Trends in Undergraduate Education in the Humanities

April 2014

In the following report, Hanover Research examines trends in undergraduate education in the humanities. Specifically, the report discusses the position of the humanities relative to other disciplines and trends within the humanities. The report also highlights two emerging fields, digital humanities and public history.

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EXECUTIVE SUMMARY AND KEY FINDINGS

This report examines trends in humanities undergraduate education. In addition to a review of general trends in the humanities at the undergraduate level, the report discusses programs in two emerging fields: digital humanities and public history. The report is divided into three sections:

- **Section I** reviews trends in the humanities at the undergraduate level. In particular, it presents undergraduate enrollment trends in the humanities compared to all other disciplines, as well as trends within the humanities.

- **Section II** discusses the emerging field of the digital humanities. Included in this discussion are four profiles of undergraduate programs in the digital humanities.

- **Section III** looks at undergraduate education in the field of public history. This section discusses public history concentrations and certificate programs and contains three profiles of undergraduate programs.

KEY FINDINGS

- **Despite the common perception that the humanities are in decline, undergraduate enrollment in the humanities has remained fairly steady over the last decade.** Moreover, the major humanities disciplines have reported undergraduate completions that indicate modest growth in each discipline between 2008 and 2012, except for English, which decreased almost negligibly over that period.

- **Undergraduate humanities education is increasingly focused on graduate employability and employment outcomes.** Nationwide, undergraduate programs in the humanities are highlighting the skills that they cultivate in their students and emphasizing internships as a fundamental way for students to gain practical experience that will benefit them on the job market. Programs in both the digital humanities and public history reflect this trend, placing a notable emphasis on the employability of their graduates.

- **Digital humanities features prominently as an "emerging" discipline within the humanities.** Although undergraduate programs in the field remain relatively rare, many initiatives to develop innovative approaches in the humanities acknowledge the importance of digital or technological methods. Medical humanities represents another emerging humanities discipline, and several institutions are already offering bachelor's degrees in this field.

- **Required internships are standard features of undergraduate digital humanities and public history programs.** Frequently, internships are linked to student coursework and align with student interests, especially in the digital humanities. However, for programs in both the digital humanities and public history, the

structure and administration of required internships vary significantly across institutions.

- **Graduates of programs in both the digital humanities and public history develop marketable skillsets that can give them an advantage on the labor market.** Both program types are predicated, in large part, on helping students develop practical and transferrable skills that are applicable in a wide variety of contexts outside of academia. The digital humanities, in particular, help students to develop skills in digital technologies and information management that are highly valued in the 21st century economy.

- **Minor degree programs are, by far, the predominant form of undergraduate program in the digital humanities.** Altogether, undergraduate programs in the digital humanities remain quite uncommon, especially considering the number of graduate programs in the field. Minors in the digital humanities are typically offered at institutions that have academic centers devoted to the digital humanities, such as the Center for Digital Humanities at UCLA.

- **Undergraduate public history programs most often take the form of concentrations or certificate programs that constitute part of a broader history major.** There are very few bachelor's degree programs in public history per se, and only one, Western Michigan University's B.A. in Public History, has consistently reported more than ten degree completions between 2008 and 2012. However, there are many more undergraduate programs in public history than in the digital humanities.

SECTION I: TRENDS IN UNDERGRADUATE HUMANITIES EDUCATION

This section examines trends in undergraduate education in the humanities. More specifically, it focuses on the relative position of the humanities in the larger environment of undergraduate higher education, as well as trends within the humanities. Additionally, this section discusses the increasing emphasis that undergraduate programs in the humanities are placing on the employability of their graduates. In the face of the perceived decline in the importance of the humanities, as is discussed below, programs in the humanities are more apprehensive than ever about their perceived relevance to undergraduates concerned about their employment prospects after graduation. Finally, this section discusses the role internships play in university efforts to increase the employability of their undergraduates.

THE POSITION OF THE HUMANITIES IN UNDERGRADUATE-LEVEL HIGHER EDUCATION

The ostensibly diminished importance of the humanities in higher education, particularly at the undergraduate level, has been the subject of much discussion in recent years. Observers frequently note that more and more undergraduate students are choosing courses of study that directly prepare them for the workforce, such as business and management programs.

Critics of those who would claim that undergraduate enrollment in the humanities has recently plunged are quick to point out the skewed baseline from which the decline is most often derived. According to Ben Schmidt of Northeastern University, "A broader perspective on the data makes clear that the 'Humanities in crisis' story is seriously overstated."[1] He points out that the immediacy of the perceived decline in the humanities is not borne out by the data. Schmidt notes, "The *real* collapse of humanities enrollments happened in the 1970s," and "there is a small lull in the Great Recession, but enrollments dropped more in the mid-1990s."[2]

Figure 1.1, on the next page, illustrates the percentages of degrees earned in the humanities as a share of all undergraduate degrees earned, between the late 1940s and 2010.

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[1] Schmidt, Ben and David Silbey. "A Crisis in the Humanities?" The Chronicle of Higher Education, June 10, 2013.
http://chronicle.com/blognetwork/edgeofthewest/2013/06/10/the-humanities-crisis/
[2] Ibid.

**Figure 1.1: Percentages of All Degrees, by Undergraduate Humanities Major**
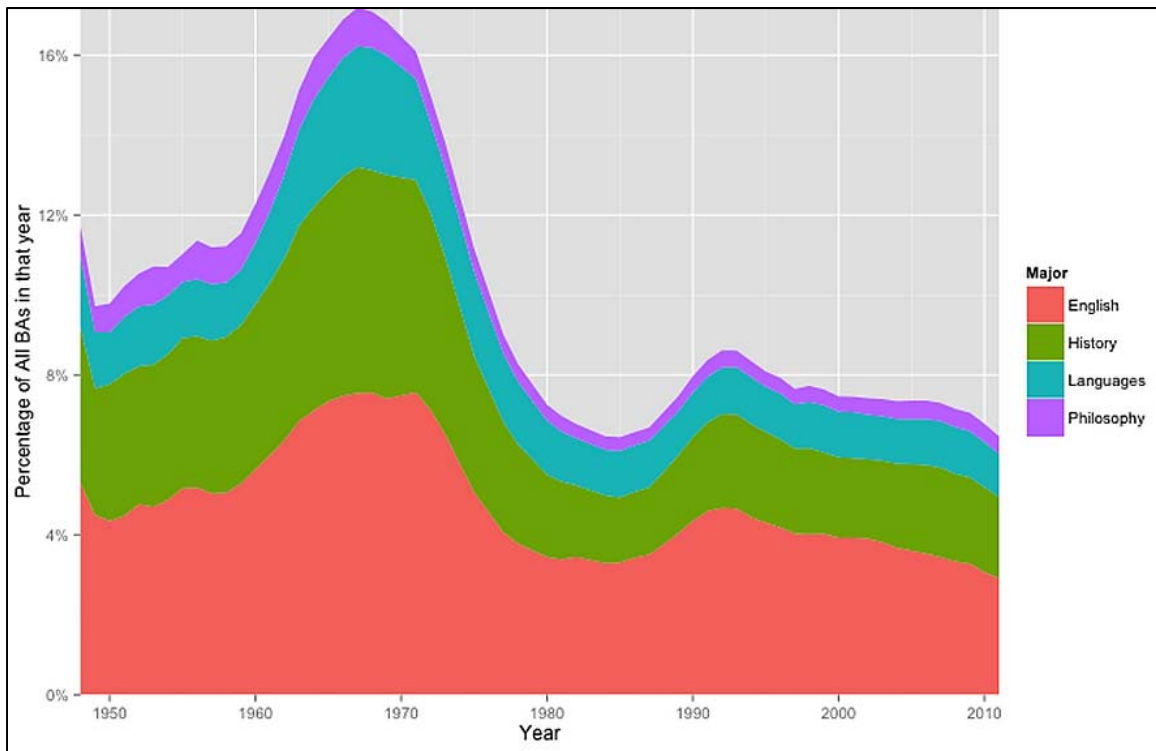
Source: Schmidt[3]

Supplemental to Figure 1.1, Figure 1.2, on the next page, demonstrates the relative position of the humanities compared to other broad defined fields, such as the sciences and business and management. Figure 1.2 displays the market shares, for each field, as percentages of all undergraduate degrees earned.

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[3] Ibid.

Figure 1.2: Percentages of All Bachelor's Degrees Awarded in Select Fields, 1987–2010
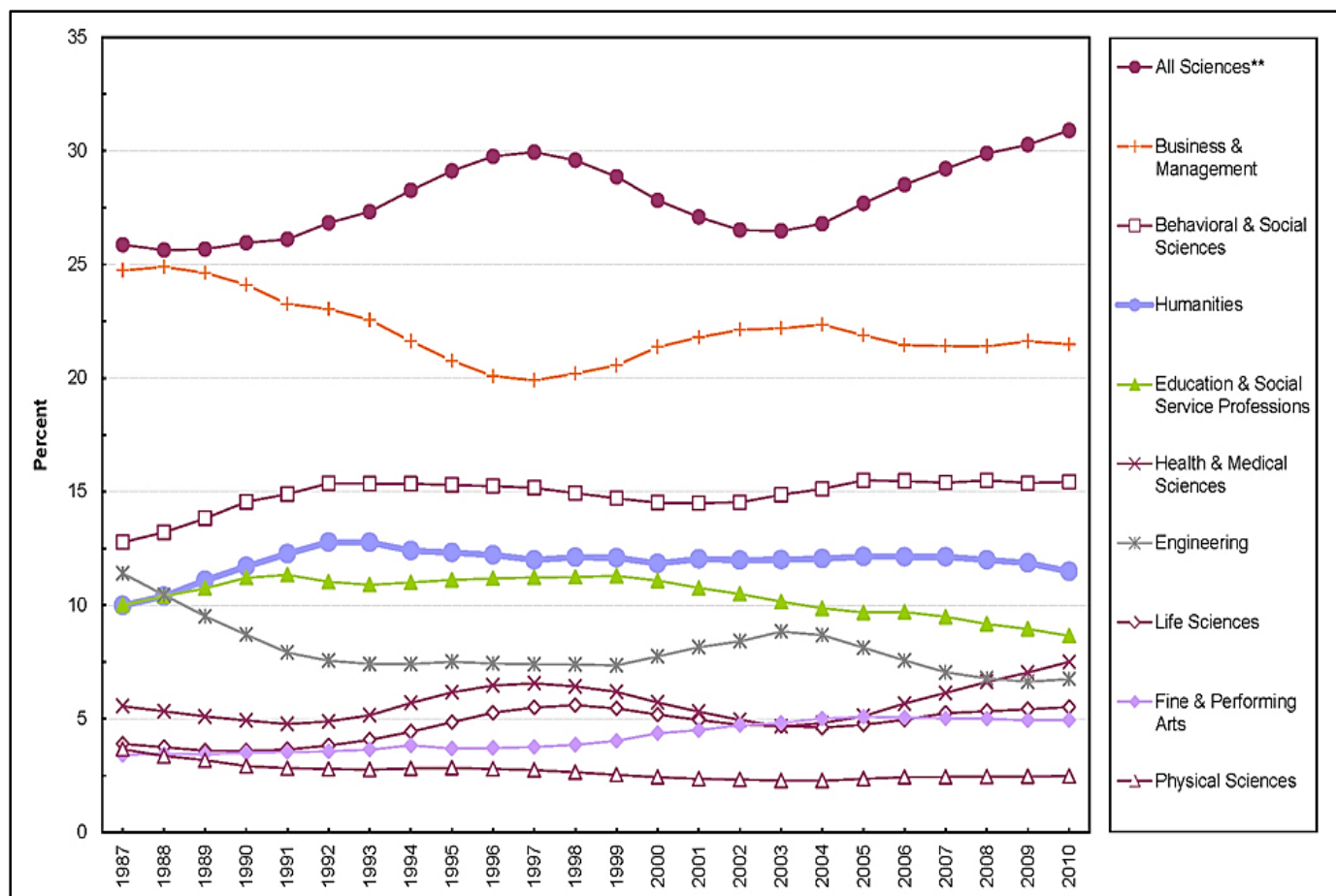
Source: American Academy of Arts and Sciences[4]
Note: "Second majors" are excluded from the data.

Schmidt's analysis notes that the chart in Figure 1.1 likely "overstates the drop in the last 60 years," given that "it doesn't include all the new area studies that have crept in to the humanities in the last half-century," and that "it includes history, which was often classed as a social science at mid-century but which most now think of as a humanities discipline."[5]

Moreover, Nate Silver, an American statistician, notes that the same modest decline as a percentage of all undergraduate degrees evinced by the humanities can be seen in other fields as well. According to Silver, "Many fields that are grouped under the heading of STEM" have declined slightly when "measured as a share of all bachelor's degrees."[6] Additionally, Silver, like Schmidt, points out that for both humanities and STEM fields, these declines are significantly less distinct when considered "as a proportion of the college age

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[4] "Figure II-1b: Undergraduate Degrees in the Humanities," Humanities Indicators, American Academy of Arts and Sciences. http://www.humanitiesindicators.org/content/hrcoIIA.aspx#topII2
[5] Ibid.
[6] Silver, Nate. "As More Attend College, Majors Become More Career-Focused," The New York Times. June 25, 2014. http://fivethirtyeight.blogs.nytimes.com/2013/06/25/as-more-attend-college-majors-become-more-career-focused/

population."[7] This phenomenon is due, in part, to increased enrollments in occupational fields such as criminal justice or health professions.[8]

TRENDS WITHIN THE HUMANITIES AT THE UNDERGRADUATE LEVEL

Over the past five years, there has been relatively little change in the numbers of degree completions in the major disciplines in the humanities. Undergraduate programs in these disciplines have, with the exception of English, reported very slight growth in their numbers of degree completions, as Figure 1.3 indicates. Programs in English reported a decline in completions of less than half of one percent; nationwide, 941 fewer students completed degrees in English in 2012 than in 2008.

Figure 1.3: U.S. Bachelor's Degree Completions in the Core Humanities Fields, 2008–2012

CIP TITLE/CODE	2008	2009	2010	2011	2012	TOTAL	CAGR	AAC	SDAC
English Lang. and Lit. (23)	58,864	59,123	56,879	56,695	57,923	289,484	-0.4%	-235.3	1,267.2
Foreign Lang. and Lit. (16)	28,868	28,988	29,827	30,214	30,209	148,106	1.1%	335.3	323.5
History (54)	37,960	38,356	38,667	38,691	38,683	192,357	0.5%	180.8	175.7
Liberal Arts and Sciences (24)	47,941	48,104	48,305	48,024	48,363	240,737	0.2%	105.5	232.6
Philosophy and Religious Studies (38)	15,081	15,220	15,621	15,829	15,698	77,449	1.0%	154.3	190.6
Total	**188,714**	**189,791**	**189,299**	**189,453**	**190,876**	**948,133**	**0.3%**	**540.5**	**755.3**

Source: Integrated Postsecondary Education Data System[9]
*CAGR = Compound Annual Growth Rate; AAC = Average Annual Change; STDEV = Standard Deviation[10]

Of these core disciplines, English, Liberal Arts and Sciences, and History were consistently the three most popular majors between 2008 and 2012. The proportional distribution of completions in the core humanities fields changes only slightly when considered alongside other humanities disciplines— area studies, for example—as demonstrated in Figure 1.4, on the next page.

Notably, neither digital humanities nor public history accounts for any significant number of undergraduate degrees. Since 2008, U.S. institutions have on average produced around 31 Public History bachelor's degrees per year, or less than 0.1 percent of all history degrees.

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[7] Ibid.

[8] Ibid.

[9] "Integrated Postsecondary Education Data System," National Center for Education Statistics. http://nces.ed.gov/ipeds/

[10] CAGR reflects the percentage growth that would occur each year if the same change occurred yearly between the first and the final year, offering the impression of a theoretical, steady growth rate by ignoring data presented during middle years. By contrast, AAC is determined by calculating the average numerical year-to-year difference. It allows for a view of average annual fluctuations, with each year playing a role in determining this figure. Standard deviation highlights the variation or "dispersion" that exists from the AAC. It provides a metric to understand variance between the AAC and actual year-to-year change.

Digital Humanities programs at present appear to primarily be offered as a minor and have yet to be assigned a classification code by the National Center for Education Statistics.[11]

Figure 1.4: Distribution of Humanities Bachelor's Degree Completions, 2010
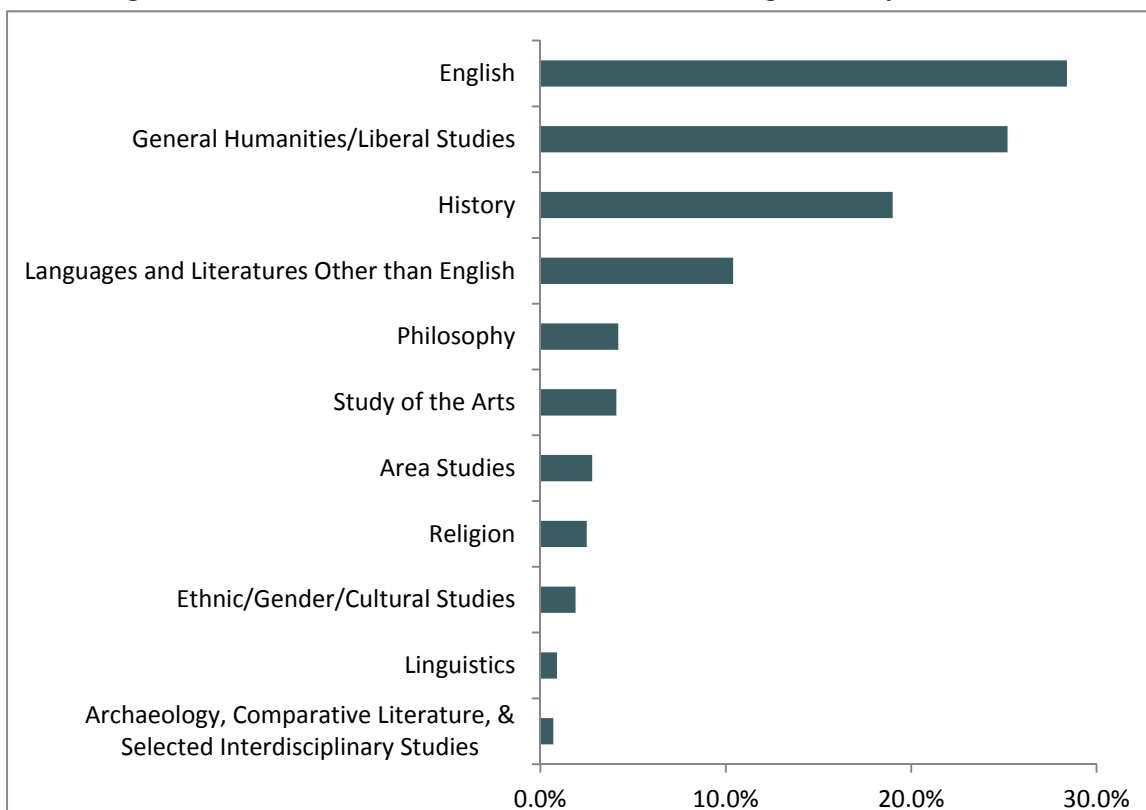
Source: American Academy of Arts and Sciences[12]
Note: Percentages may not add up to 100 percent due to rounding.

As can be seen, most humanities degrees are still conferred in conventional fields such as English and history. However, institutions and individual academics continue to develop new approaches to the humanities, which may not yet be reflected in official data. Among such initiatives, digital humanities may be the subfield with the greatest momentum at present. Medical humanities is another emerging field that may have great potential.

Digital humanities features prominently in most discussions of innovative approaches and interdisciplinary combinations in the humanities. Thus, the Emerging Disciplines symposia, started in 2009 by Rice University's Humanities Research Center,[13] have included at least one panel on the digital humanities at each symposium.[14] Similarly, the University of

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[11] Ibid.

[12] "Figure II-2: Disciplinary Distribution of Undergraduate Degrees in the Humanities," Humanities Indicators, American Academy of Arts and Sciences. http://www.humanitiesindicators.org/content/hrcoIIA.aspx#topII2

[13] "Emerging Disciplines." Rice University. https://hrc.rice.edu/emergingdisciplines/

[14] [1] "2009 – Emerging Disciplines." Emerging Disciplines. http://www.emergingdisciplines.com/2009.html
 [2] "2011 – Emerging Disciplines II." Emerging Disciplines. http://www.emergingdisciplines.com/2011.html

California Humanities Research Institute is operating two digital media projects as part of its portfolio of initiatives,[15] and an interdisciplinary humanities grant program at the University of California, Davis, has included a digital humanities project among its inaugural awards.[16]

Medical humanities may represent another emerging subdiscipline. Medical humanities is a recognized field,[17] particularly at the postgraduate level, where it is often associated with medical schools.[18] However, a number of institutions are now offering undergraduate majors and minors in medical humanities. These include:

- **Baylor University**: Baylor offers a B.A. in Medical Humanities, which combines coursework in health and medicine with humanities fields such as literature, history, and philosophy. The major is "intended primarily for undergraduate students entering health care professions."[19] Billed as "one of a handful of programs of its kind in the country," the program originated in 2004 and now has over 250 majors,[20] which amounts to around 2 percent of the university's undergraduate enrollment.

- **Vanderbilt University**: Vanderbilt's major in Medicine, Health & Society (MHS) combines social science and humanities courses to "study health and health care in their social and cultural contexts. MHS-related disciplines include anthropology, economics, history, literature, psychology, sociology, philosophy/ethics, and religious studies."[21] Like Baylor's program, the Vanderbilt major is intended primarily for students "preparing for careers in a health-related profession."[22]

Other institutions offer a minor or concentration in medical humanities, such as Saint Louis University or Oregon State University.[23]

Related areas in which the humanities are being brought to bear include bioethics and neuroscience. Bioethics is a burgeoning interdisciplinary field that combines humanities

[3] "Emerging Disciplines 2013-2014." Emerging Disciplines.
  http://www.emergingdisciplines.com/futureevents.html
[15] "UCHRI Initiatives." University of California Humanities Research Institute. http://uchri.org/uchri/uchri-initiatives/
[16] "Interdisciplinary Frontiers in the Humanities and Arts (IFHA) Program Report." University of California, Davis.
  August 2013. p. 14. http://research.ucdavis.edu/pgc/fo/IFP/IFHA/IFHAReport.pdf
[17] Represented by journals such as *Medical Humanities* or the *Journal of Medical Humanities*.
  See [1] *Medical Humanities*, http://mh.bmj.com/
    [2] *Journal of Medical Humanities*,
  http://www.springer.com/new+%26+forthcoming+titles+%28default%29/journal/10912
[18] E.g., [1] "Objectives and Program of Graduate Work." The Institute for the Medical Humanities – University of Texas
  Medical Branch. http://imh.utmb.edu/education/graduate-program/program-description
  [2] "Medical Humanities." University of California, San Francisco School of Medicine.
  http://medicalhumanities.ucsf.edu/education.html
[19] "Medical Humanities Major." Baylor University. http://www.baylor.edu/medical_humanities/index.php?id=88443
[20] "Our Program." Baylor University. http://www.baylor.edu/medical_humanities/index.php?id=91456
[21] "Undergraduate." Vanderbilt University. http://www.vanderbilt.edu/mhs/undergraduate/
[22] Ibid.
[23] [1] "Medical Humanities Minor Program." Saint Louis University. https://www.slu.edu/x29342.xml
  [2] "Medical Humanities Undergraduate Certificate Requirements." Oregon State University.
  http://oregonstate.edu/cla/medical-humanities/certificate-requirements

disciplines such as philosophy and theology with medicine and health,[24] and institutions are already offering it as a major, as at the University of Rochester,[25] or as a minor, as at the University of Virginia.[26] The combination of neuroscience with the humanities appears to be less developed. Duke University, "one of the first major universities to pursue the interdisciplinary field" of "neurohumanities," is sponsoring research and developing courses in the field[27] but does not offer any related major or minor.

INTERNSHIPS AND EMPLOYABILITY OF HUMANITIES GRADUATES

One of the prevailing trends in undergraduate humanities education in recent years has been an increasing focus on graduate employability and employment outcomes. In response to the popular view that the humanities do not adequately prepare students to compete in a difficult job market, some universities are actively justifying the relevance of the humanities to the employment market. At the same time, they are taking steps to facilitate experiential learning opportunities for students—primarily in the form of internships—that give them practical experience to go along with their more theoretical training.

For example, a brief from a report produced by the Harvard University Humanities Project, titled "The Teaching of the Humanities at Harvard College: Mapping the Future" makes a pointed argument for the place of humanities degree programs, broadly conceived, in the contemporary economy. The document states, among other things, that humanities undergraduates "are preparing to act adroitly in a global environment; they are also preparing to flourish in an austere job market."[28] This statement is largely justified by the general and transferrable skills that humanities graduates develop. Further, the curriculum committee of Harvard's Humanities Project recommended, in 2012, that the division establish a set of humanities-specific internships as part of a wider assessment of changes that could be made to the humanities curriculum. One of the overt goals of the new internships program is to address student concerns about employability:

> Students are understandably concerned about their eventual employment prospects. But Harvard students are generally unaware of how many employers seek graduates with strong humanities training. Developing a robust program of Arts and Humanities internships...should allay some of this concern, and show our students the diverse professional careers to which an Arts and Humanities concentration can lead.[29]

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[24] Cantor, C. "Bioethics: A Growing Educational Imperative." Rutgers University. March 13, 2014. http://news.rutgers.edu/feature/bioethics-growing-educational-imperative/20140312

[25] "Bachelor of Arts (BA) in Bioethics." University of Rochester. http://www.rochester.edu/college/msc/publichealth/majors/bioethics.html

[26] "Bioethics Minor." University of Virginia. https://bioethics.virginia.edu/bioethics-minor

[27] Hagouel, A. "Duke Program Blends Neuroscience and Humanities." *The Chronicle* (Duke University). November 9, 2012. http://www.dukechronicle.com/articles/2012/11/09/duke-program-blends-neuroscience-and-humanities

[28] "In Brief: The Teaching of the Humanities at Harvard College: Mapping the Future," The Humanities Project, Arts and Humanities Division, Harvard University. http://artsandhumanities.fas.harvard.edu/files/humanities/files/final_in_brief_mapping_the_future_may_22_from_mf.pdf

[29] "Proposal of the Curriculum Sub-Committee of the Humanities Project," Harvard University, Arts and Sciences Division. http://artsandhumanities.fas.harvard.edu/files/humanities/files/curriculum_proposal.pdf

Currently, Harvard College provides and facilitates a range of internship opportunities for undergraduate students in the humanities, including the Summer Humanities and Arts Research Program, a "10-week summer immersion experience for undergraduates allowing them to pursue research projects and internships designed by Harvard faculty and Harvard library and museum administration."[30] Other humanities-specific internships, which are typically open to all undergraduate students, are offered through departments and centers highlighted in Figure 1.5.

Figure 1.5 Harvard Arts and Humanities Internships and Research Opportunities

- Division of Arts and Humanities
- Department of Germanic Languages & Literatures
- Harvard Center for Italian Renaissance Studies
- Harvard Ukrainian Research Institute
- The Asia Center
- The Standing Committee on Medieval Studies
- The Prince Alwaleed Bin Talal Islamic Studies Program
- The Center for Hellenic Studies

Source: Arts and Humanities Division, Harvard University[31]

Higher education institutions that emphasize internships for humanities graduates do so with good reason. Employer perceptions and opinions suggest that internships have become almost obligatory for students and graduates seeking employment, as indicated by a recent *Chronicle of Higher Education* survey (Figure 1.6, on the following page). The survey findings suggest that "an internship is the single most important credential for recent college graduates to have on their resume in their job search among all industry segments."[32]

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[30] "Harvard College Summer Humanities and Arts Research Program," Undergraduate Research and Fellowships, Harvard College, Harvard University. http://undergrad-research.harvard.edu/icb/icb.do?keyword=k61667&tabgroupid=icb.tabgroup165446

[31] "Internships and Opportunities," Arts and Humanities Division, Harvard University. http://artsandhumanities.fas.harvard.edu/news/internships-and-opportunities

[32] "The Role of Higher Education in Career Development: Employer Perceptions," The Chronicle of Higher Education, December 2012. p.11. https://chronicle.com/items/biz/pdf/Employers%20Survey.pdf

Figure 1.6: Relative Importance of Select Variables in Evaluating Graduates for Hire
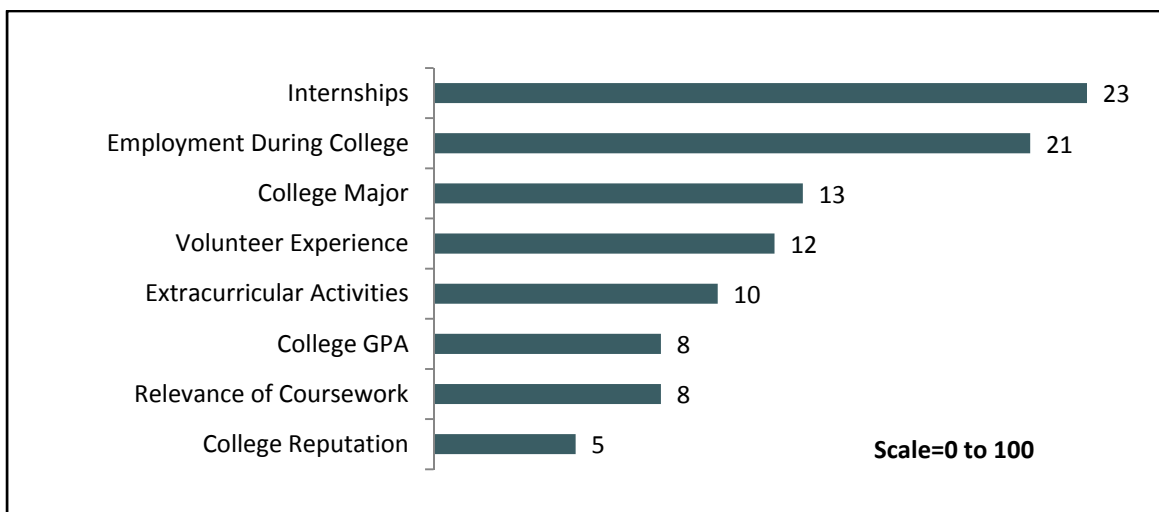
Source: Chronicle of Higher Education[33]
Survey Question: "How much weight do you give each of the following types of experience when you evaluate a recent college graduate's resume to see if further discussions are warranted? (weighted by importance of academic vs. experience on hiring of recent graduates to obtain an aggregate score)"

Growth trends within disciplines also reflect the increasing emphasis on the utility of an undergraduate degree. "Professional and Technical Writing," perhaps the most occupationally-oriented English subfield for undergraduates, has been the fastest growing English major in recent years, as shown in Figure 1.7.

Figure 1.7: Growth Rates for Undergraduate Degree Programs in English, 2008–2012
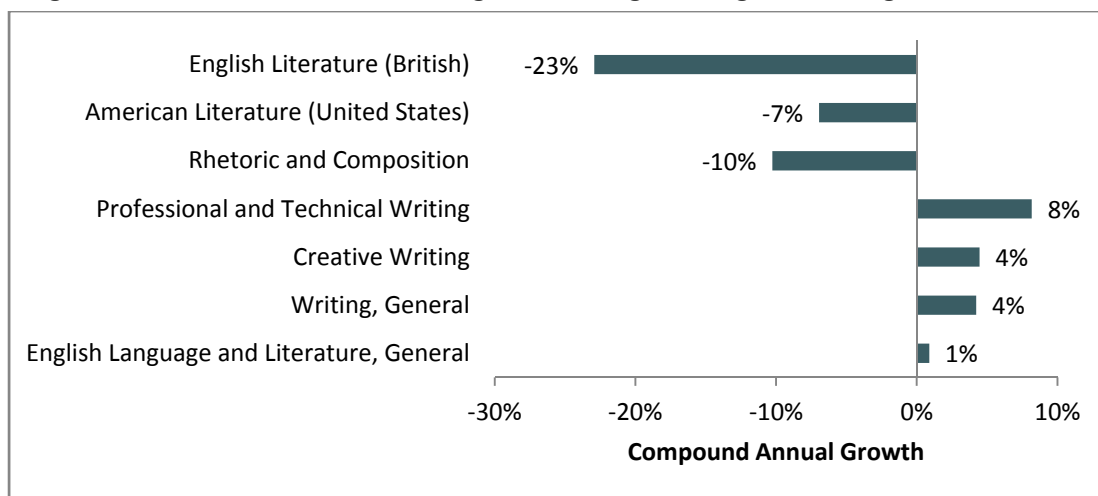
Source: Integrated Postsecondary Education Data System

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[33] Adapted from: Ibid., p. 24.

SECTION II: DIGITAL HUMANITIES

The field of the digital humanities is, perhaps, the fastest emerging field in the discipline. Scholars at universities across the country are increasingly engaging with the digital humanities as a next frontier in humanities scholarship. Despite this, it remains uncommon for digital humanities to be taught at the undergraduate level, and the vast majority of degree programs are at the master's or doctoral levels. Hanover's environmental scan for undergraduate programs in the digital humanities identified eight directly relevant programs in the United States,[34] including:

- **Brigham Young University (BYU)**—Digital Humanities and Technology Minor
- **California State Polytechnic University, Pomona**—Digital Social Sciences, Humanities, and Arts (Digital Media) Minor
- **Farleigh Dickinson University**—Digital Humanities Minor
- **Michigan State University**—Digital Humanities Specialization
- **University of California, Los Angeles (UCLA)**—Digital Humanities Minor
- **University of Central Florida**—Digital Humanities Minor
- **University of Nebraska-Lincoln**—Digital Humanities Minor

Most of these programs are minor or specializations, and Hanover did not identify any bachelor's degrees devoted specifically to digital humanities. However, Stanford University recently announced that it will pilot a "joint major" in the humanities and computer science, in which students will integrate their study of the two fields.[35] This suggests that the field continues to gain momentum.

Many of the institutions that offer undergraduate programs in the digital humanities also offer programs in cultural studies or media studies. The Department of English at the University of Nebraska offers a cultural studies concentration that is in addition to the College of Arts and Sciences digital humanities minor. In some cases, digital humanities and cultural/media studies programs are offered by separate departments. For example, UCLA's cinema and media studies program is offered by the School of Theater, Film, and Television, whereas its digital humanities minor is offered by the Center for Digital Humanities. Farleigh Dickinson University offers minors in both digital humanities and cultural studies.

Notably, it is often the case that institutions offering undergraduate programs in the digital humanities have a research center or lab devoted to the subject, as at BYU, the University of Nebraska, and UCLA.

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[34] Illinois Institute of Technology offers a B.S. degree in the Digital Humanities, but the coursework focuses primarily on computing and technology and does not have a strong humanities component.
[35] "Stanford to Offer New Undergraduate Majors Integrating Humanities, Computer Science." Stanford University. March 7, 2014. http://news.stanford.edu/news/2014/march/facsen-joint-majors-030614.html

GRADUATE EMPLOYABILITY AND CAREER OPPORTUNITIES

Developing skills that graduates can easily translate to the job market is a primary goal for many undergraduate digital humanities programs, and these programs often delineate a set of expected learning outcomes that emphasize the employability of their graduates.

For instance, the program description for the digital humanities minor at the University of Nebraska-Lincoln is almost entirely focused on articulating the ways in which it prepares its graduates for employment. In particular, the description highlights the relevance of the unique blend of skills digital humanists develop that enable them to function as intermediaries "between programmers, technical writers, new media artists, and researchers."[36] Figure 2.6, within the University of Nebraska-Lincoln profile later in this report, reproduces the program description in full.

Similarly, Brigham Young University's Digital Humanities and Technology (DigHT) minor degree program advertises the "employment potential" of its graduates, asserting that the "DigHT program is designed to provide students with tangible examples of how their classroom learning transfers to success in the workplace."[37]

This trend extends to undergraduate Digital Humanities programs offered by international institutions. In its Program Proposal for a new Digital Humanities program, the University of Canterbury (New Zealand) justifies establishing the program on the grounds that the program "will provide a high-profile, attractive, and professionalizing component to the University's humanities courses" that will "produce graduates known for their readiness to enter the workforce."[38]

Graduates with training in the digital humanities are quite versatile in that the complementary skillsets they develop in the course of their studies enable them to enter a broader spectrum of professions and industries than they would be able to with only a degree in the traditional humanities or a computing degree. Examples of occupations directly associated with the digital humanities are highlighted in Figure 2.1, on the next page.

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[36] "Digital Humanities Minor," Undergraduate Bulletin 2013-2014, University of Nebraska-Lincoln.
    http://bulletin.unl.edu/undergraduate/major/Digital+Humanities+Minor
[37] "Program Description." Brigham Young University. http://dight.byu.edu/
[38] "UCDH Program Proposal to Faculty and Academic Board," The University of Canterbury.
    http://www.ucdhboilerplate.info/program.html

Figure 2.1: Example Digital Humanities Occupations Job Listings

- Digital Humanities Manager-CUNY[39]
- Assistant Director of Digital Strategies-Houston Public Library[40]
- Drupal Developer—Digital User Experience, Denver Public Library[41]
- Carnegie Hall Digital Project Manager[42]
- Andrew W. Mellon Project Manager for Digital Initiatives, Hammer Museum[43]

Note: Some of the occupations listed often require higher degrees.

It is important to note, though, that many jobs in the digital humanities, especially those in the field of library and information sciences, often require higher degrees.

UNDERGRADUATE PROGRAM PROFILES

In the following subsections, Hanover profiles four undergraduate programs in the digital humanities. These profiles focus primarily on program curricula.

UCLA DIGITAL HUMANITIES MINOR

Administered through the university's Center for Digital Humanities (CDH), the Digital Humanities minor at UCLA is a highly interdisciplinary program. The curriculum "draws on faculty from more than twenty departments, five schools, and three research centers at UCLA."[44] Like other undergraduate programs in the digital humanities, the curriculum centers on project based learning, "with students working in collaborative teams to realize digital research projects with real-world applications."[45] Through these research projects, "students have the opportunity to make significant contributions to scholarship in fields ranging from archaeology and architecture to history and literature."[46]

Moreover, the program emphasizes the practical applications of study in this field, in terms of employability and workforce readiness, of skills that its graduates develop. By teaching students "to be active participants in the design and production of new knowledge," the

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[39] Digital Humanities Manager, CUNY," Digital Humanities Now, February 25, 2014.
http://digitalhumanitiesnow.org/2014/02/job-digital-humanities-manager-cuny/

[40] "Assistant Director of Digital Strategies, Houston Public Library," Digital Humanities Now, February 20, 2014.
http://digitalhumanitiesnow.org/2014/02/job-assistant-director-of-digital-strategies-houston-public-library/

[41] 'Drupal Developer—Digital User Experience, Denver Public Library," Digital Humanities Now, February 20, 2014. http://digitalhumanitiesnow.org/2014/02/job-drupal-developer-digital-user-experience-denver-public-library/

[42] "Carnegie Hall Digital Project Manager," Digital Humanities Job Archive.
http://jobs.lofhm.org/2012/06/05/Carnegie-Hall-Digital-Project-Manager.html

[43] "Andrew W. Mellon Project Manager for Digital Initiatives, Hammer Museum," Humanities, Arts, Science, and Technology Alliance and Collaboratory. http://www.hastac.org/opportunities/andrew-w-mellon-project-manager-digital-initiatives-hammer-museum

[44] "The Digital Humanities Minor," Center for Digital Humanities, University of California Los Angeles.
http://www.cdh.ucla.edu/instruction/dhminor.html

[45] Ibid.

[46] Ibid.

program helps students develop "the critical thinking skills, creativity, and collaborative methodologies necessary for success in the digital information age."[47]

Undergraduate students must apply to the Digital Humanities minor program. Admission to the program requires a minimum overall GPA of 2.7, and prospective minors must "submit an application essay supporting their interest in pursuing the minor and enumerating any digital projects that they have already undertaken."[48] Figure 2.2 presents the course requirements for the minor.

Figure 2.2: Required Courses Summary for UCLA Digital Humanities Minor

# OF COURSES	COURSE	TITLE/DESCRIPTION	UNITS
1	1 Lower Division Elective	Selected from a list of approved departmental course offerings	4-6
1	DGT HUM 101	Core: Foundations of the Digital World	5
3	3 Upper Division Electives	Selected from a list of approved departmental course offerings	12-15
1	DGT HUM 194	Seminar in Digital Humanities (can be taken concurrently with the internship/apprenticeship quarter)	2
1	DGT HUM 195 or DIGT HUM 196	One quarter of Internship or Apprenticeship	4
1	DGT HUM 198 or DIGT HUM 199	Honors Research or Directed Research in Digital Humanities	4
Total: 8 courses (31-36 units)			

Source: University of California-Los Angeles[49]

The interdisciplinary nature of the Digital Humanities minor program is reflected in the variety of approved elective offerings, which range from more technical courses, such as Database Systems, to content-oriented classes, like Cinema and the Ancient World. However, all have a digital component.

Figure 2.3, on the next page, highlights some of the approved courses for the Digital Humanities minor, and Figure 2.4, also on the next page, presents descriptions of the upper level digital humanities courses students in the program are required to complete.

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[47] Ibid.
[48] "Undergraduate Study, Digital Humanities Minor," General Catalog 2013-2014, University of California Los Angeles. http://www.registrar.ucla.edu/catalog/catalog13-14-258.htm
[49] "The Digital Humanities Minor," Center for Digital Humanities, University of California Los Angeles. http://www.cdh.ucla.edu/instruction/dhminor.html

Figure 2.3: Select Approved Courses for UCLA Digital Humanities Minor

Lower Division	
▪ History of Architecture and Urban Design: Prehistory to Mannerism ▪ Cinema and Ancient World ▪ Introduction to Information Studies ▪ Internet and Society	▪ Geographic Information System ▪ Berlin: Modern Metropolis (HyperCities) ▪ Fiat Lux Freshman Seminar: Food Writing in the Digital Age ▪ Design History I: The 4th Wave: Media Histories 1850-2050
Upper Division	
▪ Introduction to Digital Humanities ▪ Advanced Topics in Digital Humanities ▪ Digital Humanities Research Group Seminar ▪ Research Internship/Apprenticeship in Digital Humanities ▪ Capstone Research in Digital Humanities ▪ Spatial Look at Urbanization	▪ Digital Cultural Mapping Core Course A: Place, Time, and Digital World ▪ Spectacle Entertainments of Ancient Rome ▪ Introduction to Computer Graphics ▪ Interdisciplinary Approaches to Literature (Electronic Literature Topics) ▪ Database Systems

Source: Center for Digital Humanities, University of California-Los Angeles[50]

Figure 2.4: UCLA Upper Division Digital Humanities Specific Course Descriptions

COURSES	DESCRIPTION
Introduction to Digital Humanities	Foundation course for students in Digital Humanities minor, providing theoretical and conceptual framework for understanding genesis of digital world. Use of contemporary cultural-historical methodology to focus on rise of new media and information technologies in 19th, 20th, and 21st centuries, such as photography, film, radio, television, Internet, and World Wide Web and their impact on how individuals, groups, and cultures experienced their worlds.
Advanced Topics in Digital Humanities	Introduction to advanced research methods or thematic issues in digital humanities such as database and visualization technologies, social media technologies, application programming interfaces, and digital mapping to acquire familiarity with particular set of technologies by learning practical research methods and theoretical issues to carry out advanced research in this area.
Research Group Seminars: Digital Humanities	Designed for undergraduate students who are part of research group. Discussion of research methods, tools, and current literature in field or of research of faculty members and students.
Honors Research in Digital Humanities	Limited to juniors/seniors. Development and completion of significant research project under direct supervision of faculty member.
Directed Research in Digital Humanities	Limited to juniors/seniors. Supervised individual research or investigation under guidance of faculty mentor. Culminating paper or project required.

Source: University of California-Los Angeles[51]

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[50] Digital Humanities Courses," Center for Digital Humanities, University of California Los Angeles.
http://www.cdh.ucla.edu/instruction/dhcourses.html
[51] "Digital Humanities Course Listings," General Catalog 2013-2014, University of California Los Angeles.
http://www.registrar.ucla.edu/catalog/catalog13-14-258.htm

The program's focus on project-based and experiential learning, tailored to individual student interests, is reflected in the program's internship requirements. Students have the option of either completing an internship at an external organization, or they may complete a research apprenticeship within the university. In both cases, students work under the supervision or guidance of a faculty member, as detailed in Figure 2.5.

Figure 2.5: UCLA Digital Humanities Internships/Apprenticeships

Community or Corporate Internships in Digital Humanities
Tutorial, two hours; fieldwork, eight hours. Limited to juniors/seniors. May be taken concurrently with course 194. Internship in supervised setting in community agency or business. Placements to be arranged by instructor. Students meet on regular basis with instructor and provide periodic reports of their experience. May be repeated for credit. Individual contract with supervising faculty member required.
Research Apprenticeship in Digital Humanities
Tutorial, three hours per week per unit. Limited to juniors/seniors. Entry-level research apprenticeship for upper division students under guidance of faculty mentor. May be repeated for credit. Individual contract required.

Source: University of California-Los Angeles[52]

Information about funding for digital humanities at the undergraduate level at UCLA is limited. However, faculty members affiliated with UCLA's Digital Humanities Center have received funding from numerous sources. For example, UCLA plans to offer summer institute on Digital Humanities and Art History using funds awarded from the Getty Foundation.[53] Other projects have received funding from the following agencies:[54]

- Ahmanson Foundation
- Andrew W. Mellon Foundation
- DFG, German Research Foundation
- HASTAC Foundation
- National Endowment for the Humanities (NEH)
- National Science Foundation (NSF)
- MacArthur Foundation
- Newberry Library
- San Diego Natural History Museum
- Steven Spielberg's Righteous Person's Foundation
- The John Randolph Haynes Foundation
- W. M. Keck Foundation

[52] Descriptions quoted, verbatim (with minor variations), from: "Digital Humanities Course Listings," General Catalog 2013-2014, University of California Los Angeles. http://www.registrar.ucla.edu/catalog/catalog13-14-258.htm

[53] [1] Getty Foundation Grants Awarded FY14 Quarter 1." The Getty Foundation. http://www.getty.edu/foundation/pdfs/grants_awarded_FY14Q1.pdf
[2] "UCLA to Offer Summer Institute on Digital Humanities and Art History." UCLA Center for Digital Humanities. http://www.cdh.ucla.edu/about/news.html

[54] "Grants and Awards." UCLA Center for Digital Humanities. http://www.digitalhumanities.ucla.edu/research/grants-awards.html

THE UNIVERSITY OF NEBRASKA-LINCOLN DIGITAL HUMANITIES MINOR

The College of Arts and Sciences at the University of Nebraska-Lincoln offers the Digital Humanities minor to students who have already been admitted to the college. The minor is marketed as a means through which humanities students can develop demonstrable skills that will make them competitive in the employment market once they graduate. Figure 2.6 presents the program description for the minor.

Figure 2.6: University of Nebraska-Lincoln Digital Humanities Minor Program Description

> The interdisciplinary minor in Digital Humanities addresses the demand for graduates proficient and versed in a combination of humanistic and digital/computational skills and able to work either in the realm of humanities research and teaching or in the emerging job markets of information management and online content delivery. Graduates with a minor in Digital Humanities are well positioned for project management and leadership positions in emerging digital, multimedia, and database-driven projects and industries; digitally savvy humanities majors offer an informed middle-ground between programmers, technical writers, new media artists, and researchers. Graduates remaining in academic settings are well suited to all manner of digital initiatives electronic publishing, online archiving, data management, media preservation, text analysis, and digital heritage are but a few examples.

Source: University of Nebraska-Lincoln[55]

The Digital Humanities minor requires 18 hours of coursework:[56]

- **Two required core courses**: "Being Human in the Digital Age," and a "Directed Internship," which represents the culmination of the minor (Figure 2.7)

- **Two of three core elective courses**: "Introduction to Humanities Computing," "Digital Archives and Editions," and "Digital History Seminar" (Figure 2.7)

- An additional two courses from the list of approved electives (Figure 2.8)

Figure 2.7: University of Nebraska-Lincoln Digital Humanities Minor Core Courses

CORE COURSES	DESCRIPTION
Being Human in the Digital Age (Required)	Introduction to some of the major implications of computer technologies to the humanities; examination of the historical influence of new technologies on how we think of ourselves, both individually and collectively; how we interact socially and politically; how we determine public and private spaces in an increasingly connected world; and how we can use computer technologies to produce, preserve, and study cultural materials.
Introduction to Humanities Computing	Introduction to the variety of rationales, technologies, and materials that commonly inform electronic projects in the humanities. Definitions of digital research, various theoretical and methodological approaches, and the implications for the academy, publishers, classrooms, and libraries.
Digital Archives and Editions	The shift from printed to digital texts and its implications for the humanities. Practice in digitally representing texts, archival design, and analysis of representative electronic projects dedicated to a variety of authors and genres.
Digital History Seminar	Analysis of the theory, methods, and readings in humanities computing and digital history.

Source: University of Nebraska-Lincoln[57]

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[55] "Digital Humanities Minor," Undergraduate Bulletin 2013-2014, University of Nebraska-Lincoln. http://bulletin.unl.edu/undergraduate/major/Digital+Humanities+Minor

[56] "Digital Humanities Minor," Undergraduate Bulletin 2013-2014, University of Nebraska-Lincoln. http://bulletin.unl.edu/undergraduate/major/Digital+Humanities+Minor

In addition to the required core courses and two of three required electives in Figure 2.7, students must select from a list of approved elective courses (Figure 2.8). Compared with the approved electives at UCLA, the University of Nebraska-Lincoln's digital humanities electives focus more on technical areas than on technology-inflected humanities courses.

Figure 2.8: University of Nebraska-Lincoln Digital Humanities Minor Elective Courses

- Fundamentals of Computer Science
- Computer Science I
- Data Structures & Algorithms for Informatics
- Introduction to Geospatial Information Sciences
- Introduction to Geographic Information Systems
- Introduction to Remote Sensing
- Digital Image Analysis of Remote Sensing Data
- Advanced Techniques in Geographic Information Systems
- Introduction to the Global Positioning System (GPS)
- GIS Programming for Advanced Spatial Analysis & Modeling
- Introduction to Statistics
- Introduction to Statistics II
- Digital Video Production
- Digital Media Production
- Digital Animation Basics
- Digital Visual Effects

Source: University of Nebraska-Lincoln[58]

The program "concludes with an internship, wherein students contribute to active DH projects at UNL," providing students with hands-on professional experience under the direction of established researchers.[59]

The Center for Digital Research in the Humanities has received funding from the National Endowment for Humanities, private support from alumni and friends, and the Institute of Museum and Library services.[60]

MICHIGAN STATE UNIVERSITY DIGITAL HUMANITIES SPECIALIZATION

Administered by the College of Arts and Letters, the interdisciplinary Digital Humanities Specialization at Michigan State is available to undergraduates already enrolled in bachelor's degree programs at the university. Akin to a minor, the specialization requires students to complete 15–16 credits in a range of core and elective courses. The program identifies a set of six learning outcomes, which highlight transferrable skills that are

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[57] Ibid.

[58] Ibid.

[59] "Educational/Training Opportunities-Digital Humanities," Library Guides, University of Nebraska-Lincoln. http://unl.libguides.com/content.php?pid=500940&sid=4122197

[60] [1] "Support the Center for Digital Research in the Humanities." University of Nebraska Foundation. https://nufoundation.org/unl/college-of-arts-sciences/centers-and-institutes/center-for-digital-research-in-the-humanities

[2] "Support the Center for Digital Research in the Humanities." Center for Digital Research in the Humanities, University of Nebraska-Lincoln. http://cdrh.unl.edu/

frequently in demand on the labor market. The goals of the program "are to equip humanities students to:"[61]

- Be thoughtful, critical, and reflective users of digital tools, technologies, and spaces;

- Explore different digital tools, technologies, and spaces so that they can choose the best technology to facilitate their work and the situation in which they are working;

- Create web pages, slideshows, digital movies, and other multimodal, multimedia work;

- Practice writing and communicating through and with text, graphics, sound, still, and moving images; and revising and editing using digital tools, technologies, and spaces;

- Understand that all technologies are complex, socially situated, and political tools through which humans act and make meaning; and

- Prepare to work in and contribute to a world in which most meaning-making and communication happen via digital means and modes.

Notably, the Digital Humanities specialization requires students to complete both an internship and a capstone project. The internship is a "supervised, pre-professional experience in the digital humanities."[62] It is designed to engage "students in professional practice in technology work, allowing them to explore related technological and workplace issues, such as deadlines, task negotiation, project management, and collaboration."[63] The capstone portfolio workshop, "covering key topics and approaches in digital humanities," is also oriented toward student outcomes in terms of further educational opportunities or professional development.[64] Students prepare "professional portfolios in print and digital formats, including application materials for career, graduate study, and professional positions."[65] Figure 2.9, on the following page, outlines the course requirements for the Digital Humanities specialization.

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[61] Bullet points quoted, verbatim, from: "Undergraduate Specialization in DH," College of Arts and Letters, Michigan State University. http://dh.cal.msu.edu/index.php/curriculum/undergrad/

[62] "Course Description: AL 493D Digital Humanities Internship," Office of the Registrar, Michigan State University. https://www.reg.msu.edu/Courses/Request.asp

[63] "Undergraduate Specialization in DH," College of Arts and Sciences, Michigan State University. http://dh.cal.msu.edu/index.php/curriculum/undergrad/

[64] "Course Description: AL 480 Digital Humanities Portfolio Workshop," Office of the Registrar, Michigan State University. https://www.reg.msu.edu/Courses/Request.asp

[65] Ibid.

Figure 2.9: Michigan State Requirements for Specialization in Digital Humanities

Core Courses (Six credits)	Experiential Courses (Six credits)
▪ Introduction to Digital Humanities ▪ Digital Humanities Seminar	▪ Special Topics ▪ Digital Humanities Internship
Electives (minimum of one course required)	
▪ Literature and Visual Culture ▪ Philosophy of Technology ▪ Photography I ▪ Experiments in Digital Video ▪ Interactive Web Design	▪ Introduction to Web Authoring ▪ Visual Rhetoric ▪ Advanced Web Authoring ▪ Digital Rhetoric ▪ Multimedia Writing
Capstone Course	
▪ Digital Humanities Portfolio Workshop	

Source: Michigan State University[66]

Information about funding for Digital Humanities at Michigan State is limited, although one project is being funded by the National Endowment for the Humanities.[67]

BRIGHAM YOUNG UNIVERSITY DIGITAL HUMANITIES AND TECHNOLOGY MINOR (DIGHT)

The essential program requirements for the Digital Humanities and Technology minor at BYU are similar to those of other profiled digital humanities programs. Students are required to complete an introductory course in the digital humanities as well as 12 additional credits in digital humanities, though "with the permission of the DigHT coordinator, students may substitute up to 6 credits of technology-oriented coursework completed in other programs."[68]

A distinguishing feature of BYU's Digital Humanities program is the two-course "tracks" that students can choose within the minor. Figure 2.10, on the following page, presents these tracks and the courses that required for each.

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[66] "Undergraduate Specialization - Specialization in Digital Humanities," Office of the Registrar, Michigan State University. https://www.reg.msu.edu/academicprograms/ProgramDetail.asp?Program=5691

[67] "College of Arts and Letters Research." Michigan State University College of Arts and Letters Digital Humanities. http://dh.cal.msu.edu/index.php/research/msu-research/

[68] "Degree Requirements," Digital Humanities and Technology Undergraduate Minor at BYU, Brigham Young University. http://dight.byu.edu/sample-page-2/

Figure 2.10: BYU Digital Humanities and Technology Minor Program Tracks

Digital Humanities Track
▪ **Introduction to the Digital Humanities**: An introduction to the premises and practices of the Digital Humanities. An exploration of current technology used in Digital Humanities research. Note: This course is required for the Digital Humanities and Technology minor degree. ▪ **Research in the Digital Humanities**: Applications of computer technology to research in the Digital Humanities across language and literature, e.g., text processing, data mining, information storage and retrieval, etc.

Programming Track
▪ **Humanities Technology**: Tools & Skills: An introduction to the fundamental principles and skills of programming. Students create applications using the LiveCode programming environment. No previous programming experience is required. ▪ **Programming in the Humanities**: Covers intermediate topics in programming and creating applications in the LiveCode programming environment. Includes digital media integration, networked and mobile (iOS and Android) app development.

Print Publishing Track
▪ **Introduction to Print Publishing**: An introduction to electronic layout and its place in the publication process. Focuses on basic design theory and skills with Abode InDesign. Includes instruction on Adobe Illustrator and Adobe Photoshop. No previous design or publishing experience is required. ▪ **Print Publishing 2**: Teaches advanced application of digital layout and typesetting using Adobe InDesign, as well as image preparation using Adobe Photoshop.

Web Track
▪ **Web Publishing**: An introduction to web programming. Includes HTML, CSS, and some JavaScript. Also covers the history of the Web, its standards, and philosophical implications of its preeminence in modern civilization. ▪ **Web Information Technologies**: Covers database design (MySQL) and server-side scripting (PHP) to create dynamic Web sites. Includes techniques for Web-based Digital Humanities applications, (e.g., crowd-sourced markup, automatic data visualizations, etc.).

Source: Brigham Young University[69]

Additionally, students in the Digital Humanities minor at BYU must complete three credits of capstone coursework, either by completing a capstone project or successfully completing the program's technology internship. Figure 2.11 details these two capstone options.

Figure 2.11: BYU Digital Humanities and Technology Minor Capstone Courses

▪ **Digital Humanities Project:** Original research project on open questions within the Digital Humanities field. *Content and/or technology advisor is required.* ▪ **Technology Internship**: Sponsored development of technology tools for application within the Digital Humanities (e.g., print or electronic publishing production, courseware/software development, museum/collection/textbase management, language/linguistic tools, etc.). *Approval by internship provider, DigHT Coordinator, and BYU Internship Office are required.*

Source: Brigham Young University[70]

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[69] Course descriptions quoted, verbatim, from: "Courses," Digital Humanities and Technology Undergraduate Minor at BYU, Brigham Young University. http://dight.byu.edu/courses/
[70] Ibid.

BYU has an internal webpage specific to digital humanities funding. The blog mentions the National Endowment for Humanities Digital Humanities Start-Up Grants (SUG), as well as "more substantial Implementation Grants (DHIG)." Google and the Digging Into Data Challenge are two other funding sources mentioned on this site.[71]

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[71] "Digital Humanities." BYU Digital Humanities Blog. http://digitalhumanities.byu.edu/blog/projects/funding-sources/

SECTION III: PUBLIC HISTORY

Undergraduate programs in public history are more common than undergraduate programs in the digital humanities. The National Council on Public History (NCPH), in its "Guide to Public History Programs," lists more than 60 institutions worldwide that provide some form of undergraduate public history program—although the majority is offered by universities in the United States.[72] Not all of these institutions offer programs recognizable as such. Some, such as UCLA, offer programming in public history—internships and courses—but do not offer formalized majors or minors.

The most common form that public history programs take is as a concentration within a more general history degree program. Very few history departments offer bachelor's degrees in public history per se, and the programs of those that do are typically quite small. Nationally, 13 institutions reported bachelor's completions in Public History/Applied History between 2008 and 2012, but only five programs reported a total of more than ten completions in that time period, and three reported zero completions.[73] Western Michigan University's B.A. in Public History program, by far the largest of these programs, reported a peak of 19 completions in 2009/2010, and 76 completions total between 2008 and 2012.[74]

In addition to major concentrations, certificate programs are another relatively common form of undergraduate specialization in public history, typically offered in connection with a more general history degree program. For the most part, program concentrations and certificate programs are structured around similar requirements and the core content of their curricula differs very little. There is a marked emphasis on practical or technical content. For example, courses in museum studies, preservation, and archival work are all fairly common. Moreover, the majority of public history programs, regardless of their structure, require students to complete internships.

The NCPH affirms many of the educational practices common to undergraduate public history programs. For example, NCPH's best practices recommendations highlight the need for both general training in history as well as the need for broad coverage of the more technical aspects of public history. Figure 3.1 and Figure 3.2, on the following pages, present the NCPH best practice recommendations for undergraduate programs in public history and for public history certificate programs.

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[72] "Guide to Public History Programs." National Council on Public History. http://ncph.org/cms/education/graduate-and-undergraduate/guide-to-public-history-programs/
[73] "Integrated Postsecondary Education Data System," National Center for Education Statistics. http://nces.ed.gov/ipeds/
[74] Ibid.

Figure 3.1: NCPH Best Practices for Undergraduate Public History Programs

Training in History Basics
First and foremost in any undergraduate history program should be an emphasis on teaching students the best methods in researching and writing history. Students need to understand basic historiography and theory, the methods of researching historical topics, and above all else, practice writing and revising to produce clear and effective prose.
Grounding in Historical Content
Introducing students to public history should in no way reduce students' exposure to core curriculum in historical content. Students at the undergraduate level still are predominantly consumers of history and need a strong background in their chosen fields of study in order to become effective researchers. Students should also be encouraged to explore courses that provide content in areas related to public history careers, such as art history, cultural resource management, and historical archaeology when appropriate. It is imperative that students get broad training in the theories, methods and content that provide the basis of a traditional undergraduate history education. The introduction of public history at the undergraduate level should not become a source of vocational training. Training students in the skills of public history should not replace content courses.
Introductory Courses to Public History
Introductory courses should introduce students to the theories that inform various fields of public history, the historical traditions of these fields, the relationship between public history and the history profession, and major debates in the field of public history today. When possible, introductory courses should cover a wide array of fields of public history, including museums, archives, historic preservation, heritage tourism, media, oral history, and cultural resource management. Students should also be introduced to case studies that examine public history practices from a local, national and international level.
Internships
Undergraduate students should be given the opportunity, or in formal programs they should be required to complete at least one external internship in the field of public history. Internships encourage students to think beyond their professors as their primary audience. Students who engage in internships also see the benefits of clear writing and oral presentation, professional conduct, and enjoy opportunities to present their work to a public audience. These experiences give students the active learning they desire, as well as opportunities for hands-on research and the exposure to public history careers that will guide them in making long-range educational and professional goals.

Source: National Council on Public History[75]

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[75] Quoted, verbatim, from: "Best Practices in Public History: Public History for Undergraduate Students," National Council on Public History, 2009. http://ncph.org/cms/wp-content/uploads/2010/08/Undergrad-Best-Practice.pdf

Figure 3.2: NCPH Best Practices for Public History Certificate Programs

- The best certificate programs are those embedded within a larger program, which requires students to gain a contextual and theoretical background for the study of public history by taking courses outside of public history. This grounding in a larger program is essential, as students need to understand the theoretical and methodological underpinnings of at least one academic field. History departments serve this purpose very well, as do departments of anthropology, art history, architecture and urban planning. The combination of hands-on training and academic theory is a critical component in order to provide students with a high-quality education.

- The best certificate programs will allow students the option of combining their certificate training with either an undergraduate or graduate degree. The credits acquired in the certificate should count toward the total number needed for the final degree.

- Certificate programs should include an introductory course, where students learn the theoretical and methodological basis for their field of study. The specific content of the introductory course should match the overall emphasis of the program.

- Skills-based courses are essential. For example, an historic preservation program should have required courses in building conservation and architectural history. Other courses that work well in certificate programs include, but are not limited to: archival practices, museum and archive management, exhibit design, oral history, and museum methods.

- Students need to gain hands-on experience. A required internship is essential for students seeking a graduate degree, and should be offered to students seeking an undergraduate degree. A practicum course might be an additional avenue for students to gain practical, project-based experience. Certificate programs should provide other opportunities for students to gain experience, and survey the practical application of their fields of study. Students should be encouraged to observe work in their particular field of public history, and/or engage in service-learning projects.

- Certificate programs should provide students with access to professionals practicing in the field of public history, above and beyond the contacts they establish through internships. This can be done in a variety of ways, including inviting guest speakers into the classroom, hiring working professionals to teach some of the skills-based courses, and matching students with a mentor in their particular field of study. There may also be opportunities for students to "shadow" a public history professional for a day

- Certificate programs should play to the strengths of the location of the institution. In other words, programs should use the resources that are available in the surrounding area to guide their program development. Seeking partnerships with public history institutions and/or with the facilities where local public historians work will facilitate the development of internships, provide opportunities field based projects, and advance the goals of the certificate program and partner institutions through cost-sharing and joint grant opportunities.

Source: National Council on Public History[76]

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[76] Quoted, verbatim, from: "Best Practices in Public History: Certificate Programs in Public History," National Council on Public History, 2010. http://ncph.org/cms/wp-content/uploads/Best-Practices-in-Certificate-Programs-approved.pdf

EMPLOYABILITY AND INTERNSHIPS

As a field, public history programs place great importance on the employment outcomes of their graduates. Undergraduate public history programs almost always emphasize the ways that they will prepare students for a career or for further academic work. Often, program descriptions list specific occupations and industries into which graduates might enter. Figure 3.3 presents careers that Niagara University suggests for its public history, art history, or museum studies students.

Figure 3.3: Careers for Public History, Art History, and Museum Studies Students

▪ Archivist	▪ Historian
▪ Board of managers	▪ Librarian
▪ Board of trustees	▪ Manager, director
▪ Collections manager	▪ Museum educator*
▪ Conservator	▪ Oral historian
▪ Curator	▪ Preservationist
▪ Development manager	▪ Security administrator or officer
▪ Exhibit production	▪ Site manager
▪ Financial manager	▪ Tour guide
▪ Gift shop manager	▪ Volunteer manager

Source: Niagara University[77]
* Note that this occupation often requires an education degree

The importance of internships to undergraduate programs in Public History is widely acknowledged. As shown in Figure 3.1, the NCPH considers the provision and facilitation of internship opportunities a best practice for public history programs, and universities seem to agree, as internships are essential features of most undergraduate programs.

For example, the required internship for DePaul University's Public History concentration places "students in work-study positions, under faculty supervision, to help prepare [them] for non-teaching careers with background in historical technique."[78] At other institutions, like Western Michigan University, students identify and secure internship opportunities and submit them to the Department of History for approval, although the university does provide an extensive directory of potential internship sites.[79] Figure 3.4, on the next page, presents the NCPH's list of best practice recommendations for internships that are components of public history degree programs.

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[77] "Art History, Museum & Public History Careers," Niagara University. http://www.niagara.edu/ArtCareers/

[78] "Public History Concentration," University Catalog, DePaul University. http://www.depaul.edu/university-catalog/degree-requirements/undergraduate/class/history-ba/concentration-requirements/Pages/public-history-concentration.aspx

[79] "Undergraduate History Courses List by Level and Area and Course Descriptions," Western Michigan University. http://www.wmich.edu/history/docs/UGcourse_descr.pdf

Figure 3.4: NCPH Best Practices for Public History Program Internships

Nature of Work
Internships should engage students in professional-level work that employs their public history training, strengthens their skills, encourages collaboration and teamwork, and enriches their understanding of how public history methods are applied in practice. Such work should be performed under the supervision of experienced public history professionals willing to share their knowledge and insights with student interns. Additionally, students should have the opportunity to produce a significant work product exemplifying their internship experience.
Pay for Students Conducting Internships
Recognizing the value of public history work and the skills possessed by students, every effort should be made to see that interns receive compensation for their work commensurate with the qualifications required for a position.
Internship Agreements
Before an internship begins, it is desirable that the student intern, the on-site internship supervisor, and faculty internship supervisor agree to a clear set of guidelines for the internship. These should specify the conditions of employment; the educational objectives of the internship, and methods that will be used by both the faculty member and on-site supervisor for evaluation. This many take the form of informal letters of agreement, or a more formal written contract signed by all parties before the internship begins. Public History programs may also find it useful to provide both students and sites hosting interns with printed information explaining the role of internships within their curricula, and the academic requirements for student internships.
Site Supervisors
Internships should be supervised at their internship site by individuals with sufficient training or experience to ensure that interns are exposed to methods and procedures that are consistent with the best practices in their field. Supervisors should be encouraged to meet regularly with interns to answer questions, to provide feedback on their work, and to provide mentorship.
Faculty Internship Supervisors
Internships should be supervised by faculty members who are knowledgeable about the field of public history and who can appropriately evaluate all of the components of an internship. Faculty members who are responsible for arranging and supervising interns should have that work counted as part of their regular teaching load.
Regular Communication
Efforts should be made to maintain regular contact during the internship between the faculty internship supervisor, the intern, and the on-site supervisor. If possible, it is desirable to provide student interns with opportunities during the internship to share their experiences with faculty and other student interns and to reflect on how the internship experience connects to their coursework and issues of public history theory and practice. This can take many forms, including face-to-face meetings or virtual discussions using distance education technologies.
Evaluation
All internships should include evaluation methods that allow institutions to determine that students have met the educational objectives of the internship. Evaluation methods and procedures should be clearly defined at the outset of the internship and should include written input from on-site supervisors. Interns should be given an opportunity to discuss their evaluations with both their faculty internship supervisor and their on-site supervisor. After the completion of an internship, students and on-site internship supervisors should be asked to evaluate the internship experience and to identify areas for future improvement. These surveys should be used for enhancing future internship experiences as well as for identifying sites that may not be appropriate for hosting future interns.
Use of Interns to Replace Paid Staff
Work performed by interns should supplement the existing staff of an institution, or provide assistance to institutions that do not have paid staffs. Interns should not be used to replace work normally done by a paid staff member.

Source: National Council on Public History[80]

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[80] Descriptions quoted, verbatim, from: "Best Practices in Public History: Public History Internships," National Council on Public History, 2008. http://ncph.org/cms/wp-content/uploads/2010/08/Internship-Best-Practice.pdf

PROGRAM PROFILES

Below, Hanover profiles three undergraduate programs in public history. The programs selected represent three different forms that public history programs take at the undergraduate level: bachelor's in public history, bachelor's in history with concentration in public history, and undergraduate certificate programs in public history.

WESTERN MICHIGAN UNIVERSITY, PUBLIC HISTORY MAJOR

The Department of History at Western Michigan University (WMU) notes that its Public History major "is one of only a few at the undergraduate level in the United States."[81] Majors are required to complete 15 courses in history and four approved elective courses from other departments, for a total of 66 credit hours.[82] The history courses must be completed according to the following distribution:[83]

- **Introductory-Level History Courses** (minimum of 12 hours)
- **Intermediate-Level History Courses** (minimum 12 hours, six hours writing intensive)
- **Advanced-Level History Courses** (minimum six hours)

Figure 3.5 provides a sample sequence of required history courses (excluding internships, which are discussed separately) for public history majors at Western Michigan.

Figure 3.5: WMU Sample Required History Course Sequence for Public History Major

Year One (satifies distribution requirements)	
American History to 1877	General survey of United States history from colonial times to the late nineteenth century.
World History to 1500	Introduction to World History to 1500, intended for students of all majors. By "world history'' is meant not the sum history of the world's separate societies and culture, but major chapters in the history of the interaction between them. We will examine the ways in which societies contacted one another, the ways they influenced one another, and the ways new societies emerged, including the roles played by migration, trade, war, empire, technology, epidemic, and religious and cultural diffusion.

Year Two	
Introduction to the Study of History	This course examines the scope and methods of history and introduces basic research, analytical, communication, and study skills required of all historians. In addition, the class emphasizes awareness of history as a profession, and introduces a range of resources that may enhance students' skills and knowledge as professional historians.
American Environmental History	This course explores the impact of environmental conditions on American historical and cultural development and examines changingattitudes toward environmental issues.
American Working Class History	This course will investigate the history of the American working class from its emergence during the first industrial revolution through the present, and will consider working people's experiences in their workplaces and communities. The course devotes special attention to the history of workers in Michigan and the upper Midwest. The course includes varied writing assignments and is designated a 3000-level writing intensive course in the Department of History.

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[81] "Undergraduate Program Public History," Western Michigan University.

[82] "Major Slip-Public History Curriculum," Western Michigan University. http://www.wmich.edu/history/docs/major-minor-slips/MAJ%20Slip-PUH.pdf

[83] Ibid.

Year Three	
Introduction to Public History	Origins and objectives of public history as a philosophy of history and as a discrete field of study and research. Examination of social, economic, political and cultural changes pertinent to the field. Characteristics and interrelationships of the major components of public history including historic preservation, museology, education, environmental concerns, public policies and information sciences.
Modern Western World Credits	Survey of major developments in Western civilization from the Renaissance to the present.
Everyday Life in America	Introduction to the study of artifacts and the built environment in understanding everyday life in America. Artifacts as social and cultural documents in the American experience and sources for examining culture.
Museum Studies	History, philosophy, organization and administration of general history, science, technology and art museums. Discussion of collecting theory, conservation and security, display and interpretation, and the role of museums in culture and education.
African Americans in Michigan	This course will consider the African American experience and actions with regard to key developments in Michigan's history during the 19th and 20th centuries, and place both the African American experience and Michigan history in a broader historical context. The course includes varied writing assignments and is designated a 3000-level writing intensive course in the Department of History.

Year Four	
Historic Preservation	Development, conservation, and interpretation of historic sites and districts: documenting historic sites; registration procedures; preservation law; funding sources; history of the preservation movement; social and political issues in urban rehabilitation.
Topics in U.S. History and Culture	Courses in this topical area will explore important events, themes, circumstances, or ideas in American history from first European contact to the present. All courses in this topical area are approved as writing intensive courses which fulfill the baccalaureate-level writing requirement in the Department of History.
History of Material Life	Courses in this topical area will enable students to explore material artifacts and built environments as keys to cultural and social history at varying times and regions of the world. All courses in this topical area are approved as writing intensive courses will fulfill the baccalaureate-level writing requirement in the Department of History.
Archives Administration	Theory, techniques, and practice in the development and administration of archives and archival materials.

Source: Western Michigan University[84]

Majors are required to complete at least one summer internship. The internship is typically a professional experience in "museums, historical administration, historic preservation, editing, applied research, etc."[85] Internships must be approved by the Department of History and are graded on a credit/no credit basis.

Recent graduates of Western Michigan's program are employed in a range of occupations typical of the field, such as archivists, historic preservationists, biographers, museum curators, research assistants, and writers.[86]

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[84] "Undergraduate History Courses List by Level and Area and Course Descriptions," Western Michigan University. http://www.wmich.edu/history/docs/UGcourse_descr.pdf
[85] Ibid.
[86] "Public History," Western Michigan University. http://www.wmich.edu/academics/undergraduate/public-history

The organizations employing Western Michigan graduates include:[87]

- Studebaker National Museum, South Bend, Indiana

- Star Spangled Banner Flag House, Baltimore, Maryland

- Northern Indiana Center for History, South Bend, Indiana

- Baltimore and Ohio Railroad Museum, Baltimore, Maryland

- National Park Service, Harper's Ferry, West Virginia

- Gerald R. Ford Museum, Grand Rapids, Michigan

- Monroe County Historical Society, Bloomington, Indiana

Several different funds and endowments are available to faculty and students in the history department.[88] However, less information is available about external funds awarded to individuals in the department who have focused on public history.

STANFORD UNIVERSITY, PUBLIC HISTORY/PUBLIC SERVICE (PH/PS) CONCENTRATION

The Public History/Public Service (PH/PS) concentration at Stanford University is offered by the History Department (School of Humanities and Sciences) as an optional track in its B.A. in History program. Other degree options for fields of study include General History, Global Affairs and World History, History Literature and the Arts, History of Science and Medicine, and History and Law, as well as the various geographic specializations.[89]

History majors must successfully complete a minimum of 13 three-credit courses (63 credits overall) and maintain at least a 2.0 GPA in these courses; a minimum of nine courses must be completed within the History department.[90] Within this larger framework of the B.A. degree, the PH/PS concentration is an interdisciplinary program option that is

> designed for students who wish to include in their course of studies the application of historical study in (1) public settings such as museums and heritage sites, national and state parks, public agencies, and private foundations, and (2) public service settings in non-profit organizations, public agencies, and educational institutions.[91]

Consequently, students in the PH/PS concentration take four classes outside the history department, known as an "interdisciplinary cluster" (see Figure 3.6). Figure 3.6, on the next page, details the degree requirements for the PH/PS B.A. concentration.

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[87] Ibid.
[88] "Giving: Endowment and Funds for the Department of History." Western Michigan University.
   https://www.wmich.edu/history/giving/endowments.html#annual
[89] "Bachelor of Arts in History: Public History," Stanford Bulletin 2013-2014, Stanford University.
   http://exploredegrees.stanford.edu/schoolofhumanitiesandsciences/history/#bachelorstext
[90] Ibid.
[91] Ibid.

Figure 3.6: Stanford University Public History/Public Service Curriculum Structure

CURRICULUM CLUSTER	DESCRIPTION
Gateway Course (one course)	**Introduction to Public History in the U.S., 19th Century to the Present**: provides grounding in the theory and practice of public service and exposure to the types of public history practiced in venues such as museums, historical sites, parks, and non-profit organizations, including local historical societies.
Geographical Cluster (four courses)	Students select four History courses in one geographic area, such as the United States, Europe, Latin America, Asia, Middle East, or Africa. The faculty coordinator must preapprove all courses in this cluster.
Interdisciplinary Cluster (four courses)	Students select four courses from outside the History department drawn from the annual listing of service-learning and theory/practice courses provided by the Haas Center for Public Service. The faculty coordinator must preapprove all courses in this cluster.
Methodological Cluster (two courses)	Students must enroll in one Sources and Methods seminar course and one additional 200-level History course. The Writing in the Major (WIM) requirement must be completed in a Research Seminar for Majors.
Public Service/Service Learning Internship	Students must engage in at least a one quarter internship through a service learning course or through a full-time public service or public history summer internship or fellowship. This internship must be preapproved by the faculty coordinator.

Source: Stanford University[92]

The PH/PS concentration is the only track of the B.A. in History that requires students to complete an internship. Students may either complete their internship requirement "through a regularly offered service-learning course or through a summer internship or fellowship."[93] Notably, students whose summer internship is paid, as opposed to one for academic credit, must satisfy an additional requirement: they "can complete an additional history course, or they can enroll in . . . Undergraduate Directed Research and Writing with the faculty coordinator of the PH/PS track and write a 20-page research paper related to their internship work."[94] Moreover, "if students elect to fulfill the internship requirement through a History Department service-learning course, they must enroll in an additional course in either the geographical cluster or the Interdisciplinary cluster in order to complete the 13 courses required for the major."

Funding for projects comes from a variety of sources, including the Haas Center for Public Service.[95]

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[92] Descriptions quoted, verbatim, from: Ibid.
[93] Ibid.
[94] Ibid.
[95] [1] "The Human Experience: Inside the Humanities at Stanford University." Stanford University. http://humanexperience.stanford.edu/brionesarchive
[2] "Get Funded." Undergrad Research and Independent Projects, Stanford University. https://undergrad.stanford.edu/opportunities/research/get-funded
[3] "Doing Good, Taking Credit." Stanford Alumni. https://undergrad.stanford.edu/opportunities/research/get-funded

EASTERN WASHINGTON UNIVERSITY, PUBLIC HISTORY CERTIFICATE

Eastern Washington University's (EWU) Public History Certificate Program, in connection with the broader undergraduate degree program in history, prominently emphasizes the relevance of the certificate to a student's career prospects and overall employability in the field of non-academic history. The program description centers almost entirely on the areas and industries in which graduates may potentially work. Figure 3.7 highlights the vocational emphasis of the program description.

Figure 3.7: EWU Public History Certificate Program Description

Public history describes the many applied history careers outside of secondary and collegiate teaching. Public historians work for museums, historic homes, libraries, archives and state and national parks; additionally, they work for local, state and federal governmental agencies. Public historians may apply their knowledge of the past to film, television or web production; they may work as freelance writers or in cultural resource management. The Public History Certificate will prepare students for these exciting career opportunities with a combination of practical coursework and field experiences.

Source: Eastern Washington University[96]

Additionally, the program identifies the following expected student learning outcomes, many of which relate directly to the practice of public history in a professional setting:[97]

- Demonstrate knowledge of public history practice and techniques;

- Communicate effectively with a non-academic or client-based audience;

- Demonstrate the ability to present original historical research to diverse audiences;

- Demonstrate the ability to learn and communicate in multiple learning environments; and

- Learn the practice of public history through an applied internship.

To earn the certificate, students must complete a total of 31 credits: 16 credits of required core courses and 15 credits of interdisciplinary electives. Of the four required courses, three have a highly practical, experience and career-oriented focus. "Public History" gives students the opportunity to conduct original research and to gain professional experience. The "History Internship" serves a similar function. The "Certificate Synthesis and Assessment" course is designed to prepare students for post-graduate endeavors, whether they choose to enter into the workforce or continue with further academic study. Figure 3.8, on the next page, highlights the required courses for the certificate.

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[96] "Public History Certificate," History, Eastern Washington University.
   http://www.ewu.edu/csbssw/programs/history/history-degrees/public-history-certificate
[97] Ibid.

Figure 3.8: EWU Public History Certificate Required Core Courses

COURSE TITLE	DESCRIPTION
The American Experience: A Survey	A broad survey of unique features of the American experience, this course examines the origins and development of the American social, economic and political heritage on the domestic and international scenes.
Public History	Research using regional public and private collections to prepare both the general historian and the urban and regional planner for service in the fields of local history, museology and historic preservation. Required of students in public history field.
History Internship	An opportunity for history students to work with historical agencies. Individual learning and career development contact is coordinated through Internship Programs.
Certificate Synthesis and Assessment	Advised by the certificate coordinator, the student will compile an assessment portfolio of significant assignments completed during the relevant certificate program at EWU. The student will also produce a paper addressing her or his experiences in the certificate program as a means of guided academic and/or career planning. Taken during the term in which the student expects to complete the requirements for the certificate, this independent study course allows the student to engage in portfolio development and summative assessment of the certificate program.

Source: Eastern Washington University[98]

Courses that satisfy the interdisciplinary electives requirement are offered by a wide range of disciplines and departments, including anthropology, design, English, geography, government, journalism, and planning.[99]

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[98] "Undergraduate History Courses," History, Eastern Washington University.
   http://www.ewu.edu/csbssw/programs/history/undergraduate-course-description
[99] "Public History Certificate," Op. cit.

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