

The Public Historian
Book Review Guidelines

All questions regarding review proposals, submissions, editing, and publication should be directed to the Assistant Reviews Editor at
hist-publichistory@ucsb.edu

We ask reviewers to emphasize the work's significance to public historians. Please consider such questions as:

- Who is the intended audience of the work (a client, the general public, professionals in the same field, in other fields)?
- What was the purpose of the work?
- Was the work produced under special conditions (under contract, in the course of public agency employment, as part of an educational program)?
- How does it fit within a body of scholarship?
- In what ways are the author's sources, methods, analysis, and interpretations remarkable and especially instructive for public historians?

Please address such questions as they pertain to the material under review.

FORMAT

1. Please submit your review as a Microsoft Word document, and please use 12-pt. font and double-space the review.
2. Please keep quotations from the book under review short, and cite them with page numbers in parentheses. If you quote from another source, please provide a full footnote citation adhering to *The Chicago Manual of Style*. If you mention another work, but do not quote from it, please indicate, in parentheses, the full name of the author, the full title, and the year of publication.

3. As a heading for your review, please cite the reviewed book as indicated:

The Lure of the North Woods: Cultivating Tourism in the Upper Midwest by Aaron Shapiro. Minneapolis: University of Minnesota Press, 2013. xix + 296 pp.; illustrations, notes, bibliography, index; clothbound, \$75.00, paperback, \$24.95.

4. Please keep within the assigned word limit of about 1000 words. Length of review essays vary but are generally 2000 words.
5. Your name and institutional affiliation should appear on a separate line at the end of your review.
6. All reviews are edited to conform to the *TPH* house style and standard literary usage to achieve greater economy of space and clarity of meaning. Please consult *The Chicago Manual of Style* for guidance. Please avoid passive-voice

constructions, overly complex sentences, jargon, and redundancies. We may return for revision any review in need of severe editing, and we reserve the right to reject any review submitted for publication.

7. Email your completed manuscript to hist-publichistory@ucsb.edu.
8. Once your manuscript has been submitted, you will receive an acknowledgement, then later a copy-edited version of the review. Please promptly approve or request changes in the typescript. Approximately one month before publication you will receive proofs e-mailed directly from UC Press. Please review and make any further changes within three days of receiving proofs, then return to the managing editor at shcase@ucsb.edu.

NOTE: Please keep *TPH* up-to-date with your e-mail and affiliation.

Thank you for your contribution to *The Public Historian*.

SAMPLE REVIEW

An American Association for State and Local History Guide to Making Public History edited by Bob Beatty. Lanham, MD: Rowman & Littlefield, 2017. xi + 244 pp.; notes, index; clothbound, \$90.00; paperbound, \$40.00; eBook, \$37.99.

An American Association for State and Local History (AASLH) Guide to Making Public History is an indispensable addition to public history literature. Edited by Bob Beatty, it is unique in providing an applicable guide to the practice of public history, even if this is largely focused on museums in the United States. Beatty and other contributing authors provide the reader, specifically public history professionals, with the frameworks for developing relevant and sustainable public history facilities and programs through a range of case studies and pedagogical tools. *AASLH Guide to Making Public History* is a toolkit for public history in practice, which includes bullet point summaries of key ideas and lessons learned (Durel, chapter 6), questions for the reader to ask themselves (Mast, chapter 12), and tables and questionnaires (Matelic, chapter 4; Durel, chapter 6). All of

these can be applied to guide and develop the practice of public history both now and in the future.

Beatty's extensive experience in the field of local history and working on public history programs is evident throughout this edited volume. Of the twenty-one chapters, ten are authored by Beatty; these reflect his passion for providing a sustainable and relevant future for public history within nonprofit history organizations. *AASHL Guide to Making Public History* reflects Beatty's professional legacy of over a decades work within the AASLH. The book is in part based on a series of conferences, which enable it to bring together a diverse range of experts. Beatty demonstrates his firsthand knowledge of the challenges faced by public historians and public history organizations in the United States and describes the diversity of innovative approaches used by individuals working in the field to help transform public history organizations to be valuable, relevant, and sustainable.

Beatty divides the twenty-one chapters into four key themes: financial sustainability; work of history organizations and communities; practice of history in history organizations; and diversity and inclusivity. These themes are at some points obscured, in part due to Beatty's interjection of one his own chapters before every contributor chapter. Unfortunately this breaks up the flow of the narrative and at points is repetitive; a summary chapter at the beginning of each theme may have been more navigable. Beatty's chapters, however, do provide background and questions or topics for debate before each of the contributor's chapters. This is aptly demonstrated in Beatty's (chapter 17) overview of the debates surrounding celebration and commemoration and issues in current commemorative practices, inserted prior to Linenthal's (chapter 18)

insightful and critical chapter on commemoration. The book's structure enables Beatty to highlight the emergence of overarching motifs and issues within public history, including relevance, inclusivity, diversity, sustainability and enterprise. Although these trends in public history are hardly limited to the United States, it is not until the last two chapters by Bailey and Dichtl that this book recognizes the importance of having a global perspective, and considers how the variety of international approaches could positively impact and guide the making of public history.

AASHL Guide to Making Public History is not an academic book in the traditional sense; it lacks contrasting and balanced viewpoints, does not always reference sources, and does not have a set style for contributors' chapters. However, *AASHL Guide to Making Public History* was never intended for an academic readership, rather it has a self-reflective and anecdotal style driven by Beatty's firsthand experience developed with a professional audience in mind to be a "road map to critical thinking about what our audiences need and expect of us" (xi). The book offers support and guidance both to professionals practicing public history and to students and amateurs seeking to understand the range and value of public history methodologies in the United States. The overviews and summaries of key publications and discussions of the impact of key figures in public history "provide a road map of the national discussions the field of history museums and organizations has had (and is having) regarding its present and future" (3). As such, *AASHL Guide to Making Public History* should be a core text for practitioners seeking to manage and transform the practice of public history in the United States.

The honest self-reflection of the editor and contributors in regards to their successes and failures in public history is enlightening. This book creates a positive, supportive and empathetic dialogue with its audience, which will resonate with practicing public historians. It will help those practicing public history to understand that failure is a natural part of the process of doing public history, turning issues and challenges into opportunities and catalysts for change. *AASHL Guide to Making Public History* encourages public historians to be honest and to trust each other; to collaborate, to be less competitive, and to strive through shared passion and experiences to be more inclusive and relevant. At points, particularly Donath (chapter 14) and Balgooy (chapter 16), this does seem a bit evangelical, but perhaps most public historians are, as each of us has had firsthand experience of the life changing impact that public history can have on individuals and communities.

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