

REQUIRED COURSES	6510/7510 Seminar Public History	6570 Public History Internship	7991/7992 Professional Residency Colloquium
Student Learning Outcomes	<p>Students will:</p> <ol style="list-style-type: none"> 1. Acquire an understanding of the development of public history in relation to the development of the historical professional as a whole; 2. Develop an understanding of the methods of reflective practice in public history; 3. Develop an understanding of ethics in the practice of history; 4. Develop an understanding of enduring, critical issues associated with the practice of public history; 5. Demonstrate the ability to analyze and synthesize scholarly literature in public history; and, 6. Demonstrate the ability to undertake a public history project, either individually or as members of a team. 	<p>Students will demonstrate:</p> <ol style="list-style-type: none"> 1. acquisition of new research skills associated with the particular project or projects undertaken during the internship; 2. acquisition of new technical skills associated with the particular project or projects undertaken during the internship; 3. improved comprehension of the mission and operation of the internship agency and of the professional standards associated with that institution; and, 4. ability to communicate, in a professional manner, knowledge and skills acquired during the internship. 	<p>Students who serve their residency in a cultural institution will:</p> <ol style="list-style-type: none"> 1. acquire the ability to manage a major public history project for a cultural institution, working under the direction of a mentor; and 2. produce a significant public history work product for a cultural institution; 3. master scholarly literature on the reflective practice of public history in the context of their residency assignment; 4. master scholarly literature on pedagogy in the context of their residency assignment; and 5. prepare a complete professional portfolio. <p>Students who opt to serve their residency teaching in the History Department will:</p> <ol style="list-style-type: none"> 1. Acquire the ability to develop a syllabus for and conduct an undergraduate course, working under the direction of a mentor; 2. Acquire the ability to set learning outcomes and assess student learning for an undergraduate course, working under the direction of a mentor; 3. Master scholarly literature on the reflective practice of public history; 4. Master scholarly literature on pedagogy in the context of classroom teaching; 5. Prepare a complete professional portfolio.
Assessment	<p>Students will:</p> <ol style="list-style-type: none"> 1. actively participate in and lead class discussions based on assigned readings; 2. demonstrate, verbally and through written essays, an understanding of the historiography of public history, the methods of reflective practice in public history, and the ethics and enduring issues associated with the practice of public history; and 3. produce, to adequate professional standards, a public history product. 	<ol style="list-style-type: none"> 4. Students will prepare a critical, scholarly essay outlining new research, technical, and other professional knowledge or skills acquired during the internship, including copies of written or visual materials associated with their work. 5. Student mentor(s) also will submit to the course instructor an assessment of the intern's work. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. actively participate in monthly colloquia for two consecutive semesters; 2. at the end of the second semester, write an essay demonstrating an understanding of the relevance of reflective practice and the place of pedagogy in public history based on assigned readings, colloquia discussions, and the residency experience (to be included in the professional portfolio); 3. at the end of the second semester, submit a complete professional portfolio; and, 4. schedule defense of professional portfolio with dissertation committee.

HP/CRM	6610/7610 Essentials of HP/CRM	6520/7520 Seminar in HP	6560/ 7560 Seminar in CRM	6551/7551 Seminar Am Arch Hist
Student Learning Outcomes	Demonstrate an understanding of: <ol style="list-style-type: none"> 1. techniques, documentary standards, and sources necessary to conduct research on historic properties; 2. origins and development of HP and CRM, including familiarity with relevant scholarly publications and websites; 3. the history and legal and bureaucratic structure of HP and CRM, including such topics as preservation law, historic zoning, preservation planning, review and compliance, NAGPRA, NEPA, and NHPA; 4. organizational structure of HP and CRM at the federal, state, and local levels and the responsibilities of professionals associated with these organizations. 	Demonstrate an understanding of: <ol style="list-style-type: none"> 1. techniques, documentary standards, and sources necessary to conduct research and prepare professional reports on historic properties; 2. historic preservation programs and procedures to conduct professional quality fieldwork and historic structures reports; 3. the economic tools of HP, such as easements, tax credits, revolving funds and Main Street, and the basic tools of grant-writing and grant proposal development; 4. the primary literature of the historic preservation field for workshops and/or classroom presentations. 	Students will demonstrate an understanding of the: <ol style="list-style-type: none"> 1. evolution of cultural resources management in federal agencies, especially the National Park Service; 2. interdisciplinary scholarship associated with cultural resources management, particularly through cultural landscape studies; 3. standards and best practices of cultural resources management as represented in professional literature; and, 4. the research protocols for conducting CRM studies. 	Students will: <ol style="list-style-type: none"> 1. Demonstrate a commanding knowledge of major patterns of scholarship in the field of American architectural history; 2. Demonstrate the ability of analyzing American architecture through multi-disciplinary contexts, including environmental, cultural, historical, geographical, and materials contexts; 3. Demonstrate professional-grade skills in documenting American architecture to standards of technical reports; and, 4. demonstrate the ability to communicate knowledge and assessments effectively both orally and through written reports and documents.
Assessment	Students will: <ol style="list-style-type: none"> 1. prepare oral, written, and/or visual reports on key events, individuals, processes and issues in the history of HP and CRM; 2. take examinations on the history, structure, and operation of HP and CRM; 3. engage in experiential learning projects, such as the preparation of individual National Register nominations, survey and inventories of cultural resources, and workshops on selected issues/topics; 4. participate actively in class discussion and fieldwork, demonstrating clear comprehension and careful consideration of reading and other assignments 	Students will: <ol style="list-style-type: none"> 1. offer formal oral, written, and/or visual presentations on significant literature and processes in the HP field; 2. engage in experiential learning projects, including multiple property and district National Register nominations, historic preservation planning studies; and historic structure reports; and 3. participate actively in class discussion and fieldwork, demonstrating clear comprehension and careful consideration 	Students will: <ol style="list-style-type: none"> 1. provide formal oral, written, and/or visual presentations on the scholarly literature associated with cultural resources management; 2. actively participate in and lead class discussions based on assigned readings; 3. engage in an experiential learning project and produce, to adequate professional standards, a CRM work product. 	Students will: <ol style="list-style-type: none"> 1. Conduct significant individual fieldwork and archival research that contributes to the literature of the field or to the student's thesis or dissertation; 2. Conduct experiential learning through the preparation of architectural descriptions and analyses and historical context analyses for historic properties that meet professional standards of Historic Structure Reports and/or nominations to the National Register of Historic Places; 3. Write interpretive essays that demonstrate the ability to examine experiential learning critically within a body of scholarly literature on American architectural history; and, 4. participate regularly in class discussion, consistently demonstrating comprehension of work assigned to precede discussion.

ARCHIVAL MGT	6615 Essentials of Archival Management	6545/7545 Seminar: Collections Management for Historical Organizations and Archives	6620/7620 Seminar in Archival Management	6590 /7590 Practicum in Archival Management
Student Learning Outcomes	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. convey an understanding of the nature of records and archival theory 2. explain the role of archives in society; 3. demonstrate a basic knowledge of archival selection, arrangement, description, reference, outreach, and preservation; 4. recognize the ethical issues that confront archivists; 5. critically read the literature of current issues and trends in archival management; and, 6. perform effectively in an archival repository 	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. explain the relationship between collection management and the broader disciplines of archives and museums; 2. demonstrate an in-depth understanding of <ul style="list-style-type: none"> • the acquisition of cultural resource collections including formulation of collection policies, appraisal, and legal and ethical issues • the requirements and procedures for effective physical control of cultural resource collections • the tools and techniques used to provide intellectual access to cultural resource collections including the selection and use of information systems • the causes of the deterioration and the care and handling of cultural resource collections and the key elements of a preservation program; 3. cope with the impact of emerging technologies on collections; management in cultural institutions 4. address contemporary issues in collection management; and, 5. begin to make collection management decisions from the perspective of a cultural resource management professional. 	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. describe the evolution of the role of archives and records in society across a variety of cultures and historical eras; 2. explain the relationship between archival management and the broader discipline of history; 3. demonstrate an in-depth understanding of the relationship between archival management and allied information professions; 4. address contemporary issues in the seven domains of archival practice; 5. cope with the impact of emerging technologies on archival management; and, 6. begin to make decisions from the perspective of a professional archivist. 	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. describe the historic context, conflicting points of view and current best practices of the topic selected by the student; 2. conduct effective research on that topic; 3. analyze the relationship of that topic to other archival specialties and to related fields of information science and cultural heritage resource management; and, 4. demonstrate skills in project design and management.
Assessment	<p>Students will demonstrate:</p> <ol style="list-style-type: none"> 1. a basic knowledge of archival selection, arrangement, description, reference, outreach, and preservation and the ethical and legal issues that confront archivists 2. the ability to synthesize and apply knowledge of the nature of records, archival theory and the role of archives in society 3. facility in critically reading the literature 	To come	<p>Students will:</p> <ol style="list-style-type: none"> 1. Actively participate in and help lead discussions based on assigned readings; 2. Demonstrate through written essays and online discussion, an understanding of (a) the diverse roles that records have played in societies across time periods and cultures, (b) 	Varies depending on practicum assignment.

	of current issues and trends of archival management 4. proficiency in professional practice.		the evolution of archival practice in Europe and North America, and (c) current archival issues and practices in contemporary society; 3. Present an oral report on recent developments in one of the domains of archival practice from a historical perspective; and 4. Develop a reflective essay on the contribution/value of the course to his/her professional development.	
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MUSEUM MGT	6535/7535 Essentials of Museum Management	6540/7540 Seminar in Museum Management	6220/7220 Seminar in Public Programming for Historical Organizations and Archives
Student Learning Outcomes	<p>Students will:</p> <ol style="list-style-type: none"> 1. understand the theoretical and methodological basis of modern museum studies; 2. demonstrate an understanding of the divergent definitions and functions of museums throughout history and in contemporary times from a global perspective; 3. attain an understanding of the legal and ethical issues confronting the museum profession as well as the diverse career opportunities in modern museums; 4. enhance their portfolios with a professional work product demonstrating skills and experience in some aspect of museum work. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. master a broad body of literature in Museum Studies, including history, theory, administration, planning, governance, ethics and legal issues; 2. understand the functions of museums and the career tracks within museum studies; 3. develop or enhance a museum-related skill related to their particular career interest; 4. understand contemporary challenges and opportunities for history museums. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. understand and explain the divergent roles and functions of public programming for a variety of historical organizations; 2. develop a mastery of academic literature related to outreach and education as it applies to diverse historical organizations; 3. demonstrate an in-depth understanding of the planning, funding, implementation and assessment of public programs for a wide variety of audiences; 4. enhance a discipline-specific skill related to public programming.
Assessment	<p>Students will:</p> <ol style="list-style-type: none"> 1. prepare oral, written, and/or visual reports on key events, individuals, processes and issues in the history of museums; 2. develop a critical assessment of a museum's collections management, exhibitions, public programming, and administration based on professional accreditation standards; 3. engage in an experiential learning project in which they will develop a museum-related professional work product to the standards of the museum studies field; 4. write a reflective essay that integrates their field work with the key scholarly literature of the field. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. present formal written essays and oral presentations as well as lead in-class discussions on major readings in museum studies; 2. actively participate in experiential learning projects that will apply the theory of museum studies to produce a professional end product; 3. develop a reflective essay and professional portfolio reflecting the students' experience, knowledge, and understanding of professional museum work. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze and synthesize core readings as well as discipline-specific materials through in-class discussions and presentations; 2. complete an experiential learning project that will produce a discipline-specific professional work product; 3. evaluate an existing outreach effort by a historical organization with a written assessment; 4. participate actively in class discussions and assignments, demonstrating a clear understanding of the topics at hand.

Other courses:	3110 Explorations in Public History	6190/7190 Seminar in State and Local History	6530/7530 Seminar in Administration of Historical Organizations	6550/7550 Seminar in American Material Culture
Student Learning Outcomes	<p>Students will acquire, through a combination of assigned readings, guest lecturers, and praxis, a basic understanding of:</p> <ol style="list-style-type: none"> 1. the varieties of public history practice; 2. the broad spectrum of historical evidence and public history research methods; 3. the principles and ethics of collecting, preserving, and interpreting history; and, 4. the practice of public history in one or more historic sites or historical organizations. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Demonstrate a commanding knowledge of major patterns of scholarship in the overall field of state and local history and how it contributes to public history practice in the United States; 2. Demonstrate the ability of analyzing state and local history through multi-disciplinary contexts, including environmental, cultural, historical, geographical, and thematic contexts; 3. Demonstrate the ability to communicate knowledge and assessments effectively both orally and through written reports and documents; and, 4. Demonstrate an understanding of the advanced methodological techniques used by leading historians to interpret and assess the significance of state and local history. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. master a substantial body of literature on the organization, management, administration, governance, and funding of historical organizations, including case studies; 2. acquire the ability to conduct an institutional assessment of administrative and management functions and analyze the implications of findings; 3. acquire an understanding of the dynamics of teamwork and ethical practice in historical organizations; and, 4. acquire the ability to write a grant proposal. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Demonstrate a commanding knowledge of major patterns of and subfields in the scholarship of American material culture studies; 2. Demonstrate the ability to identify and classify artifacts and landscapes according to their thematic, physical, geographical, and chronological contexts; 3. Demonstrate the ability to synthesize and analyze scholarly literature in the field of American material culture studies; and, <p>Demonstrate the ability to communicate knowledge and assessments effectively both orally and through written reports and documents</p>
Assessment	<p>Students will:</p> <ol style="list-style-type: none"> 1. critique, verbally and in writing, one or more public history products (e.g., exhibit, oral history, documentary film, historic site); 2. describe and analyze, verbally and in writing, the process of producing history (i.e., collection, preservation, interpretation); and 3. write a report describing and assessing the content of an experiential learning assignment (e.g., 25-30 hrs. volunteering at a museum, historic site, archive, or historical agency). 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Develop skills in preparing research proposals, locating appropriate sources, both primary and secondary for their research; 2. Conduct significant individual fieldwork and archival research that reflects a competently prepared research proposal; 3. Write critical scholarly essays that have potential for publication because they reflect original research, contain clear thesis statements, have well-organized and well-developed arguments, are well-written in grammar and style; and have properly formatted citations; 4. Write interpretive reviews of 	<p>Students will:</p> <ol style="list-style-type: none"> 1. complete an assessment of administrative and management functions of one or more historical organizations; 2. analyze the findings of institutional assessments verbally and in writing; 3. analyze and synthesize assigned readings in class discussion and in written essays; 4. complete a Myers-Briggs Type Indicator inventory under the direction of a qualified administrator and participate in a follow-up discussion; 5. write a grant proposal to acceptable professional standards. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Conduct significant individual fieldwork and archival research that contributes to the literature of the field or to the student's thesis or dissertation; 2. Write critical scholarly essays that have potential for publication because they reflect original research, contain clear thesis statements, have well-organized and well-developed arguments, are well-written in grammar and style; and have properly formatted citations; 3. Write interpretive essays of scholarly literature that demonstrate the ability to examine the patterns and subfields of American material culture critically; and,

		<p>scholarly literature that demonstrate the ability to examine critically the patterns of state and local history in the United States; and,</p> <p>5. Participate regularly in class discussion, consistently demonstrating comprehension of work assigned to precede discussion.</p>		<p>Participate regularly in class discussion, consistently demonstrating comprehension of work assigned to precede discussion.</p>
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Other courses:	6993/7993 Current Issues in Public History Practice	6555/7555 Archaeology and Public History	6870/7870 Archaeological Fieldwork for Public Historians
Student Learning Outcomes	<p>Students will:</p> <ol style="list-style-type: none"> 1. master a body of literature pertinent to a specific current issue in public history practice (e.g., reinterpreting Civil War history at historic sites, documenting human rights violations, the integrity of historicity and popular media), and 2. develop or enhance their understanding of this issue as it pertains to one or more historic sites or historical organizations. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Learn current archaeological methodology and theory; 2. Understand the purpose and capabilities of archaeological investigation. 3. Acquire knowledge concerning the importance of the context of archaeological finds. 4. Discover the role of archaeology in history and public history. 5. Develop an awareness of object and site conservation and protection. 6. Explore the means of transmitting information about archaeological sites and material to the public. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Learn current archaeological methodology and techniques. 2. Acquire knowledge concerning the importance of the context of archaeological finds. 3. Develop the ability to describe and record archaeological contexts and material. 4. Interpret archaeological remains to gain knowledge about a historical society. 5. Develop an awareness of object and site conservation, protection and presentation to the public.
Assessment	<p>Students will:</p> <ol style="list-style-type: none"> 1. analyze and synthesize assigned readings in class discussion and in written essays; 2. analyze the pertinence of the current issue at one or more historic sites and historical organizations through class discussion and written essays; 3. attend any and all field trips scheduled in conjunction with the course; and, 4. attend any and all public events (lecture, forum, symposium) scheduled in conjunction with the course. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of complex theoretical and methodological concepts acquired through readings by actively participating in class discussions. 2. Demonstrate the ability to utilize current methodology and theory to interpret archaeological material through written and oral assignments. 3. Develop the ability to present archaeological material to the public through completing an evaluation of an exhibit related to an archaeological site or artifacts and composing a mock proposal for the public presentation of archaeological material. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Demonstrate the ability to record and interpret archaeological material through the completion of a field notebook and a final report. 2. Develop the ability to process, record and draw artifacts according to professional standards. 3. Develop the ability to complete detailed drawings (site plans) of features revealed through excavation. 4. Demonstrate the ability to present archaeological data and conclusions to the public by developing content for a website, blog or presentation.

Other courses:	6994/7994 Advanced Projects in Public History	HIST 6630/7630 Topics in Archival Management	HIST 6225/7225 Oral History: Theory and Methods	
Student Learning Outcomes	Varies with instructor/student.	This course is designed to familiarize graduate students in archival management with the theoretical framework and current best practices in specialized fields within the archival profession. Topics are selected from subjects offered by AEC, an educational collaborative established in 2002 to share courses in archival management among accredited graduate public history or library science programs at five Carnegie I or II institutions. (See http://www.archiveseducation.info/ for additional information on AEC institutions and course offerings.)	Students will: 1. Demonstrate a mastery of critical texts and digital media in the oral history cannon. 2. Demonstrate advanced skills in nuanced listening, developing question topics list, and creating questions specific to particular culture groups. 3. Demonstrate an ability to identify narrators and conduct in-depth interviews. 4. Demonstrate ability to process oral history interviews, including editing and indexing audio and text documents.	
Assessment	Varies with instructor/student.	Please check with individual instructor.	Students will: 1. Develop analytical presentations of oral history texts and digital media 2. Write a series of field journal entries documenting the development of listening skills. 3. Conduct in-depth oral history interviews demonstrating the ability to establish rapport and ask significant questions. 4. Prepare a precise transcription, edit text and audio, and create subject index for oral history interview.	