Handbook for Majors

"What's past is prologue." ... Shakespeare, *The Tempest*

Please, don't forget us when you leave the College. Let us know if and how your experience in history at the College affects your career and life. It will help us in revising this handbook and in educating those who follow in your footsteps. We would also like to keep in touch with you and let you know what we are doing. Lest you forget, here is the mailing address: Richard Bodek, Chair.

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66 George St.  
Charleston, SC 29424  
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I. THE VALUE OF HISTORY AND CAREERS FOR MAJORS

A solid knowledge of history provides the individual with a foundation for examining the past and for effectively communicating information in many professions and careers and in day-to-day living. The "practice" of history may therefore be direct -- teaching and writing it. Or, it may be indirect -- applying the historian's tools to non-historical situations and problems.

The value of history is therefore to:

A. Understand the forces of continuity and change in the past (and, by inference, the future).

B. Study problems in a given time and space and the several options for solving such problems.

C. Learn techniques of effectively discovering and communicating historical data -- researching, writing, discussing.

D. Develop historical analysis -- the acquired ability to examine data in a systematic and critical way.

E. Have fun, which indeed history is to anyone fascinated by it.

All these abilities can be crucial to success in the educational field, administrative as well as teaching; in business and management; public relations; journalism; politics and government service; the legal profession; the medical profession; the clergy; and the arts. To learn more about careers in history, the following booklet is available in the Bookstore: Barbara J. Howe, Careers for Students in History (American Historical Association, 1989).

A B.A. degree in history is excellent preparation in any of these fields, while an M.A. -- at least one year beyond the B.A. -- will enhance one's career standing and earnings. A Ph.D. is necessary for teaching and writing history at the college level and requires at least three years beyond the B.A. to complete.
II. REQUIREMENTS FOR THE MAJOR
Revised fall 2008

A. Major Requirements: 30 hours
(Exclusive of HIST101–102 or HIST103–104)
Three hours (15 hours total) from each of the following five (5) areas of distribution chosen in consultation with your advisor:

Pre-Modern (before 1500)
Modern Europe (since 1500)
Modern Asia, Africa, Latin America
United States
Comparative/Transnational

9 hours history electives chosen in consultation with your advisor from any of the above five areas.

HIST 299 The Historian’s Craft, is required of all majors and minors and must be successfully completed before enrolling in the research seminar.

Three hours in a research seminar normally taken in the senior year, which requires the writing of a substantial paper.

NOTES: Majors must have passed at least one 200-level course before taking a 300-level course and have passed at least one 300-level course before taking a 400-level course. All majors must take HIST 299 no later than concurrently with their third history class numbered 200 or higher. All majors must have taken at least two related (one 200-level and one 300-level) courses before seeking permission to take a research seminar, senior paper, or bachelor’s essay.

Exceptional students and qualified students who have a particular research interest that cannot be addressed in research seminars being offered may, if authorized by the department, satisfy this requirement by completing HIST498 Senior Paper.

B. Five Areas of Distribution
Pre Modern - Modern Europe Since 1500 - Modern Asia, Africa, Latin America - United States - Comparative Transnational

Pre-Modern:
HIST 230 Ancient Egypt and Mesopotamia
HIST 231 Ancient Greece
HIST 232 Ancient Rome
HIST 234 Early Middle Ages
HIST 235 High Middle Ages
HIST 245 Tsarist Russia to 1796
HIST 266 Aztecs, Maya, and Their Ancestors
HIST 270 Special Topics in Pre-Modern History
HIST 272 Pre-Colonial Africa
HIST 282 History of China to 1800
HIST 286 History of Japan to 1800
HIST 333 Witches, Saints, and Heretics
HIST 336 Italian Renaissance
HIST 370 Special Topics in Pre-Modern History
HIST 470 Research Seminar in Pre-Modern History

Modern Europe since 1500:
HIST 241 Special Topics in Modern European History
HIST 242 History of Modern France
HIST 244 Political and Social History of Germany from 1866 to the Present
HIST 246 Imperial Russia to 1917
HIST 252 Women in Europe
HIST 258 European Jewish History: Medieval to the Twentieth Century
HIST 334 European Social History to 1800
HIST 337 The Age of Reformation
HIST 341 Age of Enlightenment and Revolution
HIST 344 Modern European Cultural History
HIST 345 Modern German Cultural and Intellectual History
HIST 346 History of the Soviet Union
HIST 347 Special Topics in Modern European History
HIST 354 Tudor England, 1485–1603
HIST 355 Stuart England, 1603–1714
HIST 356 Georgian Britain
HIST 357 Victorian Britain
HIST 441 Research Seminar in Modern European History

Modern Asia, Africa, Latin America:
HIST 261 Special Topics in Modern Asia, Africa or Latin America
HIST 262 Colonial Latin America
HIST 263 Modern Latin America
HIST 264 Caribbean to 1800
HIST 265 Caribbean Since 1800
HIST 273 Modern Africa
HIST 276 Medieval Islamic Civilization
HIST 277 The Modern Middle East
HIST 283 History of Modern China
HIST 285 Indian Subcontinent Since 1500
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<tr>
<td>HIST 287</td>
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<td>HIST 361</td>
<td>Special Topics in Modern Asia, Africa or Latin America</td>
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<td>HIST 364</td>
<td>Sugar and Slaves in Colonial Brazil</td>
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<td>HIST 365</td>
<td>Modern Brazil</td>
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<td>HIST 372</td>
<td>North Africa (The Maghrib) Since 1800</td>
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<td>HIST 373</td>
<td>West Africa Since 1800</td>
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<td>HIST 377</td>
<td>Iran/Persia: From Cyrus to Ayatollah Khomeini</td>
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<td>HIST 461</td>
<td>Research Seminar in Modern Asia, Africa, or Latin America</td>
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<td>HIST 473</td>
<td>Pan Africanism/OAU</td>
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**United States:**

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<tr>
<td>HIST 201</td>
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<td>HIST 202</td>
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<td>HIST 213</td>
<td>American Jewish History: Colonial Times to the Present</td>
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<td>American Ethnic History: 1607 to the Present</td>
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<td>HIST 301</td>
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<td>History of the United States: The Civil War and Reconstruction, 1845–1877</td>
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<td>History of the United States: The Response to Industrialism, 1877–1918</td>
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<td>HIST 306</td>
<td>History of the United States: Affluence and Adversity, 1918–1945</td>
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<td>HIST 307</td>
<td>History of the United States: Cold War America, 1945–Present</td>
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<td>HIST 310</td>
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<td>HIST 311</td>
<td>Diplomatic History of the United States, 1766–1898</td>
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<tr>
<td>HIST 312</td>
<td>Diplomatic History of the United States Since 1898</td>
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<tr>
<td>HIST 320</td>
<td>Special Topics in Low Country History</td>
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HIST323 Society and Culture of Early Charleston
HIST410 Research Seminar in U.S. History
HIST420 Research Seminar in Low Country History

**Comparative/Transnational:**
HIST 256 History of Science and Technology
HIST 291 Disease, Medicine, and History
HIST 292 Disease, Medicine, and World History
HIST 359 Modern Jewish History
HIST 366 Comparative Slavery in the Americas
HIST 250 Special Topics in Comparative/Transnational History
HIST 350 Special Topics in Comparative/Transnational History
HIST 450 Research Seminar in Comparative/Transnational History

NOTE: HIST400, 402, 403, 496, 498—senior paper, and 499—bachelor essay may be counted in any one of the five areas of distribution, depending upon the topic of study.

C. **Departmental Honors**

1. An earned grade point average in the major of at least 3.5.

2. **12** hours of exceptionally fine work in any combination of Seminar, Independent Study, Tutorial, and Bachelor's Essay.
# Course Descriptors and Skill Guidelines

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<th>Level</th>
<th>COURSE DESCRIPTORS</th>
<th>SKILL GUIDELINES</th>
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<tr>
<td>100</td>
<td>introductory surveys</td>
<td>analyze and discuss primary and secondary readings understanding the historical method evaluate historical ideas, events, individuals</td>
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<td>200</td>
<td>intermediate level courses developing historical understanding, research and writing skills generally covering broad chronological and/or geographical areas</td>
<td>think and write analytically and critically using historical material develop basic research skills develop own interpretation and defend it examine basic bibliographical and historiographical knowledge of particular topic/region/period</td>
</tr>
<tr>
<td>300</td>
<td>intermediate level courses requiring more extensive research and writing than at the 200 level generally covering more specialized chronological and/or geographical areas</td>
<td>use primary and secondary sources in discussions and papers design and execute analytical research paper develop own interpretation and defend it improve bibliographical and historiographical knowledge of particular topic/region/period analyze and synthesize diverse historical works</td>
</tr>
<tr>
<td>400</td>
<td>advanced level courses involving major research projects</td>
<td>design and execute analytical research paper evaluate peer presentations and/or papers revise work in response to criticism analyze and synthesize diverse historical works develop own interpretation and defend it refine bibliographical and historical knowledge of particular topic/region/period</td>
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## D. Student Portfolio

1. **Purpose** -- The purpose of the portfolio is to assess the student's progress through the history major. Items should reflect an increasing understanding of the discipline and of the connections between the history major and the liberal arts curriculum.

2. **Contents** -- The portfolio should include a minimum of four graded items and a reflective essay analyzing these items. At least **ONE** item must be from a 100 or 200-level course; at least **TWO** from 300 or 400-level courses. A Research Seminar paper, a Senior Paper or a Bachelor's Essay **MUST** also **BE INCLUDED** among the four items.
In addition to these four items, students may also include one to three additional pieces of graded writing produced during their years at the College of Charleston.

3. Reflective Essay -- The reflective essay provides students with the opportunity to assess their own development as historians. In the essay students should discuss each item in the portfolio, identifying its strengths and weaknesses and evaluating what they learned from the assignment. The essay should also discuss the portfolio as a whole. The reflective essay will give you the opportunity to reflect and comment on what you have read, discussed, and written over the course of your undergraduate major in history as demonstrated in the portfolio.

There are a number of questions you can ask yourself to facilitate writing this reflective essay. In reflecting on your portfolio entries, look back at your development as a student of history. What does your portfolio reveal about your learning experiences in the major? How has your view of history changed or been reaffirmed as your career has progressed? In reflecting on your historical research, compare your first essay and your seminar paper. What have you learned about historical studies from the various assignments that you have had in history courses? What skills and knowledge have you been able to apply to your studies and work outside this department? Which types of assignments have you found most helpful in preparing you for the research, discussion, and writing involved in your seminar? Have you gained any new ideas about how to research and write history papers from your historical research? What ideas or methods do you think you will be able to carry over from what you have learned in your history major to your planned career after graduation?

The reflective essay should address the development of your study of history in general and the development of your research and writing skills in particular. You should consider how your understanding and approach to history have changed over the semesters. You should also address how your course of studies prepared (or failed to prepare) you for the research seminar. The reflective essay is a required component of the research seminar. It should be between 3-5 typed pages (approximately 750-1500 words long). If you have already completed one seminar, you may revise your reflective essay in light of your subsequent seminar experiences or attach an addendum updating your original reflective essay. Students fulfilling their research paper requirement by writing a bachelor’s essay or senior paper will do their reflective essay for their first reader.
III. REQUIREMENTS FOR THE MINOR IN HISTORY

Minor Requirements: 18 hours
(exclusive of HIST 101–102 or HIST 103–104)
At least nine hours in the minor at the 200 level or above must be earned at the College of Charleston.
NOTE: All minors must have passed at least one 200-level course before taking a 300-level course and must have passed at least one 300-level course before taking a 400-level course.
HIST 299 The Historian’s Craft is required for the minor and must be successfully completed, if the student plans to enroll in the research seminar.
At least 18 hours chosen in consultation with an advisor, including either:
HIST 403 Reading and Independent Study
or
A research seminar (depending on area) selected from:
HIST 410 Research Seminar in U.S. History
HIST 420 Research Seminar in Low Country History
HIST 441 Research Seminar in Modern European History
HIST 450 Research Seminar in Comparative/ Transnational History
HIST 461 Research Seminar in Modern Asia, Africa, or Latin America
HIST 470 Research Seminar in Pre-Modern History
HIST 498 Senior Paper

Electives: six hours which may be taken in any of the five areas of distribution
(Revised fall 2008)
IV. TEACHER CERTIFICATION

Teacher Education Program (Grades 9–12)
After declaration of a major in history, students interested in teacher certification in social studies must meet with the director of certification and clinical practice, School of Education, Health, and Human Performance 953-5613. Students must take EDFS 201 during their sophomore year and apply for acceptance into this program no later than the second semester of their sophomore year. Requirements include admission to and successful completion of the approved teacher education program.
Specific general education, teacher education program, and content major requirements can be found at http://www.cofc.edu/schoolofeducation/EDFS/.
(Revised fall 2008)
V. EXPECTATIONS FOR WRITING HISTORY PAPERS

Effective written work is essential in all history courses. The department strongly recommends that all majors purchase and utilize the following handbook to assist them in writing papers (Richard Marius, *A Short Guide to Writing about History*, available in the Bookstore). Ignorance of proper form and style is no excuse for a poorly-written paper. The student is expected to use footnote/endnote and bibliography forms recommended in this book.

VI. RESEARCH PAPER REQUIREMENTS:

The Research Seminar is normally taken in the student's area in his/her junior or senior year. This is an interactive learning experience in which 12 or fewer students read and discuss a common historical subject and receive direction in writing their research papers. The final draft should contain 20-30 pages of text, plus footnotes/endnotes, bibliography, and any appendices. An oral presentation explaining the paper will be given by each student.

Before you can be registered for a Research Seminar, you must fill out an “Application for Individual Enrollment” and have the Project Supervisor (professor of record) sign it, and turn it in to the department office, where the chair will sign it and the department secretary will register you for that course.

SENIOR PAPER (HIST 498)

The senior paper is intended for the exceptional student (3.0 GPA in the major) who has a well thought out research topic. At least one month before the end of the semester prior to the semester in which the paper is to be written, the student must select a topic and write a project description and fill out an “Application for Individual Enrollment” and obtain approval of that topic from a Project Supervisor (professor of record) willing to direct the paper. You must also select another member of the department to serve as a second reader. The Project Supervisor must then petition the department on the student’s behalf for the right to register for the course and have that petition approved by the department. Upon approval by the department, the chair then signs the application and the department secretary registers the student for the course.

A copy of the paper will be kept in the department office. It will be of the same length and style as the research seminar paper (see above).

BACHELOR'S ESSAY (HIST 499)

To complete the two semesters of Bachelor’s Essay for departmental honors, the same preregistration procedures as for the senior paper will be followed. The paper will be 40-50 pages in length and distinguished in its organization, analysis, and expression. One copy will be catalogued and retained in the College library.

PROCEDURES FOR TUTORIAL (HIST 402), INDEPENDENT STUDY (HIST 403), AND FIELD INTERNSHIP (HIST 496)

Before you can be registered for a Tutorial, Independent Study, or Field Internship, you must fill out an “Application for Individual Enrollment” and write a project description
along with a schedule of meetings with the Project Supervisor (a History Department faculty member). The Project Supervisor and the department chair must approve the course and the department secretary will then enroll you in that course.
VII. DEPARTMENTAL EXPECTATIONS AND POLICIES

A. Depending on the general education requirement option you select, HIST 101 must be completed successfully before HIST 102 or HIST 103 must be completed before HIST 104. BOTH halves of the same survey are prerequisites for any elective course in history -- although special permission by the instructor is possible.

B. The standard form of historical expression is writing -- take your term and research papers seriously. Consult more than the minimum number of sources. Do not plagiarize. And write out complete footnotes or endnotes as in Richard Marius, A Short Guide to Writing about History (available in the bookstore). When in doubt, ask your instructor.

C. Expand your mind, ask new questions, THINK, expect to be challenged, and do not be afraid to challenge your professors. Attend on- and off-campus history events -- speakers, films, exhibits. Visit museums. Watch special historical programs on TV. Expand your historical horizons. Join the History Club! Earn a 3.0 in the major and be admitted to Phi Alpha Theta.

D. If you believe an instructor is treating you unfairly, or is being discriminatory in any way, please discuss this with your instructor without delay. If this cannot be resolved with the instructor, then see the Department Chair.

E. Please take the student evaluations of your professors seriously. Write out your comments; they want to have your reactions to their teaching.

F. Statement on Cheating and Plagiarism: The Honor Code of the College of Charleston specifically forbids cheating, attempted cheating, and plagiarism. A student found guilty of these offenses will receive a failing grade in the course. Additional penalties may include suspension or expulsion from the College at the discretion of the Honor Board. See the College of Charleston Student Handbook, for definitions of these offenses.

Plagiarism is defined by the Student Honor Code as:
1. The verbatim repetition, without acknowledgment, of the writings of another author. All significant phrases, clauses, or passages, taken directly from source material must be enclosed in quotation marks and acknowledged either in the text itself or in footnotes/endnotes.
2. Borrowing without acknowledging the source.
3. Paraphrasing the thoughts of another writer without acknowledgment.
4. Allowing any other person or organization to prepare work which one then submits as his/her own.

G. AUDIT YOURSELF. Do not wait for the Registrar to do your degree audit to see if you have met all graduation requirements. Keep track of the courses you have completed to satisfy the general education requirements and the history major and double-check them each semester with your adviser.
VIII. ADVISING

Advising is one of the most important activities that our professors do. Here are some suggestions to help facilitate their work.

Make sure you schedule an appointment with your adviser at least a week before you are scheduled to register.

When you are pre-registering, please bring the History Major’s Handbook and a copy of your transcript and any transfer credits from “Cougar Trail.” Go over the Handbook before seeing your adviser. Bring a list of the courses you are intending to take.

Use your adviser as a resource for possible career choices. Likewise, Career Services is an important place to begin, in terms of writing a resume, learning interviewing techniques, and establishing a packet that will include letters of references.

Request letters of reference from faculty you have taken courses from. Bring a resume of your achievements. Print information on the reference form. Let the recommender know when the letter is due.

Allow at least two weeks for the Faculty member to write the letter. Please be aware that non-confidential letters may not have as much impact as confidential ones.

Remember, letters of reference can be major factors in future employment or admission to professional schools. Therefore, in order to make a positive impression and demonstrate superior performance, it is in your interest to do what the course syllabus requires and avoid cutting class, arriving late, and being unprepared.
IX. SCHOLARSHIPS, AWARDS, AND HISTORY CLUB/PHI ALPHA THETA

A. Scholarships (information sheets in History office)

1. Alexander C. Dick Endowed Scholarship in Pre-Law for rising junior history majors. Apply by March 15 of the sophomore year (or possibly junior year) ($3000 per year, up to two years). It is awarded every other year.

2. Society of First Families of South Carolina Scholarship in History, a $1,000 award to the rising senior with demonstrated academic excellence in and a special concern for South Carolina history, including interest in the 1670-1700 period. Apply by March 15 of the junior year.

3. Visit the Financial Aid office to learn of eligibility for other scholarships. Also see the listing in the undergraduate catalog.

B. Awards (given at the annual History Awards ceremony)

1. Outstanding Student
The department will normally present one Outstanding Student Award each year to the graduating major with the highest GPA in history courses taken at the College of Charleston. The student must have taken at least 15 hours of his/her history courses at the College. If two students tie for the highest average, two awards will be given.

Furthermore, an identical award will normally be granted to a graduating major who has combined scholarship with service to the history program through organizations such as the History Club and Phi Alpha Theta and/or participation in History Day activities. The student should also have demonstrated scholarship by having maintained a GPA in history of 3.5 or higher.

2. Departmental Honors
The department will present Departmental Honors each year to the graduating major(s) who have an earned grade point average in the major of at least 3.5 and have completed 12 hours of exceptionally fine work in any combination of Tutorial, Independent Study, Research Seminar, Senior Paper, and Bachelor’s Essay.

3. The William Moultrie Cup, presented by the Rebecca Motte Chapter of the Daughters of the American Revolution, is for excellence in advanced American history courses.

4. The American History Prize, presented by the American Federation of Women’s Clubs (Charleston Chapter) to the female student who has achieved the highest honors in the general courses in American history (201-202).

5. The First Families Scholarship, presented by the Society of First Families of South Carolina, for excellence in the study of early South Carolina history.
6 The State of South Carolina Scholarship, presented by The National Society of the Colonial Dames of America to a graduate student who intends to pursue his/her study in history. This award will be presented once every five years.

7 Albert Simonds Special Merit Award in History, a cash award applied directly to next fall's tuition to the rising senior majoring in history selected on the basis of academic excellence.

C. History Club/Phi Alpha Theta

1. History Club -- Any student interested in history may join, although most of the members are history majors. In effect, the Club is the formal student liaison body with the history faculty, which assists it in history-oriented events and socials.

2. Phi Alpha Theta -- This is the history honorary fraternity for majors with high academic performance (at least 3.1) in 12 hours of completed history courses (including 101-102, 103-104).
X. INTERNSHIPS

Internships are offered by various historical agencies in downtown Charleston. All provide valuable museum experience. The Internship may include a small wage, others are purely voluntary, some are for the summer only, and some may be taken for 3 hours of credit (HIST 496). A departmental project director is required to superintend the latter. Be sure to check the bulletin board outside the History office for notices of available internships for History majors. Participating agencies are:

- Avery Research Institute
- Charleston Museum
- Preservation Society
- Fort Sumter
- Patriots Point
- South Carolina Historical Society
- Charleston African American Museum
- City of Charleston Records
- Drayton Hall
- Historic Charleston Foundation
- Karpeles Manuscript Foundation
- Magnolia Plantation
- Middleton Plantation
- Special Collections, College of Charleston Library
- Waring Historical Library, MUSC
- Charlestowne Landing State Historic Site
- Edmondston Alston House
XI. THE HISTORY FACULTY

While all faculty members teach HIST 101/102 or HIST 103/104, each one is a scholar in one or more specialized areas of history, reflected in the electives he/she teaches.

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<tbody>
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<td><strong>Name</strong></td>
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<tr>
<td>Bodek, Richard H.</td>
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<tr>
<td>Associate Professor</td>
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<tr>
<td>Boucher, Christophe J.M.</td>
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<td>Coates, Timothy J.</td>
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<tr>
<td>Coy, Jason P.</td>
</tr>
<tr>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Delay, Cara</td>
</tr>
<tr>
<td>Assistant Professor</td>
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<tr>
<td>Diamond, Jeffrey M.</td>
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<tr>
<td>Assistant Professor</td>
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<tr>
<td>Drago, Edmund L.</td>
</tr>
<tr>
<td>Professor</td>
</tr>
<tr>
<td>Dulaney, W. Marvin</td>
</tr>
<tr>
<td>Associate Professor</td>
</tr>
<tr>
<td>Finefrock, Michael M.</td>
</tr>
<tr>
<td>Professor</td>
</tr>
<tr>
<td>Gao, Bei</td>
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<tr>
<td>Assistant Professor</td>
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<tr>
<td>Ganaway, Irina Gigova</td>
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<tr>
<td>Assistant Professor</td>
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<tr>
<td>Gleeson, David T.</td>
</tr>
<tr>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Name</td>
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<tr>
<td>Hopkins, George W.</td>
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<tr>
<td>Knee, Stuart E.</td>
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<tr>
<td>Olejniczak, William</td>
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<tr>
<td>Associates Professor and Chair</td>
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<tr>
<td>Piccione, Peter A.</td>
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<tr>
<td>Poole, W. Scott</td>
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<td>Powers Jr., Bernard E.</td>
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<td>Phillips, Darryl</td>
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<td>Shanes, Joshua</td>
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<tr>
<td><strong>NON-DEPARTMENTAL HISTORIANS</strong></td>
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<tr>
<td><strong>VISITING ASSISTANT PROFESSORS</strong></td>
</tr>
<tr>
<td>Davis, Christian S.</td>
</tr>
<tr>
<td>Ganaway, Bryan F.</td>
</tr>
<tr>
<td>Moran, Megan</td>
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<tr>
<td>Pierce, Samuel</td>
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<tr>
<td>Van Meer, Elisabeth</td>
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<tr>
<td><strong>ADJUNCT PROFESSORS</strong></td>
</tr>
<tr>
<td>Clark, Malcolm C., Professor Emeritus</td>
</tr>
</tbody>
</table>
### VISITING ASSISTANT PROFESSORS

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Specialization</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crout, Robert R.</td>
<td>University of Georgia (Ph.D.)</td>
<td>Early Modern Europe 19th &amp; 20th Century Europe</td>
<td><a href="mailto:croutr@cofc.edu">croutr@cofc.edu</a></td>
</tr>
<tr>
<td>Davis, C. Earl</td>
<td>University of South Carolina (M.A.)</td>
<td>Western Civilization Modern Europe U.S.</td>
<td><a href="mailto:davisce@cofc.edu">davisce@cofc.edu</a></td>
</tr>
<tr>
<td>Livingston, Rita W.</td>
<td>The Citadel (M.A.T.)</td>
<td>Modern Europe U.S.</td>
<td><a href="mailto:livingstonr@cofc.edu">livingstonr@cofc.edu</a></td>
</tr>
<tr>
<td>McSweeney Jr., William T.</td>
<td>University of London (M.A.)</td>
<td>Western Civilization Modern Europe World History</td>
<td><a href="mailto:mcsweeneyw@cofc.edu">mcsweeneyw@cofc.edu</a></td>
</tr>
<tr>
<td>Stockton, Robert P.</td>
<td>University of South Carolina (M.A.)</td>
<td>Charleston</td>
<td><a href="mailto:stocktonr@cofc.edu">stocktonr@cofc.edu</a></td>
</tr>
<tr>
<td>Toland, Susan R.</td>
<td>North Carolina State University (M.A.)</td>
<td>Western Civilization</td>
<td><a href="mailto:tolands@cofc.edu">tolands@cofc.edu</a></td>
</tr>
<tr>
<td>Vincent, James W.</td>
<td>Duke University (Ph.D.)</td>
<td>Medieval History</td>
<td><a href="mailto:vincentj@cofc.edu">vincentj@cofc.edu</a></td>
</tr>
</tbody>
</table>

### AFFILIATED PROFESSORS

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Specialization</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosengarten, Dale</td>
<td>Harvard University (PhD)</td>
<td>Lowcountry Culture and History</td>
<td></td>
</tr>
<tr>
<td>Rosengarten, Theodore H.</td>
<td>Harvard University (Ph.D.)</td>
<td>American South</td>
<td></td>
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</tbody>
</table>
XII. DEPARTMENT OF HISTORY COURSE LISTINGS

Introductory Survey Courses:
HIST 101 and 102 (European)
HIST 103 and 104 (World)

HIST 299 The Historian’s Craft
The Historian’s Craft is required of all majors and minors and must be successfully completed before enrolling in the research seminar. (Revised fall 2008)

The department attempts to offer each elective at least once every four semesters (and occasionally during Maymester and Summer School). The history major can therefore plan to use his/her junior and senior years to plan on which semesters to take particular electives. The frequency may be interrupted when a professor takes a leave of absence to write a book. When in doubt about a particular course, ask the professor or chair about plans for that course.

A. Required, Introductory Courses
101 The Rise of European Civilization
102 Modern Europe
103 World History to 1500
104 World History since 1500

299 The Historians Craft

B. General Surveys
201 United States to 1865
202 United States Since 1865
210 Special Topics in U.S. History
211 American Urban History
212 American Labor History
213 American Jewish History: Colonial Times to the Present
214 American Ethnic History: 1607 to the Present
215 Native American History
216 African American History to 1865
217 African American History Since 1865
221 Women in the United States
222 History of South Carolina
224 History of the South to 1865
225 History of the South Since 1865
230 Ancient Egypt and Mesopotamia
231 Ancient Greece
232 Ancient Rome
234 Early Middle Ages
235 High Middle Ages
241 Special Topics in Modern European History

DEPARTMENT OF HISTORY COURSE LISTINGS

242 History of Modern France
244 Political and Social History of Germany from 1866 to the Present
245 Tsarist Russia to 1796
246  Imperial Russia to 1917
252  Women in Europe
258  European Jewish History: Medieval to Modern
261  Special Topics in Modern Asia, Africa, or Latin America
262  Colonial Latin America
263  Latin America Since Independence
264  Caribbean to 1800
265  Caribbean Since 1800
266  Aztecs, Maya and Their Ancestors
270  Special Topics in Pre-Modern History
272  Pre-Colonial Africa
273  Modern Africa
276  Islamic Civilization
277  Modern Middle East
282  History of China to 1800
283  History of Modern China
285  Indian Subcontinent Since 1500
286  History of Japan to 1800
287  History of Modern Japan
291  Disease, Medicine & History
292  Disease and Medicine in World History

C.  Specialized or Topical Courses
301  Colonial America, 1585-1763
302  Era of the American Revolution, 1763-1800
303  History of the United States: The Young Republic, 1800-1845
304  History of the United States: The Civil War and Reconstruction, 1845-1877
305  History of the United States: The Response to Industrialism, 1877-1918
306  History of the United States: Affluence and Adversity, 1918-1945
307  History of the United States: Cold War America, 1945-Present
310  Special Topics in U.S. History
311  Diplomatic History of the U.S., 1776-1898
312  Diplomatic History of the U.S. Since 1898
320  Special Topics in Low Country History
323  Society and Culture of Early Charleston
333  Witches, Saints, and Heretics
334  European Social History to 1800
336  Italian Renaissance
337  Age of Reformation
341  Age of Enlightenment and Revolution
343  Europe since 1939
344  Modern European Cultural History
345  Modern German Cultural and Intellectual History

DEPARTMENT OF HISTORY COURSE LISTINGS

346  History of the Soviet Union
347  Special Topics in Modern European History
354  Tudor England, 1485-1603
355  Stuart England, 1603-1714
356  Georgian Britain
357  Victorian Britain
359  Modern Jewish History: French Revolution to the Present
361  Special Topics in Modern Asia, Africa, or Latin America
364  Sugar and Slaves in Colonial Brazil
365  Modern Brazil
366  Comparative Slavery in the Americas
370  Special Topics in Pre-Modern History
372  North Africa (The Maghrib) Since 1800
373  West Africa Since 1800
377  Iran/Persia: From Cyrus to Ayatollah Khomeini

D.  Seminars, etc.
400  Seminar
402  Tutorial
403  Reading and Independent Study in History
410  Research Seminar in U.S. History
420  Research Seminar in Lowcountry History
441  Research Seminar in Modern European History
461  Research Seminar in Modern Asia, Africa, or Latin America
470  Research Seminar in Pre-Modern History
473  Pan Africanism/OAU
496  Field Internship
498  Senior Paper
499  Bachelor's Essay
XIII. HISTORY COURSES BY AREAS

HIST 400, 402, 403, 496, 498 and 499 may be counted in any one of the five areas of distribution, depending upon the topic of study.

<table>
<thead>
<tr>
<th>Pre-Modern (to 1500)</th>
<th>Modern Europe Since 1500</th>
<th>Modern Asia, Africa, Latin America</th>
<th>United States</th>
<th>Comparative / Transnational</th>
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<tbody>
<tr>
<td>470</td>
<td>441</td>
<td>461, 473</td>
<td>410, 420</td>
<td>450</td>
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</tbody>
</table>
XIV. MASTER OF ARTS GRADUATE PROGRAM

The department offers an M.A. degree in history jointly with The Citadel. Exceptional undergraduates may enroll in up to two 500-level graduate courses but only with the explicit permission of the instructor and the Joint Program Committee. These courses are given in the evening at both campuses and are good preparation for seniors planning to attend graduate school. All questions regarding the graduate program should be directed to Professor W. Scott Poole, departmental director of graduate studies.

502 Colonial America and the American Revolution to 1789
504 Civil War and Reconstruction
506 The U.S. in the 20th Century
521 The American South
522 South Carolina History
523 Afro-American History
532 Ancient Greece
533 Ancient Rome
535 Medieval Europe
537 Renaissance and Reformation
541 Enlightenment and French Revolution
542 Nineteenth-Century Europe
543 Twentieth-Century Europe
545 History of Modern Russia
551 Women in the Western World
562 Colonial Latin America
563 Modern Latin America
572 Pre-Colonial Africa
573 Modern Africa
577 Modern Middle East
582 China to 1800
583 Modern China
586 Japan to 1800
587 Modern Japan
590 Special Topics in U.S. History
591 Special Topics in European History
592 Special Topics in Asian/African/Latin American History
593 Special Topics in Peace, War and Diplomacy
APPLICATION FOR
INDIVIDUAL ENROLLMENT

Student’s Name: _____________________________   Student’s ID Number: _________________________

Course ID Number: ___________________________   Individual Enrollment Type: ___________________________
(ex: CHEM 399)

Term: _____________________________

Credit hours requested: __________

Faculty Supervisor: _______________________________________________________________________

Project Title: ____________________________________________________________________________

Project Description: (student may attach longer description on a separate sheet) ______________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

Independent Study Enrollment Instructions

This form is to be filled out by the student and is to be signed by the student, the faculty member with whom the
student is working, and the chair of the department. If the student is enrolling in HONS 399, the Honors College Dean must sign the form instead of the department chair. After all signatures have been obtained,
this form will be taken to the Registrar’s Office where a section for the Individual Enrollment course will be
created and the student will be enrolled in it. The student should keep a copy of the signed form, give a copy to his/her department, and also bring one to the Honors Center if the student is in the Honors College.

The deadline to submit this form to the Registrar’s Office is approximately six weeks after the start of the
semester. However, students should have begun a dialogue and have a commitment from the professor or
other individual with whom he or she will be working with the semester prior to the one that the Independent Study work begins. Students should check with their individual departments about the regulations governing the Independent Study as these may vary from department to department.

APPROVAL SIGNATURES (ALL SIGNATURES REQUIRED FOR PROCESSING)

_______________________________________________________________________________________
Student Date

_______________________________________________________________________________________
Professor/Instructor Date

_______________________________________________________________________________________
Chair of Department or Dean of Honors College Date

Revised 10/9/08