



Universität Hamburg

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OFFICIAL TRANSLATION OF Fachspezifische Bestimmungen für den Studiengang „Public History (M.A.)“

(Amtliche Bekanntmachung Nr. 70 vom 25. September 2025)

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ONLY THE GERMAN VERSION SHALL BE LEGALLY VALID AND
ENFORCEABLE!**

Subject-Specific Provisions for the Master of Arts in Public History (MA)

dated 16 July 2025

On 26 August 2025 in accordance with Section 108 subsection 1 of the Hamburg higher education act (Hamburgisches Hochschulgesetz, HmbHG) dated 18 July 2001 (HmbGVBl. p. 171) as amended on 19 February 2025 (HmbGVBl. p. 241), the Executive University Board of the University of Hamburg ratified the Subject-Specific Provisions for the Master of Arts (MA) in Public History adopted by the Faculty Council of the Faculty of Humanities on 16 July 2025 in accordance with Section 91 subsection 2 number 1 HmbHG.

Preamble

These Subject-Specific Provisions supplement the Examination Regulations by the Faculty of Humanities for Master of Arts Degree Programs at the University Hamburg dated 6 May 2015 as amended and provide a description of the modules for the Master of Arts in Public History.

I. Supplemental provisions

Section 1

Program and examination objectives, academic degree, and implementation of the degree program

Section 1 subsection 1:

- (1) The research-oriented degree program focuses on the practices of history-making and the media forms and formats in which history has been and is produced, distributed, presented, and grasped in the past and present. It focuses on generating and discursively using history as a result of social and communicative processes under temporally, spatially, technically, culturally, and socially specific and thus historicizable conditions. Students acquire the necessary basic knowledge and skills for an academically reflected and well-founded approach to analyzing and producing different types of history.
- (2) The master's degree program specifically aims to teach skills for analyzing and generating historical genres. The term **historical genre** refers to different forms of historical narratives or narrativizations, including the practices associated with their production and explicitly taking into account their medial form. This addresses all conditions and processes of historymaking, including the evaluative and categorizing reception by more or less specific audiences.
In this context, competence in analyzing historical genre describes the ability and skills to develop potentially all historical genres in the context of their specific use and dissemination in a scholarly, methodologically and theoretically guided and reflected manner. Generative historical genre competence is understood as the ability and skill to produce specific historical varieties academically, meaning methodically and theoretically reflected and justified, independently or as part of a production team, or to coordinate and guide their production.
- (3) In this way, students acquire skills that prepare and qualify them for work in various university and nonuniversity fields of action for historians as well as in and for historical culture institutions. By describing and developing different existing historical genres in a methodical and reflected manner as well as by examining interdisciplinary methods applied in the humanities, cultural and social sciences, students learn how to approach historical representations in an academic, critical, and context-related manner. They are also enabled to recognize past-related communications in their medial, social, cultural, and political contexts and to reflect on their function in these contexts.
- (4) Students also acquire basic project management and process evaluation knowledge and skills and learn how to plan, implement, manage, and evaluate projects individually and as part of a team. This enables them to independently design and implement projects in the humanities, cultural and social sciences, as is common in relevant fields of action such as museums and media companies, political consulting, public relations as well as corporate communication and consulting firms.

Section 1 subsection 4:

The Faculty of Humanities is responsible for administering the degree program.

Section 4

Program and examination organization, modules, and ECTS credits

Section 4 subsection 1:

- (1) The Master of Arts in Public History is divided into subject-specific required modules worth 105 ECTS credits and an interdisciplinary free elective area worth 15 ECTS credits, amounting to 120 ECTS credits.
- (2) In the required area a total of 105 ECTS credits must be completed in the following modules:
 1. Einführung in die Public History (introduction to public history) (14 ECTS credits),
 2. Praktiken und Medien der Geschichtsdarstellung (historical representation: practices and media) (10 ECTS credits),
 3. Theorien und Methoden der Public History (public history theories and methods) (19 ECTS credits),
 4. Projektarbeit (project work) (29 ECTS credits),
 5. Mentorat (mentoring) (3 ECTS credits),
 6. Final module (30 ECTS credits).

The first three modules lay the methodological and theoretical foundations that enable the students to apply them to the subject matter and use both as a basis for an ongoing understanding of public history as an academic subdiscipline of history.

In the two-semester project work module (29 ECTS credits) students learn the basic project management tools and methods and apply this knowledge to planning the research-based teaching project due in the third subject semester.

The mentoring module (3 ECTS credits) is used for ongoing reflection on the individual courses of studies. The learning journal anchored here serves to document each students' own development during the course of studies, while the portfolio serves to document and present their own work. Both enable and support the development of profiles in specific fields of historical culture. Regular personal exchange formats with degree program teachers in the mentoring area also help to build this profile.

In the final module (30 ECTS credits), the master's thesis is planned and implemented.

- (3) In the elective area (15 ECTS credits), students must take modules and courses curated by the head of the degree program in the subject of history and other subjects.

The following table describes an ideal course of study for the Master of Arts in Public History. Depending on the individual study situation, other courses of study are possible, especially if the master's degree program is completed part-time.

Ideal course of study:

Subject semester	Required area			
1.	Introduction to Public History PH101 (14 ECTS credits / 6 credit hours per week) Lecture (2 ECTS credits/ 2 credit hours per week) Lecture (2 ECTS credits/ 2 credit hours per week) Master's seminar (6 ECTS credits /2 credit hours per week) with examination (4 ECTS credits)	Praktiken und Medien der Geschichtsdarstellung (historical representation: practices and media) PH102 (10 ECTS credits / 4 credit hours per week) Practical exercise (2 ECTS credits/ 2 credit hours per week) Exercise(4 ECTS credits / 2 credit hours per week) with examination (4 ECTS credits)	Mentoring PH001a (1 ECTS credit)	Free elective area 15 ECTS credits
2.	Theorien und Methoden der Public History (public history theories and methods) PH201 (19 ECTS credits / 8 credit hours per week) Practical course (3 ECTS credits / 2 credit hours per week) Practical course(3 ECTS credits / 2 credit hours per week) Practical course(3 ECTS credits / 2 credit hours per week) Master's seminar (6 ECTS credits /2 credit hours per week) with examination (4 ECTS credits)	Project work PH301a (5 ECTS credits / 2 credit hours per week) Project seminar (5 ECTS credits / 2 credit hours per week)	Mentoring PH001b (1 ECTS credit)	
3.	Project work PH301b (24 ECTS credits / 6 credit hours per week) Teaching research project (20 ECTS credits / 6 credit hours per week) with examination (4 ECTS credits)		Mentoring PH001c (1 ECTS credit)	
4.	Final module PH401 (30 ECTS credits / 2 credit hours per week) Teaching research project (5 ECTS credits / 2 credit hours per week) Master's thesis (22 ECTS credits) Oral examination (2 ECTS credits) Mentoring (1 ECTS credit)			

In the first semester, students complete the Einführung in die Public History (introduction to public history (PH101) worth 14 ECTS credits with 6 credit hours per week. This module comprises two lectures (each worth 2 ECTS credits / 2 credit hours per week each) and a master's seminar (6 ECTS credits / 2 credit hours per week), including an examination worth 4 ECTS credits. Students must also take the module Praktiken und Medien der Geschichtsdarstellung (historical representation: practices and media) (PH102), worth 10 ECTS credits / 4 credit hours per week, and pass a practical exercise (2 ECTS credits / 2 credit hours per week) and an exercise (6 ECTS credits / 2 credit hours per week), which students complete with an examination worth 2 ECTS credits. The program also includes a mentoring module (PH001a) worth 1 ECTS credit.

In the second semester, the focus is on Theorien und Methoden der Public History (public history theories and methods) (PH201) worth 19 ECTS credits / 8 credit hours per week. This module includes three tutorials (3 ECTS credits / 2 credit hours per week each) and a master's seminar (6 ECTS credits / 2 credit hours per week) with an examination worth 4 ECTS credits. In addition, project work in the form of a project seminar (PH301a) worth 5 ECTS credits / 2 credit hours per week is prepared. The mentoring (PH001b) comprises 1 ECTS credit.

The third semester is characterized by the project work (PH301b), comprising 24 ECTS credits / 6 credit hours per week. This includes the teaching research project (20 ECTS credits / 6 credit hours per week) assessed as an examination worth 4 ECTS credits. A mentoring (PH001c) worth 1 ECTS credit accompanies the project.

In the fourth semester, the study phase is completed as part of the final module (PH401) worth altogether 30 ECTS credits / 2 credit hours per week. This includes an advanced seminar (5 ECTS credits / 2 credit hours per week), the master's thesis (22 ECTS credits) and an oral examination (2 ECTS credits). A mentoring (1 ECTS credit) is also planned.

A total of 15 ECTS credits are available in the free elective area, which can be acquired in the first, second, and third semesters with courses offered by the University of Hamburg.

Section 5

Course types

Section 5 subsection 1:

Additional course types include the following:

- 1. Master's seminar**
In the master's seminar, students of the same year work as a closed cohort on central degree program theories, methods, and topics.
- 2. Advanced seminar**
In the advanced seminar, project ideas, ideas and concepts for final theses are presented and discussed.
- 3. Mentoring session**
In the mentoring session, students discuss and reflect with their teachers on their own course of study, their own profile development, and individual reading and work experiences.
- 4. Teaching research project**
In the teaching research project, students produce one or more specific types of history in collaboration with external partner institutions.

Section 5 subsection 3:

Attendance is required for tutorials, master's seminars, advanced seminars, and mentoring sessions, unless otherwise agreed with the lecturers of the individual classes. The course types are aimed at the discursive acquisition of relevant knowledge, including discussions, the appropriate formulation and presentation of knowledge and work results. Correspondingly, students are taught argumentation from the perspectives of others. The joint accomplishment of tasks fosters and requires shared discourse knowledge, particularly as regards individual contributions. Therefore, the learning outcomes of this course require student attendance.

Section 13**Completed coursework and module examinations****Section 13 subsection 2:**

Further coursework includes:

1. Learning journal

The student learning journal is a regular, independent, written reflection on their own teaching and learning process during the course of their studies. The learning journal can contain audiovisual elements. The learning journal must contain at least six entries of 10,000 to 15,000 characters each (including spaces). At the end of the module, the respective entries specified in the module description must be submitted to the mentor and discussed in the mentoring meeting.

2. Portfolio

The portfolio is a compilation of the regular independent written productions students have completed during the course of study. The portfolio may contain audiovisual elements. In the course of a semester, students must create at least two entries in the portfolio (plus content-related comments) of 10,000 to 15,000 characters each (including spaces). At the end of the module, the entries specified in the module description must be submitted to the head of degree program and discussed in the mentoring meeting.

3. Mentoring meeting

The mentoring meeting serves to continuously monitor and reflect on the individual study and research process based on the learning journal and portfolio. It consists of a 30 to 45-minute personal talk with the mentor. The meetings provide students with an opportunity to reflect on their own progress, clarify questions about academic work and profile development. They are aimed at promoting the students' skills acquisition and further study planning. The individual meeting agenda is jointly agreed.

Section 13 subsection 5:

Another type of examination is:

Project report and reflection

The examination type Projektbericht und -reflexion (project report and reflection) is an independently written assignment of 30,000 to 35,000 characters (including spaces, excluding title page, indexes and appendix) in which students document their project (planning, implementation) and reflect on the course of the project. Other forms of documentation (e.g., audiovisual) can be permitted, as agreed with the examiner.

Section 14

Master's thesis

Section 14 subsection 1:

The master's thesis can be either written or take the form of a historical representation plus written, theoretically and methodologically sound documentation and reflection. The historical representation can, for example be

- a) a play,
- b) a monument,
- c) a digital game,
- d) a reenactment, or
- e) a podcast.

The specific form of the master's thesis is agreed with the supervisor.

Section 14 subsection 2:

Students can apply for admission to the master's thesis if they have successfully completed the modules PH101 (14 ECTS credits), PH102 (10 ECTS credits), PH201 (19 ECTS credits), PH 301a (5 ECTS credits) as well as courses in the free elective area (at least 10 ECTS credits) amounting to at least 58 ECTS credits. In addition, at least 2 ECTS credits must be completed in module PH001 for registration.

Section 15

Evaluation of examinations

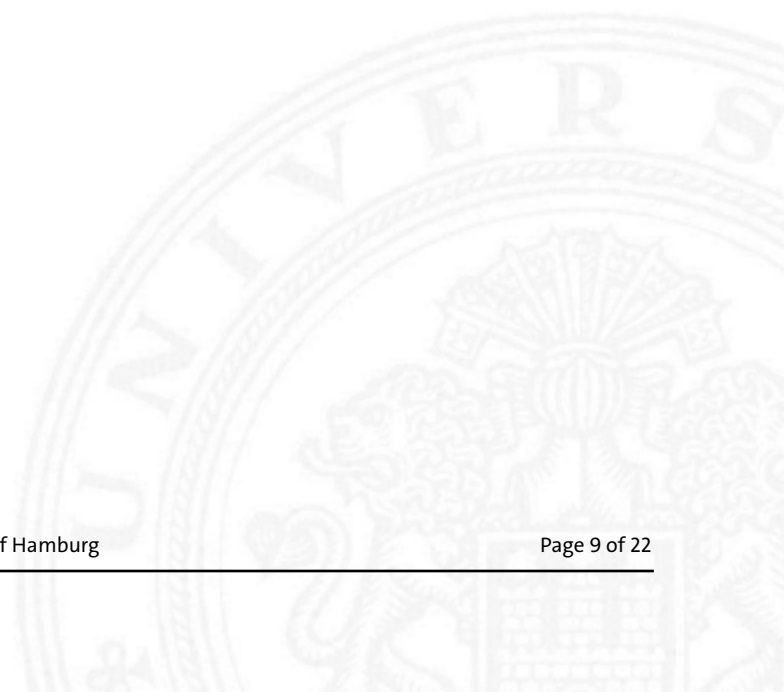
Section 15 subsection 3:

- (1) When calculating the overall grade, the grades of all module examinations are weighted based on the earned ECTS credits.
- (2) When calculating the module grade for the final module, 80% of the grade for the master's thesis and 20% of the grade for the oral examination are taken into account.
- (3) Examinations and coursework grades earned in the free elective area do not factor in the overall final grade.

II. Module descriptions

Module type	Compulsory module in the public history degree program (MA)
Title	Mentoring
Sigl	PH001
Learning outcomes	<ul style="list-style-type: none"> • Students are able to name the essential features of academic journals. • Students are able to document work processes in the form of academic journal articles. • Students are able to name the essential features of a portfolio. • Students are able to document work results in the form of portfolio entries. • Students are able to create their own skills profile. • Students are able to formulate questions about their own profile development in writing and to express questions about their own profile development orally.
Module content	<ul style="list-style-type: none"> • Fundamental insights into the basics, possibilities, and challenges of scientific journals as a tool and technique for academic work. • Basic insights into the fundamentals, possibilities and challenges of portfolios as a form of collection and presentation in public history. • Basic insights into the creation of individual skills profiles and their independent development. • Introduction and testing of academic exchange forms.
Teaching and learning	<ul style="list-style-type: none"> • Independent study: Independently keeping a scientific journal (approx. 30 hours over three semesters) • Independent study: Independent development and curation of a portfolio (approx. 30 hours over three semesters) • Mentoring meetings (approx. 30 hours over three semesters)
Language of instruction	German or English
Prerequisites	None
Module applicability	Master of Arts in Public History (MA)
Module completion	<p>Coursework: Learning journal At least 6 journal entries of 10,000 to 15,000 characters (including spaces) per semester</p> <p>Coursework: Portfolio At least 2 portfolio entries per semester plus comments on the content of 10,000 to 15,000 characters (including spaces).</p> <p>Coursework: Participation in the mentoring interview At least one interview lasting 30 to 45 minutes per semester.</p> <p>Languages: German or English. The specific examination language will be announced by the teacher at the beginning of the class.</p>
Workload in the respective module components	<ul style="list-style-type: none"> • Learning journal: 1 ECTS credit • Portfolio: 1 ECTS credit • Mentoring sessions: 1 ECTS credit
Total module workload	3 ECTS credits

Module duration	Third semester
Module frequency	Every semester
Recommended semester	First to third semester



Module type	Compulsory module in the public history degree program (MA)
Title	Einführung in die Public History (introduction to public history)
Sigl	PH101
Learning outcomes	<p>Learning outcomes of the lecture Einführung in die Public History (introduction to public history)</p> <ul style="list-style-type: none"> • Students are able to justify the difference between the past and history. • Students are able to name different concepts of the public sphere. • Students are able to reproduce different definitions of public history. • Students are able to reproduce different definitions of applied history. • Students are able to differentiate between public history and applied history. • Students are able to present an overview of the development of public history / applied history in the USA. • Students are able to present an overview of the development of public history / applied history in the United Kingdom. • Students are able to present an overview of the development of public history / applied history in Germany, Austria, and Switzerland. <p>Learning outcomes of the lecture Einführung in die Geschichtsdidaktik (introduction to history didactics)</p> <ul style="list-style-type: none"> • Students are able to give a basic description of the narrative theory of history / historical thinking as a temporal orientation. • Students are able to relate the narrative theory of history / historical thinking as a temporal orientation to other history concepts. • Students are able to describe different concepts of historical knowledge, historical thinking, and historical learning / history learning. • Students are able to differentiate between different concepts of historical knowledge, historical thinking, and historical learning / history learning. • Students are able to describe the fields of work of history didactics as a theoretical, empirical, and pragmatic discipline. • Students are able to name the subject matter, theories, models and concepts of didactics and history didactics as academic disciplines. • Students are able to explain the different social, political and academic functions of institutionalized history learning.

	<p>Learning outcomes: master's seminar Public History Weltweit (public history around the globe)</p> <ul style="list-style-type: none"> • Students are able to present in depth the development of public history / applied history in one of the following world regions: USA, United Kingdom, Germany-Austria-Switzerland, Latin America, Africa, or Asia. <ul style="list-style-type: none"> ◦ Students are able to outline the chronological development of public history / applied history in the chosen region from its beginnings to the present. ◦ Students are able to describe the relationship between public history / applied history and history in the chosen region. ◦ Students are able to name important representatives of public history / applied history in the chosen region and their major works. ◦ Students are able to describe important institutions of public history / applied history in the chosen region and their activities. ◦ Students are able to present important theoretical positions of public history / applied history in the chosen region. ◦ Students are able to explain important methods of public history / applied history in the chosen region. ◦ Students are able to name exemplary public history / applied history projects in the chosen region. • Students are able to present an overview of the development of public history / applied history in the nonselected regions of the world. • Students are able to prepare a group presentation in an academic context. • Students are able to give a group presentation in an academic context.
Module content	<ul style="list-style-type: none"> • Presentation, overview, and in-depth examination of the development history of public history and applied history, essential trends and facets as well as basic theoretical and methodological assumptions in different regions of the world (USA, United Kingdom, Germany-Austria-Switzerland, Latin America, Africa, Asia). Presentation of similarities and differences between public history and applied history concepts. • Examination of perspectives on public history as the history of historiography. • Presentation of different concepts of publicity. • Presentation and discussion of basic history didactics theories and their significance for schools, history learning, and extra-curricular history cultures.
Teaching and learning	<p>Lecture Einführung in die Public History (introduction to public history): 2 credit hours per week Lecture Einführung in die Geschichtsdidaktik (introduction to history didactics): 2 credit hours per week Master's seminar Public History Weltweit (public history around the globe): 2 credit hours per week</p>
Language of instruction	German or English

Prerequisites	None
Module applicability	Master of Arts in Public History (MA)
Module completion	<p>Prerequisite for registering for the module examination: Active participation in the master's seminar with preparation and follow-up pursuant to Section 5 subsection 3, active participation in the lecture</p> <p>Types of coursework:</p> <p>Lecture Einführung in die Public History (introduction to public history):</p> <ul style="list-style-type: none"> Two-hour written examination. <p>Lecture</p> <ul style="list-style-type: none"> Two-hour written examination. <p>Master's seminar Public History Weltweit (public history around the globe):</p> <ul style="list-style-type: none"> Group presentation, two-hour written examination on the nonselected world regions <p>The specific coursework to be completed in the master's seminar will be announced by the instructor at the beginning of the course.</p> <p>Type of examination Term paper in the master's seminar of 30,000 to 35,000 characters (including spaces, excluding title page, indexes and appendix during the semester). The specific scope and duration will be announced by the instructor at the beginning of the course.</p> <p>Module examination language German or English</p>
Workload in the respective module components	<p>Lecture Einführung in die Public History (introduction to public history): 2 ECTS credits</p> <p>Lecture Einführung in die Geschichtsdidaktik (introduction to history didactics): 2 ECTS credits</p> <p>Master's seminar Public History Weltweit (public history around the globe): 10 ECTS credits (incl. a term paper worth 4 ECTS credits)</p>
Total module workload	14 ECTS credits
Module duration	One semester
Module frequency	Annually, in winter semester
Recommended semester	First semester

Module type	Compulsory module in the public history degree program (MA)
Title	Praktiken und Medien der Geschichtsdarstellung (historical representation: practices and media)
Sigl	PH102
Learning outcomes	<p>Learning outcomes of the practical exercise Geschichtsbegehung (history tour)</p> <ul style="list-style-type: none"> • Students are able to name different public representations of history, including in the Hamburg metropolitan region. • Students are able to explain how public representations of history can be described academically. • Students are able to explain how public representations of history can be historically contextualized. • Students are able to justify how public representations of history can be academically analyzed. • Students are able to describe different public representations of history in the Hamburg metropolitan region. • Students are able to historically contextualize individual public representations of history in the Hamburg metropolitan region. • Students are able to explain the specifics of a specific historical representation in the context of a guided tour of the object. <p>Learning outcomes of the exercise Medien der Geschichte (history media)</p> <ul style="list-style-type: none"> • Students are able to outline the evolution of media history. • Students are able to describe different media theory concepts. • Students are able to name different media. • Students are able to explain the media logic of different media. • Students are able to describe different history media and their intrinsic logics. • Students are able to explain aspects of media theory in public history representation. • Students are able to analyze specific public history representations based on media theory.
Module content	<ul style="list-style-type: none"> • Excursion, visit, description, and development of different historical representations in the Hamburg metropolitan region, among others • Presentation and discussion of fundamental developments in media history and media theory concepts and theories Examination of intrinsic media logic and its effects on the production, representation, distribution, exhibition, and reception of history in the public sphere
Teaching and learning	<p>Practical exercise Geschichtsbegehung (history tour): 2 credit hours per week</p> <p>Exercise Medien der Geschichte (history media): 2 credit hours per week</p>
Language of instruction	German or English
Prerequisites	None
Module applicability	Master of Arts in Public History (MA)

Module completion	<p>Prerequisites for registration to take the module examination Regular, active participation with preparation and follow-up in the practical exercise and the exercise in accordance with the regulations on § 5 paragraph 3.</p> <p>Completed coursework</p> <ul style="list-style-type: none"> • Concept for the development of a specific historical representation in the practical exercise of 15,000 to 20,000 characters (including spaces, excluding title page, indexes and appendix within the semester). • Individual presentation (30 to 45 minutes) on the specifics of a historical representation on site / practical exercise at the object in the practical exercise <p>Type of examination Term paper for the exercise Medien der Geschichte (media history) of 30,000 to 35,000 characters (including spaces, excluding title page, indexes, and appendix). The specific scope and duration will be announced by the instructor at the beginning of the course.</p> <p>Module examination language German or English</p>
Workload in the respective module components	Practical exercise Geschichtsbegehung (history tour): 2 ECTS credits Exercise Medien der Geschichte (history media): 8 ECTS credits (incl. term paper worth 4 ECTS credits)
Total module workload	10 ECTS credits
Module duration	One semester
Module frequency	Annually, in winter semester
Recommended semester	First semester

Module type	Compulsory module in the Master of Arts in Public History (MA)
Title	Theorien und Methoden der Public History (public history methods and theories)
Sigl	PH201
Learning outcomes	<p>Learning outcomes of the exercise Schlüsselbegriffe der Public History (key terms of public history)</p> <ul style="list-style-type: none"> • Students are able to explain what constitutes research-oriented public history. • Students are able to name various key concepts of public history. • Students are able to describe the basics of different key terms of public history in an overview. • Students are able to explain exemplary key terms of public history in depth, specifically: <ul style="list-style-type: none"> ◦ Students are able to explain the theoretical background of exemplary key terms of public history. ◦ Students are able to explain the research relevance of exemplary key terms of public history research. ◦ Students are able to reflect on the practical research implications of exemplary key terms in public history research. ◦ Students are able to justify how exemplary key terms can be used for specific public history research projects. • Students are able to name reading techniques for exploring academic texts. • Students are able to independently apply reading techniques when exploring academic texts. • Students are able to describe the requirements of the text type "excerpt." • Students are able to produce excerpts independently. <p>Learning outcomes of the exercise Erinnerungs- und Geschichtskulturen (history and memory cultures)</p> <ul style="list-style-type: none"> • Students are able to name different theoretical approaches to memory cultures in the humanities, social sciences, and cultural studies. • Students are able to name different approaches to historical culture. • Students are able to name exemplary examples of memory culture practices. • Students are able to name exemplary examples of historical culture practices. • Students are able to justify why exemplary representations of history are history and memory cultures. • Students are able to explain current functions of memory / history cultures using examples. • Students are able to explain past functions of memory and history cultures using examples. • Students are able to reflect on the relationship between memory and history cultures and history studies. • Students can describe the role of public history for memory and history cultures.

	<p>Learning outcomes of the exercise Erinnerungs- und Geschichtspolitik (the politics of memory and history)</p> <ul style="list-style-type: none"> • Students are able to define the politics of memory. • Students are able to define the politics of history. • Students are able to name different works on the politics of memory and history. • Students are able to explain different works on the politics of memory and history. • Students are able to name examples of memory and history practices. • Students are able to name examples of political representations of history and memory. • Students are able to justify why exemplary representations of history are politics of memory and history. • Students are able to explain current functions of politics of memory and history using examples. • Students are able to explain past functions of politics of memory and history using examples. • Students are able to reflect on the relationship between the politics of memory and history and history studies. • Students are able to describe the functions of public history for politics of memory and history. • Students are able to outline the evolution of historical political education in Germany. • Students are able to explain the basic regulations and framework conditions of historical political education in Germany. <p>Learning outcomes of the seminar Methoden und Theorien der Public History (public history theory and methods)</p> <ul style="list-style-type: none"> • Students are able to explain what constitutes a theory in history studies. • Students are able to explain what constitutes a method in history studies. • Students are able to explain the relationship between the research question, subject, sources, methods, and theories in academic work. • Students are able to distinguish between present- and past-oriented public history research. • Students are able to name relevant theoretical concepts for public history research. • Students will be able to explain exemplary public history research methods. • Students are able to plan how to apply theories and methods to a specific research project. • Students are able to implement a specific research project by explicitly using methods and theories.
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Module content	<ul style="list-style-type: none"> • Reading and discussion of overviews of various key terms of public history. • Examination of concepts and programmatic contributions to memory and history cultures. Exemplary discussion of practices and products of memory and history cultures as well as politics of memory and history. • Examination of interdisciplinary theory and methods offered in the humanities, cultural and social sciences as well as an application-oriented discussion of these offers for public history research. • Discussion and deepening of academic techniques and practices in the humanities.
Teaching and learning	<p>Exercise Schlüsselbegriffe der Public History (key terms of public history): 2 credit hours per week</p> <p>Exercise Erinnerungs- und Geschichtskulturen (memory and history cultures): 2 credit hours per week</p> <p>Exercise Erinnerungs- und Geschichtspolitiken (politics of memory and history): 2 credit hours per week</p> <p>Master's seminar Methoden und Theorien der Public History (public history theory and methods): 2 credit hours per week</p>
Language of instruction	German or English
Prerequisites	None
Module applicability	Master of Arts in Public History (MA)
Module completion	<p>Prerequisites for registration to take the module examination</p> <p>Regular, active participation with preparation and follow-up in the exercise and the master's seminar pursuant to Section 5 subsection 3.</p> <p>Completed coursework</p> <ul style="list-style-type: none"> • Excerpts for reading in the exercise Schlüsselbegriffe der Public History (key terms of public history) • Essay on the contents of the exercise Erinnerungs- und Geschichtskulturen (memory and history cultures) • Essay on the contents of the exercise Erinnerungs- und Geschichtspolitiken (politics of memory and history) • Term paper outline for the master's seminar <p>Type of examination</p> <p>Term paper in the master's seminar Methoden und Theorien der Public History (public history theories and methods) on a memory / history culture representation or a memory / historical political representation of the present or past of 30,000 to 35,000 characters (including spaces, excluding title page, indexes and appendix).</p> <p>The specific scope and duration will be announced by the instructor at the beginning of the course.</p> <p>Module examination language</p> <p>German or English</p>

Workload in the respective module components	Exercise Schlüsselbegriffe der Public History(key terms of public history): 3 ECTS credits Exercise Geschichts- und Erinnerungskulturen (memory and history cultures): 3 ECTS credits Exercise Geschichts- und Erinnerungspolitiken (memory and history politics): 3 ECTS credits Master's seminar Methoden und Theorien der Public History (public history theories and methods) incl. term paper: 4 ECTS credits
Total module workload	19 ECTS credits
Module duration	One semester
Module frequency	Annually, in summer semester
Recommended semester	Second semester

Module type	Compulsory module in the Master of Arts in Public History (MA)
Title	Project work
Sigl	PH301
Learning outcomes	<p>Learning outcomes of the project seminar Projektplanung (project planning)</p> <ul style="list-style-type: none"> • Students are able to name different project management tools. • Students are able to use different project management tools for planning projects. • Students are able to design a project from a task. • Students are able to create measurable target definitions. • Students are able to name resources required to implement a project. • Students are able to describe qualification requirements for a project team for a specific project. • Students are able to define time resources. • Students are able to plan time resources. • Students are able to outline responsibilities for the content of work packages. • Students are able to assign content-related responsibilities for work packages. • Students are able to divide a complex task into work packages. • Students are able to create a breakdown structure. • Students are able to devise a project schedule. • Students are able to orally present a project plan and concept. • Students are able to write up a concept for the content and planning of a project. <p>Learning outcomes of the teaching research project</p> <ul style="list-style-type: none"> • Students are able to implement a conceptual project plan and contents when accompanied. • Students are able to name process evaluation tools. • Students are able to use process evaluation tools. • Students are able to name project management tools. • Students are able to use project management tools. • Students know the essential features of the text type “project report.” • Students can create project reports.
Module content	<ul style="list-style-type: none"> • Introduction to project management techniques, project planning, project controlling and evaluation. • Accompanied translation of a project idea into a project structure and schedule. • Implementation of a planned project with a team. Evaluation and reflection on the course of the project.
Teaching and learning	<p>Project seminar Projektplanung (project planning): 2 credit hours per week</p> <p>Teaching research project, if possible including further, freely selectable subject-specific courses comprising 2 to 6 credit hours per week</p>
Language of instruction	German or English

Prerequisites	Students must have successfully passed the PH101 and PH102 modules.
Module applicability	Master of Arts in Public History (MA)
Module completion	<p>Prerequisites for registration to take the module examination Regular, active participation with preparation and follow-up in the project seminar and the teaching research project pursuant to Section 5 subsection 3.</p> <p>Completed coursework</p> <ul style="list-style-type: none"> • Oral group examination: Presentation of a project plan in the project seminar on Projektplanung (project planning) • Group work: Written project plan in the project seminar Projektplanung (project planning) <p>Further specifics regarding the scope, type, and language of the coursework will be announced at the beginning of the course.</p> <p>Type of examination Project report and reflection. Further specifics regarding the scope, type, and language of the examination will be announced by the lecturer at the beginning of the class.</p> <p>Module examination language German or English</p>
Workload in the respective module components	Project seminar Projektplanung (project planning): 5 ECTS credits Project work 24 ECTS credits (including the examination type project report: 4 ECTS credits)
Total module workload	29 ECTS credits
Module duration	Two semesters
Module frequency	The project seminar Projektplanung (project planning) is offered every summer semester. The teaching research project is offered every winter semester.
Recommended semester	Second to third semester

Module type	Compulsory module in the Master of Arts in Public History (MA)
Title	Final module
Sigl	PH401
Learning outcomes	<ul style="list-style-type: none"> • Students are able to create a project plan and schedule for their own master's thesis. • Students are able to orally present a project concept, including a content plan and schedule for their own master's thesis. • Students are able to develop a written project concept including a content plan and schedule for their own master's thesis. • Students are able to name the main features of the "exposé" text type. • Students are able to create an exposé for their own master's thesis. • Students are able to name the essential characteristics of the text type "academic lecture." • Students are able to hold an academic lecture to present their master's thesis project. • Students are able to name the principles of good academic practice. • Students are able to present a historically oriented public history research project (subject, topic area, research question, research report, methodological and theoretical approach) in writing. • Students are able to realize a historical research project in line with the principles of good academic practice. • Students are able to present the findings of their master's thesis orally. • Students are able to classify the findings of their master's thesis in the relevant academic research contexts. • Students are able to classify the findings of their master's thesis in the relevant nonuniversity fields of action in public history. • Students can defend their master's thesis in an academic discussion.
Module content	<ul style="list-style-type: none"> • Transfer of project management techniques (PH301) to your own research project. • Introduction to the text types "exposé," "abstract," and "academic presentation" as well as to the "principles of good academic practice" for history and the humanities by the German Research Foundation.
Teaching and learning	Advanced seminar: 1 credit hour Mentoring interview (45 to 90 minutes)
Language of instruction	German or English
Prerequisites	Successful completion of modules PH101, PH102, PH201, PH301a, courses in the free elective area worth at least 10 ECTS credits, and at least 2 ECTS credits in module PH001.
Module applicability	Master of Arts in Public History (MA)

Module completion	<p>Prerequisites for registration to take the module examination</p> <ul style="list-style-type: none"> • Completion of subsequent academic achievements in the advanced seminar: <ul style="list-style-type: none"> ◦ Exposé for the master's project in the advanced seminar ◦ Project presentation in the advanced seminar • Subsequent academic achievements for the mentoring interview: <ul style="list-style-type: none"> ◦ at least 6 entries in the journal per semester of up to 15,000 characters (including spaces) ◦ at least 2 entries in the portfolio per semester plus content commentary of up to 15,000 characters (incl. spaces) <p>The admission application for the master's thesis must be submitted to the academic office by the set deadline.</p> <p>Type of examination</p> <ul style="list-style-type: none"> • Master's thesis with a 20-week completion period <ul style="list-style-type: none"> ◦ in writing with 144,000 to 180,000 characters (including spaces, excluding title page, indexes, and appendix), or ◦ in the form of a history representation (e.g., a play, a monument, a digital game, a reenactment, a podcast, etc.) in public history plus written, methodologically and theoretically sound documentation and reflection of 90,000 to 108,000 characters (including spaces, excluding title page, indexes, and appendix). <p>The specific form of the master's thesis is agreed with the supervisor.</p> • Oral examination (45 minutes): Defense and positioning of your own thesis in public history, history, and historical humanities, cultural and social sciences subdisciplines <p>Examination language German or English</p>
Workload in the respective module components	<p>Mentoring: 1 ECTS credit Advanced seminar: 5 ECTS credits Master's thesis: 22 ECTS credits Oral examination: 2 ECTS credits (incl. preparation time)</p>
Total module workload	30 ECTS credits
Module duration	One semester
Module frequency	Each semester
Recommended semester	Fourth semester

Section 23 Effective date

These subject-specific provisions become effective on the day following official publication by the University of Hamburg. They first apply to students commencing their studies in Winter Semester 2025/2026.

Hamburg, 25 September 2025
University of Hamburg