Methodological Course

PHST 601. Introduction to Public History--Drs. Bucciantini and Hyland
This course provides an introduction to the study of public history at the graduate level. It introduces students to problems, issues, and opportunities in public history. Students will gain research skills, explore historiography, engage in digital history, and discover methodologies, all of which form the intellectual basis for practicing public historians. The course will prepare student for working with public audiences in various fields and modern media where history matters. Assessment of student achievement is based on class participation, written reviews of readings, a reflective essay on the current state of the public history field, and the design and content of a history-based on-line exhibition.

Theoretical Courses

PHST 511. Studies in Material and Visual Culture--Dr. Bucciantini
From the early history of collecting to modern cultural heritage informatics, we are constantly using physical and visual means of getting information. In addition, one of the main goals of many, if not all, public history institutions is the preservation and display of material and/or visual culture. This class takes on the multifaceted theory behind both material and visual culture, as well as their rich history in the public history sector. Students will engage in practical training projects to use their theoretical knowledge, and look at different case studies, analyzing the ways in which visual and material resources have been used in the field. This way, they have the tools and knowledge needed for a wealth of public history-related job opportunities. As a seminar-style class, this course will emphasize in-class discussion and the student's formal answers to previously distributed discussion questions on the course web site. Students will also be responsible for leading class discussion at least once during the semester. The course also requires the student to complete a variety of written assignments including a review of visual culture, a collections policy document, an object-based paper, and a formal research project based on the object selected for the shorter paper described above.

PHST 512. Museums and Society--various faculty
This course begins with a look at the history of non-profit organizations in the United States, particularly the preservation, museum, archival, and educational groups associated with public history. The course will introduce students to various aspects of organizational management including budgeting and finance, personnel issues, staff and board makeup, and public relations. The course will also consider the contemporary relationships, such as multiculturalism and ethnicity, censorship, and political correctness, between public history institutions and the communities they serve. Throughout the semester, students will have the opportunity to meet and talk with
working professionals in the Pittsburgh public history community about issues covered in this course. Students will complete a formal research paper on a topic related to contemporary issues in public history and will work, singly or in small groups, to present their research and lead class discussion of the issues their research has raised.

PHST 513. Cultural Resources Management—Dr. Hyland
Through a variety of case studies, this course introduces students to the processes and procedures used to identify, manage, preserve, protect, and conserve cultural resources (evidence of the past human activities and accomplishments) to assure compliance with state and federal regulations. This course introduces students to management practices for prehistoric and historic archaeological sites, historic standing structures, bridges, cemeteries, and monuments, as well as other resources. It also covers the mitigation of impacts to cultural resources. Assessment of student achievement is based on participation in class discussions, written reviews and responses to the readings, a mid-term and final examination, and a major research paper investigating management case histories of each type of historic cultural resource.”

PHST 514. Commemoration and Preservation--Drs. Bucciantini and Hyland
How and why do we commemorate, celebrate, memorialize, and preserve the "important stuff" of history? How have our methods of doing this changed over time? In this course we will discuss a variety of methods and theories for commemoration and preservation, their historical development and the future of the fields, how American national memory differs from that in other countries and why, and some of the recent big moments of commemoration and preservation in the last decade, and how that has changed the landscape, but literally and figuratively. This seminar-style course introduces students to a wide range of "classic" and contemporary readings on the topics of commemoration and preservation. Students are required to participate in weekly discussions of the assigned readings and to post answers to previously distributed discussion questions on the class web sites. Students will also be responsible for directing class discussion at least once during the semester. The course also requires students to complete several formal written assignments including a commemorative site report, an article review, and a moderate-length formal research paper on a topic of the student's own choosing.

PHST 515. Special Topics--various faculty
This course will be offered from time to time to foster cooperative learning between students and faculty who are pursuing active research or work in the field of public
history. It will focus on issues, practices, and topics not found in the Public History Program’s regular curriculum.

**Professional Courses**

**PHST 521. Introduction to Archives—Mr. White**
This course will provide an understanding of the nature and characteristics of archives and manuscript collections and the work of archivists in both theory and practice. Students will learn the history of archives as well as the role of the archivist in appraising, arranging, describing and preserving archival materials. It will cover issues such as copyright, disaster planning, management, reference and security. Recent issues and debates in the field will be addressed in the process. Time will be spent discussing these issues in relation to the various types of archives-business, university, historical society/museum, religious, and government. The technical aspects of archival processing, Machine Readable Cataloging (MARC), Encoded Archival Description (EAD), and digitization will be covered so that each student has a basic understanding of each process. Students will have hands on experience processing, preserving, and creating a finding aid for a small collection from the University Archives. In addition to having a midterm and final, students will receive grades on the finding aids that they create and on an in-depth research paper about an archival topic of their choosing.

**PHST 522. Museum Exhibits and Management—Dr. Bucciantini**
Museums, archives, and other public history institutions often present information through visual presentations, most commonly public exhibitions. This class will present students with the theoretical issues behind public exhibitions and the practical techniques for bringing research, design, and planning together in a visually exciting and meaningful way. As a semester project, the class will prepare and install an exhibition in a campus location. The class will also travel to Pittsburgh-area public history institutions to view current exhibits and to talk with the staff members who created them. Students will also write a critical analysis of a formal history exhibition that they have visited.

**PHST 523. Education and Public Programming—Ms. Amanda Gillen**
Educational programming has become an increasingly important part of the missions of public history institutions. Whether through formal programming or informal interactions, providing quality experiences for all visitors to engage with the objects, stories, and experiences of an institution is paramount, and the role of education has risen in both prominence and responsibility. This course will explore questions that educators ask themselves: Who is coming to our institution and how can we help them to engage with
what we have? How can we provide different entrance points for different learners? How can we make our collections and stories relevant? Students will be introduced to research on the types of individuals who visit public history institutions and their motivations for doing so. Practical projects and connections with educators in local public organizations will enable students to see how research and theories are incorporated into public programming.

**PHST 524. Historical Editing--Mr. Butko**
A summer course taught by the Director of Publications at the Senator John Heinz History Center, this class prepares students to edit their own and others' work in many formats found in today's museum profession. Taught on-site at the History Center, the class introduces the history of the English language for a deeper understanding of what is considered "correct" usage. This transitions to what is generally accepted in the editing field using books such as the Chicago Manual of Style. Methods and technologies of producing publications are explored starting with the copy editing of manuscripts submitted by writers who can range from academics to amateur historians. The class also delves into (and does assignments in) other writing opportunities in the public history field such as proofreading design drafts, grant writing, press releases, exhibit labels, oral history, and document transcription. Students also visit the printer of the History Center's books and magazines to learn of the many technological advances, and meet former students to discuss opportunities for internships and employment. The class also includes a longer project focused on a social media campaign for an exhibit. Students are also graded on class participation and a final examination.

**PHST 525. Introduction to Historic Preservation--Dr. Hyland**
This course provides an introduction to American historic preservation and focuses on its history and practices. The course surveys the growth and development of the preservation of sites, landscapes, and buildings, in particular, and investigates the legislation (national, state, and local) that established and continues to guide the field of preservation, providing students with knowledge of historic preservation issues, programs, and practices. Assessment of student achievement is based on written descriptions of a historic resource, analysis of historic mapping, field photography, a major research paper, and tests on assigned readings and lecture material. See more at: http://duq.edu/academics/schools/liberal-arts/academic-programs/history/graduate-programs/ma-in-public-history/course-descriptions#sthash.v0BysaVx.dpuf