



Welcome to graduate school.

Our students work in the community,
and our graduates join the workforce.

Enclosed in this packet is most everything you
need to know to meet the requirements on the
CCSU Public History MA Program and more.

You can also find it online
at the History Department website,
under "Student Resources."

Program-wide communications, including conferences, job
announcements, and other opportunities will be announced on the
CCSU Public History Facebook Group page.

Please direct any questions to the Public History Coordinator,
Dr. Leah Glaser: glaserles@ccsu.edu

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PUBLIC HISTORY

CENTRAL CONNECTICUT STATE UNIVERSITY



Who Are Public Historians?

Public historians bring historical knowledge to a broad public audience beyond the traditional academic classroom and into the community by working in such varied institutions as museums, government agencies, non-profits, heritage sites, and even corporations by building upon traditional training with collaborative inquiry, community outreach, and such as oral history and material culture.

How Are Public Historians Trained at CCSU?

The **CCSU M.A. Program** in Public History combines traditional academic coursework, job-specific skills and field-based experience to prepare students for work in museums, historical societies, local and community history and historic sites. Many of our students are also professional educators who use their degree to energize their classroom teaching.

With CCSU's central location in New Britain, the Public History program utilizes Connecticut as its field lab, drawing on the state's wealth of museums, historical societies, archives and historic sites. CCSU maintains institutional affiliations with multiple local, state, and national organizations. As emerging professionals, the program requires networking and actively participating in relevant conferences, workshops, and events off campus. Depending on career goals, students can personalize our broad-based program through directed electives, internships, and capstone projects in areas such as Museum Studies, Historic Preservation, and Digital History/ Communications. **Questions?**

http://www.ccsu.edu/history/graduate/MA_publicHistory.html; Dr. Leah Glaser (glaserles@ccsu.edu)

Who Should Apply?

The program welcomes both recent college graduates and nontraditional students seeking to enter the public history field. We have both full-time and part-time students enrolled in the program. Full-time students can complete the degree in two years. Evening classes allow students to combine work and school. Admission to the program usually requires a B.A. in history or a related field. Prospective students who do not meet this requirement, however, should consult with the program director to learn of alternative routes.

What are the requirements? 33 credits (2 years FT, 2-5 years PT);

Requirements include those of a traditional MA; Courses in red are *not* required in traditional MA

HIST 501 – The Professional Historian. How to research history and write at the graduate and professional level.

HIST 502: Historiography. This course reviews how Historians have interpreted historical subjects over time.

HIST 510 – Seminar in Public History. This class introduces general issues in the profession and serves to create a professional cohort.

HIST 511 (2): These practicums include **Museum Studies, Historic Preservation, and Digital History/Communications.** These courses often involve hands on projects with real community partner clients.

Open Electives (2): “Directed” & “Non-History” electives help personalize your program to specific career goals, build content knowledge, or refine skills.

500 Level History Electives (2) These courses are content courses and ensure that students are every bit professional historians as public historians.

HIST 521 – Public History Internship. Apply your knowledge and build your skills and resume in a professional environment.

HIST 595: Capstone- Special Project. Rather than a tradition thesis, all your hard work and experience funnels into this applied project for a real community partner/ client.

PUBLIC HISTORY

CENTRAL CONNECTICUT STATE UNIVERSITY



Our students get internships at:

National Park Service

Wethersfield Historical Society

Connecticut Historical Society

Connecticut State Historic Preservation
Office

Connecticut Trust for Historic Preservation

O'Neill Armory

Connecticut State Archives

Mark Twain House

Harriet Beecher Stowe Center

Simsbury Historical Society

Noah Webster House

Connecticut State House

Stanley-Whitman House

Mystic Seaport Museum

Pequot Museum and Research Center

Connecticut State Library

Our Alumni have found jobs at:

9/11 Museum

National Park Service

Library of Congress

Federal Emergency Management
Administration

Wethersfield Historical Society

Old New-Gate Prison &

Copper Mine Archaeological Preserve

Morgan, Angel, and Associates

Waterbury Development Corporation

Connecticut Trust for Historic Preservation

Norwich Historical Society

New London County Historical Society

Litchfield Historical Society

Windsor Historical Society

Indiana Historic Society

Long Island Museum

Connecticut Fish and Wildlife

New England Air Museum

Wells Fargo Museum

Mark Twain House

Harriet Beecher Stowe Center

United Building Envelope

American Institute of Indian Studies

Connecticut Historical Society

Habitat for Humanity

Connecticut Humanities Council

*and more... including art galleries, as
independent consultants, etc.*

Central Connecticut State University Planned Program of Graduate Study

The graduate planned program of study (GPPS) is an important document representing an official agreement between the student and the university, with the academic advisor and Dean acting on its behalf. The GPPS lists the courses and other requirements that must be completed prior to program completion or graduation. The GPPS is not official until your academic advisor and Dean or designee sign and approve it; it must be submitted before the completion of 16 course credits. (An earlier submission is recommended.) Approved copies are sent from the graduate school to the student and the academic advisor. A signed original is retained in the student's university permanent file. The GPPS must be revised for submission if changes are made and approved by the advisor.

Name: Noel Cain	Student ID#:
Street:	Degree: M.A.
City/State/Zip:	Major: Public History
Country:	Academic Advisor: Leah Glaser

Planned Program Type:	Initial <input type="checkbox"/>	Revision <input type="checkbox"/>	Degree Audit <input type="checkbox"/>
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CCSU Core Courses*	Transfer Course/ Univ. Where Taken	Credit Value	Semester Taken	Year Taken	Grade Received
*HIST 501 – The Professional Historian		3	Fall		Grade
*HIST 502: Historiography		3	Spring		Grade
HIST 510 – Seminar in Public History		3	Fall		Grade
HIST 511 – Topics in Public History:		3			Grade
HIST 511 – Topics in Public History:		3			Grade
Directed History <i>ELECTIVE</i>		3			Grade
Directed Non-History Elective		3			Grade
**500 Level History Elective		3			Grade
**500 Level History Elective		3			Grade
HIST 521 – Public History Internship		3			
Plan C Capstone- Special Project – HIST 595		3			Grade
Required Credit Total		33	Cannot exceed 6 years for Masters unless extension granted		

Notes from academic advisor on pre-requisites, course additions, time extensions, or other.
<p>No more than six (6) credits can be taken at the 400 level.</p> <p>*History 501 and 502 must be taken in the first year of acceptance.</p> <p>**Must consult with advisor.</p> <p>5 workshops or conferences. Provide documentation</p>

Student Signature:	Date:
Student E-Mail:	Phone:
Advisor Signature:	Date:
Advisor's Email: glaserles@ccsu.edu	Campus Phone: x2825
Dean (or designee):	Date:

HIST 521: PUBLIC HISTORY INTERNSHIP

GUIDELINES FOR STUDENTS

(Revision: May 2018)

Statement of Purpose: The purpose of an internship in public history is to provide students with professional experience in some area of public history; it should help students to define their career goals; it should help students network within their chosen field; and it should encourage students to apply ideas and techniques learned in the classroom to a work environment. Furthermore, it will strengthen ties with our community partners, fulfill a need for them, and fulfill any education mission the institution might also have. Students will propose a project in cooperation with a professional supervisor at a museum, historic site, historical society, cultural resource management firm, government agency, archive, consulting group, or other appropriate organization.

Credit Hours: 3-credit hours/160 hours of work. Students should expect to spend *140* hours on the job and an (approximately) additional *20* hours completing a daily journal, final paper and annotated bibliography.

Procedure

Prerequisites: Students must complete HIST 510, Seminar in Public History, and *two* sections of HIST 511, Topics in Public History before enrolling in the formal internship course. In some cases, students will be allowed to complete HIST 511 concurrently with the internship, particularly if many hours are completed during the summer months. Most students will complete the internship during the semester prior to enrolling in HIST 595, Capstone Research Project.

Identify an Internship and a Professional Supervisor: Students should work with the Public History Coordinator to identify appropriate internships. The Coordinator will regularly post competitive internship opportunities on the Facebook page. Internships *ideally* include well-defined projects or duties that further both the professional training of the intern and/or programmatic needs of the host institution. The internship, however, should be primarily experiential and introduce skills, offer professional role models, and provide a sense of the professional environment. The Public History Coordinator and the Public History Advisory Committee have final approval authority over whether or not the institution and internship are appropriate to the students' educational and career goals.

Proposal: Students must write a proposal (2-3 pp.) giving a detailed 1) overview of the project, 2) identifying their career goals, and 3) explaining how a particular internship will further these goals. Students must also identify a CCSU History Department faculty

member to act as the project sponsor. This proposal is due the SEMESTER PRIOR to enrollment. The due date to submit proposals for Spring semester internships is December 1 and the due date to submit proposals for Summer/Fall semester internships is April 20.

Permission: The proposal must first be reviewed and approved by the project sponsor, Public History Coordinator, and the Public History Advisory Committee. After being notified of approval and assigned a faculty supervisor, students must then file an ["Independent Study/Internship Course Registration Form."](#) You can find this in the CLAS web page under "Resources and Forms" if your faculty supervisor does not provide one to you. Submit this form to your assigned faculty advisor. Once signed by all parties, this form should register you. You do not have to (and you cannot) register separately online. Be sure to follow up and ensure you are registered once the semester begins.

Instructional Agreement/ Memorandum of Understanding: The student, sponsoring faculty member, and a representative of the host institution must sign an instructional agreement stating the rights and responsibilities of all parties involved in the internship.

Evaluation/ Grading

Students will receive a letter grade evaluating the successful completion of their internship. This grade will be assigned by the sponsoring faculty member based on the student's work journal, final paper, and annotated bibliography. The faculty advisor may also take into account the evaluation of the professional supervisor, however, all final grades are awarded based solely on the judgment of the sponsoring faculty.

- a. *Project/Time on the Job:* We expect students to treat the internship like a professional job. Interns may or may not have a project to work on. The goal here is to experience a professional environment and gain marketable skills. This means keeping regular hours (140 total) and observing the rules and deadlines of the host institution. Students are also encouraged to attend staff meetings. This allows students to see how their work fits into the larger program of the organization and to meet other public history professionals.
- b. *Journal:* Each student must keep a work journal (at least one entry per week) recording and reflecting on his or her experience. The journal should try to link the theory and readings to the job experience. The journal will be considered a *formal writing assignment* and will be used to assess the student's final grade.
- c. *Final Paper:* Students are required to write a final paper (10-15 pp.) critically evaluating the internship experience. The paper must be accompanied by an annotated bibliography which includes readings to help students frame the internship experience. Sources might relate to the historical content of the internship and/or to the methods, theories, and skills employed by public

historians. Students are encouraged to include readings done in courses at CCSU as well as additional readings appropriate to the internship experience. The paper should place the internship experience within the current literature and debates within the field and draw on the sources listed in the bibliography. All papers must be in proper essay form and have a thesis and endnotes/footnotes in accordance with the standards of the History profession. In addition, students may include an appendix of supporting materials. The paper and annotated bibliography must be submitted TWO WEEKS PRIOR TO the end of the term in which the internship is taken.

- d. *Evaluation by Professional Supervisor:* The professional supervisor is required to evaluate the student's performance at both the midpoint and end of the internship. Evaluation forms are attached to the internship agreement. The faculty sponsor will send the form to the supervisor, but the intern should also provide copies of these forms to the supervisor, and ask him or her to return them to the sponsoring faculty member.

Memorandum of Understanding for Internships

History Department, Central Connecticut State University

With

(Name of Sponsoring Institution)

For

(Name of Student)

General Provisions

This agreement, dated _____ confirms the arrangements mutually agreed about between _____ (hereafter referred to as "Agency") and Central Connecticut State University (hereafter referred to as "University") through representatives of the History Department.

Purpose

The parties specified in this agreement have determined that they have a mutual interest in providing student-learning experiences in the Agency. The University has determined that student placement in the Agency is consistent with the goals and objectives of the university mission, the curriculum and will enhance the program of study. The duties should also address the needs and mission of the Agency.

Term

The effective date for this agreement shall be the date indicated above. In order to receive internship credit, a student must work 140 hours for the Agency and an additional 20-30 hours on their own completing a final paper and annotated bibliography project. The student and the Agency must determine a work schedule before signing this agreement, although, the schedule may be modified during the internship if all parties agree and if the schedule permits the completion of 140 hours. The University considers 140 hours a minimum requirement and encourages students to work as long as necessary to develop strong evidence of achieving learning objectives.

General Responsibilities of the Parties

The University will have the following responsibilities:

1. Notify students of appropriate placement opportunities for the internship.
2. Approve placement site and learning objectives.
3. Select and register students for placement.
4. Award University credit to students, where appropriate, at end of placement.
5. Identify the primary contact at the Agency for specified learning activities.
6. Participate in planning and evaluation regarding learning activities.
7. Provide Agency with evaluation forms and deadlines.
8. Inform Agency of the University calendar and initiate discussions of students' obligations to report to the Agency whenever classes are not in session.
9. Implement procedures to notify students of obligations listed under students' responsibilities and monitor students' compliance.

The student will have the following responsibilities:

10. Comply with all applicable policies and operational procedures of Agency.
11. Negotiate a set of learning objectives with Agency and University and provide each a written statement of objectives.
12. Give prior notice of necessary absence to appropriate University and Agency personnel.
13. Maintain professional standards.
14. Participate in all individual or group meetings and associated learning activities.
15. Provide personal transportation to and from learning activity.

Agency will have the following responsibilities:

1. Provide a safe environment in compliance with all federal and state laws and inform University and student of hazardous conditions and unusual circumstances that may create unsafe conditions.
2. Participate in planning and evaluation sessions with students and, if appropriate, with University faculty.
3. Identify for faculty liaison the Agency personnel (supervisor) primarily responsible for supervising learning activity at Agency.
4. Provide on-site supervision and guidance regarding learning activity.
5. Provide timely final evaluation of student performance by completing both mid-term

and final evaluation.

6. Notify faculty liaison of unsatisfactory performance or misconduct of student and provide documentation of any charge to the faculty liaison.

Nondiscrimination

Both parties give mutual assurance that of performing their duties under this agreement they will not discriminate on the basis of race, sex, sexual orientation, religion, national origin, age, and handicapped. Reasonable accommodation for participation by disabled persons will be made in compliance with the Americans with Disabilities Act of 1990.

Monetary compensation to student requiring separate agreement.

Students placed in learning activities under this agreement receive University credit toward an academic degree. Monetary compensation to students is not provided under the terms set out here and any agreement *between agency and the student* for monetary compensation to the student must be separate from this agreement.

f.

HIST 521: Public History Internship

Internship Proposal

Please fill out the following form, attach your proposal statement, and return it to your sponsoring faculty member.

Name _____

g. Expected Date of Graduation _____

Proposed Internship _____

Place of Work/ Address _____

Professional Supervisor (name) _____

h. Phone/ email _____

When will you begin and end your internship?

What is your proposed work schedule?

Will you be able to attend staff meetings? (Ask supervisor for permission.)

Project Description (1-2 typed pages)

Please provide a detailed description of the project you'll work on during the internship. Address the following questions as part of your proposal.

1. What kind of project will you work on? What will be the final product? Will you work alone or as part of a team?
2. How does the project build upon the courses that you have taken at CCSU?

3. How does the proposed project further your career goals?
4. List at least 4 scholarly works that might help you prepare for your work.

HIST 595: PUBLIC HISTORY SPECIAL PROJECT (*aka* CAPSTONE) GUIDELINES FOR STUDENTS

What is HIST 595? HIST 595 is the capstone course for the M.A. in Public History. It is designed to give students hands-on experience in the career field of their choice and *illustrate how they can apply all they have learned in the graduate program to a real project*. Students should therefore *choose a project that complements both their course of study and career ambitions*. You should take this course near the very end of your program as either the last, or nearly the last, course.

REMINDER:

BE SURE TO REMEMBER TO APPLY FOR GRADUATION EARLY IN THE SEMESTER IN WHICH YOU INTEND TO GRADUATE. Find the form on the Graduate Studies webpage.

What kinds of projects are encouraged? Projects should incorporate client-based and/or academically-based research and should communicate their findings to a non-academic audience. It is expected, but not required, that many students will choose their final projects based on their internship experience. Finding an institution to sponsor the project, whether it is the same institution in which the student completed his or her internship or a different institution, helps assure that the Capstone Project reaches a public audience. Potential projects include, but are not limited to:

- Exhibitions
- Walking Tours
- Local or Institutional Histories
- Oral History Projects
- Curriculum Projects
- Preparation of Archival Finding Aids
- Visitor Surveys
- Workshops
- Grant Applications
- Public Programs/Events
- National Register Nomination

Project Topic

The topic and format of the Capstone Project must be developed in consultation with the Public History Coordinator and the Capstone Project Advisor. Every Capstone Project must:

1. Make a scholarly contribution to the discipline of history;
2. Involve original research using primary sources;
3. Demonstrate the student's knowledge of the historical topic and the historiography of that topic and place his/her work within this body of knowledge and academic study;
4. Demonstrate the student's ability to think and write critically, analytically, and clearly;
5. Demonstrate the student's knowledge of public history practices and techniques and his/her ability to craft a project that meets professional public history standards.
6. CAPSTONE ESSAY: Every capstone must include an original **essay** on a topic related to the

Capstone Project. The essay should be the equivalent of a journal article that could be published. The essay should state and defend an argument, not just present information that the student has learned. Students should be sure to put their work in the context of other scholarship on the field and to show how their work contributes to the field as a whole. All essays should be **approximately 25-30 pages in length** and should use proper footnotes as described in the *Chicago Manual of Style*.

For additional information see the CCSU Graduate Studies Special Project Handbook. You can find this on the Graduate Studies web page.

How do I enroll in HIST 595?

Step 1, Identify a Project: Identify a potential project and a faculty sponsor in the History Department. The faculty sponsor may be one of the Public History faculty members, but depending on the nature of the project or subject of study, the student might elect another member of the faculty. It is the faculty sponsor's responsibility to identify an appropriate faculty member to serve as a second reader who will assist in determining the project's final grade.

Step 2, Project Proposal: Submit *project proposal* to faculty sponsor. All proposals should be submitted as both an electronic document (Microsoft Word) and as a hard copy. Proposals should be 6-8 pages in length, adopt a professional tone, include a project title, and address the following issues (you can use these subheads):

- **Project Format:** What format will the final project take? (e.g. exhibition, walking tour, local or institutional history, curriculum project, etc.)
- **Project Goals:** What do you hope to achieve with this project? Why is this project significant in terms of its historical content? Why is this project significant in terms of its public impact?
- **Project Team:** Are you working alone or are you completing this project in conjunction with a public history institution? For what specific parts of the project are you responsible? What do you expect from the organization? What steps have you taken to ensure that the organization will be able to meet your needs?
- **Project Resources:** The proposal *should include a review of literature* that examines relevant secondary sources both from the perspective of historical content and public history practice. (This review of literature should be revised and expanded for inclusion in final description of the project.) The student must also include a working bibliography that identifies appropriate secondary source material as well as collections of primary source material that support the project. It is expected that this working bibliography represents the students' beginning research and that the student will add to the bibliography for the final project.
- **Work Plan:** Create a calendar that identifies specific tasks and a schedule for their completion. As part of this work plan, identify times for you to meet REGULARLY with your faculty sponsor and discuss your progress and include a due date for a DRAFT.

Step 3, Review Process The proposal must be reviewed by Public History Advisory Committee, who will assign a sponsoring faculty member. Once the project has been approved, students must also complete the “Capstone Project Approval” form AND a Capstone Registration Form with your faculty sponsor and send it to the Graduate School by the *end of the first week of classes* in the project semester in order to enroll in the course.

All proposals are DUE to the Public History Program Coordinator by **April 20th** for fall semester projects and **November 20th** for spring semester projects.

Completing the project and submission to the Graduate School Work with your advisor on setting up due dates for drafts. **Capstones must be reviewed by 2 faculty members, so decide who you want to be your second reader and consult with them for his/her input. Be sure to leave the faculty time to do this.**

DO NOT print out your final capstone without first getting FINAL APPROVAL on the digital version from your faculty sponsor.

REMINDER:

BE SURE TO REMEMBER TO APPLY FOR GRADUATION EARLY IN THE SEMESTER IN WHICH YOU INTEND TO GRADUATE. Find the form on the Graduate Studies webpage.

The Capstone Project submitted to Project Advisor and the Graduate School in a 3-ring binder with *labeled tabs* for each section. The notebook must include:

1. A written ***description of the project***, approximately 12-15 pages in length. This paper should adopt a professional tone and should demonstrate project’s significance. References to public history theory and methodology are encouraged. This description should include the following sections, clearly identified:

- **Title Page and Project Abstract.** Download the model in the Appendix of the Special Project Handbook from Graduate Studies website (Appendix E). A **Project Abstract:** The project abstract should provide a brief, one page, summary (200-300 words) of the project including a description of the project goals, project format, scope, sponsoring institution, the students’ specific role in the project, and project outcomes. The project abstract should be exact, concise, and unambiguous. Make **THREE** copies of the title page and abstract. Place one in the notebook before the Table of Contents. Slip the other three copies in the side pocket of the notebook.

- A **Table of Contents** identifying each section contained in the submitted materials, including page numbers and appendices.

- A **Definition of Project** which describes in greater detail the form of the project, its scope or duration, its relationship to the sponsoring institution and lists other project participants.

- A discussion of the **Project Objective.** This section should explain why this project was undertaken, how it fits the sponsoring institution’s mission, its significance to the public, and its contribution to historical scholarship.

- A **Review of Literature** that summarizes relevant secondary sources in the discipline of history and explains how this particular project utilized or built upon the existing historiography in terms of the topic. In addition, this section should consider relevant works in the field of public history and explain how the project met professional public history standards expressed in those works. For example, if your project was a museum exhibit, you might make reference to Beverly Serrell’s book *Exhibit Labels*.

• **A Plan for Project: Research Methods and Design.** This section should detail as specifically as possible the work involved in completing the project. For example, if you started an archive describe how you did it and why you made the choices that you did. If you created a museum program, be specific about the process of designing, implementing, and evaluating the program. Also, use this section as a place to showcase the original research you conducted

• A section describing the project **Results and/or Findings.** What was the final outcome of the project? What was the overall contribution of this project to the sponsoring institution? Has the project had a public debut? If so, who has used the project, and how?

• A brief project **Summary/Conclusion.** How would you evaluate the project? What lasting impact will it have?

• A complete **Bibliography** of sources consulted for the project and the essay. This bibliography should divide the sources into secondary sources and primary sources; primary sources may be divided further into other more specific categories such as oral histories, manuscript collections, etc. Be sure to list ALL of the sources that you use, including artifact collections or other non-traditional sources

2. An original **essay** on a topic related to the Capstone Project. The essay should be the equivalent of a journal article that could be published. The essay should state and defend an argument, not just present information that the student has learned. Ideally, the paper should include some primary research (this can overlap with that conducted for your project). Students should be sure to put their work in the *context of other scholarship on the field and to show how their work contributes to the field as a whole*. All essays should be **approximately 25-30 pages in length** and should use proper footnotes as described in the *Chicago Manual of Style*.

3. The Appendix essentially includes your capstone project. For example, documents that illustrate both the written and non-written component, depending on the type of project:

- written reports prepared for the sponsoring institution
- publicity for the project (such as newspaper articles, posters, etc),
- written elements of the project (e.g. the text of an exhibit or website),
- photographs of the project (e.g. for an exhibit or public program)
- archival finding aids
- samples of the final product (e.g. transcriptions for oral histories or accessions forms for a collections management project)
- copies or a summary of evaluation forms or reports for the project
- evaluations of the student's work by scholars or professional public historians
- historic preservation survey materials or National Register nomination forms
- pages from websites if the project incorporates a website
- exhibit plans

Submitting your capstone project

One complete copy of your capstone project must be submitted to your faculty advisor, loose leaf, held with a clip binder, in a manila folder. 3 additional copies of the project *abstract* to be maintained in the Graduate Studies Office. Finally, you should include a **digital copy** on a flash drive (the Library Circulation desk has extra). Together, you should fill out the appropriate forms. Your advisor will forward these to the Graduate School along with a completed copy of the Approval of Special Projects Form.

How will my project be graded?

While final grades are issued at the discretion of the faculty advisors and second readers, faculty members are encouraged to consider both the scholarly quality of the project and its presentation to a non-academic audience. See Appendix G of the **Graduate Studies Special Project Handbook**.

When is my project due? Your project will be due on the *last day of classes* in the semester in which you enrolled in HIST 595. Alternative arrangements may be made upon the mutual consent of both the student and the advising faculty member. If no alternative arrangements are made, the sponsoring faculty can award an Incomplete, which will revert to an "F" if the project is not completed by the following semester. Failure to pass the capstone will prohibit earning a degree.

Find all forms needed here: <http://www.ccsu.edu/grad/resources/capstone.html>

revision: December 2018



SAVE THE DATES! 2019-2020

Conferences/ workshops for Public History MA Students (or anyone else)!

- You need 5 to graduate. 1 conference= one full day of attendance
- 3 lectures = 1 conference
- Multi day conference counts as 2 conferences

Use **PUBLIC HISTORY Requirements (non-coursework) for Professional Development** worksheet to submit for credit

Archaeology Roundtable

Fall 2019, Institute for American Indian Studies, Washington, CT

Association for the Study of Connecticut History (ASEH)

Conferences in Spring and Fall, TBA

American Association for State and Local History

August 28-31, Philadelphia, PA
September 23-26, Las Vegas, NV

American Historical Association

January 4-7, 2019, Chicago, IL
January 3-6, 2020 New York City, NY

CT League of History Organizations,

June 3, 2019, CCSU, New Britain, CT

Oral History Association

Oct 16-19, 2019, Salt Lake City, UT
October 21-24, 2020, Baltimore, MD
October 13-17, 2021, Cincinnati, OH

CT SHPO Statewide Historic Preservation Conference

May 17-18, 2019, New Haven/ Guilford, CT

National Council on Public History

March 27-30, 2019, HARTFORD, CT*
March 18-21, 2019, Atlanta, GA
March 24-27, Salt Lake City, UT

National Trust for Historic Preservation

February 28, 2019, Lyceum, Hartford (local)
October 10-12, 2019, Denver, CO(national)

New England History Association

Spring 2019, University of Southern Maine, Portland, ME
Fall 2019, Fall 2019: Roger Williams University, Providence, RI

New England Museum Association

Nov 6-8, 2019, Burlington, VT
Nov 18-20, 2020, Newport, RI
Nov 3-5, Portland, ME

Organization of American Historians,

April 4-6, 2019, Philadelphia, PA
April 2-4, 2020, Washington DC

Vernacular Architecture Forum

May 29-June 1, 2019, Philadelphia, PA
May 6-10, 2020, San Antonio, TX
May 19-23, 2021, Plymouth, MA

Check CCSU Public History FB page or contact glaserles@ccsu.edu for details.

This is NOT a comprehensive list. Conferences and Workshops come up all the time... please check with me first if you want it to count and it is not on this list or posted on Facebook. Rhode Island and other neighboring states host terrific conferences on preservation



**PUBLIC HISTORY Requirements (non-coursework)
for Professional Development**

(Revision: December 2018)

Every Public History MA is REQUIRED to attend at least 5 workshops or conferences during their student tenure, and we encourage more. Networking and skills-building is an essential component to getting a job and becoming a Public History Professional. Out-of-state, multi-day conferences count as 2.

Fill in this sheet, download/copy if needed, and submit the equivalent of 5 of them to Dr. Glaser on or before the last day of classes in your final semester.

Name of Conference/ Workshop_____

Date (s)_____

Location_____

100-250 word description of experience and what knowledge/ skills you feel you took away. You can cite information sessions or people you met, etc.



History Department

HOW TO WRITE A BOOK REVIEW

Introduction. All good pieces of academic writing should have an introduction, and book reviews are no exception. Open with a general description of the topic and/or problem addressed by the work in question. Think, if possible, of a hook to draw your readers in. Summarize why it is an important work, or at least important/ significant as compared to the other histories we read this semester.

Summary of argument. Your review should, as concisely as possible, summarize the book's argument and how she organizes the argument. Identify her DEFINITION of community. Even edited collections and textbooks will have particular features intended to make them distinctive in the proverbial marketplace of ideas. What, ultimately, is this book's *raison d'être*? If there is an identifiable thesis statement, you may consider quoting it directly.

About the author(s). Some basic biographical information about the author(s) or editor(s) of the book you are reviewing is necessary. Who are they and why did she write this? What are they known for? What particular sorts of qualifications and expertise do they bring to the subject? How might the work you are reviewing fit into a wider research, career trajectory, or his/her field of expertise?

Summary of contents and SOURCES. A reasonably thorough indication of the research methods used (if applicable) and of the range of substantive material covered in the book should be included. You should thoroughly and IN DETAIL discuss the types of sources he/she uses. Reference the Kyvig book when discussing the strengths and weaknesses of certain sources.

Strength. Identify one particular area in which you think the book does better than the other community histories we read. Pay attention to how this story might be relevant and inform us about other similar communities (ie New Britain) or connect to broader themes and issues in American History.

Weakness. Identify one particular area in which you think the book could be improved. While this weakness might be related to something you actually believe to be incorrect, it is more likely to be something that the author omitted, or neglected to address in sufficient detail—something that you feel would have strengthened the book. You might take note of a technique or sources enlisted by a previous Historian

Conclusion. End your review with a concluding statement summarizing your opinion of the book. You should also explicitly identify a range of audiences whom you think would appreciate reading or otherwise benefit from the book. You MUST reference how this book informs you about community.



History Department

How to Gut a Book

(how to be read at the college level with maximum comprehension and in a fraction of the time)

(adapted from Naomi Standen, Lecturer in Chinese History, School of Historical Studies

University of Newcastle, England @ <http://www.staff.ncl.ac.uk/naomi.standen/impchina/guttingabook.htm>

by Leah Glaser for History 301/502, CCSU)

As you should understand, most of your work as a history student involves reading, but college-level reading is different than reading you may have done in high school and is VERY different from reading a novel. In this class, for example, you are not reading for facts and content *per se*—rather, when reading a **monograph** (like those assigned in this class), you should be reading in order to understand what it is that the author is trying to say to you. What is the point they are trying to make? And just as important, how successful are they? **It is a useful skill to be able to maximize the amount of meaning you can extract from your reading in the shortest possible time.** This is where gutting books comes in.

What is gutting a book?

Gutting a book means quickly establishing the book's thesis (i.e. the main point the author is trying to make), together with the primary themes, how they organize their "argument" (*aka interpretation*) and the type of evidence the historian used to support those arguments. It can be a prelude to more detailed reading for facts if you are being tested or writing about the subject at length, or you might never need to look at the book again, depending on what you are trying to do and what you need to find out.

How do I do it?

A well-tested method is to follow the sequence below, taking notes as you go (remember to include page numbers, and mark out your own ideas as your own).

1. Table of contents
 - a. Can you spot any overall pattern of organization to the book?
 - b. Are the subheadings listed?
 - c. Are there any appendices, tables, maps, or figures listed in the Contents that look particularly useful/ relevant? Why are they there if included?

2. Read from the OUTSIDE-IN (not beginning to end)
 - a. Read Introduction and Conclusion closely and carefully
 - b. Look for and write down the book's thesis! UNDERLINE.
 - c. Look for summary of basic argument and perhaps types of evidence used. UNDERLINE sentences and phrases that seem to address these.

Note: the Introduction (occasionally the Preface) is usually where the author explains where their work fits within the relevant scholarly debates on a particular topic, ie "historiography."

3. Continue reading OUTSIDE -in, chapter by chapter

- a. Read opening and closing paragraphs/sections of chapters. Look for the main point/goal/topic of each chapter
- b. Relate this back to the summary you got from Introduction and Conclusion
- c. Skim chapters in between. Underline facts and stories that stand out to you and that support (or fail to support) main ideas/themes. You can latter cite these as examples. OR use this as the point where you look for particular facts and examples for a research paper you are writing.

4. This process of reading first and last paragraphs can be repeated for subheadings, if there are any/if they look useful

5. Skimming for interesting information

1. looking for evidence supporting (or failing to support) key concepts
2. are the tables helpful?
3. you should take some worthwhile details from at least one chapter

CONGRATULATIONS!

Once you have gutted a book using the above process, you should be able to answer the following questions (which conveniently are what you need to write a book review or review for a historiography):

- * What is the thesis of the book?
- * What is the main line of argument?
- * What kind of evidence is cited to support the argument?
- * Where does the book fit in the scholarly debates on the topic?
- * How convincing is the argument/evidence?

You should be able to gut a scholarly monograph in a couple of hours. This means it is likely that you will be able to extract a great deal more meaning from a great many more books in the same time it might normally take you to read just one or two.

GOOD LUCK and stop complaining about the amount of reading you have to do in grad school!



Available Scholarships to Graduate History Students

▼ Carol A. Ammon Endowment Fund

The Carol A. Ammon Endowment Fund provides scholarship support to students who are currently enrolled as full-time, matriculated undergraduate and graduate students or students who have been accepted for enrollment as full-time, matriculated undergraduate and graduate students in the Carol A. Ammon College of Liberal Arts & Social Sciences and the School of Engineering, Science and Technology at the University. Preference is given to Junior and Senior undergraduate students and Graduate students who maintain at least a 3.00 GPA per semester, complete a full-time course load each semester (12 semester hours for undergraduate students and 9 semester hours for graduate students), and those who have financial need.

▼ Barnes and Noble Scholarship

The Barnes & Noble Scholarship is awarded to first-year and currently enrolled full- or part-time, matriculated undergraduate and graduate students. Scholarships may be awarded on the basis of academic performance or financial need, or at the discretion of the University President, to meet an area of greatest need.

▼ Helen Bichum Trust

The Helen Bichum Trust provides scholarships for students from New Britain or the contiguous towns who are pursuing bachelors or higher degrees (i.e. graduate or professional) at the University

▼ Class of 1959 Scholarship

The Class of 1959 Scholarship is awarded to matriculated graduate students enrolled in any of the University's post-baccalaureate programs. Scholarships may be awarded based on academic performance or financial need. Recipients must be in good academic standing (minimum GPA of 3.00).

▼ Graduate Student Association Scholarship

The Graduate Student Association Scholarship provides support for matriculated graduate students who have completed a minimum of 15 academic credits in residence at Central Connecticut State University, have earned a minimum cumulative grade point average of 3.50 or higher and have demonstrated exemplary involvement and leadership in student or community service activities.

▼ Paulette Lemma Scholarship

The Paulette Lemma Scholarship is awarded to graduate students who have completed nine credit hours as a matriculated student in a graduate program, with no grade less than a B and an earned grade point average of 3.50 or higher. Applicants are expected to submit an essay on how they intend to use their degree to make a difference to their field and community.

▼ New Britain Lions Club

The New Britain Lions Club Scholarship is awarded to currently enrolled full-time matriculated undergraduate or graduate students from New Britain, in good academic standing, with financial need as determined by the University's Financial Aid Office. Preference is given to students who are active in the community.

▼ Rita Jones Scholarship

Provides support for a matriculated, non-traditional student (one who has returned to higher education after an absence of three or more years) with demonstrated quality of service and leadership. Preference will be given to a student who resides in Bristol or a surrounding town.

▼ William and Patricia Panetta Scholarship

The William and Patricia Panetta Scholarship is awarded to incoming, first year or currently enrolled undergraduate or graduate students at the University who aspire to careers in business or public history. Recipients must be: (1) incoming pre-business or currently enrolled business students, full- or part-time, with any major or minor within the School of Business with financial need or (2) incoming or currently enrolled public history majors or minors, full- or part-time, also with financial need. Scholarships may be renewed until recipients have graduated as long as they remain eligible.



In addition to the CCSU Facebook page, the following is a list of online Job Boards that regularly list Public History positions nationwide. Consult these for both temporary and permanent positions, as well as internships.

There are many, but we recommend the following:

American Association of State and Local History

<https://jobs.aaslh.org>

National Council on Public History

<https://ncph.org/jobs/>

New England Museum Association

<https://www.nemanet.org/resources/career-center/nema-jobs/>

PreserveNet

<http://www.preservenet.cornell.edu/employ/jobs.php>

Preservation Directory.com

<https://www.preservationdirectory.com/PreservationBlogs/ArticleListings.aspx?catid=3>



Re: Advising/ Admissions Policy for Selection of Classes in MA Program
UPDATED: Fall 2018

Your Academic Advisor is the Public History Program Coordinator, with whom you will develop your **Program of Study**. You may be assigned a different advisor for your internship or your capstone. Each admitted student must consult the Program Coordinator submit a **Program of Study** approved by Graduate Studies upon beginning the second semester of his/her program. You will not be able to register for future semesters, nor will you be able to graduate, without an approved **Program of Study**. However, these can, and often are, revised based on course availability and shifting interests.

HIST 501: The Historical Imagination and HIST 502: Historiography must be taken in 1st and 2nd semesters of the program, but not necessarily in that order depending on when the student matriculates. HIST 501 is only offered in the Fall, and HIST 502 is only offered in the Spring.

HIST 510 Public History Seminar *must* be taken in the first FALL semester if the student is fully admitted.

THEREFORE:

- If a PH grad student is entering as a FT, fully enrolled MA, he/she must take both HIST 501 and **HIST 510** that first semester. Same if a PH grad student enters as a PT, fully admitted MA with 6 credits a semester.
- HOWEVER, if a PH student can only start by taking ONE course (3 credits) —he/she must take **HIST 510** because that is the orientation course for the Public History MA program. It is a cohort -building course for the MA program and an essential part of what a PH grad program is supposed to do re: Best Practices. Per policy, he/she **MUST** take **HIST 502** in the Spring.

HOWEVER:

- IF a person is admitted conditionally—he/she **MUST** take **HIST 501** first semester, whether or not they are Public History or not.
- If a student enters the MA program as a non-matriculated, PT student, and he/she are unsure if the Public History program is *for* them—then they need to take **HIST 510** *before* **HIST 501**.

Both of them are EXCELLENT/ and in my view exceptional students and wit these extenuating circumstances, I was not about to lose them from the program by being rigid. You can ask them how much I resisted them taking 501 so late in the program.

OTHER:

Students should take **HIST 511s**, ideally, within the first 2-3 semesters of the program. The HIST 511 classes are hands-on practicums. CCSU currently offers three on a rotating basis: Museum Studies, Historic Preservation, and Digital History. The selection of the two should reflect the career ambitions of each student. If the student decides to take all three, the third will count as a Directed Elective.

Directed Elective should be determined in consultation with the Program Coordinator. This class is often in a subject area the student needs to complement his/her career ambitions. HIST 495 courses can help fill a gap in content knowledge. Bridge courses such as HIST 504: Material Culture or HIST 505: Local/Community History can offer analytical and research skills.

Non-History elective is subject to the approval of the Program Coordinator. A list of approved courses will be made available each registration period. This course should complement the needs and interest of the student. Often it is a way to acquire skills he/she is not getting from traditional History coursework.

500-level Graduate Seminars. Each student is required to take two of these traditional graduate seminars. At least one of them **MUST** be a *traditional* content course (as opposed to HIST 504 and HIST 505). 400- levels do not count here. This helps ensure that all students polish their skills as a traditional Historian, in order to fully develop into a professional Public Historian. The topics of these courses vary from semester-to-semester. The topic is less important than the process, but if you see a topic offered that interested you, try to take advantage.

Many students complete **HIST 521** internship hours in the summer, but union contracts require that students be enrolled the following Fall (so it will not count as a summer course). Students should not enroll in HIST 521: Public History Internship until they have completed TWO 511s. With permission, one of these may be taken concurrently. You must get approval from the Public History Committee prior to enrollment. You will be assigned a Faculty Advisor for the internship, to whom you will submit all materials. This person will be responsible for your grade and with working with your internship sponsor, but this person will *not* replace the Program Coordinator, you *Academic* Advisor. See guidelines.

HIST 595 Capstone should be taken in the last semester of the program. You must receive approval from the Department Public History Committee prior to enrollment AND Graduate Studies prior to completion. You will be assigned a Faculty Advisor for the capstone, to whom you will submit all materials. This person will be responsible for your grade and with working with your internship sponsor, but this person will *not* replace the Program Coordinator, your *Academic* Advisor. See guidelines.

HIST 521: PUBLIC HISTORY INTERNSHIP

GUIDELINES FOR STUDENTS

(Revision: May 2018)

Statement of Purpose: The purpose of an internship in public history is to provide students with professional experience in some area of public history; it should help students to define their career goals; it should help students network within their chosen field; and it should encourage students to apply ideas and techniques learned in the classroom to a work environment. Furthermore, it will strengthen ties with our community partners, fulfill a need for them, and fulfill any education mission the institution might also have. Students will propose a project in cooperation with a professional supervisor at a museum, historic site, historical society, cultural resource management firm, government agency, archive, consulting group, or other appropriate organization.

Credit Hours: 3-credit hours/160 hours of work. Students should expect to spend *140* hours on the job and an (approximately) additional *20* hours completing a daily journal, final paper and annotated bibliography.

Procedure

Prerequisites: Students must complete HIST 510, Seminar in Public History, and *two* sections of HIST 511, Topics in Public History before enrolling in the formal internship course. In some cases, students will be allowed to complete HIST 511 concurrently with the internship, particularly if many hours are completed during the summer months. Most students will complete the internship during the semester prior to enrolling in HIST 595, Capstone Research Project.

Identify an Internship and a Professional Supervisor: Students should work with the Public History Coordinator to identify appropriate internships. The Coordinator will regularly post competitive internship opportunities on the Facebook page. Internships *ideally* include well-defined projects or duties that further both the professional training of the intern and/or programmatic needs of the host institution. The internship, however, should be primarily experiential and introduce skills, offer professional role models, and provide a sense of the professional environment. The Public History Coordinator and the Public History Advisory Committee have final approval authority over whether or not the institution and internship are appropriate to the students' educational and career goals.

Proposal: Students must write a proposal (2-3 pp.) giving a detailed 1) overview of the project, 2) identifying their career goals, and 3) explaining how a particular internship will further these goals. Students must also identify a CCSU History Department faculty

member to act as the project sponsor. This proposal is due the SEMESTER PRIOR to enrollment. The due date to submit proposals for Spring semester internships is December 1 and the due date to submit proposals for Summer/Fall semester internships is April 20.

Permission: The proposal must first be reviewed and approved by the project sponsor, Public History Coordinator, and the Public History Advisory Committee. After being notified of approval and assigned a faculty supervisor, students must then file an ["Independent Study/Internship Course Registration Form."](#) You can find this in the CLAS web page under "Resources and Forms" if your faculty supervisor does not provide one to you. Submit this form to your assigned faculty advisor. Once signed by all parties, this form should register you. You do not have to (and you cannot) register separately online. Be sure to follow up and ensure you are registered once the semester begins.

Instructional Agreement/ Memorandum of Understanding: The student, sponsoring faculty member, and a representative of the host institution must sign an instructional agreement stating the rights and responsibilities of all parties involved in the internship.

Evaluation/ Grading

Students will receive a letter grade evaluating the successful completion of their internship. This grade will be assigned by the sponsoring faculty member based on the student's work journal, final paper, and annotated bibliography. The faculty advisor may also take into account the evaluation of the professional supervisor, however, all final grades are awarded based solely on the judgment of the sponsoring faculty.

- a. *Project/Time on the Job:* We expect students to treat the internship like a professional job. Interns may or may not have a project to work on. The goal here is to experience a professional environment and gain marketable skills. This means keeping regular hours (140 total) and observing the rules and deadlines of the host institution. Students are also encouraged to attend staff meetings. This allows students to see how their work fits into the larger program of the organization and to meet other public history professionals.
- b. *Journal:* Each student must keep a work journal (at least one entry per week) recording and reflecting on his or her experience. The journal should try to link the theory and readings to the job experience. The journal will be considered a *formal writing assignment* and will be used to assess the student's final grade.
- c. *Final Paper:* Students are required to write a final paper (10-15 pp.) critically evaluating the internship experience. The paper must be accompanied by an annotated bibliography which includes readings to help students frame the internship experience. Sources might relate to the historical content of the internship and/or to the methods, theories, and skills employed by public

historians. Students are encouraged to include readings done in courses at CCSU as well as additional readings appropriate to the internship experience. The paper should place the internship experience within the current literature and debates within the field and draw on the sources listed in the bibliography. All papers must be in proper essay form and have a thesis and endnotes/footnotes in accordance with the standards of the History profession. In addition, students may include an appendix of supporting materials. The paper and annotated bibliography must be submitted TWO WEEKS PRIOR TO the end of the term in which the internship is taken.

- d. *Evaluation by Professional Supervisor:* The professional supervisor is required to evaluate the student's performance at both the midpoint and end of the internship. Evaluation forms are attached to the internship agreement. The faculty sponsor will send the form to the supervisor, but the intern should also provide copies of these forms to the supervisor, and ask him or her to return them to the sponsoring faculty member.

Memorandum of Understanding for Internships

History Department, Central Connecticut State University

With

(Name of Sponsoring Institution)

For

(Name of Student)

General Provisions

This agreement, dated _____ confirms the arrangements mutually agreed about between _____ (hereafter referred to as "Agency") and Central Connecticut State University (hereafter referred to as "University") through representatives of the History Department.

Purpose

The parties specified in this agreement have determined that they have a mutual interest in providing student-learning experiences in the Agency. The University has determined that student placement in the Agency is consistent with the goals and objectives of the university mission, the curriculum and will enhance the program of study. The duties should also address the needs and mission of the Agency.

Term

The effective date for this agreement shall be the date indicated above. In order to receive internship credit, a student must work 140 hours for the Agency and an additional 20-30 hours on their own completing a final paper and annotated bibliography project. The student and the Agency must determine a work schedule before signing this agreement, although, the schedule may be modified during the internship if all parties agree and if the schedule permits the completion of 140 hours. The University considers 140 hours a minimum requirement and encourages students to work as long as necessary to develop strong evidence of achieving learning objectives.

General Responsibilities of the Parties

The University will have the following responsibilities:

1. Notify students of appropriate placement opportunities for the internship.
2. Approve placement site and learning objectives.
3. Select and register students for placement.
4. Award University credit to students, where appropriate, at end of placement.
5. Identify the primary contact at the Agency for specified learning activities.
6. Participate in planning and evaluation regarding learning activities.
7. Provide Agency with evaluation forms and deadlines.
8. Inform Agency of the University calendar and initiate discussions of students' obligations to report to the Agency whenever classes are not in session.
9. Implement procedures to notify students of obligations listed under students' responsibilities and monitor students' compliance.

The student will have the following responsibilities:

10. Comply with all applicable policies and operational procedures of Agency.
11. Negotiate a set of learning objectives with Agency and University and provide each a written statement of objectives.
12. Give prior notice of necessary absence to appropriate University and Agency personnel.
13. Maintain professional standards.
14. Participate in all individual or group meetings and associated learning activities.
15. Provide personal transportation to and from learning activity.

Agency will have the following responsibilities:

1. Provide a safe environment in compliance with all federal and state laws and inform University and student of hazardous conditions and unusual circumstances that may create unsafe conditions.
2. Participate in planning and evaluation sessions with students and, if appropriate, with University faculty.
3. Identify for faculty liaison the Agency personnel (supervisor) primarily responsible for supervising learning activity at Agency.
4. Provide on-site supervision and guidance regarding learning activity.
5. Provide timely final evaluation of student performance by completing both mid-term

and final evaluation.

6. Notify faculty liaison of unsatisfactory performance or misconduct of student and provide documentation of any charge to the faculty liaison.

Nondiscrimination

Both parties give mutual assurance that of performing their duties under this agreement they will not discriminate on the basis of race, sex, sexual orientation, religion, national origin, age, and handicapped. Reasonable accommodation for participation by disabled persons will be made in compliance with the Americans with Disabilities Act of 1990.

Monetary compensation to student requiring separate agreement.

Students placed in learning activities under this agreement receive University credit toward an academic degree. Monetary compensation to students is not provided under the terms set out here and any agreement *between agency and the student* for monetary compensation to the student must be separate from this agreement.

f.

HIST 521: Public History Internship

Internship Proposal

Please fill out the following form, attach your proposal statement, and return it to your sponsoring faculty member.

Name _____

g. Expected Date of Graduation _____

Proposed Internship _____

Place of Work/ Address _____

Professional Supervisor (name) _____

h. Phone/ email _____

When will you begin and end your internship?

What is your proposed work schedule?

Will you be able to attend staff meetings? (Ask supervisor for permission.)

Project Description (1-2 typed pages)

Please provide a detailed description of the project you'll work on during the internship. Address the following questions as part of your proposal.

1. What kind of project will you work on? What will be the final product? Will you work alone or as part of a team?
2. How does the project build upon the courses that you have taken at CCSU?

3. How does the proposed project further your career goals?
4. List at least 4 scholarly works that might help you prepare for your work.

HIST 595: PUBLIC HISTORY SPECIAL PROJECT (*aka* CAPSTONE) GUIDELINES FOR STUDENTS

What is HIST 595? HIST 595 is the capstone course for the M.A. in Public History. It is designed to give students hands-on experience in the career field of their choice and *illustrate how they can apply all they have learned in the graduate program to a real project*. Students should therefore *choose a project that complements both their course of study and career ambitions*. You should take this course near the very end of your program as either the last, or nearly the last, course.

REMINDER:

BE SURE TO REMEMBER TO APPLY FOR GRADUATION EARLY IN THE SEMESTER IN WHICH YOU INTEND TO GRADUATE. Find the form on the Graduate Studies webpage.

What kinds of projects are encouraged? Projects should incorporate client-based and/or academically-based research and should communicate their findings to a non-academic audience. It is expected, but not required, that many students will choose their final projects based on their internship experience. Finding an institution to sponsor the project, whether it is the same institution in which the student completed his or her internship or a different institution, helps assure that the Capstone Project reaches a public audience. Potential projects include, but are not limited to:

- Exhibitions
- Walking Tours
- Local or Institutional Histories
- Oral History Projects
- Curriculum Projects
- Preparation of Archival Finding Aids
- Visitor Surveys
- Workshops
- Grant Applications
- Public Programs/Events
- National Register Nomination

Project Topic

The topic and format of the Capstone Project must be developed in consultation with the Public History Coordinator and the Capstone Project Advisor. Every Capstone Project must:

1. Make a scholarly contribution to the discipline of history;
2. Involve original research using primary sources;
3. Demonstrate the student's knowledge of the historical topic and the historiography of that topic and place his/her work within this body of knowledge and academic study;
4. Demonstrate the student's ability to think and write critically, analytically, and clearly;
5. Demonstrate the student's knowledge of public history practices and techniques and his/her ability to craft a project that meets professional public history standards.
6. CAPSTONE ESSAY: Every capstone must include an original **essay** on a topic related to the

Capstone Project. The essay should be the equivalent of a journal article that could be published. The essay should state and defend an argument, not just present information that the student has learned. Students should be sure to put their work in the context of other scholarship on the field and to show how their work contributes to the field as a whole. All essays should be **approximately 25-30 pages in length** and should use proper footnotes as described in the *Chicago Manual of Style*.

For additional information see the CCSU Graduate Studies Special Project Handbook. You can find this on the [Graduate Studies web page](#).

How do I enroll in HIST 595?

Step 1, Identify a Project: Identify a potential project and a faculty sponsor in the History Department. The faculty sponsor may be one of the Public History faculty members, but depending on the nature of the project or subject of study, the student might elect another member of the faculty. It is the faculty sponsor's responsibility to identify an appropriate faculty member to serve as a second reader who will assist in determining the project's final grade.

Step 2, Project Proposal: Submit *project proposal* to faculty sponsor. All proposals should be submitted as both an electronic document (Microsoft Word) and as a hard copy. Proposals should be 6-8 pages in length, adopt a professional tone, include a project title, and address the following issues (you can use these subheads):

- **Project Format:** What format will the final project take? (e.g. exhibition, walking tour, local or institutional history, curriculum project, etc.)
- **Project Goals:** What do you hope to achieve with this project? Why is this project significant in terms of its historical content? Why is this project significant in terms of its public impact?
- **Project Team:** Are you working alone or are you completing this project in conjunction with a public history institution? For what specific parts of the project are you responsible? What do you expect from the organization? What steps have you taken to ensure that the organization will be able to meet your needs?
- **Project Resources:** The proposal *should include a review of literature* that examines relevant secondary sources both from the perspective of historical content and public history practice. (This review of literature should be revised and expanded for inclusion in final description of the project.) The student must also include a working bibliography that identifies appropriate secondary source material as well as collections of primary source material that support the project. It is expected that this working bibliography represents the students' beginning research and that the student will add to the bibliography for the final project.
- **Work Plan:** Create a calendar that identifies specific tasks and a schedule for their completion. As part of this work plan, identify times for you to meet REGULARLY with your faculty sponsor and discuss your progress and include a due date for a DRAFT.

Step 3, Review Process The proposal must be reviewed by Public History Advisory Committee, who will assign a sponsoring faculty member. Once the project has been approved, students must also complete the “Capstone Project Approval” form AND a Capstone Registration Form with your faculty sponsor and send it to the Graduate School by the *end of the first week of classes* in the project semester in order to enroll in the course.

All proposals are DUE to the Public History Program Coordinator by **April 20th** for fall semester projects and **November 20th** for spring semester projects.

Completing the project and submission to the Graduate School Work with your advisor on setting up due dates for drafts. **Capstones must be reviewed by 2 faculty members, so decide who you want to be your second reader and consult with them for his/her input. Be sure to leave the faculty time to do this.**

DO NOT print out your final capstone without first getting FINAL APPROVAL on the digital version from your faculty sponsor.

REMINDER:

BE SURE TO REMEMBER TO APPLY FOR GRADUATION EARLY IN THE SEMESTER IN WHICH YOU INTEND TO GRADUATE. Find the form on the Graduate Studies webpage.

The Capstone Project submitted to Project Advisor and the Graduate School in a 3-ring binder with labeled tabs for each section. The notebook must include:

1. A written ***description of the project***, approximately 12-15 pages in length. This paper should adopt a professional tone and should demonstrate project’s significance. References to public history theory and methodology are encouraged. This description should include the following sections, clearly identified:

- **Title Page and Project Abstract.** Download the model in the Appendix of the Special Project Handbook from Graduate Studies website (Appendix E). A **Project Abstract:** The project abstract should provide a brief, one page, summary (200-300 words) of the project including a description of the project goals, project format, scope, sponsoring institution, the students’ specific role in the project, and project outcomes. The project abstract should be exact, concise, and unambiguous. Make **THREE** copies of the title page and abstract. Place one in the notebook before the Table of Contents. Slip the other three copies in the side pocket of the notebook.
- **A Table of Contents** identifying each section contained in the submitted materials, including page numbers and appendices.
- **A Definition of Project** which describes in greater detail the form of the project, its scope or duration, its relationship to the sponsoring institution and lists other project participants.
- **A discussion of the Project Objective.** This section should explain why this project was undertaken, how it fits the sponsoring institution’s mission, its significance to the public, and its contribution to historical scholarship.
- **A Review of Literature** that summarizes relevant secondary sources in the discipline of history and explains how this particular project utilized or built upon the existing historiography in terms of the topic. In addition, this section should consider relevant works in the field of public history and explain how the project met professional public history standards expressed in those works. For example, if your project was a museum exhibit, you might make reference to Beverly Serrell’s book *Exhibit Labels*.

• **A Plan for Project: Research Methods and Design.** This section should detail as specifically as possible the work involved in completing the project. For example, if you started an archive describe how you did it and why you made the choices that you did. If you created a museum program, be specific about the process of designing, implementing, and evaluating the program. Also, use this section as a place to showcase the original research you conducted

• A section describing the project **Results and/or Findings.** What was the final outcome of the project? What was the overall contribution of this project to the sponsoring institution? Has the project had a public debut? If so, who has used the project, and how?

• A brief project **Summary/Conclusion.** How would you evaluate the project? What lasting impact will it have?

• A complete **Bibliography** of sources consulted for the project and the essay. This bibliography should divide the sources into secondary sources and primary sources; primary sources may be divided further into other more specific categories such as oral histories, manuscript collections, etc. Be sure to list ALL of the sources that you use, including artifact collections or other non-traditional sources

2. An original **essay** on a topic related to the Capstone Project. The essay should be the equivalent of a journal article that could be published. The essay should state and defend an argument, not just present information that the student has learned. Ideally, the paper should include some primary research (this can overlap with that conducted for your project). Students should be sure to put their work in the *context of other scholarship on the field and to show how their work contributes to the field as a whole*. All essays should be **approximately 25-30 pages in length** and should use proper footnotes as described in the *Chicago Manual of Style*.

3. The Appendix essentially includes your capstone project. For example, documents that illustrate both the written and non-written component, depending on the type of project:

- written reports prepared for the sponsoring institution
- publicity for the project (such as newspaper articles, posters, etc),
- written elements of the project (e.g. the text of an exhibit or website),
- photographs of the project (e.g. for an exhibit or public program)
- archival finding aids
- samples of the final product (e.g. transcriptions for oral histories or accessions forms for a collections management project)
- copies or a summary of evaluation forms or reports for the project
- evaluations of the student's work by scholars or professional public historians
- historic preservation survey materials or National Register nomination forms
- pages from websites if the project incorporates a website
- exhibit plans

Submitting your capstone project

One complete copy of your capstone project must be submitted to your faculty advisor, loose leaf, held with a large clip binder, in a manila envelope or folder. You should include a **digital copy** in a single .pdf file for your advisor on a flash drive (the Library Circulation desk has extra flash drives). Include the Special Project Approval signed by all committee members. You should fill out the appropriate forms WITH primary capstone advisor. Your advisor will forward these to the Graduate School along with a completed copy of the Approval of Special Projects Form.

How will my project be graded?

While final grades are issued at the discretion of the faculty advisors and second readers, faculty members are encouraged to consider both the scholarly quality of the project and its presentation to a non-academic audience. See Appendix G of the **Graduate Studies Special**

Project Handbook.

When is my project due? Your project will be due on the last day of classes in the semester in which you enrolled in HIST 595. Alternative arrangements may be made upon the mutual consent of both the student and the advising faculty member. If no alternative arrangements are made, the sponsoring faculty can award an Incomplete, which will revert to an "F" if the project is not completed by the following semester. Failure to pass the capstone will prohibit earning a degree. If you cannot complete your capstone within one year of registration, you must ask for an extension.

Find all forms needed here: <http://www.ccsu.edu/grad/resources/capstone.html>

SPECIAL PROJECT CHECKLIST

The following checklist is provided to assist you with the organization of your special project. It is suggested that you check all the boxes below to be certain your special project contains each of the items before you submit your special project for review.

The paper format of your special project should be assembled in the following order

- Special Project Cover Page**
- Abstract Cover Page**
- Abstract** (The abstract size should be between 200-300 words.)
- Text/Narrative, along with appropriate tables and figures**
- List of References**
- Appendices**
- Biographical Statement** (If appropriate)

Submission requirements:

- Proposal – Form 2B**
- Approval Form – Form 3B**
- HSC or IACUC Approval forms, as appropriate**
- 1 Abstract**
- Original Version**



SAVE THE DATES! 2019-2020

Conferences/ workshops for Public History MA Students (or anyone else)!

- You need 5 to graduate. 1 conference= one full day of attendance
- 3 lectures = 1 conference
- Multi day conference counts as 2 conferences

Use **PUBLIC HISTORY Requirements (non-coursework) for Professional Development** worksheet to submit for credit

Archaeology Roundtable

Fall 2019, Institute for American Indian Studies, Washington, CT

Association for the Study of Connecticut History (ASEH)

Conferences in Spring and Fall, TBA

American Association for State and Local History

August 28-31, Philadelphia, PA
September 23-26, Las Vegas, NV

American Historical Association

January 4-7, 2019, Chicago, IL
January 3-6, 2020 New York City, NY

CT League of History Organizations,

June 3, 2019, CCSU, New Britain, CT

Oral History Association

Oct 16-19, 2019, Salt Lake City, UT
October 21-24, 2020, Baltimore, MD
October 13-17, 2021, Cincinnati, OH

CT SHPO Statewide Historic Preservation Conference

May 17-18, 2019, New Haven/ Guilford, CT

National Council on Public History

March 27-30, 2019, HARTFORD, CT*
March 18-21, 2019, Atlanta, GA
March 24-27, Salt Lake City, UT

National Trust for Historic Preservation

February 28, 2019, Lyceum, Hartford (local)
October 10-12, 2019, Denver, CO(national)

New England History Association

Spring 2019, University of Southern Maine, Portland, ME
Fall 2019, Fall 2019: Roger Williams University, Providence, RI

New England Museum Association

Nov 6-8, 2019, Burlington, VT
Nov 18-20, 2020, Newport, RI
Nov 3-5, Portland, ME

Organization of American Historians,

April 4-6, 2019, Philadelphia, PA
April 2-4, 2020, Washington DC

Vernacular Architecture Forum

May 29-June 1, 2019, Philadelphia, PA
May 6-10, 2020, San Antonio, TX
May 19-23, 2021, Plymouth, MA

Check CCSU Public History FB page or contact glaserles@ccsu.edu for details.

This is NOT a comprehensive list. Conferences and Workshops come up all the time... please check with me first if you want it to count and it is not on this list or posted on Facebook. Rhode Island and other neighboring states host terrific conferences on preservation



**PUBLIC HISTORY Requirements (non-coursework)
for Professional Development**

(Revision: December 2018)

Every Public History MA is REQUIRED to attend at least 5 workshops or conferences during their student tenure, and we encourage more. Networking and skills-building is an essential component to getting a job and becoming a Public History Professional. Out-of-state, multi-day conferences count as 2.

Fill in this sheet, download/copy if needed, and submit the equivalent of 5 of them to Dr. Glaser on or before the last day of classes in your final semester.

Name of Conference/ Workshop_____

Date (s)_____

Location_____

100-250 word description of experience and what knowledge/ skills you feel you took away. You can cite information sessions or people you met, etc.



History Department

HOW TO WRITE A BOOK REVIEW

Introduction. All good pieces of academic writing should have an introduction, and book reviews are no exception. Open with a general description of the topic and/or problem addressed by the work in question. Think, if possible, of a hook to draw your readers in. Summarize why it is an important work, or at least important/ significant as compared to the other histories we read this semester.

Summary of argument. Your review should, as concisely as possible, summarize the book's argument and how she organizes the argument. Identify her DEFINITION of community. Even edited collections and textbooks will have particular features intended to make them distinctive in the proverbial marketplace of ideas. What, ultimately, is this book's *raison d'être*? If there is an identifiable thesis statement, you may consider quoting it directly.

About the author(s). Some basic biographical information about the author(s) or editor(s) of the book you are reviewing is necessary. Who are they and why did she write this? What are they known for? What particular sorts of qualifications and expertise do they bring to the subject? How might the work you are reviewing fit into a wider research, career trajectory, or his/her field of expertise?

Summary of contents and SOURCES. A reasonably thorough indication of the research methods used (if applicable) and of the range of substantive material covered in the book should be included. You should thoroughly and IN DETAIL discuss the types of sources he/she uses. Reference the Kyvig book when discussing the strengths and weaknesses of certain sources.

Strength. Identify one particular area in which you think the book does better than the other community histories we read. Pay attention to how this story might be relevant and inform us about other similar communities (ie New Britain) or connect to broader themes and issues in American History.

Weakness. Identify one particular area in which you think the book could be improved. While this weakness might be related to something you actually believe to be incorrect, it is more likely to be something that the author omitted, or neglected to address in sufficient detail—something that you feel would have strengthened the book. You might take note of a technique or sources enlisted by a previous Historian

Conclusion. End your review with a concluding statement summarizing your opinion of the book. You should also explicitly identify a range of audiences whom you think would appreciate reading or otherwise benefit from the book. You MUST reference how this book informs you about community.



History Department

How to Gut a Book

(how to be read at the college level with maximum comprehension and in a fraction of the time)

(adapted from Naomi Standen, Lecturer in Chinese History, School of Historical Studies

University of Newcastle, England @ <http://www.staff.ncl.ac.uk/naomi.standen/impchina/guttingabook.htm>

by Leah Glaser for History 301/502, CCSU)

As you should understand, most of your work as a history student involves reading, but college-level reading is different than reading you may have done in high school and is VERY different from reading a novel. In this class, for example, you are not reading for facts and content *per se*—rather, when reading a **monograph** (like those assigned in this class), you should be reading in order to understand what it is that the author is trying to say to you. What is the point they are trying to make? And just as important, how successful are they? **It is a useful skill to be able to maximize the amount of meaning you can extract from your reading in the shortest possible time.** This is where gutting books comes in.

What is gutting a book?

Gutting a book means quickly establishing the book's thesis (i.e. the main point the author is trying to make), together with the primary themes, how they organize their "argument" (*aka interpretation*) and the type of evidence the historian used to support those arguments. It can be a prelude to more detailed reading for facts if you are being tested or writing about the subject at length, or you might never need to look at the book again, depending on what you are trying to do and what you need to find out.

How do I do it?

A well-tested method is to follow the sequence below, taking notes as you go (remember to include page numbers, and mark out your own ideas as your own).

1. Table of contents
 - a. Can you spot any overall pattern of organization to the book?
 - b. Are the subheadings listed?
 - c. Are there any appendices, tables, maps, or figures listed in the Contents that look particularly useful/ relevant? Why are they there if included?

2. Read from the OUTSIDE-IN (not beginning to end)
 - a. Read Introduction and Conclusion closely and carefully
 - b. Look for and write down the book's thesis! UNDERLINE.
 - c. Look for summary of basic argument and perhaps types of evidence used. UNDERLINE sentences and phrases that seem to address these.

Note: the Introduction (occasionally the Preface) is usually where the author explains where their work fits within the relevant scholarly debates on a particular topic, ie "historiography."

3. Continue reading OUTSIDE -in, chapter by chapter

- a. Read opening and closing paragraphs/sections of chapters. Look for the main point/goal/topic of each chapter
- b. Relate this back to the summary you got from Introduction and Conclusion
- c. Skim chapters in between. Underline facts and stories that stand out to you and that support (or fail to support) main ideas/themes. You can latter cite these as examples. OR use this as the point where you look for particular facts and examples for a research paper you are writing.

4. This process of reading first and last paragraphs can be repeated for subheadings, if there are any/if they look useful

5. Skimming for interesting information

1. looking for evidence supporting (or failing to support) key concepts
2. are the tables helpful?
3. you should take some worthwhile details from at least one chapter

CONGRATULATIONS!

Once you have gutted a book using the above process, you should be able to answer the following questions (which conveniently are what you need to write a book review or review for a historiography):

- * What is the thesis of the book?
- * What is the main line of argument?
- * What kind of evidence is cited to support the argument?
- * Where does the book fit in the scholarly debates on the topic?
- * How convincing is the argument/evidence?

You should be able to gut a scholarly monograph in a couple of hours. This means it is likely that you will be able to extract a great deal more meaning from a great many more books in the same time it might normally take you to read just one or two.

GOOD LUCK and stop complaining about the amount of reading you have to do in grad school!



Available Scholarships and Work Opportunities to Graduate History Students

▼ Carol A. Ammon Endowment Fund

The Carol A. Ammon Endowment Fund provides scholarship support to students who are currently enrolled as full-time, matriculated undergraduate and graduate students or students who have been accepted for enrollment as full-time, matriculated undergraduate and graduate students in the Carol A. Ammon College of Liberal Arts & Social Sciences and the School of Engineering, Science and Technology at the University. Preference is given to Junior and Senior undergraduate students and Graduate students who maintain at least a 3.00 GPA per semester, complete a full-time course load each semester (12 semester hours for undergraduate students and 9 semester hours for graduate students), and those who have financial need.

▼ Barnes and Noble Scholarship

The Barnes & Noble Scholarship is awarded to first-year and currently enrolled full- or part-time, matriculated undergraduate and graduate students. Scholarships may be awarded on the basis of academic performance or financial need, or at the discretion of the University President, to meet an area of greatest need.

▼ Helen Bichum Trust

The Helen Bichum Trust provides scholarships for students from New Britain or the contiguous towns who are pursuing bachelors or higher degrees (i.e. graduate or professional) at the University

▼ Class of 1959 Scholarship

The Class of 1959 Scholarship is awarded to matriculated graduate students enrolled in any of the University's post-baccalaureate programs. Scholarships may be awarded based on academic performance or financial need. Recipients must be in good academic standing (minimum GPA of 3.00).

▼ Graduate Student Association Scholarship

The Graduate Student Association Scholarship provides support for matriculated graduate students who have completed a minimum of 15 academic credits in residence at Central Connecticut State University, have earned a minimum cumulative grade point average of 3.50 or higher and have demonstrated exemplary involvement and leadership in student or community service activities.

▼ Paulette Lemma Scholarship

The Paulette Lemma Scholarship is awarded to graduate students who have completed nine credit hours as a matriculated student in a graduate program, with no grade less than a B and an earned grade point average of 3.50 or higher. Applicants are expected to submit an essay on how they intend to use their degree to make a difference to their field and community.

▼ New Britain Lions Club

The New Britain Lions Club Scholarship is awarded to currently enrolled full-time matriculated undergraduate or graduate students from New Britain, in good academic standing, with financial need as determined by the University's Financial Aid Office. Preference is given to students who are active in the community.

▼ Rita Jones Scholarship

Provides support for a matriculated, non-traditional student (one who has returned to higher education after an absence of three or more years) with demonstrated quality of service and leadership. Preference will be given to a student who resides in Bristol or a surrounding town.

▼ William and Patricia Panetta Scholarship

The William and Patricia Panetta Scholarship is awarded to incoming, first year or currently enrolled undergraduate or graduate students at the University who aspire to careers in business or public history. Recipients must be: (1) incoming pre-business or currently enrolled business students, full- or part-time, with any major or minor within the School of Business with financial need or (2) incoming or currently enrolled public history majors or minors, full- or part-time, also with financial need. Scholarships may be renewed until recipients have graduated as long as they remain eligible.

For Graduate Assistantships and Internships on campus:

Please see <http://www.ccsu.edu/csc/studentsalumni/gradInternships.html>

Community Partners who offer part-time work for Grad Students (keep checking back):

- Harriet Beecher Stowe Center
<https://www.harrietbeecherstowecenter.org/about/get-involved/>
- Veterans History Project
<http://web.ccsu.edu/vethistoryproject/>
- Mark Twain House
<https://marktwainhouse.org/careers>
- New England Air Museum
<https://www.neam.org>



In addition to the CCSU Facebook page, the following is a list of online Job Boards that regularly list Public History positions nationwide. Consult these for both temporary and permanent positions, as well as internships.

There are many, but we recommend the following:

American Association of State and Local History

<https://jobs.aaslh.org>

National Council on Public History

<https://ncph.org/jobs/>

New England Museum Association

<https://www.nemanet.org/resources/career-center/nema-jobs/>

PreserveNet

<http://www.preservenet.cornell.edu/employ/jobs.php>

Preservation Directory.com

<https://www.preservationdirectory.com/PreservationBlogs/ArticleListings.aspx?catid=3>