

# Public History Essays From The Field

## Public History Essays from the Field

The first book of the five-volume Community Oral History Toolkit sets the stage for an oral history project by placing community projects into a larger context of related fields and laying a sound theoretical foundation. It introduces the field of oral history to newcomers, with discussions of the historical process, the evolution of oral history as a research methodology, the nature of community, and the nature of memory. It also elaborates on best practices for community history projects and presents a detailed overview of the remaining volumes of the Toolkit, which cover Planning, Management, Interviewing, and After-the-Interview processing and curation. Introduction to Community Oral History features a comprehensive glossary, index, bibliography, and references, as well as numerous sample forms that are needed throughout the process of conducting community oral history projects.

In 1958, the American Historical Association began a study to determine the status and condition of history education in U.S. colleges and universities.

Published in 1962 and addressing such issues as the supply and demand for teachers, student

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recruitment, and training for advanced degrees, that report set a lasting benchmark against which to judge the study of history thereafter. Now, more than forty years later, the AHA has commissioned a new report. The Education of Historians for the Twenty-first Century documents this important new study's remarkable conclusions. Both the American academy and the study of history have been dramatically transformed since the original study, but doctoral programs in history have barely changed. This report from the AHA explains why and offers concrete, practical recommendations for improving the state of graduate education. The Education of Historians for the Twenty-first Century stands as the first investigation of graduate training for historians in more than four decades and the best available study of doctoral education in any major academic discipline. Prepared for the AHA by the Committee on Graduate Education, the report represents the combined efforts of a cross-section of the entire historical profession. It draws upon a detailed review of the existing studies and data on graduate education and builds upon this foundation with an exhaustive survey of history doctoral programs. This included actual visits to history departments across the country and consultations with scores of individual historians, graduate students, deans, academic and non-academic employers of historians, as well as other stakeholders in graduate

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education. As the ethnic and gender composition of both graduate students and faculty has changed, methodologies have been refined and the domains of historical inquiry expanded. By addressing these revolutionary intellectual and demographic changes in the historical profession, *The Education of Historians for the Twenty-first Century* breaks important new ground. Combining a detailed historical snapshot of the profession with a rigorous analysis of these intellectual changes, this volume is ideally positioned as the definitive guide to strategic planning for history departments. It includes practical recommendations for handling institutional challenges as well as advice for everyone involved in the advanced training of historians, from department chairs to their students, and from university administrators to the AHA itself. Although focused on history, there are lessons here for any department. *The Education of Historians for the Twenty-first Century* is a model for in-depth analysis of doctoral education, with recommendations and analyses that have implications for the entire academy. This volume is required reading for historians, graduate students, university administrators, or anyone interested in the future of higher education.

*Public History and the Food Movement* argues that today's broad interest in making food systems fairer, healthier, and more sustainable offers a compelling opportunity for the public history field. Moon and

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Stanton show how linking heritage institutions' unique skills and resources with contemporary food issues can offer accessible points of entry for the public into broad questions about human and environmental resilience. They argue that this approach can also benefit institutions themselves, by offering potential new audiences, partners, and sources of support at a time when many are struggling to remain relevant and viable. Interviews with innovative practitioners in both the food and history fields offer additional insights. Drawing on both scholarship and practice, *Public History and the Food Movement* presents a practical toolkit for engagement. Demonstrating how public historians can take on a vital contemporary issue while remaining true to the guiding principles of historical research and interpretation, the book challenges public historians to claim an expanded role in today's food politics. The fresh thinking will also be of interest to public historians looking to engage with other timely issues.

"*Doing Oral History* is considered the premier guidebook to oral history, used by professional oral historians, public historians, archivists, and genealogists as a core text in college courses and throughout the public history community. The recent development of digital audio and video recording technology has continued to alter the practice of oral history, making it even easier to produce and

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disseminate quality recordings. At the same time, digital technology has complicated the preservation of the recordings, past and present. This basic manual offers detailed advice for setting up an oral history project, conducting interviews and using oral history for research, making video recordings, preserving oral history collections in archives and libraries, and teaching and presenting oral history"--

What does it mean to be a social and cultural historian today? In the wake of the 'cultural turn', and in an age of digital and public history, what challenges and opportunities await historians in the early 21st century? In this exciting new text, leading historians reflect on key developments in their fields and argue for a range of 'new directions' in social and cultural history. Focusing on emerging areas of historical research such as the history of the emotions and environmental history, *New Directions in Social and Cultural History* is an invaluable guide to the current and future state of the field. The book is divided into three clear sections, each with an editorial introduction, and covering key thematic areas: histories of the human, the material world, and challenges and provocations. Each chapter in the collection provides an introduction to the key and recent developments in its specialist field, with their authors then moving on to argue for what they see as particularly important shifts and interventions in the theory and methodology and suggest future

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developments. *New Directions in Social and Cultural History* provides a comprehensive and insightful overview of this burgeoning field which will be important reading for all students and scholars of social and cultural history and historiography.

"This is an important book that uses the long and distinguished historical career of Benjamin Shambaugh to place public or 'applied' history into a much-needed historical context. . . . Conard's narrative and analysis provide new insights into continuing debates about the proper role of federal and state governments in collecting and writing history. . . . an important contribution to American historiography in the twentieth century."--Barbara Franco, executive director, the Historical Society of Washington, D.C. "In *Benjamin Shambaugh and the Intellectual Foundations of Public History*, Rebecca Conard has written a useful and intriguing book. . . . The historical profession and the people of Iowa are indebted to Rebecca Conard for this book, which explores the impressive career of Benjamin Shambaugh and sheds new light on the fundamentals of the public history movement."--*Annals of Iowa* ". . . an unexpectedly engaging and useful examination and analysis of the ideologies, arguments, and politics surrounding the rise of history as a professional and academic discipline from the mid-nineteenth to the mid-twentieth centuries, especially as they were often

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rancorously expressed in disputes between the East and Midwest, state and national perspectives, and academic and professional practice."--The Journal of American History "Conard has provided the history profession with a layered narrative of its development and fragmentation or redevelopment over time, and has explored the meanings of its own histories."--Janelle Warren-Findley, The American Historical Review "Conard's biography is well written and interesting, and her strategies for engaging in dialog with a variety of texts produce a fresh method for defining and assessing public history."--The Journal of Heritage Stewardship Although his name is little known today outside Iowa, during the early part of the twentieth century Benjamin Shambaugh (1871 - 1940) was a key figure in the historical profession. Using his distinguished career as a lens, Conard's seminal work is the first book to consider public history as an integral part of the intellectual development of the historical profession as a whole in the United States. Conard draws upon an unpublished, mid-1940s biography by research historian Jacob Swisher to trace the forces that shaped Shambaugh's early years, his administration of the State Historical Society of Iowa, his development of applied history and commonwealth history in the 1910s and 1920s, and the transformations in his thinking and career during the 1930s. Framing this intriguingly interwoven narrative

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are chapters that contextualize Shambaugh's professional development within the development of the historical profession as a whole in the late nineteenth and early twentieth centuries and assess his career within the post-World War II emergence of the modern public history movement. Shambaugh's career speaks to those who believe in the power of history to engage and inspire local audiences as well as those who believe that historians should apply their knowledge and methods outside the academy in pursuit of the greater public good. Rebecca Conard, associate professor of history and codirector of the Public History Program at Middle Tennessee State University, is also the author of *Places of Quiet Beauty: Parks, Preserves, and Environmentalism* (Iowa, 1997), which won the Benjamin Shambaugh Award. "Rebecca Conard provides an elegant discussion of a complex topic: the emergence of public history in the twentieth century. . . . a sophisticated addition to public history historiography."--*The Public Historian*

*Los Angeles Documentary and the Production of Public History, 1958–1977* explores how documentarians working between the election of John F. Kennedy and the Bicentennial created conflicting visions of the recent and more distant American past. Drawing on a wide range of primary documents, Joshua Glick analyzes the films of Hollywood documentarians such as David Wolper

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and Mel Stuart, along with lesser-known independents and activists such as Kent Mackenzie, Lynne Littman, and Jesús Salvador Treviño. While the former group reinvigorated a Cold War cultural liberalism, the latter group advocated for social justice in a city plagued by severe class stratification and racial segregation. Glick examines how mainstream and alternative filmmakers turned to the archives, civic institutions, and production facilities of Los Angeles in order to both change popular understandings of the city and shape the social consciousness of the nation.

The Encyclopedia of Local History addresses nearly every aspect of local history, including everyday issues, theoretical approaches, and trends in the field. This encyclopedia provides both the casual browser and the dedicated historian with adept commentary by bringing the voices of over one hundred experts together in one place. Entries include:

- Terms specifically related to the everyday practice of interpreting local history in the United States, such as “African American History,” “City Directories,” and “Latter-Day Saints.”
- Historical and documentary terms applied to local history such as “Abstract,” “Culinary History,” and “Diaries.”
- Detailed entries for major associations and institutions that specifically focus on their usage in local history projects, such as “Library of Congress” and “Society of American Archivists”
- Entries for every state and Canadian province covering major informational sources critical to understanding local history in that region.
- Entries for every major immigrant group and ethnicity. Brand-new to this edition are critical topics covering both the practice of and major current areas of research in local history such as

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“Digitization,” “LGBT History,” museum theater,” and “STEM education.” Also new to this edition are graphics, including 48 photographs. Overseen by a blue-ribbon Editorial Advisory Board (Anne W. Ackerson, James D. Folts, Tim Grove, Carol Kammen, and Max A. van Balgooy) this essential reference will be frequently consulted in academic libraries with American and Canadian history programs, public libraries supporting local history, museums, historic sites and houses, and local archives in the U.S. and Canada. This third edition is the first to include photographs.

Incorporating Information and Communication Technology tools into the teaching and learning of history has become a common practice worldwide. It is no longer a question of if, but of how to introduce it in the classroom in order to make history education more effective and enjoyable. This book gathers the experiences and reflections of researchers from three continents, based on their own activities and on empirical studies. The contributions concentrate on videogames related to the past, history e-textbooks, and applications for mobile devices with historical content. Some texts deal explicitly with global phenomena, such as the “Assassin’s Creed” or “Colonization” games, some present materials developed for the international market, such as a European e-textbook or mobile phone applications, while others concentrate on local experiences, such as a Chinese e-schoolbag, a Swiss tablet application, Polish and Estonian e-textbooks, or English teacher training. The book is a result, and a reinforcement, of the belief that history educators can benefit from the lessons learnt in other places of the globalising world.

This collection of essays asserts the specific value of world history research and teaching, showing how the field contributes to the larger historical profession and offering concrete suggestions to develop more interaction between

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the academy and the public. The twelve contributors, each with their own academic areas of interest, are experienced scholars and classroom teachers. Uniting them together in this volume is their professional relationship with Jerry H. Bentley (1949–2012). This shared connection served as a catalyst to showcase Bentley’s enduring legacy: a commitment to investigating large-scale questions with detailed empirical evidence that explains the human condition—documenting both patterns of similarity and difference in ways that account for regional and temporal variations. The volume continues Bentley’s meticulous attention to world historical methods: focus on scale, cross-cultural encounter, comparison, periodization, critical geography, and interdisciplinarity. *Encounters Old and New in World History* responds to provocations that Jerry Bentley tendered in his scholarship and through his professional activities. Contributors interrogate the institutional settings, disciplinary proclivities, methodological choices, and diverse source bases of world history research and teaching. Several essays address the ways in which present-day concerns influence research on local and global scales. Other essays pay particular attention to the production and circulation of knowledge across regional, temporal, and class boundaries, as well as between the academy and the wider public. Claiming the centrality of globally informed and focused approaches to historical inquiry, researchers continue the conversations that Bentley carried on through his own scholarship, teaching, editing of the *Journal of World History*, participating in public forums, and contributing to public discussions about the place of history in understanding today’s global integration. The stakes involved in asking questions about the shared history of humankind continue to increase in the current era of intensified globalization. It is incumbent upon scholars with the skills to work across

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linguistic, geographic, temporal, and disciplinary boundaries to show the ways that cross-cultural encounters happened historically, and to point out how such interactions play out in the institutions, classrooms, and public debates where historical interpretations are created and shared.

This book takes a fresh look at the connection between history and policy, proposing that historians rediscover a sense of 'public purpose' that can embrace political decision-making – and also enhance historical practice. Making policy is a complex and messy affair, calling on many different forms of expertise and historians have often been reluctant to get involved in policy advice, with those interested in 'history in public' tending to work with museums, heritage sites, broadcasters and community organisations. Green notes, however, that historians have also insisted that 'history matters' in public policy debate, and been critical of politicians' distortions or neglect of the past. She argues that it is not possible to have it both ways.

Introduction to Public History: Interpreting the Past, Engaging Audiences is a brief foundational textbook for public history. It is organized around the questions and ethical dilemmas that drive public history in a variety of settings, from local community-based projects to international case studies. This book is designed for use in undergraduate and graduate classrooms with future public historians, teachers, and consumers of history in mind. The authors are practicing public historians who teach history and public history to a mix of undergraduate and graduate students at universities across the United States and in international contexts. This book is based on original research and the authors' first-hand experiences, offering a fresh perspective on the dynamic field of public history based on a decade of consultation with public history educators about what they needed in an introductory textbook. Each chapter introduces

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a concept or common practice to students, highlighting key terms for student review and for instructor assessment of student learning. The body of each chapter introduces theories, and basic conceptual building blocks intermixed with case studies to illustrate these points. Footnotes credit sources but also serve as breadcrumbs for instructors who might like to assign more in-depth reading for more advanced students or for the purposes of lecture development. Each chapter ends with suggestions for activities that the authors have tried with their own students and suggested readings, books, and websites that can deepen student exposure to the topic.

Art and Public History: Approaches, Opportunities, and Challenges provides public history practitioners and academics with useful guidance on how art can be integrated into public history initiatives, through critical discussion of tools, strategies, and technologies that contribute to collaboration and engagement across a variety of platforms.

Introduction / David K. Yoo and Eiichiro Azuma -- Part I.

Migration flows -- Filipinos, Pacific Islanders, and the

American empire / Keith L. Camacho -- Towards a

hemispheric Asian American history / Jason Oliver Chang --

South Asian America: histories, cultures, politics / Sunaina

Maira -- Asians, native Hawaiians, and Pacific Islanders in

Hawai'i: people, place, culture / John P. Rosa -- Southeast

Asian Americans / Chia Youyee Vang -- East Asian

immigrants / K. Scott Wong -- Asian Canadian history / Henry

Yu -- Part II. Time passages -- Internment and World War II

history / Eiichiro Azuma -- Reconsidering Asian exclusion in

the United States / Kornel S. Chang -- The Cold War /

Madeline Y. Hsu -- The Asian American movement / Daryl

Joji Maeda -- Part III. Variations on themes -- A history of

Asian international adoption in the United States / Catherine

Ceniza Choy -- Confronting the racial state of violence: how

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Asian American history can reorient the study of race / Moon-Ho Jung -- Theory and history / Lon Kurashige -- Empire and war in Asian American history / Simeon Man -- Queer Asian American historiography / Amy Sueyoshi -- The study of Asian American families / Xiaojian Zhao -- Part IV. Engaging historical fields -- Asian American economic and labor history / Sucheng Chan -- Asian Americans, politics, and history / Gordon H. Chang -- Asian American intellectual history / Augusto Espiritu -- Asian American religious history / Helen Jin Kim, Timothy Tseng, and David K. Yoo -- Race, space, and place in Asian American urban history / Scott Kurashige -- From Asia to the United States, around the world, and back again: new directions in Asian American immigration history / Erika Lee -- Public history and Asian Americans / Franklin Odo -- Asian American legal history / Greg Robinson -- Asian American education history / Eileen H. Tamura -- Not adding and stirring: women's, gender, and sexuality history and the transformation of Asian America / Adrienne Ann Winans and Judy Tzu-Chun Wu

This book is the third of three paperback volumes taken from The SAGE Handbook of Qualitative Research, Fourth Edition. It introduces the researcher to basic methods of gathering, analyzing and interpreting qualitative empirical materials. Part 1 moves from narrative inquiry, to critical arts-based inquiry, to oral history, observations, visual methodologies, and autoethnographic methods. It then takes up analysis methods, including computer-assisted methodologies, focus groups, as well as strategies for analyzing talk and text. The chapters in Part II discuss evidence, interpretive adequacy, forms of representation, post-qualitative inquiry, the new information technologies and research, the politics of evidence, writing, and evaluation practices.

The Oxford Handbook of Oral History brings together

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forty authors on five continents to address the evolution of oral history, the impact of digital technology, the most recent methodological and archival issues, and the application of oral history to both scholarly research and public presentations.

The practice of public history takes many forms and accommodates varied perspectives and interests, but the goal remains constant—to broaden the public's appreciation and understanding of the past. The twenty-six essays that comprise this volume provide an introduction to both the varieties of work in which public historians are engaged and the common purposes they share. Part I includes essays on the development of the field historically and the education of public historians. Parts II and III explore the diverse career paths and work contexts that define the field today. A new essay, *On the Web: The September 11 Digital Archive*, by James T. Sparrow of the University of Chicago, contributes to this discussion. Drawing upon their own experiences, the authors provide insight into the varied roles and responsibilities of public historians and delineate the special issues and factors that shape their work. Together they contribute to public history's efforts to redefine what it means to be a historian.

A collection of 13 previously published essays by Frisch (American studies, SUNY). Among them are general reflections on oral history, collective memory, and American culture and history; detailed studies of specific issues in documentary work; and considerations of public history and programming. Examples used include the unemployed, Chinese students, and the television history

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of the Vietnam War. No index. Paper edition (unseen), \$17.95. Annotation copyrighted by Book News, Inc., Portland, OR

The place of history education in schools has sparked heated debate in Canada. Is history dead? Who killed it? Should history be put in the service of nation? Can any history be truly inclusive? This volume advances the debate by shifting the focus from what should be included in history education to how we should think about and teach the past. In this book historians and educators discuss the state of history education research and its implications for classrooms, museums, virtual environments, and public institutional settings. They develop a comprehensive research agenda both to help students learn about the past and to understand how we construct history from its infinite possibilities.

“A fascinating collection of essays” by eminent historians exploring how we teach, remember, and confront the history and legacy of American slavery (Booklist Online). In recent years, the culture wars have called into question the way America’s history of slavery is depicted in books, films, television programs, historical sites, and museums. In the first attempt to examine the historiography of slavery, this unique collection of essays looks at recent controversies that have played out in the public arena, with contributions by such noted historians as Ira Berlin, David W. Blight, and Gary B. Nash. From the cancellation of the Library of Congress’s “Back of the Big House” slavery exhibit at the request of the institution’s African American employees, who found the visual images of slavery too distressing, to the public

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reaction to DNA findings confirming Thomas Jefferson's relationship with his slave Sally Hemings, *Slavery and Public History* takes on contemporary reactions to the fundamental contradiction of American history—the existence of slavery in a country dedicated to freedom—and offers a bracing analysis of how Americans choose to remember the past, and how those choices influence our politics and culture. “Americans seem perpetually surprised by slavery—its extent (North as well as South), its span (over half of our four centuries of Anglo settlement), and its continuing influence. The wide-ranging yet connected essays in [this book] will help us all to remember and understand.” —James W. Loewen, author of *Sundown Towns*

In *Recording Oral History, Second Edition*, Valerie Raleigh Yow builds on the foundation of her classic text with a fully updated and substantially expanded new edition. One of the most widely used and highly regarded textbooks ever published in the field, Yow's updated edition now includes new material on using the internet, an examination of the interactions between oral history and memory processes, and analysis of testimony and the interpretation of meanings in different contexts. It will interest researchers and students in a wide variety of disciplines including history, sociology, anthropology, education, psychology, social work, and ethnographic methods.

Across the globe, history has gone public. With the rise of the internet, family historians are now delving into archives continents apart. Activists look into and recreate the past to promote social justice or environmental

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causes. Dark and difficult pasts are confronted at sites of commemoration. Artists draw on memory and the past to study the human condition and make meaning in the present. As a result of this democratisation of history, public history movements have now risen to prominence. This groundbreaking edited collection takes a comprehensive look at public history throughout the world. Divided into three sections - Background, Definitions and Issues; Approaches and Methods; and Sites of Public History - it contextualises public history in eleven different countries, explores the main research skills and methods of the discipline and illustrates public history research with a variety of global case studies. *What is Public History Globally?* provides an in-depth examination of the ways in which ordinary people become active participants in historical processes and it will be an invaluable resource for advance undergraduates and postgraduates studying public history, museology and heritage studies. *Private History in Public* examines history exhibits in small community museums and non-museum settings like bars, churches, and barbershops and argues that these exhibits promote dialogue on historical topics by engaging visitors with individualized perspectives. This is a collection of essays in the rapidly growing field of public history. The essays are short think-pieces by leading writers and scholars, which explore the connections between specific aspects of public history and the broader field of New Zealand history in general and show some new and

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challenging ways of looking at the past. The contributions cover new media, academic vs public history, the Waitangi Tribunal, Treaty claims research, official war history, government history, the origins of public history, museums, heritage, freelance research and writing, public history in popular culture, and state-funded reference histories. The 2nd edition of *Public History: A Practical Guide* provides a fresh examination of history as practiced in its various worldly guises and contexts. It analyses the many skills that historians require in the practice of public history and looks at how a range of actors, including museums, archives, government agencies, community history societies and the media/digital media, make history accessible to a wider audience in a variety of ways. Faye Sayer's exciting new edition includes:

- \* Brand new chapters on 'Restoration and Preservation' and history and the working world
- \* Substantial additions covering the growing fields of digital history and history in politics
- \* More images, figures and international case studies from the US, Australia, the UK, Europe and Asia
- \* 'Personal Reflection' sections from a range of industry experts from around the world

Historiographical updates and significant revisions throughout the text

- \* Expanded online 'Public History Toolkit' resource, with a range of new features

*Public History: A Practical Guide* delivers a comprehensive outline of this increasingly prevalent area of the

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discipline, offering a distinctly global approach that is both accessible and engaging in equal measure. Finally, it explores future methodological possibilities and can be used as a reference point for professional development planning in the sectors discussed. This is the essential overview for any student wanting to know what history means beyond the classroom.

The essays in this volume provide an introduction to both the varieties of work in which public historians are engaged and the common purposes they share. It includes essays on the development of the field historically and the education of public historians.

**PUBLIC HISTORY PROVIDES A BACKGROUND IN THE HISTORY, PRINCIPLES, AND PRACTICES OF THE FIELD OF PUBLIC HISTORY** Public

History: An Introduction from Theory to Application is the first text of its kind to offer both historical background on the ways in which historians have collected, preserved, and interpreted history with and for public audiences in the United States since the nineteenth century to the present and instruction on current practices of public history. This book helps us recognize and critically evaluate how, why, where, and who produces history in public settings. This unique textbook provides a foundation for students advancing to a career in the types of spaces—museums, historic sites, heritage tourism, and archives—that require an understanding of public

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history. It offers a review of the various types of methodologies that are commonly employed including oral history and digital history. The author also explores issues of monuments and memory upon which public historians are increasingly called to comment. Lastly, the textbook includes a section on questions of ethics that public historians must face in their profession. This important book: Contains a synthetic history on the significant individuals and events associated with museums, historic preservation, archives, and oral history. Includes exercises for putting theory into practice Designed to help us uncover hidden histories, construct interpretations, create a sense of place, and negotiate contested memories Offers an ideal resource for students set on working in museums, historic sites, heritage tourism, and more Written for students, *Public History: An Introduction from Theory to Application* offers in one comprehensive volume a guide to an understanding of the fundamentals of public history in the United States.

*Digital Storytelling as Public History: A Guidebook for Educators* provides a practical methodology for teaching public history in the digital age. Drawing on a long-standing collaboration, Fisanick and Stakeley examine how and why educators in all arenas should adopt digital storytelling as a means for encouraging interest in local and regional history. The book shows readers how to implement the strategies

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necessary to help storytellers in a variety of settings create short films that showcase the collections at local and regional historical societies and museums. It also teaches storytellers higher executive functions, such as independent project management, peer and self-critique, and rhetorical savviness. By guiding storytellers through this process of creating public history digital stories, the book enables them to become connected to communities, improve their understanding of regional history, and expand their knowledge of the preservation of historical artifacts. Supported by online handouts and offering a comprehensive methodology for educators, this is the ideal guide for those teaching public history in the digital age across a range of educational settings, including the classroom, museum and community.

An authoritative overview of the developing field of public history reflecting theory and practice around the globe This unique reference guides readers through this relatively new field of historical inquiry, exploring the varieties and forms of public history, its relationship with popular history, and the ways in which the field has evolved internationally over the past thirty years. Comprised of thirty-four essays written by a group of leading international scholars and public history practitioners, the work not only introduces readers to the latest scholarly academic research, but also to the practice and pedagogy of

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public history. It pays equal attention to the emergence of public history as a distinct field of historical inquiry in North America, the importance of popular history and 'history from below' in Europe and European colonial-settler states, and forms of historical consciousness in non-Western countries and peoples. It also provides a timely guide to the state of the discipline, and offers an innovative and unprecedented engagement with methodological and theoretical problems associated with public history. Generously illustrated throughout, *The Companion to Public History's* chapters are written from a variety of perspectives by contributors from all continents and from a wide variety of backgrounds, disciplines, and experiences. It is an excellent source for getting readers to think about history in the public realm, and how present day concerns shape the ways in which we engage with and represent the past. Cutting-edge companion volume for a developing area of study Comprises 36 essays by leading authorities on all aspects of public history around the world Reflects different national/regional interpretations of public history Offers some essays in teachable forms: an interview, a roundtable discussion, a document analysis, a photo essay. Covers a full range of public history practice, including museums, archives, memorial sites as well as historical fiction, theatre, re-enactment societies and digital gaming Discusses the continuing

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challenges presented by history within our broad, collective memory, including museum controversies, repatriation issues, 'textbook' wars, and commissions for Truth and Reconciliation The Companion is intended for senior undergraduate students and graduate students in the rapidly growing field of public history and will appeal to those teaching public history or who wish to introduce a public history dimension to their courses. In this innovative and original collection, people are seen as active agents in the development of new ways of understanding the past and creating histories for the present. Chapters explore forms of public history in which people's experience and understanding of their personal, national and local pasts are part of their current lives.

This volume explores the work and thought of Edith Stein (1891–1942). It discusses in detail, and from new perspectives, the traditional areas of her thinking, including her ideas about women/feminism, theology, and metaphysics. In addition, it introduces readers to new and/or understudied areas of her thought, including her views on history, and her social and political philosophy. The guiding thread that connects all the essays in this book is the emphasis on new approaches and novel applications of her philosophy. The contributions both extend the interdisciplinary implications of Stein's thinking for our contemporary world and apply her insights to

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questions of theatre, public history and biographical representation, education, politics, autism, theological debates, feminism, sexuality studies and literature. The volume brings together for the first time leading scholars in five language-groups, including English, German, Italian, French and Spanish-speaking authors, thereby reflecting an international and cosmopolitan approach to Stein studies.

Public History: A Textbook of Practice is a guide to the many challenges historians face while teaching, learning, and practicing public history. Historians can play a dynamic and essential role in contributing to public understanding of the past, and those who work in historic preservation, in museums and archives, in government agencies, as consultants, as oral historians, or who manage crowdsourcing projects need very specific skills. This book links theory and practice and provides students and practitioners with the tools to do public history in a wide range of settings. The text engages throughout with key issues such as public participation, digital tools and media, and the internationalization of public history. Part One focuses on public history sources, and offers an overview of the creation, collection, management, and preservation of public history materials (archives, material culture, oral materials, or digital sources). Chapters cover sites and institutions such as archival repositories and

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museums, historic buildings and structures, and different practices such as collection management, preservation (archives, objects, sounds, moving images, buildings, sites, and landscape), oral history, and genealogy. Part Two deals with the different ways in which public historians can produce historical narratives through different media (including exhibitions, film, writing, and digital tools). The last part explores the challenges and ethical issues that public historians will encounter when working with different communities and institutions. Either in public history methods courses or as a resource for practicing public historians, this book lays the groundwork for making meaningful connections between historical sources and popular audiences.

This practical volume addresses teachers' most immediate and constant wish to engage students in meaningful learning. Written by teachers affiliated with the National Writing Project, this engrossing collection presents examples of classroom-based community studies projects that showcase teachers' reflective practice in action, models for professional growth, collaborative staff development programs, and much more. It features: replicable projects emphasizing approaches to doing research and writing that are both engaging for students and academically rigorous; comprehensive curricular models for building energetic, public connections

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between the classroom and the larger community; chapters that connect the standards-based classroom work to teacher professional development and to emerging trends in American Studies and literacy instruction.

How do schools and public history influence each other? Cases studies focusing on school and public history around the world shed light on the intricate relationships between schools, students, teachers, policy makers and public historians. From why Robben Island is not included in South African curriculum to how German schools shape Holocaust memory, the case studies offered in this book sheds light on a current topic.

Research is integrated into the whole fabric of modern-day society and culture. It affects our lives in so many ways from finding a job to knowing how to manage our health. Information studies designed to understand this array of information encompasses a wide expanse of disciplines. Many of these areas draw their philosophical and research bases from a mixture of disciplines within the social sciences and the humanities. This book takes a holistic view of these diverse areas and shows how they are united through the common thread of enhancing our knowledge of and understanding the world in which we all live.

The Encyclopedia of Local History addresses nearly every aspect of local history, including everyday

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issues, theoretical approaches, and trends in the field. The second edition highlights local history practice in each U.S. state and Canadian province.

MUSEUM THEORY EDITED BY ANDREA

WITCOMB AND KYLIE MESSAGE Museum Theory offers critical perspectives drawn from a broad range of disciplinary and intellectual traditions. This volume describes and challenges previous ways of understanding museums and their relationship to society. Essays written by scholars from museology and other disciplines address theoretical reflexivity in the museum, exploring the contextual, theoretical, and pragmatic ways museums work, are understood, and are experienced. Organized around three themes—Thinking about Museums, Disciplines and Politics, and Theory from Practice/Practicing Theory—the text includes discussion and analysis of different kinds of museums from various, primarily contemporary, national and local contexts. Essays consider subjects including the nature of museums as institutions and their role in the public sphere, cutting-edge museum practice and their connections with current global concerns, and the links between museum studies and disciplines such as cultural studies, anthropology, and history.

This volume also provides both currently practicing historians and those entering the field a map for understanding the historical landscape of the future: not just to the historiographical debates of the

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academy but also the boom in commemoration and history outside the academy evident in many countries since the 1990s, which now constitutes the historical culture in each country. Public historians need to understand both contexts, and to negotiate their implications for questions of historical authority and the public historian's work.

Public in Public History presents international research on the role of the public in public history: the ways people perceive, respond to and influence history-related institutions, events, services and products that deal with the past. The book addresses theoretical reflections on the public, or multiple publics, and their role in public history, and empirical analyses of the publics' active responses to and impact on existing forms of public history. Special attention is also paid to digital public history, which facilitates the double role of the public—as both recipient and creator of public history. With a multinational author team, the book is based on various national, but also international, experiences and academic traditions; each chapter goes beyond national cases to look transnationally. The narratives built around their cases deal with issues such as arranging a museum exhibition, managing a history-related website, analyzing readers' comments or involving non-professional public as oral history researchers. With sections focusing on research, commemorations, museums and the digital world,

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this is the perfect collection for anyone interested in what the public means in public history.

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