

**MASTER OF ARTS  
CONCENTRATION IN PUBLIC HISTORY**

**GRADUATE STUDENT HANDBOOK**

ASSEMBLED BY  
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Department of History  
Middle Tennessee State University  
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*DEPARTMENTAL POLICIES AND GUIDELINES DESCRIBED IN THIS HANDBOOK SUPPLEMENT UNIVERSITY  
POLICIES AND ACADEMIC REGULATIONS, AS ARTICULATED IN THE GRADUATE CATALOG*

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## 1. CORE COURSES

Two courses are required for all students seeking a Master of Arts degree from the History Department: HIST 6010 and HIST 6020. They are designed to introduce essential concepts and methods in scholarship as practiced by professional historians. Two additional courses are required for M.A. students in the Public History Program: HIST 6510, the foundational Seminar in Public History, and HIST 6570, Public History Internship.

### a. HIST 6010 Historiography

This course introduces graduate students to the historical development of the discipline of history. Students learn about the development of the historical profession, the different schools of historical thought, and the theoretical debates that underpin them. Students are advised to take HIST 6010 during the first semester of enrollment in the graduate program.

### b. HIST 6020 Historical Research Methods

This course introduces graduate students to the techniques and standards of research as practiced by professional historians. Students learn about the development of research topics, the use of sources, standards of historical evidence, styles and standards of scholarly writing, and the process of publication in professional outlets. Students are advised to take HIST 6020 during the second semester of enrollment in the graduate program.

### c. HIST 6510 Seminar in Public History

This course introduces students in the Public History Program to the historiographical development of public history as an approach to historical practice and a field of study, the principles of reflective practice and ethics in practice, and the interpretation of history for diverse audiences. Students are advised to take HIST 6510 during the first semester in the graduate program.

### d. HIST 6570 Internship

Students in the Public History Program also must complete an internship of at least 300 contact hours. See #6.

## 2. SELECTION OF PUBLIC HISTORY CONCENTRATION

The Public History Program academically supports six areas of professional practice: Historic Preservation, Cultural Resources Management, Archival Management, Museum Management, Oral History, and Historical Archaeology. After taking HIST 6510, M.A. students select a concentration by taking one of the courses described below. NOTE: Students choosing the Non-Thesis Option take three of these courses (see #7).

### a. HIST 6610 Essentials of Historic Preservation and Cultural Resources Management

Catalog Description: Regulatory policies and procedures employed by federal, state, and local agencies in the work of identifying, evaluating, recording, preserving, and managing the historical, architectural, and cultural resources of the United States. Emphasis on implementing the National Historic Preservation Act and the documentation requirements of the National Register of Historic Places.

**b. HIST 6615 Essentials of Archival Management**

Catalog Description: Examines major concepts, vocabulary, standards, professional ethics, and current issues in archival management. Includes readings, class discussions, and in-class exercises supplemented by guest lectures, field trips, and a field project.

**c. HIST 6535 Essentials of Museum Management**

Catalog Description: Examines the history, theory, and methodologies of museums. Explores the roles of history museums in diverse communities and career options in museums, including administration, exhibit development, education, and collections.

**d. HIST 6225 Oral History Theory and Methodology**

Catalog Description: Examines theory and methodology of oral history, including in-depth examination of the relationship of history and memory; explores oral history in texts, films, websites and museum exhibits. Students learn how to conduct professional quality oral history interviews, how to process the materials, and how to organize a professional project.

**e. HIST 6710 Essentials of Public Archaeology**

Catalog Description: Explores the disciplinary history, professional ethics, key concepts and debates, and best practices of public archaeology in the U.S. with emphasis on historical archaeology's contributions to American historiography, its relationship to cultural resource management and heritage legislation, and current issues in shared authority with diverse public audiences.

**3. SELECTION OF MAJOR FIELD AND ADVISOR**

Public History is the major field for all students pursuing an M.A. with a specialization in Public History. The selection of an advisor is governed by the student's decision to pursue either the Thesis Option or Non-Thesis Option (see #7).

**a. Non-Thesis Option**

Students who are pursuing the Non-Thesis Option do not choose an advisor; the Graduate Director or Public History Director will serve as the advisor for these students.

**b. Thesis Option**

Students pursuing the Thesis Option select a Public History faculty member to serve as the major field advisor, and this faculty member should be selected within the first 12 hours of coursework. He or she will serve as director of M.A. exams and as thesis director. Students may change their major field advisor if necessary. Students pursuing the Thesis Option also will develop a secondary area of intellectual and research interest on which the M.A. examinations and the thesis will focus.

**4. NON-MAJOR FIELD ELECTIVES**

MAPH students take nine hours of History electives. These courses should constitute a definable History field, particularly if the student is pursuing the thesis option.

## 5. PROFESSIONAL PORTFOLIO REQUIREMENT/GUIDELINES

[Note: Students who entered the Public History Program prior to Fall 2012 have the option of completing the professional skill requirement under the old matrix; see the 2011-2012 MAPH Graduate Handbook.]

The purpose of the MAPH Portfolio is to document the professional skill set that each student acquires in the course of completing his or her degree program, establish a common standard for assessing the professional development component of the MAPH program, and help students prepare for entry into the job market.

Portfolios will document a student's professional development from the time s/he began coursework to meet the requirements of the MAPH. Five domains of professional skills will be evaluated:

1. research and analysis/assessment/interpretation
2. communication/presentation
3. technical and specialized research techniques
4. organizational management and administration
5. pedagogy and educational programming

The portfolio must contain a professional resume or CV and all work products referenced in the portfolio essay. (See next paragraph.) The format must be digital and should be constructed using an open-source platform. The content should cover all five domains. Some projects or activities will involve skills from more than one domain, thus students are encouraged to think about the interconnections between and among professional skills and to present them accordingly as appropriate. There is no prescribed length. *Portfolios must be online two weeks in advance of the scheduled review. Please send the web address to the Public History Director and the Graduate Studies Director.*

In the portfolio, work products may be arranged by project or by skill. The portfolio essay, however, must be organized by skill domain: describe the specific skills acquired under *all five domains* listed above and explain how these skills were acquired (e.g., in the course of fulfilling an internship assignment or responsibility; as part of a team project for a specific class; as an individual project conducted under the direction of a specific faculty member). In the case of team projects, take care to explain your specific contribution/s. For assessment purposes, the essay must describe only those skills that were acquired after matriculation through coursework, team and individual projects, internships, assistantships, workshops, presentations, and other means. Students who are writing a thesis should include thesis work under both research and communication. *The portfolio essay also must be submitted two weeks before the scheduled review. Submit the essay separate from the portfolio as an electronic file (Word .docx preferred) to the Director of Public History and the Graduate Studies Director.*

Examples of the types of skills that might be included:

- (1) Research and analysis/assessment/interpretation: historiographical literature review, public records research, manuscript and special collections (archival), oral history, material culture analysis, architectural survey, cultural landscape survey, ethnographic data collection, archaeological fieldwork, collections appraisal, exhibit development,

documentary film development, scholarly article, master's thesis. Whenever research also involved formal analysis, assessment, or interpretation, specify the level of analysis. For instance, architectural survey typically would lead to writing architectural descriptions but field research might also lead to an assessment of significance under National Register criteria. These are two distinct levels of skill.

- (2) Communication/Presentation: foreign language (indicate level of skill and how used as part of graduate studies), public speaking, conference presentation, reports, exhibit design, archival finding aid, civic engagement facilitator, public history blog, master's thesis.
- (3) Technical and specialized research skills: quantitative analysis, geospatial information systems (GIS), ground penetrating radar (GPR), cartography, graphic design, computer-assisted drafting (CAD), electronic description of archival materials (EDAM), web design, photo conservation, building conservation.
- (4) Organizational management and administration: project management, grant writing, strategic planning, docent/volunteer training or supervision, public relations/marketing project.
- (5) Educational programming and pedagogy: standards-based lesson plans, educational program design/development, instruction (classroom or otherwise), instructional training, teaching evaluations.

This list is meant to be used as a guide for describing your particular skill set. Some skills possibly could be listed under more than one area. If you have questions about how to categorize any skill not listed above, please consult a faculty member.

Portfolios will be reviewed once each academic term in an open session, the date to be published sufficiently in advance to allow adequate time for preparation. Each student will be allowed 10 minutes to make a formal presentation (think conference presentation and dress accordingly), followed by questions from the review panel. Students who came into the MAPH program with some level of proficiency in various skills should consider opening the 10-minute presentation with a brief summary of his/her entering skill set.

In order to pass the portfolio review, a student must demonstrate proficiency in (1) research, (2) communication, and (3) at least one additional skill class. Formal review will be conducted by a panel of Public History and History faculty members.

## **6. PUBLIC HISTORY INTERNSHIP**

A key part of the Public History M.A. is the internship (HIST 6570). An internship, according to the guidelines drafted by the National Council for Public History, should engage students “in meaningful work under the mentorship of experienced public history professionals.” The purpose of the Internship requirement is to provide students with a structured, work-learning experience that helps them develop professional skills. The Internship experience serves as an intellectual laboratory, where students can analyze the intersection of scholarship and praxis in the work environment. The internship also provides students an opportunity to develop professional knowledge and to begin developing a network of professional contacts outside of the University.

The ideal internship involves the student in multiple aspects of the host organization, a close working relationship with a mentor, an appropriate level of responsibility, and a series of specific and engaging work assignments. The Internship is a partnership between the student, the Internship Coordinator at MTSU, and the mentor at the host institution. The intern will spend 300 hours at the host institution, so the host institution should be invested in the intern’s project-based learning experience. All three parties must participate in the design of the Scope of Work, Timetable and Contract as these documents clearly establish mutual expectations for the internship. The Scope of Work and Timetable define a discrete project or series of projects the student will work on during the internship period, identify steps to accomplish the project(s) and create a timetable for what will happen when. The Contract is a formal document between the student, the host institution (signed by the mentor) and MTSU (signed by the Internship Coordinator). It commits all parties to the internship. Students typically create several drafts of the Scope of Work, Timetable and Contract until they are finalized, so it is vital to begin the process early in the semester. Although paid internships are not mandatory, MTSU urges students to secure internships that compensate them for their work. With rare exceptions, students may not engage in an internship with an MTSU faculty member.

### **a. Developing an Internship: Timetable**

#### **August: New Student Orientation**

The Internship Coordinator or Public History Director will explain the place of the internship in the Public History Program and introduce students to the internship process. Included in this handbook are templates for (1) the required Internship Agreement between the student and the host institution and (2) the Internship Report on which the course grade for HIST 6570, Public History Internship, is largely based. The Internship Coordinator will provide other templates as needed.

#### **December: Internship Presentations**

New students are required to attend the final presentations of the prior year’s interns. The presentations take place in early December. Prospective interns will get an overview of the breadth and substantive nature of the internship experience, and ideas about how to find and negotiate a good internship.

### **December-March: Internship Search**

With the guidance of the Internship Coordinator, other faculty advisors, and prior year interns, students search for potential internships. Students should consult the MTSU Internship Database, browse websites, listservs, publications in the field, and explore the needs and possibilities of local and regional historical agencies. The Internship Coordinator and other faculty members will post timely information about internship opportunities on the department's H-Grad listserv throughout the fall and spring. Other useful listservs include H-PUBLIC, H-MUSEUM, and [jobs.aaslh.org/jobs](http://jobs.aaslh.org/jobs). The search is an important step in the process. Students should give serious thought to deepening their skills in a particular area or broadening their range of skills. They should try to find an opportunity that will generate work products that become part of their professional portfolio.

### **January: Internship Overview Meeting**

All prospective interns are required to attend an Internship Overview Meeting with the Internship Coordinator in early January. Students will learn about the steps involved in the internship and the due dates for all materials. The meeting will provide an overview of: Schedule, Scope of Work, Timetable, Contract, Mentor, Internship Duties, Readings, Ideal Internships, Fieldwork Journal, Portfolio Preparation, Final Paper, Presentations, and Database.

### **February: Scope of Work, Timetable and Contract Meeting**

Students meet to discuss how to prepare a Scope of Work, Timetable, and Contract. Students should bring a list of potential internship institutions, and one-paragraph summaries of their possible duties at each institution. The Scope of Work and Timetable define a discrete project or series of projects the student will work on during the internship period, identify steps to accomplish the project(s) and create a timetable for what will happen when. This Scope of Work and Timetable should be discussed with the host institution. The Contract spells out additional mutual expectations between the student and the host institution, and identifies a specific individual in the institution who will serve as the student's professional mentor. The Scope of Work and Timetable become part of the Contract.

### **March: Draft Scope of Work, Timetable and Contract Due**

### **April: Final Scope of Work, Timetable and Contract Due**

During the priority registration period for the following fall semester, the student will sign up to take HIST 6570, Public History Internship. Students will not be permitted to register for History 6570 until the Scope of Work, Timetable and Contract are approved by the Internship Coordinator and signed by the student, the mentor, and the Internship Coordinator.

### **Summer: Internship**

The student will complete a minimum of 300 hours of supervised work for the host



institution, meeting with his or her mentor weekly. At the end of the summer, the mentor will complete a letter of evaluation for the student and submit it to the Internship Coordinator. During the internship, the students will maintain a daily Fieldwork Journal, documenting his or her activities, observations, and questions. Students will also read at least four articles relating to her or his work and write responses to the readings in the Fieldwork Journal. The Fieldwork Journal will include reflective entries, connecting the student's studies at MTSU with the fieldwork experience.

**Year 2 Fall: The student will take HIST 6570 and receive credit for the Internship.**

### **Year 2 September: Portfolio and Internship Report Meeting**

Students will meet to discuss their internship experiences, how to write the Internship Report, complete the Portfolio, and upload information to the Internship Database.

### **Year 2 September: Internship Report, Portfolio and Database Entry Due**

At the completion of the internship, each student will submit to the Internship Coordinator a report that describes the activities and accomplishments of the internship, evaluates the ways in which the internship contributed to her or his professional development (skills and historical knowledge, research), reflects on the application of history (historical scholarship, historical methods) in the functions and activities of the sponsoring institution, and discusses how academic coursework related to the internship experience. For further details see "Internship Report Requirements for HIST 6570" in the Appendix. Students will upload descriptive information about their internship to the Internship Database.

### **Year 2 December: Presentations, Summary Fliers**

Each student who completed an internship will present a ten-minute PowerPoint describing the internship search, internship project/responsibilities, lessons learned, professional skills acquired or developed, and assessing how the internship experience advanced his or her development as a Public Historian. Students also will distribute summary fliers to incoming interns, describing the key components of their internships.

**NOTE:** Students usually complete the internship during the summer between the first and second years of coursework. Occasionally, a student will combine coursework and an internship during the fall semester of their second year. Doing a fall internship requires careful advance planning with both the Public History Director and the Internship Coordinator. Note that students are required to successfully complete HIST 6510, Seminar in Public History, before beginning the internship.

## **b. HIST 6570 Public History Internship**

Catalog Description: Internship requires 300 contact hours with a public or private historical institution of local, regional, or national significance. Its purpose is to expand and personalize the experiential learning component of public history training. Students acquire historical knowledge, research experience, and practical skills under the guidance

of specialists who serve as mentors. It is generally completed during summer months and may be paid.

## 7. THESIS AND NON-THESIS OPTIONS

Students pursuing the Public History M.A. can choose either the Thesis or the Non-Thesis Option. The Thesis Option requires a degree program of 33 credit hours; the Non-Thesis Option requires 36 credit hours. A table summarizing the requirements for each appears at #8. Regardless of option, students must take 6 credit hours of Public History electives and 9 credit hours of History electives. All courses **must** be taken at the 6000 level. Students may count no more than 3 hours of Selected Studies courses (6910 or 6920) toward degree requirements.

### a. Public History Electives

In consultation with the Public History Director and major field advisor, students select courses that further their educational and professional goals, either by intensifying knowledge in a chosen concentration, or by broadening one's base of skills. Consult the Graduate Catalog for a full listing of Public History courses.

*The Graduate Catalog is available online at <http://www.mtsu.edu/gcat/>*

### b. History Electives

In consultation with the Public History Director and major field advisor, students select courses that prepare them for comprehensive examinations and provide appropriate historical context for writing the thesis, if the student is pursuing the Thesis Option. For students who select the Non-Thesis Option, one of the History electives must be a graduate research seminar in American (6105), European (6205), or Global (6305) History field. All History electives **must** be 6000-level courses. Consult the Graduate Catalog for a full listing of History courses.

## 8. SUMMARY OF COURSE REQUIREMENTS

<u>Thesis Option</u>	<u>Non-Thesis Option</u>
Students must complete at least 33 hours of graduate-level course-work, all at the 6000-level.	Students must complete at least 36 hours of graduate-level course work, all at the 6000-level.
<ul style="list-style-type: none"> <li>a. Core courses (12 hours): HIST 6010 Historiography HIST 6020 Historical Research Methods HIST 6510 Seminar: Public History HIST 6570 Public History Internship</li> <li>b. Public History Essentials (3 hours): HIST 6610 Essentials of HP/CRM HIST 6535 Essentials of Museum Management HIST 6615 Essentials of Archival Management HIST 6225 Oral History Theory &amp; Methodology HIST 6710 Essentials of Public Archaeology</li> <li>c. Public History Electives (6 hours selected in consultation with Public History faculty)</li> <li>d. History Electives (9 hours)</li> <li>e. Thesis Research (min. 3 hours)</li> </ul>	<ul style="list-style-type: none"> <li>a. Core courses (12 hours): HIST 6010 Historiography HIST 6020 Historical Research Methods HIST 6510 Seminar: Public History HIST 6570 Public History Internship</li> <li>b. Public History Essentials (9 hours): HIST 6610 Essentials of HP/CRM HIST 6535 Essentials of Museum Management HIST 6615 Essentials of Archival Management HIST 6225 Oral History Theory &amp; Methodology HIST 6710 Essentials of Public Archaeology</li> <li>c. Public History Electives (6 hours selected in consultation with Public History faculty)</li> <li>d. History Electives (9 hours, of which 3 hours must be a research seminar)</li> </ul>

## 9. CERTIFICATES OF ADVANCED STUDY

Students currently enrolled in the MAPH program or alumni of the Public History Program may elect to add a Certificate of Advanced Study (CAS) to their degree program. Certificates of Advanced Study are offered in four areas: Museum Management, Historic Preservation, Archival Management, and Heritage Studies. Each CAS requires 12 additional credit hours of coursework designed to strengthen and deepen a student's professional development.

*The CAS Program Structure, appended to this handbook, lists the required and elective courses for each certificate.*

## 10. MAINTAINING SATISFACTORY PROGRESS

MA students must complete their degrees within six years (12 semesters) of entering the program.

The History Department policies and procedures for assuring that graduate students maintain satisfactory progress toward the completion of degree requirements are as follows:

### a. Grade Requirements.

A student is maintaining satisfactory progress toward completion of the degree so long as he or she attains grades of A or B (including B-) in classes that count toward the M.A. The department will not accept as part of the master's degree a grade of C+ or lower in any 6000 level course.

### b. Intervention Committee

If a student receives a C+ or lower grade in any course used to satisfy M.A. degree requirements, the Graduate Director will create an intervention committee composed of the Graduate Director and the student's thesis advisor and reader (or two members of the graduate faculty if such individuals have not yet been chosen or if the student is pursuing the Non-Thesis Option). This committee will meet with the student to ascertain the reasons for the C+ or lower grade, and will determine what remedies need to be taken. The committee will then issue specific recommendations to the student and inform the Graduate Dean, in writing, of these recommendations. The intervention committee will then monitor the student's progress.

### c. Dismissal

If, following the initial recommendations, the intervention committee finds continued problems in the student's progress, the committee may recommend to the Graduate Committee that the student be dismissed from the program. Upon receipt of a recommendation to dismiss from the intervention committee, the Graduate Committee will make its own determination, and, if it chooses to accept the intervention committee's recommendation, it will recommend in writing to the Graduate Dean that the student be dismissed.

Students dismissed under this procedure have the right to appeal for cause to the Graduate Council.

## 11. DEGREE PLAN

The Graduate College requires students to complete a Degree Plan. The Degree Plan form, available online, lists the courses students have taken and those that must still be taken in order to graduate. Students must submit this form before completing 24 hours of graduate work. Students will not be allowed to register for any more classes beyond 24 hours until the form is completed. See the Public History Director to complete the Degree Plan. (Note: Students wishing to change from a Thesis Option to a Non-Thesis Option degree must file a new Degree Plan).

*A copy of the Degree Plan for M.A. in Public History is available from the College of Graduate Studies online at*

[http://www.mtsu.edu/graduate/pdf/DegPlan\\_HIST\\_PUHL.pdf](http://www.mtsu.edu/graduate/pdf/DegPlan_HIST_PUHL.pdf)

## 12. THESIS PROPOSAL

Students pursuing the Thesis Option must complete a thesis proposal and submit it to the chair of their examining committee the semester before taking M.A. examinations. The student “defends” the thesis proposal as part of the oral portion of his or her exams. Committee members will not sign the Thesis Proposal Acceptance form without a successful defense of the proposal.

Students in the Public History Program are expected to produce a thesis that demonstrates the relevance of historical scholarship to some area of public history practice. Copies of accepted theses are available for browsing in Special Collections of Walker Library and in the History Department’s internal (non-circulating) library.

A thesis proposal contains the following elements:

- **Title Page:** All thesis proposals must include a preliminary thesis title.
- **Introduction:** In one paragraph, describe the topic to be studied.
- **Research question(s) and thesis statement:** Clearly articulate the research questions to be explored and a preliminary statement of your argument.
- **Historiography:** Identify the body of historical scholarship that informs your approach and discuss the historiographic significance of your topic.
- **Scope and approach:** Identify and discuss the primary sources you plan to use. Also discuss the research methods, theoretical or analytical approaches, and the geographical or temporal scope of your investigation.
- **Structure:** Explain the basis on which you plan to organize your thesis. Provide a preliminary outline (as detailed as possible) of chapter divisions and contents. Estimate the length of your thesis, excluding appendices and bibliography. The History Department expects that the narrative will be between 80 – 100 pp. in length (i.e., excluding appendices and bibliography) and contain at least three chapters.
- **Timeline:** Include a work schedule for completing research and writing.

- **Bibliography:** Append a working bibliography of primary and secondary sources that demonstrates an awareness of the broader historical context in which the thesis topic will be developed.

The thesis proposal must be an essay of sufficient length (7-8 pages, exclusive of the bibliography) to convey research and writing plans to the readers. All proposals **MUST** be prepared in standard form and format according to the guidelines in Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, most recent edition.

The student will submit a copy of the proposal to all members of his or her advisory committee, and the committee will review and comment on the proposal. When the committee approves a version of the proposal, the student will present a copy to the Graduate Director for review and placement in the student's file along with the following two forms:

*A Copy of the Thesis Proposal Acceptance Form is appended to this handbook.*

All proposals are research plans and are subject to alteration as investigation and consideration of the research material proceeds.

### **13. MA EXAMS: GENERAL ADMINISTRATIVE PROTOCOLS ADOPTED BY THE HISTORY DEPARTMENT FACULTY, JANUARY 27, 2014**

#### **a. Purpose of MA Exams**

- Examine ability to discuss a body of scholarly literature
- Examine ability to construct and defend a historical argument

#### **b. Written Exams for MA Non-thesis Students** *[No changes from current procedure]*

Students will answer two questions and be given a period of six hours to complete them. Written exams will be conducted in a quiet room on the MTSU campus or in a supervised testing center. Exams must be proctored by a faculty member. Committee chairs are responsible for scheduling a location for the exams with the Graduate Programs Executive Aide.

Students will be permitted to bring a one-page bibliography to the exam with author, title, and publication information.

#### **c. Written Exams for MA Thesis exams**

The MA exam consists of two essay examinations.

1. Exams may be taken on or off campus, at the discretion of the faculty examiners. If the exam is taken on campus students have a total of 6 hours to answer both questions.

2. At the discretion of the faculty examiners, students may be permitted to bring a one-page bibliography into written exams taken on campus.
3. If an exam is taken off campus (a "take home" exam) students have a maximum of 24 hours from receipt of each question to delivery of answer.
4. Students may not be given the questions in advance of the exam and may not use pre-prepared outlines.

#### **d. Oral Exams for all students**

All committee members are expected to be present in person at oral exams. In the case of extenuating circumstances, participation by video or telephone conference is acceptable. If a committee member cannot be present, the committee chair will contact all committee members and the student to reschedule the oral exam as soon as possible. If the committee members and student prefer, the oral exam can proceed as scheduled with a substitute examiner. Arrangements for a suitable substitute must be made by the committee chair in consultation with the student and the full committee. The Director of Graduate Studies shall be informed of this change.

#### **e. After the exam**

All written exams, whether passed or failed, are to be placed in the student's permanent file along with the signed examination report; supporting materials, i.e., one-page bibliography and/or outline, are considered part of the written exam.

#### **f. Failed exams**

A student who does not pass a written or oral exam is permitted to retake that exam one time. Students are not permitted to amend a written exam by writing a take-home essay. The retake exam/s must be scheduled sufficiently in advance to allow the student adequate time for preparation.

*A copy of the Report of M.A. Preliminary Examination form is appended to this handbook.*

### **14. EXAMS: ADDITIONAL INFORMATION**

#### **a. Comprehensive Examinations: Thesis Option**

After the completion of 24 hours of coursework, an M.A. student is eligible to take comprehensive examinations. The examinations cover the student's Public History and History fields. When a student writing a thesis passes his or her examinations, he or she can then proceed to writing the thesis itself.

##### **1. Selection of Examining Committee**

Students, in consultation with the Director of Public History and Graduate Director, will select two members of the graduate faculty to serve as the major field advisor and second examiner. Students should select an exam committee before completing 24 hours of coursework. The major field advisor and second examiner will be responsible for

advising the student in his/her course selection and in preparation for comprehensive examinations. They will also administer these examinations and supervise the completion of the thesis. Students taking comprehensive examinations in the summer must be enrolled in History 6999, Comprehensive Exam Preparation.

## **2. Written Exam**

Format and questions will be arranged by the student's major field advisor and second committee member.

## **3. Oral Exam**

The oral examination lasts a minimum of one hour. The student will be questioned by the two committee members.

### **b. Comprehensive Examinations: Non-Thesis Option**

The comprehensive exam is intended to be a review of the entire graduate career. Students should therefore save notes, syllabi, papers, and other class materials from each class that they take so that they may use this material to study. Students should be able to describe and analyze the arguments and evidence from each book or article read, and be able to discuss how each historical work fits into a larger historiography.

#### **1. Scheduling**

Comprehensive exams will be given once per semester, three weeks before Comprehensive Examination results are due in the College of Graduate Studies (i.e. three weeks before the last week of class). Students taking comprehensive examinations in the summer, or not enrolled for any other course/s in the fall or spring semesters, must be enrolled in History 6999, Comprehensive Exam Preparation.

#### **2. Comprehensive Exam Committee**

Each semester the Graduate Committee will form a Subcommittee to administer the comprehensive exam for non-thesis students. This committee will select a chair and design, administer, and be responsible for grading the exam. After the exams are written, department members will be assigned, based on their areas of expertise, to read and evaluate each exam.

#### **3. Comprehensive Exam Question Bank**

Each time History 6010, a Seminar, or an Essentials class is taught, the faculty member teaching the class will submit a question based on the content of that course to the Graduate Director. These questions may be used on future comprehensive exams at the discretion of the Exam Committee.

#### **4. Exam Content and Procedures**

Students will be presented a list of exam questions in the three major fields (American, European, and Public). Students must answer two questions. One of their essays must answer a major field question. MAPH students must answer the Public History question.

The second essay may answer a different major field question or one of the "Test Bank" questions.

Test Bank questions are based on readings seminars that have recently been taught. The committee will make every effort to ensure that each student taking the test has some questions from their graduate coursework; however we can not guarantee that every course you have taken will have a question.

Questions can be constructed by members of the Comprehensive Exam Committee and/or drawn from the Comprehensive Exam Test Bank.

The exam shall be taken on a computer provided by the department.

### **5. Oral Exam**

The oral exam will be conducted by the readers who evaluated the questions. This may result in an oral exam committee of more than two people.

**6. Sample Questions** [Note: These are sample questions and are therefore unlikely to be on the actual exam.]

#### Sample Public History Questions

As public historians attempt to understand how general audiences approach and understand history, it is clear that family histories are critically important in generating interest in the past. How can family history contribute to the interpretation of historical themes? In addition to oral histories, what are other source documents for family history? Are there special considerations when evaluating family histories of trauma? Be sure to incorporate relevant historical scholarship in your essay.

In a two-part essay, (1) identify, describe, and assess a range of “nearby” primary sources that are available for studying a particular local history research topic, and (2) discuss the historiography that informs the significance/interpretation of this research topic.

There are many controversies surrounding public history, but one issue concerns the relationship between academic history and public history. While some believe that public history should be viewed as an extension of academic history, others contend that public history is fundamentally different from academic history in its training, methodologies, and practices. How do you view the relationship between academic and public history? Explain your answer by citing scholars, publications and other professional work products that address this issue.

#### Sample History Questions:

In what ways did American democracy evolve over the course of the nineteenth century? Be sure to address both constraints on and expansions of democracy. Do not limit your response to political expressions such as voting rights.



"At the graduate level, almost all history is historiography." Explain the significance of historiography in advanced historical study. Use the historiography of one specific historical topic to illustrate your answer.

"Great men and women do not make history; they respond to or harness wider social or political impulses." Select a major political or social leader in European history and evaluate the validity of this statement as it applies to this figure. What key historical texts inform your understanding of this subject? How do the perspectives of these texts differ and how has the historical perspective on this figure changed over time?

What was the Renaissance? How have various interpretations of the Renaissance shaped the telling of the story of that period? How have these interpretations influenced the historiography of the Renaissance?

Identify five important works on the Progressive Era published in the last fifteen years, and explain how they build upon, correct, or supplant the interpretations presented in the seminal works of earlier scholars.

## **7. Evaluation Criteria**

The following criteria are used to evaluate M.A. exams:

- a. Student demonstrates a thorough understanding of a field.
- b. Student demonstrates the ability to understand, synthesize, and analyze the major themes and debates in the historiography of a field or topic area.
- c. Student understands the significance of a field for larger historical processes.
- d. Student demonstrates an understanding of the processes of historical change.
- e. Student demonstrates an ability to write an organized essay with a clear argument and organizational structure, and that is free of major spelling and grammatical errors and errors of fact.

*A copy of the Report of M.A. Preliminary Examination form is appended to this handbook.*

## **15. THESIS**

To complete the Thesis Option for the M.A. degree with a Public History concentration, graduate students must receive approval for, write, and submit a thesis.

### **a. Thesis Director**

The student should find a faculty member with appropriate expertise to serve as Thesis Director. In most cases, this professor will have been the student's major field advisor, but changes can be made. The student should continue to work closely with the Thesis Director as he/she researches and drafts the thesis.

### **b. HIST 6640**

Students need to enroll in HIST 6640 Thesis Research with their Thesis Director. Thesis Research is graded on a Pass/Fail basis. Different faculty members have different

expectations for the amount of Director-Student interaction involved in Thesis Research. Discuss expectations with your Director before enrolling. HIST 6640 is a 1-3 credit hour class; students may enroll for 3 cr. hrs. in one term or for 1-2 cr. hrs. in multiple terms. M.A. students must complete a minimum of 3 cr. hrs. of 6640 in order to graduate. Additionally, a student must be enrolled in at least 1 cr. hr. of 6640 during the semester of graduation.

### **c. Thesis Guidelines**

The Department of History has detailed expectations for the scope, content, style, and format of master's theses.

*A copy of the Department's current guidelines is appended to this handbook.*

The College of Graduate Studies has additional guidelines. Most of them are technical, relating to format and hard copy submission. These guidelines are mainly found in the Thesis/Dissertation Checklist, which must be filed along with the finished thesis.

*A copy of the College's Thesis/Dissertation Checklist is available online at:*  
<http://www.mtsu.edu/graduate/pdf/ThesisDissChecklist.pdf>

### **d. Signatures**

Master's students do not formally defend their theses. One must, however, obtain the approval of his or her Thesis Director and second reader before submitting the thesis to the Chair of the Department for signature. These approvals are indicated by signatures on a Thesis Approval Sheet. All departmental signatures must be obtained before a thesis is submitted to the College of Graduate Studies. Students are responsible for preparing the Thesis Approval sheet as part of the thesis front matter.

*A sample approval page is appended to this handbook.*

### **e. Deadlines**

The College of Graduate Studies maintains deadlines for the submission of completed, signed theses for graduation. Check the College of Graduate Studies website for these dates. However, remember that your Thesis Director and second reader must read and sign your thesis. The student must correct all errors and put the thesis in proper format before preparing the final copy and the required electronic file format for submittal to Graduate Studies. Then, the College of Graduate Studies reviews the thesis and may require additional changes before the Dean signs the approval page. Do not expect to hand in a final draft a few days before the Graduate College's deadline and expect to get done. The best rule of thumb is to have a complete final draft of your thesis in the hands of your readers six weeks before the thesis-filing deadline set by the College of Graduate Studies.

*College of Graduate Studies – Graduate Student Academic Calendar online*  
<http://www.mtsu.edu/graduate/student/calendar.php>

## **16. GRADUATION PROCESS/PAPERWORK**

### **a. Intent to Graduate Form**

At the beginning of the semester in which a student intends to graduate, he or she must submit an Intent to Graduate Form to the College of Graduate Studies. Check the website of the College of Graduate Studies for precise deadlines.

*College of Graduate Studies Intent to Graduate Form On-Line*  
<http://mtsu.edu/graduate/intent.php>

### **b. CGS Exit Survey**

You must also complete a brief exit survey for the College of Graduate Studies when you file your Intent to Graduate Form. It is currently available online at:

<http://mtsu.edu/graduate/student/survey.php>

### **c. Graduation**

Middle Tennessee State University has three graduation ceremonies each academic year – August, December, and May. All details concerning graduation are handled through the College of Graduate Studies.

*See current graduation information and procedures at:*

<http://mtsu.edu/graduate/student/graduation.php>

## **17. PUBLIC HISTORY PROGRAM SUPPORT FOR CONFERENCE TRAVEL AND THESIS RESEARCH**

The Public History Program allocates a portion of its annual operating budget to subsidize Public History students who travel to conferences of scholarly or professional organizations for the purpose of making a presentation accepted to a conference program. The Program also will subsidize travel for thesis research to a limited extent. If funds are available, the program will subsidize student travel to conferences for the more general purpose of educational and professional development, i.e, not on the program as a presenter. To qualify for travel assistance from the PH Program, students must also seek funding from the College of Graduate Studies and/or the Association of Graduate Students in History.

*For details, see the Request for Student Travel Assistance form and the Request for Student Travel Reimbursement form, which are appended to this handbook.*

## **18. GRADUATE ASSISTANTSHIPS**

Students who are funded as Graduate Assistants must meet requirements for continued eligibility, including the maintenance of a 3.0 GPA. Students who have completed their coursework are not eligible for funding. In most cases, this means that students may receive no more than four semesters of funding.

## **19. SELECTED STUDIES COURSE REQUEST PROCESS**

All students who wish to take a selected studies class must submit a memo to the public history director and graduate director that identifies the topic of the course and lists the assigned books. Students must also attach an email or letter from the faculty member verifying that she or he has agreed to teach the course. This information must be submitted before the first day of class.

## **20. DISTANCE LEARNING POLICY**

Students are expected to be present on campus for most of their degree program. However, a limited number of courses offered by the department have a video teleconference option.

Enrollment in these courses will only be permitted in special circumstances. Students wishing to take a course in this manner must have permission of both the instructor and graduate director.

**M.A. PUBLIC HISTORY: CHECKLIST****NAME:****M:**☐ **THESIS OPTION**☐ **NON-THESIS OPTION****CERTIFICATE (OPTIONAL):****DEGREE PLAN FILED:**

- a. Required Courses (12 hours):
  - ☐ HIST 6010 Historiography
  - ☐ HIST 6020 Historical Research Methods
  - ☐ HIST 6510 Public History Seminar
  - ☐ HIST 6570 Public History Internship
- b. Public History Essentials (Thesis: 3 hours in appropriate concentration; Non-thesis: 9 hours)
  - ☐ HIST 6610 Essentials of HP and CRM
  - ☐ HIST 6615 Essentials of Archival Management
  - ☐ HIST 6535 Essentials of Museum Management
  - ☐ HIST 6225 Oral History Theory and Methodology
  - ☐ HIST 6710 Essentials of Public Archaeology
- c. Public History Electives (6 hours) – coordinate with Area Concentration and select from the following in consultation with the Director of Public History
  - ☐ HIST 6190 State and Local History
  - ☐ HIST 6220 Public Programming for Historical Organizations/Archives
  - ☐ HIST 6230 Oral History Fieldwork
  - ☐ HIST 6530 Seminar in Administration of Historical Organizations
  - ☐ HIST 6520 Seminar: Historic Preservation
  - ☐ HIST 6540 Seminar: Museum Management
  - ☐ HIST 6545 Seminar in Collections Management for Archives and Museums
  - ☐ HIST 6550 Seminar: American Material Culture
  - ☐ HIST 6551 American Architectural History
  - ☐ HIST 6560 Seminar: Cultural Resource Management
  - ☐ HIST 6590 Archives Practicum
  - ☐ HIST 6620 Seminar: Archival Management
  - ☐ HIST 6630 Topics in Archival Management [AEC only]
  - ☐ HIST 6993 Current Issues in Public History Practice
  - ☐ HIST 6994 Advanced Projects in Public History
- d. History Electives (9 hours) – consult Graduate Catalog and Schedule of Courses for 6000-level course offerings and select in consultation with Director of Public History. Non-thesis option requires that 3 hours be a research seminar.
  - ☐ HIST
  - ☐ HIST
  - ☐ HIST
- e. ☐ Portfolio Presentation: \_\_\_\_\_
- f. ☐ HIST 6640 Thesis Research (3 hrs.; thesis option only)
 

Major Professor:

Thesis Topic:

## INTERNSHIP AGREEMENT FORMAT FOR HIST 6570

Using the six headings below, rewrite this model agreement to define the specifics of YOUR internship. All sections may not be relevant to your internship.

### 1. Description of Duties and Responsibilities

The Intern:

- a) *shall assist the \_\_\_\_\_ in the curatorial care of its collections, including*
  - 1) *photographing artifacts for documentation purposes;*
  - 2) *cataloging artifacts;*
  - 3) *assisting the Curator of Collections with annual collections inventory*
  - 4) *preparing and installing artifacts in exhibits*
- b) shall perform other tasks as may be mutually agreed upon

**2. Internship Report:** At the completion of the internship, the Intern shall submit to the faculty member listed below a report that describes the activities and accomplishments of the internship, evaluates the ways in which the internship contributed to his/her professional development (skills and historical knowledge, research) and reflects on the role of history (historical scholarship, historical methods) in the operations and activities of the sponsoring institution. See also separate sheet entitled "Internship Report Requirements for HIST 6570"

### 3. Work Schedule (300 contact hours required)

The internship shall be performed on a part-time basis, \_\_\_\_ hours a day, \_\_\_\_ days a week, Monday through Thursday, from \_\_\_\_\_ through \_\_\_\_\_ for a minimum of 300 contact hours.

### 4. Compensation (if any)

The Intern shall be paid at the rate of \$ \_\_\_\_/hr. and be provided with travel expenses at the rate of \$. \_\_\_\_/mile, with a mileage log, from \_\_\_\_\_ to \_\_\_\_\_, round trip, \_\_\_\_\_ times per week for \_\_\_\_\_ weeks.

### 5. Mentor Relationship

\_\_\_\_\_ shall be responsible for assigning projects to the Intern, providing of any necessary equipment and supplies, meeting weekly with the Intern, and conducting a final review based upon the Intern's work performance and a self-evaluation by the Intern.

Upon completion of the internship, \_\_\_\_\_ will provide the faculty member responsible for the internship (see below) with a one-page evaluation of the Intern.

## 6. Exclusion and Indemnification

a) The Intern is not an employee of \_\_\_\_\_ and shall not be entitled to any fringe benefits.

b) The Intern agrees to indemnify and save and hold the \_\_\_\_\_, its agents and employees harmless from any and all claims or causes of action arising from the performance of the Agreement by the Intern.

Intern:	M Number	Date
---------	----------	------

Instructor: Martha Norkunas	Date	Mentor:	Date
-----------------------------	------	---------	------

Department of History  
P.O. Box 23  
Middle Tennessee State University  
Murfreesboro, TN 37132  
615/898-2639  
martha.norkunas@mtsu.edu

Full address, telephone, email,  
including name of Sponsoring  
Institution

## INTERNSHIP REPORT REQUIREMENTS FOR HIST 6570

### STATEMENT OF PURPOSE

The purpose of the Internship requirement in the Public History curriculum (HIST 6570) is to provide students with a structured, work-learning experience that helps them develop professional knowledge, skills, and abilities of current value in at least one of the many venues where public historians practice. The Internship experience also serves as an intellectual laboratory of sorts, where students can analyze the intersection of scholarship and praxis *in one work environment*. Finally, the internship provides students an opportunity to develop technical writing skills and to begin developing a network of professional contacts. Accordingly, students enrolled in HIST 6570 must submit an Internship Report that meets the requirements stated below.

### CONTENT

The Internship Report must include both a narrative portion and one or more appendices.

The narrative portion must be at least ten pages in length and must include the following information: (1) a succinct description of your duties, responsibilities, and accomplishments as an intern; (2) a self-assessment of your professional development as a result of the internship; and (3) a critical analysis of the role of history and historians in the venue where you served your internship.

- (1) The descriptive section should be approximately half the length of the narrative. If you find that you need more than five pages to summarize your duties, responsibilities, and activities, then lengthen your overall narrative accordingly, i.e., if the description is seven pages long, the total length of your narrative should be at least twelve pages.
- (2) The self-assessment of your professional growth and development should detail with some specificity the knowledge, skills, and abilities that you acquired or honed during your internship. You may also comment on the mentoring that you received, but do not use the narrative as an opportunity to complain about staff, working conditions, or any other aspect of the work environment. This section should be two to three pages in length.
- (3) The final section of the narrative should critically analyze the role that your classroom study of historical scholarship and methods played in your learning experience. Where appropriate, reference specific readings or activities associated with your coursework that were applicable to your internship. Feel free also to comment on the degree to which the scholarship and methods of history were valued and practiced in the institution where you served your internship. This section should be two to three pages in length.



In addition to the narrative the Internship Report should contain one or more appendices containing work products, or samples thereof, that document the knowledge, skills, and abilities you developed during the internship. Make sure that you reference specific attachments appropriately in the narrative portion of your report. You may submit CDs or DVDs as part of your report, but material contained on them must be referenced in the narrative of the report and included as appendices in the Table of Contents.

### **PRESENTATION**

The Internship Report should look professional in every aspect and may include CDs or DVDs as substitutes for, or complements to, appendices when appropriate. It must:

- (1) be typed, double spaced, with one-inch margins and appropriately paginated;
- (2) have a title page that includes, at a minimum, your name, date of submittal, and place where you served your internship;
- (3) contain a Table of Contents if the report includes more than one appendix;
- (4) include tabs or some other method to easily reference appendices;
- (5) be submitted either with all pages stapled together in the upper left hand corner or as loose pages in a standard file folder (do not submit reports in ring binders or plastic report covers). Electronic media must be submitted in a paper sleeve or plastic case.

The Internship Report becomes a part of your permanent file in the History Department; it will not be returned to you. You are strongly encouraged to make a copy for your own portfolio.

### **GRADING**

Grades for HIST 6570 are based on (1) the content and presentation of the Internship Report and (2) the strength of the letter of evaluation submitted by your internship mentor.

Mentor letter of evaluation: Please ask your mentor to submit his or her evaluation as a formal letter on institutional stationery. A telephone report or an email communication is not sufficient. Your internship agreement form must include the name, mailing address, telephone, and email of the instructor for History 6570.

## CERTIFICATES OF ADVANCED STUDY: PROGRAM STRUCTURE

### MUSEUM MANAGEMENT

Major Field Core: 3 cr. hrs.

HIST 6540

Seminar in Museum Management

Electives: 9 cr. hrs.

*Selected from:*

HIST 6545

Seminar in Collections Mgt.

HIST 6220

Seminar in Public Programming

HIST 6530

Admin of Historical Organizations

HIST 6560

Seminar Amer. Material Culture

HIST 6994

Advanced Projects in Public History

HIST 6993

Current Issues in Public History

HIST 6225

Oral History Theory & Methodology

HIST 6555

Archaeology and Public History

### HISTORIC PRESERVATION

Major Field Core: 3 cr. hrs

HIST 6520

Seminar in Historic Preservation

Electives: 9 cr. hrs.

*Selected from:*

HIST 6551

American Architectural History

HIST 6560

Seminar Amer. Material Culture

HIST 6530

Admin of Historical Organizations

HIST 6220

Seminar in Public Programming

HIST 6993

Current Issues in Public History

HIST 6994

Advanced Projects in Public History

HIST 6225

Oral History Theory & Methodology

HIST 6555

Archaeology and Public History

### ARCHIVAL MANAGEMENT

Major Field Core: 3 cr. hrs.

HIST 6620

Seminar in Archival Management

Electives: 9 cr. hrs.

*Selected from:*

HIST 6220

Seminar in Public Programming

HIST 6530

Admin of Historical Organizations

HIST 6545

Seminar in Collections Management

HIST 6590

Practicum in Archival Management

HIST 6630

Topics in Archival Management  
(may be repeated for credit 3 times)

HIST 6993

Current Issues in Public History

HIST 6994

Advanced Projects in Public History

HIST 6225

Oral History Theory & Methodology

### HERITAGE STUDIES

Major Field Core: 6 cr. hrs.

HIST 6560

Seminar in Cultural Resources Management

HIST 6225

Oral History Theory & Methodology

Electives: 6 cr. hrs.

*Selected from:*

HIST 6190

State and Local History

HIST 6220

Seminar in Public Programming

HIST 6545

Seminar in Collections Management

HIST 6555

Archaeology and Public History

HIST 6560

Seminar Amer. Material Culture

HIST 6993

Current Issues in Public History

HIST 6994

Advanced Projects in Public History

**REPORT OF M.A.P.H. PORTFOLIO REVIEW**

Department of History  
Middle Tennessee State University

Student Name \_\_\_\_\_

Student M Number \_\_\_\_\_ Date \_\_\_\_\_

**Skill Areas**

*(Please mark YES or NO for each skill area.)*

\_\_\_\_\_ Has demonstrated proficiency in research.

\_\_\_\_\_ Has demonstrated proficiency in communication.

\_\_\_\_\_ Has demonstrated proficiency in *(check one)*  
     \_\_\_ a specialized research skill,  
     \_\_\_ organizational management and administration  
     \_\_\_ pedagogy and educational programming.

\_\_\_\_\_ Has passed the portfolio review.

\_\_\_\_\_ Will have to improve and revise those portions of the portfolio indicated by the failing grade(s) above and present the entire portfolio again at the next scheduled review.

Signatures of portfolio review committee members:

Reviewer \_\_\_\_\_ Reviewer \_\_\_\_\_

Reviewer \_\_\_\_\_ Reviewer \_\_\_\_\_

Reviewer \_\_\_\_\_ Reviewer \_\_\_\_\_

**REPORT OF M.A. PRELIMINARY EXAMINATION**

Department of History  
Middle Tennessee State University

Student Name \_\_\_\_\_

Student M Number \_\_\_\_\_

Date \_\_\_\_\_

Major Field \_\_\_\_\_

Major Field Advisor \_\_\_\_\_

Writtens	P	F
Orals	P	F

Examiner \_\_\_\_\_

Writtens	P	F
Orals	P	F

We report that this student (check one):

\_\_\_\_\_ has successfully completed their preliminary examination.

\_\_\_\_\_ will have to retake portions of their preliminary examination indicated by the failing grade(s) above.

Signatures of committee members:

Major Field Advisor \_\_\_\_\_

Examiner \_\_\_\_\_

**THESIS PROPOSAL ACCEPTANCE FORM**

Department of History  
Middle Tennessee State University

Thesis Title: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Name \_\_\_\_\_

Student M Number \_\_\_\_\_

Thesis Director \_\_\_\_\_

Second Reader \_\_\_\_\_

Date \_\_\_\_\_

Estimated Thesis  
Completion Date \_\_\_\_\_

## M.A. THESIS GUIDELINES

Department of History  
Middle Tennessee State University

In addition to the general thesis and dissertation guidelines issued by the Graduate Office, the Department has the following guidelines, which apply specifically to theses and dissertations in history. Please familiarize yourself with the rules and work out ambiguities and questions with your director early in the composition process. Assume that your early chapter drafts should be submitted to your director with proper footnote/endnote citations and in the proper page format. Furthermore, it is highly recommended that you double-check questions regarding format with the Director of Graduate Studies and/or the Graduate Office. Finally, feel free to submit sample pages, notes, photograph set-ups and the like both to your director and the Graduate Office.

**1. Responsibilities of students, directors, and readers:** Students are responsible for submitting the thesis in the proper format, proofreading the copy, and taking the initiative to work out with the thesis/dissertation director and the Graduate Office any problems or questions regarding text, notes, citations, photos, etc. Thesis directors are there primarily to assist students with the process of composition: strategies of chapter presentation and organization, narrative rhetoric, and the issues of logic and analysis. Although directors should certainly help with any problems or questions about format, it is not their job to set up the thesis for the student, or to act as line by line copyeditors.

The above having been said, thesis directors are likewise responsible for double-checking the student's project to make sure all is in order before it goes to the Chair of the Department for signing. Responsible thesis directing means making sure that the student has submitted the project in proper format. The Graduate Office will not accept a thesis without the Chair's signature.

Thesis directors should work together with their second readers to ensure the successful completion of the student's thesis. Directors and readers should feel free to work out in their own way the particulars of how they will direct their student's work project, but they should establish these particulars at the time the student turns in her or his thesis proposal. This is best done in a meeting where all the parties are present. This way, details and potential misunderstandings can be worked out face to face beforehand. At minimum, thesis directors, and dissertation directors too, are to ensure that drafts are submitted to second readers in a timely manner. It is the director's responsibility to provide the readers with full opportunity to fulfill her/his own responsibilities in a professional manner.

Second and other readers of theses and dissertations are responsible to review the student's project to see that it conforms to acceptable standards of logical argument as defined by the historical discipline. The second readers bear no responsibility for proofreading the student's project for mistakes in format or style, although they may certainly take notice of errors and suggest corrections. Moreover, second readers are not obligated to sign any thesis or dissertation that is sloppily composed or improperly formatted. The Department Chair, moreover, is not obligated to read any thesis/dissertation that second readers have not signed.

**2. Length and purpose of a thesis:** The thesis is an opportunity for the student to demonstrate that she or he can conduct intelligent independent research from an historical perspective. For this purpose, a 80-100 page thesis (exclusive of appendices and bibliography) is sufficient so long as it sustains one continuous argument subdivided into chapters, and so long as it provides an interpretation of secondary and primary sources.

**3. Style manuals:** The history department's manual of choice is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, most recent edition, or, in certain situations, the *Chicago Manual of Style*. Students are advised to use the style manual for all work submitted in graduate school—book reviews, critical essays, seminar papers—so that the forms and formatting become second nature before the thesis project begins.

**4. Endnotes/Footnotes:** Students may use either footnotes (notes at the bottom of each page of the text) or endnotes. Endnotes, if used, must be placed at the end of each chapter (the introduction, if there is one, is counted as a chapter). Whether using footnotes or endnotes, each source cited must receive a first full reference citation the first time it is cited in a chapter. For subsequent references to the source in the chapter the student may use the second reference according to the style manual.

**5. Bibliography:** Bibliographies must be subdivided according to primary and secondary sources. Finer categorizations may be made (for example, newspapers, manuscript correspondence, etc.) depending upon the nature of the project. Students should consult their director on this issue. Bibliographies indicate the sources used to compose the thesis/dissertation.

**6. Order of Arrangement:** Use the order of arrangement provided by the Graduate Office guidelines. Use the pagination and numbering system cited in the example attached to these guidelines. In fact Graduate Office guidelines, which may be subject to periodic change, always take precedence over *Turabian* or *Chicago Manual of Style*

**7. Deadlines:** The Department Chair signs each thesis/dissertation before it is sent to the Graduate Office. Make sure you leave enough time for this with the Graduate Office's deadline for the semester.

## **8. Master's Thesis Timetable**

a) As required by departmental guidelines, you need to declare your thesis field sometime within your first 12 hours of graduate history courses and have arranged with the Director of Graduate Studies and, where applicable, the Public History Director, for the appointment of a field director and reader.

b) Within your first academic year (normally a fall and spring semester), seriously explore possible topics so that you can use your first summer semester to read secondary works and examine possible primary sources (maybe aim to complete 80% of your primary research here)

c) By the semester before you take your comprehensive examinations, you must, according to departmental guidelines, submit a formal thesis proposal to your thesis director and second reader (the proposal requires signatures from the director and second reader, and is developed according to a form established by the Department—see the Graduate Director for details).

d) Keep constantly in contact with your thesis director during the entire process of composition of the thesis. Assume that it will take six months beyond comprehensive examinations at the least to compose your thesis.

e) Work by the rule of thumb that your thesis must be complete by the end of the semester before the one during which you plan to graduate.

f) Submit your completed and approved (by thesis director and second reader) thesis to the Department Chair for signing.

**9. Graduate Office Procedures for Master's theses:** After your thesis has been signed by your thesis director, second reader, and the Department Chair, it goes to the Graduate Office. The procedure works as follows:

a) When the student has made the corrections suggested by the thesis director, second reader, and Department Chair (note, the Department Chair will not sign the thesis until all these corrections are made), the student should take one completed, corrected copy of the thesis to the Graduate Office. The deadline for submission to the Graduate School is posted each semester in the schedule book. This copy must include the signature page, thesis abstract, title and table of contents pages, acknowledgements (optional), body of the thesis, notes, appendices (if applicable), and bibliography.

b) The Dean of the Graduate School will read the completed thesis and make his/her own suggestions for corrections. Once read, the Dean will send a letter to the student, thesis director, Department Chair, and Director of Graduate Studies notifying these persons of his/her decision to accept or reject a thesis. Note: the Dean's signature is required on the thesis, and (s)he has every right to refuse to accept a project if (s)he deems it beneath Graduate School standards.

c) Once the letter of acceptance from the Dean is received, the student must then produce three additional copies of the thesis. Each copy should be placed in a large envelope, with the components of each copy in proper order ready for binding. On each envelope the student should type or print the title of the thesis, the author's full name, the expected graduation date (96F, say), and the number of the copy. If the student has used a typist, that person's name and telephone number should appear on the envelope.

**10. Abstract:** The abstract summarizes the content and argument of the thesis/dissertation for scholars working in the discipline, providing them information to decide whether or not they wish to read the complete work. In history, abstracts should include a brief statement of the intellectual/historical issue(s) explored in the original research, a brief description of the sources used, and a summary of the major argument presented. Thesis abstracts should not exceed 150 words.



[Thesis Title goes here:  
begin subtitle on second line]

[your name here]

Approved:

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Dr. [type name]  
Major Professor

---

Dr. [type name]  
Reader

---

Dr. [type name]  
Chair, History Department

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Dr. Michael Allen, Dean  
College of Graduate Studies



**Public History Program**  
**Department of History**

**REQUEST FOR STUDENT TRAVEL ASSISTANCE**  
**PUBLIC HISTORY PROGRAM**

Depending on funds availability in any given semester:

- PhD students who have been advanced to candidacy are eligible to receive up to \$500 for research travel associated with completion of the dissertation requirement.
- M.A. students in the Public History Program who have an approved thesis proposal are eligible to receive up to \$250 for research travel associated with completion of the thesis requirement.
- All graduate students in the Public History Program are eligible to receive up to \$250 for conference travel if presenting a paper or poster. Students who are not presenting a paper or poster are eligible to receive up to \$150.

**NOTE:** Funds for conference travel will be awarded only to defray expenses over and above costs that are reimbursed by the College of Graduate Studies and/or by SGA via AGSH.

NAME: \_\_\_\_\_

M# \_\_\_\_\_

DATE: \_\_\_\_\_

AMOUNT REQUESTED FROM THE PUBLIC HISTORY PROGRAM \$ \_\_\_\_\_  
 FOR: ☐ CONFERENCE TRAVEL ☐ RESEARCH FOR THESIS OR DISSERTATION

**CONFERENCE TRAVEL**

Name of Conference: \_\_\_\_\_

Dates of Travel: \_\_\_\_\_

Location: \_\_\_\_\_

Are you presenting a paper or poster? ☐ YES ☐ NO

Have you requested funding from the College of Graduate Studies? ☐ YES ☐ NO

Have you requested SGA funding through AGSH? ☐ YES ☐ NO

**RESEARCH TRAVEL FOR THESIS OR DISSERTATION**

Dates of Travel: \_\_\_\_\_

Name/s and location/s of research repositories:

\_\_\_\_\_  
 \_\_\_\_\_

**APPROVED**

\_\_\_\_\_  
 Director, Public History Program      Date

**FOR OFFICE USE ONLY:**

☐ Funds Encumbered

Semester \_\_\_\_\_ Year \_\_\_\_\_

**Public History Program**  
**Department of History**



**REQUEST FOR STUDENT TRAVEL REIMBURSEMENT – PUBLIC HISTORY PROGRAM**

**ALL TRAVEL CLAIMS MUST BE FILED WITHIN 30 DAYS OF RETURN DATE.**

**This form is to be submitted with an MTSU Travel Claim Form,  
 which can be found at this link:**

<http://www.mtsu.edu/boffice/forms.shtml#as>

**\*Forms submitted must have original signature.**

In order to be reimbursed, a "REQUEST FOR STUDENT TRAVEL ASSISTANCE" form must have been completed in advance by student and approved by Public History Director. If you received an email confirmation please provide authorization number issued by Accounting Services T.

NAME: \_\_\_\_\_

M# \_\_\_\_\_

DATE: \_\_\_\_\_

WHERE DID YOU GO (City, State)? \_\_\_\_\_

FOR: ☐ CONFERENCE TRAVEL ☐ RESEARCH FOR THESIS OR DISSERTATION

If conference travel, name of conference: \_\_\_\_\_

If conference travel, were you a presenter? ☐ YES ☐ NO

Did you receive funding from Graduate Studies? ☐ YES ☐ NO

If you answered YES, how much funding did you receive? \_\_\_\_\_

Did you receive funding from SGA through AGSH? ☐ YES ☐ NO

If you answered YES, how much funding did you receive? \_\_\_\_\_

Amount remaining unreimbursed: \$ \_\_\_\_\_

AMOUNT REQUESTED FROM THE PUBLIC HISTORY PROGRAM \$ \_\_\_\_\_

**APPROVED**

\_\_\_\_\_  
 Director, Public History Program      Date

