pride or passion, product or service?" *International Journal of Heritage Studies* 10 (2004): 333-48.

Fortier, A. "Re-membling places and the performance of belonging(s)." *Theory, Culture, Society* 16 (1999): 41-62.

Giaccardi, E. and L. Palen. "The social production of heritage through cross-media interaction: Making place for place-making." *International Journal of Heritage Studies* 14 (2008): 281-97.

Hollowell Julie. "Moral perspectives on subsistence digging." In *The Ethics of Archaeology: Philosophical Perspectives on Archaeological Practice*, ed. Chris Scarre and Geoffrey Scarre, 69-93. New York: Cambridge University Press, 2006.

Meskel, Lynn. "Negative Heritage and Past Mastering in Archaeology" *Anthropological Quarterly* 75 (2002): 557-74.

Newman, A. and F. McLean. "Heritage builds communities: the application of heritage resources to the problems of social exclusion." *International Journal of Heritage Studies* 4 (1998): 143-53.

O’Keeffe, T. "Starting as we mean to go on. Why we need a theoretically-informed Historical Archaeology." *Archaeological Dialogues* 16 (2006): 208-11.

Russell, Ian Alden. "Heritage identities and roots: a critique of arborescent models of heritage and identity." In *Heritage Values*, ed. G. Smith, P. Messenger & H. Soderland. Walnut Creek, CA: Left Coast Press, 2009.

Turnberry, M. "Cultural heritage, an ill-defined concept? A call for joined-up policy." *International Journal of Heritage Studies* 10 (2004): 295-307.

Waterton, E. "Whose sense of place? Reconciling archaeological perspectives with community values: Cultural landscapes in England." *International Journal of Heritage Studies* 11 (2005): 309-25.

Historic Sites and Parks

Books

- Alderson, William T., and Shirley P. Low. *Interpretation of Historic Sites*. 2nd ed. Nashville: American Association for State and Local History, 1985.
- Beck, Larry and Ted Cable. *Interpretation for the 21st Century: Fifteen Guiding Principles for Interpreting Nature and Culture*. Champaign, IL: Sagamore Publishing, 2002.
- Bruggeman, Seth C. *Here, George Washington Was Born: Memory, Material Culture, and the Public Memory of a National Monument*. Athens: University of Georgia Press, 2008.
- Bruggeman, Seth. *Lost on the Freedom Trail: The National Park Service and Urban Renewal in Postwar Boston*. Amherst: University of Massachusetts Press, 2022.
- Donnelly, Jessica Foy, ed. *Interpreting Historic House Museums*. Walnut Creek, CA: AltaMira Press, 2002.
- Handler, Richard and Eric Gable. *The New History in an Old Musuem: Creating the Past at Colonial Williamsburg*. Durham: Duke University Press, 1997.
- Larsen, David L., ed. *Meaningful Interpretation: How to Connect Hearts and Minds to Places, Objects, and Other Resources*. 2nd ed. Washington, DC: National Park Service, 2011.
- Levy, Barbara A., Sandra M. Lloyd, and Susan P. Schreiber. *Great Tours! Thematic Tours and Guide Training for Historic Sites*. Walnut Creek, CA: AltaMira Press, 2001.
- McClelland, Linda F. *Building the National Parks: Historic Landscape Design and Construction*. Baltimore: Johns Hopkins University Press, 1998.
- Machlis, Gary E. and Donald R. Field, eds. *On Interpretation: Sociology for Interpreters of Natural and Cultural History*. Rev. Ed. Corvallis, Ore.: Oregon State University Press, 1992.
- Morrison, Dane Anthony, and Nancy Lusignan Schultz, eds. *Salem: Place, Myth, and Memory*. Boston: Northeastern University Press, 2004.
- Pustz, Jennifer. *Voices from the Back Stairs: Interpreting Servants Lives at Historic House Museums*. DeKalb: Northern Illinois University Press, 2010.
- Roth, Stacy F. *Past into Present: Effective Techniques for First-Person Historical Interpretation*. Chapel Hill: University of North Carolina Press, 1998.
- Seelye, John D. *Memory's Nation: The Place of Plymouth Rock*. Chapel Hill: University of North Carolina Press, 1998.
- Snow, Stephen Eddy. *Performing the Pilgrims: A Study of Ethnohistorical Role-Playing at Plimoth Plantation*. Jackson: University Press of Mississippi, 1993.
- Stanton, Cathy. *The Lowell Experiment: Public History in a Post-Industrial City*. Amherst: University of Massachusetts Press, 2006.
- Tyson, Amy S. *The Wages of History: Emotional Labor on Public History's Front Lines*. Amherst: University of Massachusetts Press, 2013.
- West, Patricia. *Domesticating History: The Political Origins of America's House Museums*. Washington DC: Smithsonian Institution, 1999.
-

Whisnant, Anne Mitchell. *Super-Scenic Motorway: A Blue-Ridge Parkway History*. Chapel Hill: University of North Carolina Press, 2006.

-----, Marla R. Miller, Gary B. Nash, and David Thelen. *Imperiled Promise: The State of History in the National Park Service*. Bloomington, IN: Organization of American Historians, 2011.

Yuhl, Stephanie E. *A Golden Haze of Memory: The Making of Historic Charleston*. Chapel Hill: University of North Carolina Press, 2005.

Vagnone, Franklin D. and Deborah E. Ryan, *Anarchist's Guide to Historic House Museums*. Walnut Creek, California: Left Coast Press, 2016.

Articles

Ayres, Edward. "Colonial Williamsburg's Choosing Revolution Storyline." *Public Historian* 20 (1998): 77-92.

Barthold, Elizabeth. "Documenting Historic Parks in the Nation's Capital." *CRM* 14 (1991), 7-9.

Breitbart, Eric. "The Painted Mirror: Historical Re-creation from the Panorama to the Docudrama." In *Presenting the Past: Essays on History and the Public*, ed. Susan P. Benson, Stephen Brier, and Roy Rosenzweig, 105-17. Philadelphia: Temple University Press, 1986.

Cameron, Catherine M., and John B. Gatewood. "Excursions in the Unremembered Past: What People Want from Visits to Historic Sites." *Public Historian* 22 (2000): 107-27.

Keller, Genevieve P. "The Inventory and Analysis of Historic Landscapes." *Historic Preservation Forum: Focus on Landscape Preservation* 7 (1993): 26-35.

Tyler-McGraw, Marie. "Becoming Americans Again: Re-envisioning and Revising Thematic Interpretation at Colonial Williamsburg." *Public Historian* 20 (1998): 53-76.

MATERIAL CULTURE

Books

Ames, Kenneth L., Barbara Franco, and L. Thomas Frye, eds. *Ideas and Images: Developing Interpretive History Exhibits*. Walnut Creek, CA: AltaMira Press, 1997.

Chilton, Elizabeth S. *Material Meanings: Critical Approaches to the Interpretation of Material Culture*. Salt Lake City: University of Utah Press, 1999.

Cowan, Ruth Schwartz, *More Work for Mother: The Ironies of Household Technology from the Open Hearth to the Microwave*. New York: Basic Books, 1983.

Cuno, James. *Who Owns Antiquity? Museums and the Battle over our Ancient Heritage*. Princeton, NJ: Princeton University Press, 2008.

Deetz, James. *In Small Things Forgotten: An Archeology of Early American Life*. New York: Anchor Books, 1996.

-
- Edwards, Elizabeth, Ruth Philips, and Chris Gordon, eds. *Sensible Objects: Colonialism, Museums, and Material Culture*. Oxford: Berg, 2006.
- Elsner, John and Roger Cardinal, eds. *The Cultures of Collecting*. Cambridge, MA: Harvard University Press, 1994.
- Glassie, Henry. *Material Culture*. Bloomington, Indiana: Indiana University Press, 1999.
- Gordon, Tammy S. *Private History in Public: Exhibition and the Settings of Everyday Life*. Walnut Creek, CA: AltaMira Press, 2010.
- Grier, Katherine C., *Culture and Comfort: Parlor Making and Middle-Class Identity, 1850-1930*. Washington, DC: Smithsonian Institution Press, 1988.
- Hill, Sarah, *Weaving New Worlds: Southeastern Cherokee Women and Their Basketry*. Chapel Hill: University of North Carolina Press, 1997.
- Krill, Rosemary Troy and Pauline K. Eversmann, *Early American Decorative Arts, 1620-1800*. Walnut Creek, CA: AltaMira Press, 2000.
- Marling, Karal Ann, *As Seen on TV: The Visual Culture of Everyday Life in the 1950s*. Cambridge, MA: Harvard Press, 1994.
- Martin, Ann Smart. *American Material Culture: The State of the Field*. Wilmington, DE: Winterthur Museum, 1997.
- Martinez, Katherine and Kenneth Ames. *The Material Culture of Gender: The Gender of Material Culture*. Hanover: University Press of New England, 1997
- Prown, Jules David. *American Artifacts: Essays in Material Culture*. Wilmington, DE: Winterthur Museum, 1997.
- Schlereth, Thomas. *Cultural History and Material Culture: Everyday Life, Landscapes, Museums*. Charlottesville: University of Virginia Press, 1992.
- . *Material Culture Studies in America*. Walnut Creek, CA: AltaMira Press, 1999.
- Serrell, Beverly. *Exhibit Labels: An Interpretive Approach*. Walnut Creek, CA: AltaMira Press, 1996.
- Sheumaker, Helen, and Shirley Teresa Wjada, eds. *Material Culture in America: Understanding Everyday Life*. Santa Barbara: ABC-CLIO, 2008.
- St. George, Robert Blair. *Material Life in America, 1600-1860*. Boston: Northeastern University Press, 1988.
- Ulrich, Laurel Thatcher. *The Age of Homespun: Objects and Stories in the Creation of an American Myth*. New York: Alfred A. Knopf, 2001.

Articles

- Carson, Cary. "Doing History with Material Culture." 41-64. In *Material Culture and the Study of American Life*. Ed. Ian M.G. Quimby. New York: W.W. Norton, 1978.

Kulik, Gary. "Designing the Past: History Museum Exhibitions from Peale to the Present." In *History Museums in the United States: A Critical Assessment*, ed. Warren Leon and Roy Rosenzweig, 2-37. Urbana: University of Illinois Press, 1989.

Maines, Rachel P., and James J. Glenn. "Numinous Objects." *The Public Historian* 15 (1993): 9-25.

Marling, Karal Ann. "Writing History with Artifacts: Columbus at the 1893 Chicago Fair." *Public Historian* 14 (1992): 13-30.

Melosh, Barbara, and Christina Simmons. "Exhibiting Women's History." 203-21. In *Presenting the Past: Essays on History and the Public*, ed. Susan P. Benson, Stephen Brier, and Roy Rosenzweig, 203-24. Philadelphia: Temple University Press, 1986.

Prown, Jules David. "Mind in Matter: An Introduction to Material Culture Theory and Method." *Winterthur Portfolio* 17 (1982): 1-19.

Schlereth, Thomas J. "History Museums and Material Culture." In *History Museums in the United States: A Critical Assessment*, ed. Warren Leon and Roy Rosenzweig, 294-320. Urbana: University of Illinois Press, 1989.

Steedman, Carolyn. "What a Rag Rug Means." *Journal of Material Culture* 3 (1998): 259-81.

MUSEUMS

Books

Alexander, Edward P. and Mary Alexander. *Museums in Motion: An Introduction to the History and Functions of Museums*. Walnut Creek, CA: AltaMira Press, 2008.

Anderson, Gail. *Reinventing the Museum: Historical and Contemporary Perspectives on the Paradigm Shift*. Walnut Creek, CA: AltaMira Press, 2004.

Archibald, Robert R. *The New Town Square: Museums and Communities in Transition*. Walnut Creek, CA: AltaMira Press, 2004.

Burcaw, G. Ellis. *Introduction to Museum Work*. Walnut Creek, CA: AltaMira Press, 2007.

Conn, Steven. *Do Museums Still Need Objects?* Philadelphia: University of Pennsylvania Press, 2010.

------. *Museums and American Intellectual Life, 1876-1926*. Chicago: University of Chicago Press, 1998.

Dublin, Stephen C., *Displays of Power: Controversy in the American Museum from the Enola Gay to Sensation!* New York: NYU Press, 2001.

Fagin, Stephen. *Assassination and Commemoration: JFK, Dallas, and the Sixth Floor Museum at Dealey Plaza*. Norman: University of Oklahoma Press, 2013.

Falk, John H., and Lynn D. Dierking. *Learning from Museums: Visitor Experiences and the Making of Meaning*. Walnut Creek, CA: AltaMira Press, 2000.

Harker, Richard J.W. *Museum Diplomacy: Transnational Public History and the U.S. Department of State*. Amherst: University of Massachusetts Press, 2020.

Harwit, Martin. *An Exhibit Denied: Lobbying the History of Enola Gay*. New York: Copernicus, 1996.

Hein, George E. *Learning in the Museum*. New York: Routledge, 1998.

Henderson, Amy, and Adrienne L. Kaeppler, eds. *Exhibiting Dilemmas: Issues of Representation at the Smithsonian*. Washington, DC: Smithsonian Institution Press, 1997.

Karp, Ivan, and Steven D. Lavine, eds. *Exhibiting Cultures: The Poetics and Politics of Museum Display*. Washington, DC: Smithsonian Institution Press, 1991.

Karp, Ivan, Christine M. Kreamer, and Steven D. Lavine, eds. *Museums and Communities: The Politics of Public Culture*. Washington, DC: Smithsonian Institution Press, 1992.

Leon, Warren and Roy Rosenzweig, eds. *History Museums in the United States: A Critical Assessment*. Urbana: University of Illinois Press, 1989.

Levin, Amy K., ed. *Defining Memory: Local Museums and the Construction of History in America's Changing Communities*. Walnut Creek, CA: AltaMira Press, 2007.

Lewis, Catherine. *The Changing Face of Public History: The Chicago Historical Society and the Transformation of an American Museum*. DeKalb: Northern Illinois University Press, 2005.

Linenthal, Edward T. *Preserving Memory: The Struggle to Create America's Holocaust Museum*. New York: Viking Press, 1995.

Nobile, Philip, ed. *Judgment at the Smithsonian: The Bombing of Hiroshima and Nagasaki*. New York: Marlowe and Company, 1995.

Post, Robert C. *Who Owns America's Past? The Smithsonian and the Problem of History*. Baltimore: Johns Hopkins University Press, 2013.

Rand, J. *Reinventing the Museum: Historical and Contemporary Perspectives on the Paradigm Shift*. Lanham, MD: Rowman Littlefield, 2004.

Redman, Samuel J. *Bone Rooms: From Scientific Racism to Human Prehistory in Museums*. Cambridge, MA: Harvard University Press, 2016

Schwartz, Marjorie. *Riches, Rivals, and Radicals: 100 Years of Museums in America*. Washington DC: American Association of Museums, 2006.

Simon, Nina. *The Participatory Museum*. Santa Cruz, CA: Museum 2.0, 2010.

Swigger, Jessie. *"History is Bunk": Assembling the Past at Henry Ford's Greenfield Village*. Amherst: University of Massachusetts Press, 2014.

Weil, Stephen E. *Making Museums Matter*. Washington, DC: Smithsonian.Books, 2002.

Articles

Abram, Rugh J. "Kitchen Conversations: Democracy in Action at the Lower East Side Tenement Museum." *Public Historian* 29 (2007): 59-76.

Carson, Cary. "Lost in the Fun House: A Commentary on Anthropologists' First Contact with History Museums." *Journal of American History* 81 (1994): 137-50.

Carson, Cary. "Colonial Williamsburg and the Practice of Interpretive Planning in American History Museums." *Public Historian* 20 (1998): 11-51.

Dolan, Douglas C. "The Historian in the Local Historical Museum." In *Public History: An Introduction*, ed. Barbara J. Howe and Emory L. Kemp, 241-50. Melbourne, FL: Krieger Publishing Co., 1986.

Gable, Eric, and Richard Handler. "The Authority of Documents at Some American History Museums." *Journal of American History* 81 (1994): 119-36.

Skramsted, Harold. "An Agenda for American Museums in the Twenty-First Century" *Daedalus* 128 (1999): 109-12.

Wallace, Michael. "Visiting the Past: History Museums in the United States." In *Presenting the Past: Essays on History and the Public*, ed. Susan P. Benson, Stephen Brier, and Roy Rosenzweig, 137-61. Philadelphia: Temple University Press, 1986..

Weil, Stephen E. "From Being about Something to being for Somebody: The Ongoing Transformation of the American Museum." *Daedalus* 128 (1999): 229-58.

NATIVE AMERICAN PUBLIC HISTORY

Books

Bench, Raney. *Interpreting Native American History and Culture at Museums and Historic Sites*. Walnut Creek, CA: AltaMira Press, 2014.

Brown, Michael F. *Who Owns Native Culture?* Cambridge, MA: Harvard University Press, 2003.

Castañeda, Quetzil E. *In the Museum of Maya Culture: Touring Chichén Itzá*. Minneapolis: University of Minnesota Press, 1996.

Colwell-Chanthaphonh, Chip. *Massacre at Camp Grant: Forgetting and Remembering Apache History*. Tuscan: University of Arizona, 2007.

Cooper, Karen Coody. *Spirited Encounters: American Indians Protest Museum Policies and Practices*. Walnut Creek, CA: AltaMira Press, 2007.

Davalos, Karen Mary. *Exhibiting Mestizaje: Mexican (American) Museums in the Diaspora*. Albuquerque: University of New Mexico Press, 2001.

Erikson, Patricia Pierce. *Voices of a Thousand People: The Makah Cultural and Resource Center*. Lincoln: University of Nebraska Press, 2002.

Fine-Dare, Kathleen. *Grave Injustice: The American Indian Repatriation Movement and NAGPRA*. Lincoln: University of Nebraska Press, 2002.

Fryd, Vivien Green. *Art and Empire: The Politics of Ethnicity in the United States Capitol, 1815-1860*. Athens: Ohio University Press, 2001.

Grua, David W. *Surviving Wounded Knee: The Lakotas and the Politics of Memory*. New York: Oxford University Press, 2016.

-
- Henare, Amira. *Museums, Anthropology and Imperial Exchange*. New York: Cambridge University Press, 2005.
- Keller, Robert H. and Michael Turek. *American Indians and National Parks*. Tuscan: University of Arizona Press, 1998.
- Kelman, Ari. *A Misplaced Massacre: Struggling over the Memory of Sand Creek*. Cambridge, MA: Harvard University Press, 2013.
- Linenthal, Edward. *Sacred Ground: Americans and their Battlefields*. Urbana: University of Illinois Press, 1993.
- Lonetree, Amy. *Decolonizing Museums: Representing Native America in National and Tribal Museums*. Chapel Hill: University of North Carolina Press, 2012.
- , and Amanda J. Cobb, eds. *The National Museum of the American Indian: Critical Conversations*. Lincoln: University of Nebraska Press, 2008.
- Mihesuah, Devon A. ed. *Repatriation Reader: Who Owns American Indian Remains?* Lincoln: University of Nebraska Press, 2000.
- Miles, Tiya. *The House on Diamond Hill: A Cherokee Plantation Story*. Chapel Hill: University of North Carolina Press, 2010.
- Peers, Laura. *Playing Ourselves: Interpreting Native Histories at Historic Reconstructions*. Walnut Creek, CA: AltaMira Press, 2007.
- Simpson, Moira G. *Making Representations: Museums in the Post-Colonial Era*. London: Routledge, 2001.
- Sleeper-Smith, Susan, ed. *Contesting Knowledge: Museums and Indigenous Perspectives*. Lincoln: University of Nebraska Press, 2009.
- Thomas, David Hurst. *Skull Wars: Kennewick Man, Archaeology, and the Battle for Native American Identity*. New York: Basic Books, 2001.
- West, W. Richard, ed. *The Changing Presentation of the American Indian: Museums and Native Cultures*. Seattle: University of Washington Press, 2000.

Articles

- Henderson, Amy. "Ambassadors in Sealskins: Exhibiting Eskimos at the Smithsonian." In *Exhibiting Dilemmas: Issues of Representation at the Smithsonian*, 206-45. Washington DC: Smithsonian Books, 1999.
- Hurtado, Alfred. "Public History and the Native America." *Montana: The Magazine of Western History* 40 (1990): 58-69.
- LaGrand, James. "Whose Voices Count? Oral Sources and Twentieth-Century American Indian History." *American Indian Culture and Research Journal* 21 (1997): 73-105.
- Lonetree, Amy. "A Heritage of Resilience: Ho-Chunk Family Photographs in the Visual Archive." *The Public Historian* 41, no1: 34-50.

Mihesuah, Devon A. "American Indians, Anthropologists, Pothunters, and Repatriation: Ethical, Religious and Political Differences." In *Repatriation Reader: Who Owns American Indian Remains?* 95-105. Lincoln: University of Nevada Press, 2000.

Scardaville, Michael C. "Quincentennial Scholarship and the Public: Who Controls the Columbian Legacy?" *Public Historian* 14 (1992): 102-14.

PUBLIC MEMORY

Books

Assmann, Aleida. *Shadows of Trauma: Memory and the Politics of Postwar Identity*, Translated by Stef Craps. New York: Fordham University Press, 2016.

Blight, David W. *Race and Reunion: The Civil War in American Memory*. Cambridge, MA: Harvard University Press, 2001.

Bodnar, John. *Remaking America: Public Memory, Commemoration, and Patriotism in the Twentieth Century*. Princeton, NJ: Princeton University Press, 1992.

Brundage, W. Fitzhugh. *Where These Memories Grow: History, Memory, and Southern Identity*. Chapel Hill: University of North Carolina Press, 2000.

Davis, Patricia G. *Laying Claim: African American Cultural Memory and Southern Identity*. Tuscaloosa: University of Alabama Press, 2016.

Dickinson, Greg, Carole Blair, and Brian L. Ott, eds. *Places of Public Memory: The Rhetoric of Museums and Memorials*. Tuscaloosa: University of Alabama Press, 2010.

Doss, Erika. *Memorial Mania: Public Feeling in America*. Chicago: University of Chicago Press, 2010.

Dwyer, Owen J., and Derek H. Alderman, *Civil Rights Memorials and the Geography of Memory*. Athens: University of Georgia Press, 2008.

Fabre, Geneviève and Robert O'Meally, eds. *History and Memory in African-American Culture*. New York: Oxford University Press, 1994.

Foote, Kenneth E. *Shadowed Ground: America's Landscapes of Violence and Tragedy*. Austin: University of Texas Press, 1997.

Foster, Stephen W. *The Past is Another Country: Representation, Historical Consciousness, and Resistance in the Blue Valley*. Berkeley: University of California Press, 1988.

Franck, Karen A., Stevens, Quentin. *Memorials as Spaces of Engagement: Design, Use and Meaning*. United States: Taylor & Francis, 2015.

Halbwachs, M. *On Collective Memory*. Translated by Lewis A. Coser. Chicago and London: The University of Chicago Press, 1992.

Hirsch, Marianne. *The Generation of Postmemory: Writing and Visual Culture after the Holocaust*. New York: Columbia University Press, 2012.

-
- Gillis, John R., ed. *Commemorations: The Politics of National Identity*. Princeton, NJ: Princeton University Press, 1994.
- Gordon, Tammy S. *The Spirit of 1976: Commerce, Community, and the Politics of Commemoration*. Amherst; Boston: University of Massachusetts Press, 2013.
- Gordon, Tammy S. *The Mass Production of Memory: Travel and Personal Archiving in the Age of the Kodak*. Amherst; Boston: University of Massachusetts Press, 2020.
- Hass, Kristin Ann. *Carried to the Wall: American Memory and the Vietnam Veterans Memorial*. Berkeley: University of California Press, 1998.
- Hjorthén, Adam. *Cross-Border Commemorations: Celebrating Swedish Settlement in America*. Amherst: University of Massachusetts Press, 2018.
- Hufbauer, Benjamin. *Presidential Temples: How Memorials and Libraries Shape Public Memory*. Lawrence: University of Kansas Press, 2006.
- Huysen, Andreas. *Present Past: Urban Palimpsests and the Politics of Memory*. Stanford: Stanford University Press, 2003.
- Kasson, Joy. *Buffalo Bill's Wild West: Celebrity, Memory, and Popular History*. New York: Hill and Wang, 2000.
- Kim, Nan. *Memory, Reconciliation, and Reunions in South Korea: Crossing the Divide*, Lanham, MD: Rowman and Littlefield. 2016.
- Landsberg, Alison. *Prosthetic Memory: The Transformation of American Remembrance in the Age of Mass Culture*. New York: Columbia University Press, 2004.
- “Memory and American History: A Special Issue.” *Journal of American History* 75 (1989).
- Mendel-Reyes, Meta. *Reclaiming Democracy: The Sixties in Politics and Memory*. New York: Routledge, 1995.
- Middleton, David and Derek Edwards, eds. *Collective Remembering*. Newbury Park, CA: Sage, 1990.
- Mosse, George L. *Fallen Soldiers: Reshaping the Memory of the World Wars*. New York: Oxford University Press, 1990.
- Olick, Jeffrey. *The Politics of Regret: On Collective Memory and Historical Responsibility*. New York, Routledge, 2007.
- Phillips, Kendall R., G. Mitchell Reyes, Christine Lavrence, Ekaterina V. Haskins, Cynthia D. Cervantes, and Kristin Sorensen. *Global Memoryscapes: Contesting Remembrance in a Transnational Age*. 1 ed., Tuscaloosa: The University of Alabama Press, 2011. muse.jhu.edu/book/13991.
- Prescott, Cynthia Culver. *Pioneer Mother Monuments: Constructing Cultural Memory*. Norman: University of Oklahoma Press, 2019.
- Romano, Renee C. and Leigh Raiford, *The Civil Rights Movement in American Memory*. Athens: University of Georgia Press, 2006.
-

-
- Rothberg, Michael. *Multidirectional Memory: Remembering the Holocaust in the Age of Decolonization*. Stanford, CA: Stanford University Press, 2009.
- Savage, Kirk. *Monument Wars: Washington DC, the National Mall, and the Transformation of the Memorial Landscape*. Berkeley: University of California Press, 2005.
- Schwartz, Barry. *Abraham Lincoln and the Forge of National Memory*. Chicago: University of Chicago Press, 2000.
- Tanović, Sabina. *Designing Memory: The Architecture of Commemoration in Europe, 1914 to the Present*. United Kingdom: Cambridge University Press, 2019.
- Treib, Marc. *Spatial Recall: Memory in Architecture and Landscape*. United Kingdom: Taylor & Francis, 2013.
- Young, Alfred F. *The Shoemaker and the Tea Party: Memory and the American Revolution*. Boston: Beacon Press, 1999.
- Young, James. *The Stages of Memory: Reflections on Memorial Art, Loss, and the Spaces Between*. Amherst: University of Massachusetts Press, 2016.
- Young, James. *The Texture of Memory: Holocaust Memorials and Meaning*. New Haven, CT: Yale University Press, 1993.

Anthologies

- Birdsall, Carolyn and Danielle Drozdowski, eds. *Doing Memory Research: New Methods and Approaches*. Palgrave Mcmillan, 2019

Articles

- Assmann, Jan, and John Czaplicka. "Collective Memory and Cultural Identity." *New German Critique*, no. 65 (1995): 125-33.
- Confino, Alon. "Collective Memory and Cultural History: Problems of Method," *American Historical Review* 102 (Dec. 1997): 1386-1403
- Kansteiner, Wulf. "Finding Meaning in Memory: A Methodological Critique of Collective Memory Studies." *History and Theory* 41:2 (2002): 179-97.
- Klein, Kerwin Lee, "On the Emergence of Memory in Historical Discourse." *Representations* 69 (2000): 127-50.
- Linenthal, Edward T. "Committing History in Public." *Journal of American History* 81 (1994): 986-91.
- Nora, Pierre. "Between Memory and History." *Representations* 26 (1989): 7-25.
- Sandage, Scott A. "A Marble House Divided: The Lincoln Memorial, the Civil Rights Movement, and the Politics of Memory." *Journal of American History* 80 (1993): 135-67.
- Thelen, David. "History Making in America." *The Historian* 53 (1991): 631-48.
- . "Memory and American History." *Journal of American History* 75 (1989): 1117-29.

Wood, Nancy. "Memories Remains: Les Lieux de Mémoire." *History and Memory* 6 (1994): 123-49.