

NC STATE
UNIVERSITY

DOCTOR OF PHILOSOPHY IN PUBLIC HISTORY

Graduate
Student
Handbook

Assembled by
Director of Public History
Department of History

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

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Introduction

This handbook explains the structure and process of the doctoral program in Public History, its degree requirements, and information about the History Department, its personnel, and procedures relevant to Public History doctoral students.

Administration

Director of Graduate Programs

The Director of Graduate Programs administers the department's graduate programs: the MA in History, the MA in Public History, and the PhD in Public History. The director coordinates the functions of the Graduate Committee (which makes admissions decisions), supervises graduate teaching assistants, and has signatory power over all graduate issues. Students should consult with the Director of Graduate Programs about questions which are not answered by the Graduate School catalog or bureaucratic problems they may encounter in the program.

Director of Public History

The Director of Public History oversees the curricular aspects of the MA and PhD programs in Public History. The director advises all master's students and, in their first semester, all doctoral students, assists doctoral students in selection of permanent advisers and advisory committees, monitors students' 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.

Graduate Assistant

The Graduate Assistant provides administrative and clerical support for the graduate program, assisting the Directors of Graduate Programs and Public History in monitoring students' progress toward their degrees, providing information about departmental and Graduate School policies and procedures, and sustaining alumni relations.

Faculty

During the first year of study, the student transitions from the Director of Public History as an adviser to a member of the Public History faculty who will serve as the primary adviser and chair of the student's examination and dissertation committee. Each student will also have a History representative, a second Public History representative, and a representative of the Interdisciplinary field on the committee. All committee members must be members of the graduate faculty, and the chair must hold full graduate faculty status. Note that graduate faculty status does *not* correlate with faculty ranks as assistant professors, associate professors, and professors. Consult with the Director of Public History to ascertain graduate faculty status for prospective committee members.

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. Other teaching faculty, such as special faculty, are often called “professor” in common parlance, although technically they are not.

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.

Committee Chair and Advisory Committee

All students begin advising under the Director of Public History, but students must declare their dissertation adviser (and preferably the History and Public History representatives on their committees) no later than the end of their first year in the doctoral program. Each student must select an adviser to assist in the selection of courses to fulfill degree requirements, oversee the comprehensive examinations and the dissertation defense, and provide guidance on dissertation work. That adviser should represent Public History. If preferred, a student may select someone who represents History as the primary adviser. In such cases, the committee must then have two co-chairs, one representing History and the other representing Public History. Students may always change committee members in consultation with and the approval of the Director of Public History. Except for extraordinary circumstances, students may not change committee members less than three months before their comprehensive examinations or three months before the defense of their dissertations.

The primary function of the advisory committee is to provide guidance to the student in planning for comprehensive examinations and the dissertation, and to evaluate the student’s success at both thresholds. All committee members should be selected primarily because their specializations align with the student’s interests. They should provide an intellectually stimulating foundation for the student’s professional and scholarly development and should be sensitive to any difficulties in the student’s progress, research performance, or methodology. The committee should be finalized no later than one year prior to the date when the candidate intends to take the comprehensive examinations.

Committee members and the student are encouraged to meet at appropriate intervals to critically assess the student’s progress; such meetings may be requested by the student or by any member of the committee. Committee members have the obligation to express to the student any concerns they may have regarding the student’s performance, to stipulate the level and quality of work expected, and to offer guidelines to aid in the fulfillment of those expectations.

The committee chair and, to a lesser extent, the other members of the advisory committee are responsible for facilitating the student's written and oral comprehensive examinations, and for the following aspects of the dissertation and the related or associated research experience:

- approval of the subject matter and methodology of the dissertation research;
- approval of the organization, content, and format of the dissertation, with consideration of NC State's formatting guidelines as provided in the [Thesis and Dissertation Guide](#);
- review of and comment on drafts of various sections of the dissertation, including (a) the quality of data and evidence, (b) historiographical context, (c) logical reasoning, and (d) the editorial, linguistic, and bibliographic quality;
- evaluation of the dissertation as a basis for certification that the student has fulfilled the requirements of the degree for which he or she is a candidate; and
- encouragement of and advice to the student and review of manuscripts based on the dissertation research for publication in the scholarly literature of his or her field.

Faculty Fields

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. 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.

- David Ambaras: modern Japan, imperialism and colonialism, urban
- Ross Bassett: modern United States, technology
- Matthew Booker: modern United States, environmental, ecology and law, agriculture
- Katherine Mellen Charron: modern United States, civil rights, gender, southern, *public memory*
- Megan Cherry: colonial North America, Atlantic world, sexuality
- Frederico Freitas: modern Latin America, environmental, *digital and spatial history*
- Craig Friend: early America, *public memory, family & community studies*
- David Gilmartin: South Asia, imperialism, legal
- Tammy Gordon: modern United States, leisure, *international heritage, education & evaluation, heritage tourism*
- Ebony Jones: African diaspora, comparative slavery and abolition, Caribbean
- Verena Kasper-Marienber: early modern Europe, Jewish studies, gender, legal, *museum studies*
- Blair LM Kelley: African American, civil rights, *oral history, African American public history*
- Judy Kertész: Native American, early America, *museum studies, material culture*
- Akram Khater: Middle East, migration and diaspora, gender, Arab-American
- Mimi Kim: science and technology, French, imperialism
- Will Kimler: natural history, biology, genetics
- Susanna Lee: Civil War & Reconstruction, nineteenth-century United States, southern
- Keith Luria: early modern France, religious, cultural, gender
- Alicia McGill: Latin America, *international heritage, cultural resources management*
- Julie Mell: medieval Europe, Jewish history
- Nancy Mitchell: modern United States, foreign relations

- Thomas Parker: ancient Near East, Rome, origins of Christianity
- Tate Paulette: Mesopotamia, ancient Near East, agriculture, environmental
- Julia Rudolph: early modern Britain, intellectual, legal, gender
- Brent Sirota: early modern Britain, religious, political
- Noah Strote: modern Europe, imperialism, religion
- Steven Vincent: modern Europe, France, intellectual
- David Zonderman: modern United States, labor, nonprofits, *museum studies*

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.

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: Local 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 791: Research Seminar in Public History
HI 596: Introduction to Public History	HI 791: Research Seminar in Public History	HI 596: Introduction to Public History	HI 789: Public History in International Contexts
HI 588: Family and Community History	HI 535: Spatial History		

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 150 hours of in-house work at an institution agreed upon by the student and the Director of Public History. Ideally, the internship should come with a stipend. The student should register for HI 642 during the following fall or spring semester. However, the actual internship may be completed at any time approved by the host institution and the Director of Public History. Regardless of when the student enrolls, all requirements for the practicum must be completed at the time of the internship experience.

The student works with the Director of Public History 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 Director of Public History and the practicum supervisor prior to beginning the practicum.

Projects can take many forms. Those that take the form of an academic essay should have a [title page and an abstract](#) of 250-300 words. Important: An abstract is not an introduction. It is a stand-alone summary that quickly describes the purpose and focus of the project, the methods used or approach taken, and your major observations and conclusions. Depending on length, the essay should have a table of contents, a brief introduction followed by sections (or chapters), a brief conclusion, notes, and works cited. Lengths of essays will vary but will typically be 25-50 pages, including notes and bibliography.

Projects may take other forms, such as oral or visual histories, exhibit catalog descriptions, finding aids, 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. Still, as with the essay form, these types of projects should also include a title page and brief abstract as well as a short (5-10 pages) written narrative describing the project and its objectives. 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 Director of Public History. The student must complete an [evaluation](#) as well. 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.

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.

Research Seminar in Public History: Students are required to take the HI 791: Research Seminar in Public History in their second semester. The course immerses the student in the historiography of public history and initiates the student's work on his or her dissertation. Ideally, students should begin their second semester with some idea for a dissertation topic.

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 791: Research Seminar in Public History 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

- 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.

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	• 9 credit hours, inc. HI 596 and 597
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First Year: Spring	<ul style="list-style-type: none"> • 9 credit hours, inc. HI 598 and 791 • 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.

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 505: Introduction to Geovisualization Technologies
- GIS 510/PRT 531: Introduction to Geographic Information Science
- GIS 515/PRT 535: Computer Cartography
- GIS 520: Advanced Geospatial Analytics
- GIS 530/PRT 532: Principles of Geographic Information Science
- GIS 540: Geospatial Programming Fundamentals
- GIS 550: Geospatial Data Structures and Web Services
- GIS 582: Geospatial Modeling and Analysis
- 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 Public History 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 readings 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.

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, a free program available online that allows for easily accessible folders for each field, and subfolders for books and articles; programs like that allow you to move back and forth between notes without constantly opening new files.
- 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 has eight hours in which to complete them. 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.

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 and examining committee are notified of the time and place. 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 will observe the oral examinations.

Students do take oral examinations in their Interdisciplinary field. 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. 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 within a scheduled Doctoral Dissertation Seminar and shall be open to the public. 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 time line showing when various parts of the research effort and the writing of chapters will be completed.

The proposal presentation is open to NCSU faculty and other doctoral students. Anyone attending the dissertation proposal presentation is allowed to ask questions of the candidate. At the conclusion of the questioning of the candidate, only the advisory committee remains to direct and suggest changes.

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 Assistant 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 three years of financial aid

through teaching assistantships. Students who arrive without the MA may apply for a fourth year of financial assistance. Typically, during the first year, 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 second and third 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 demonstrating competence and expertise in the course topic, an instructor-of-record may teach a survey-level course or an upper-level undergraduate course, depending upon departmental needs. 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 Fundamentals in Teaching (FIT) and 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 first year, four workshops will be offered. Attendance is mandatory. The first workshop will be organized around grading and working with students. The second workshop explores assignments, leading discussions, and beginning to imagine the syllabus. The third workshop continues with considerations for the syllabus, selection of textbooks and other readings, development of lesson plans and/or lectures, and 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.

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

Students on financial aid should consider participation in a university-sponsored training program. These are:

Fundamentals in Teaching [workshop series](#) provides training and support for graduate students interested in learning the basic concepts of teaching. Participants choose from an array of online and face-to-face workshops. By the end of their first semester of funding, all TAs must attend the Introduction to Teaching workshop to learn basic skills in lesson planning, course organization, active learning techniques, and assessment strategies. In each subsequent semester of funding, instructors must attend at least two workshops, a list of which is found on the FIT.

Certificate of Accomplishment in Teaching [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 may choose to complete the program in one year (2 semesters), a year and a half (3 semesters), or two years (4 semesters). The CoAT program enables graduate students to:

- Receive a transcript notation for completion of the Accomplishment in Teaching program
- Receive an official letter of recommendation
- Earn a Certificate of Accomplishment in Teaching
- Receive individualized assistance in teaching
- Prepare a teaching portfolio with guidance and support from the CoAT program director
- Complete the observation process to receive formal feedback on teaching skills

Preparing the Professoriate, a nationally-recognized [program](#) designed to give exceptional doctoral students an immersive mentoring, teaching, and future faculty preparation experience, is available to second- and third-year doctoral students who aspire to enter the professorate. PTP is a year-long program consisting of two major components: regular workshop meetings and a mentoring relationship with a distinguished faculty mentor recognized for her/his teaching skills. Fellows also teach with their mentor, complete a peer observation, and conduct a professional development project. At the conclusion of the program, each fellow completes a teaching portfolio detailing his or her work and reflections on participating in the PTP program.

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 791 Research Seminar in Public History (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)

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.

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