



Department of History
Maybank Hall

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 the Department of 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:

Dr. Jason Coy, Chair
Dr. Irina Gigova, Associate Chair

Department of History
Maybank Hall
College of Charleston
66 George St.
Charleston, SC 29424
843.953.5711

<http://history.cofc.edu>
<http://blogs.cofc.edu/history>

THE HISTORY FACULTY

Dr. Jason Coy, Chair
Early Modern Europe
coyj@cofc.edu

Dr. Irina Gigova, Associate Chair
Europe
gigovai@cofc.edu

TENURE TRACK FACULTY

Bodek, Richard, Professor, Germany
Boucher, Christophe, Associate, Native American History
Covert, Lisa, Associate, Latin America
Coy, Jason, Professor, Europe, Early Modern
Cropper, John, Assistant, Africa
Delay, Cara, Associate, Europe, Ireland
Dingley, Zebulon, Assistant, Africa
Donaldson, Rachel, Associate, Public History
Eaves, Shannon, Assistant, African American History
Gigova, Irina, Associate, Europe
Gordanier, Amy, Assistant, Asia
Ingram, Tammy, Associate, U.S., South
Jestice, Phyllis, Professor, Medieval Europe
Jones, Elisa, Assistant, Europe
Mikati, Rana, Associate, Medieval Islam
Payne, Samantha, Assistant, U.S., South
Piccione, Peter, Associate, Africa, Egypt
Poole, W. Scott, Associate, U.S., South
Slater, Sandra, Associate, U.S., Colonial
Steere-Williams, Jacob, Associate, Europe, Britain

VISITING ASSISTANT PROFESSORS

Haager, Julia

ADJUNCT FACULTY

Crosby, Heather	Phillips, S. Beth
Fors, Brian	Ruggles, Bond
Halvorson, Kristin	Schaffer, Benjamin
Jenkins, Kate	Smith, Hayden
Lary, John	Stockton, Robert
Luquer, Karone	Van Meer, Elizabeth
Pennebaker, Mills	

NON-DEPARTMENTAL FACULTY

Alwine Andrew, Classics

AFFILIATED FACULTY

Battle, Mary	Hale, Jon
Crabtree, Mari	Rosengarten, Dale
Slucki, David	

STAFF

Evans, Andrea
Spence, Carie

The Honor Code of the College of Charleston

The Honor Code of the College of Charleston specifically forbids:

1. Lying: knowingly furnishing false information, orally or in writing, including but not limited to deceit or efforts to deceive relating to academic work, to information legitimately sought by an official or employee of the College, and to testimony before individuals authorized to inquire or investigate conduct; lying also includes the fraudulent use of identification cards and fabrication of data, endnotes, footnotes and other information related to academic work.

2. Cheating: the actual giving or receiving of unauthorized, dishonest assistance that might give one student an unfair advantage over another in the performance of any assigned, graded academic work, inside or outside of the classroom, and by any means whatsoever, including but not limited to fraud, duress, deception, theft, talking, making signs, gestures, copying, electronic messaging, photography, unauthorized reuse of previously graded work, unauthorized dual submission, unauthorized collaboration and unauthorized use or possession of study aids, memoranda, books, data, or other information. The term cheating includes engaging in any behavior related to graded academic work specifically prohibited by an instructor in the course syllabus or class discussion.

3. Attempted cheating: a willful act designed to accomplish cheating, but falling short of that goal.

4. Stealing: the unauthorized taking or appropriating of property from the College or from another member of the college community. Note also that stealing includes unauthorized copying of and unauthorized access to computer software.

5. Attempted stealing: a willful act designed to accomplish stealing, but falling short of that goal.

6. Plagiarism:

6.1. The verbatim repetition, without acknowledgement, 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 in the text itself and/or in footnotes/endnotes.

6.2. Borrowing without acknowledging the source.

6.3. Paraphrasing the thoughts of another writer without acknowledgement.

6.4. Allowing any other person or organization to prepare work which one then submits as his/her own.

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.

Advising and Registration Procedures:

The purpose of the advising session is to discuss your upcoming schedule and address a variety of academic issues. It is the perfect time, for instance, to talk about your research seminar, The Historian's Craft, Bachelor's Essay, History Club, internships, undergraduate research, study abroad, the pursuit of a minor, and career plans, among other things. Advising is much more than simply scheduling courses.

Meet your advisor well before your assigned date of registration so that you can sign up for classes as soon as the Registrar's Office allows you to. By doing so, you increase your chances to enroll in the courses of your choice. Late registration can mean that all seats in a course have been filled. Also, do not forget to pay all of your fees on time to prevent being dropped from all of your classes.

When you meet your advisor before registering, be sure to bring the following items: your Degree Audit (via DegreeWorks on MyCharleston) and an [Advising Hold Removal Form](#).

IF YOU ARE NOW OUT OF THE COUNTRY FOR A STUDY ABROAD PROGRAM, contact your advisor by email and discuss your schedule. Your advisor will take care of the paperwork on our end.

All **400-level Research Seminars** are automatically closed. Seniors who are positive they will graduate in the next regular term (spring or fall) have registration priority for this course. If you are eligible for the research seminar, you first need to contact the professor teaching the seminar and obtain his or her signature on the [Individual Course Enrollment Form](#) (available on the History Dept. website or in the history office, Maybank Hall 204). Bring the completed **Individual Course Enrollment Form** to Maybank 204. If you are eligible to register, we will register you. If not, you will be notified and placed on a waiting list. Also, remember that you cannot enroll in a 400-level course until you have taken at least one 300-level course.

History 299 Historian's Craft should be taken as soon as possible after HIST 115 and 116.

Letters of Reference:

Use your advisor as a resource for possible career choices. Career Services is also an important place to begin, in terms of writing a resumé, learning interviewing techniques, and establishing a packet that will include letters of references. Request letters of reference from faculty members you know well from courses. Bring a resumé 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 skipping class, arriving late, and being unprepared.

REGISTRATION Procedure or What is a HOLD?

>HOLDS are placed on all History majors each term prior to registration. In order release the hold so that you can register online, you need a [*HOLD Removal Form*](#) signed by your Faculty Advisor.

>Contact your Faculty Advisor by phone or email and arrange a time to meet. Some faculty post signup sheets outside their office door. See your advisor well before your scheduled registration time to insure that you get the courses you need.

>Come prepared for your History Faculty Advising appointment. Bring a recent **DegreeWorks** Audit to review your progress, a *HOLD Removal Form* for your advisor to sign, and a list of courses that interest you or any questions or problems you might have.

>Please turn the *HOLD Removal Form* at the History office, Maybank 204.

>Enrollment for upper-level courses (All 400-Level courses) requires the Application for Individual Enrollment. This signed form is turned in to the History office and then sent to the Registrar. The student should keep a copy of the signed form and give one to the department.

How to Declare History as your Major or Minor?

Declaring your major helps you plan the most efficient and beneficial path to your degree. Undergraduate students at the College of Charleston are required to declare a major no later than the second semester of their sophomore year.

The Program of Study Management (POSM) system is an electronic workflow that allows undergraduate students to manage their degree program(s) online. The POSM channel is located on the Academic Services tab in MyCharleston. Students can use this system to:

- Declare or Add a Major
- Declare or Add a Minor
- Undeclare a Major
- Undeclare a Minor
- Change, Add or Remove a Cognate, Concentration, or Track
- Change Degree

All changes to a student's degree program must be approved by the academic department or program. Submission of a POSM request does not change a student's degree program instantaneously. It is the first step of the approval process by the academic department or program. Below are the steps you will have to go through to finalize your declaration of major/minor:

- After declaring online (POSM) all changes to your degree program will be sent to and approved by your academic department or program.
- You will receive a message on your campus email from the History department confirming your declaration of History as your major and additional information from the history office staff.
- Call the History office at 843.953.5711 or email spenceca@cofc.edu to schedule your first advising appointment with the History Department's Associate Chair. History Office: Maybank Hall 204.
- At this meeting with the Associate Chair, you will discuss your areas of interest; you will learn about the structure of the program and our academic requirements; you will be assigned a Faculty Advisor based on your area of interest; you will learn about a variety of issues in order to help you transition smoothly in our program.
- After your initial meeting with the Associate Chair, Dr. Irina Gigova (gigovai@cofc.edu) your major information should appear on your My Charleston records.
- Make sure to meet your assigned Faculty Advisor at least once a year outside of normal advising periods. Talk to your Advisor regularly about possibilities for study abroad, internships and independent study experiences.

History Major Requirements

Degree: Bachelor of Arts in History

Credit Hours: 30

Prerequisites: Complete General Education History Requirement. Courses within this major may also satisfy general education requirements. Please consult General Education Degree Requirements for more information.

- Complete one course in pre-modern history and one course in modern history from the list of approved courses satisfying the history requirement (6 credit hours).
- The two courses do not have to be taken from the same department or in sequence.
- For a complete listing of approved courses, please consult your degree audit or visit:

[History Course List \(PDF\)](#)

Required Course: HIST 299* The Historian's Craft (3)

PR: Note: *All majors must take HIST 299 no later than concurrently with their third history class numbered 200 or higher.

Select one course from each of the following Five Areas of Distribution:

Notes:

- All majors must have passed at least one 200-level course before taking a 300-level course.
- All majors must have passed at least one 300-level course before taking a 400-level course.
- All majors must have taken at least two related (one 200-level and one 300-level or two 300-level) courses before seeking permission to take a capstone 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 the requirement by completing HIST 498 Senior Paper or Bachelor's Essay.

History Teacher Education Program (Grades 9-12) Students interested in teacher certification in social studies must complete the history major, the additional coursework required for social studies certification and the secondary education cognate major requirements. See the School of Education, Health and Human Performance section of this catalog for a listing of the requirements for the additional certification coursework and the secondary education cognate major. Students should apply for acceptance to this program no later than the second semester of their sophomore year. Requirements for this include admission to and successful completion of the approved teacher education program. Students must successfully complete all requirements for certification in secondary education.

When declaring teacher certification in social studies through the Program of Study Management System (POSM), students must first select "Declare or Add a Major" and then "Secondary Education Cognate" from the major list. Once this selection is made, a second menu box will appear with a list of the associated majors. Select the history major and follow the on-screen instructions.

HIST 103 World History before 1500 (3)

HIST 104 World History since 1500 (3)

HIST 201 United States to 1865 (3) PR or HIST 202 United States Since 1865 (3)

REQUIREMENTS FOR A B.A. IN HISTORY (30 hours)

You must achieve a minimum cumulative GPA of 2.0 in major area courses (HIST 100–499).

HIST 103/104 or 115/116 are prerequisites for all upper-level HIST courses.

HIST 299 The Historian's Craft _____

SELECT ONE COURSE FROM EACH OF THE FIVE AREAS OF DISTRIBUTION

1. 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 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 336 Italian Renaissance

HIST 370 Special Topics in Pre-Modern History

2. Modern Europe since 1500: _____

HIST 241 Special Topics in Modern European History

HIST 242 History of Modern France

HIST 244 Political & Social History of Germany

HIST 247 Empire Nation

HIST 252 Women in Europe

HIST 256 History of Science & Technology

HIST 337 Age of Reformation

HIST 348 Everyday Communism

HIST 341 Age of Enlightenment & Revolution

HIST 343 Europe Since 1939

HIST 344 Modern European Cultural History

HIST 345 Modern German Culture & Intellectual History

HIST 346 History of the Soviet Union

HIST 347 Special Topics in Modern European History

HIST 357 Victorian Britain

3. Modern Asia, Africa, Latin America: _____

HIST 261 Special Topics in Modern Asia, Africa, or Latin America

HIST 262 Colonial Latin America

HIST 263 Latin America Since Independence

HIST 273 Modern Africa

HIST 276 Islamic Civilization

HIST 277 Modern Middle East

HIST 283 History of Modern China

HIST 287 History of Modern Japan

HIST 361 Special Topics in Modern Asia, Africa, Latin America

HIST 364 Sugar and Slaves in Colonial Brazil

HIST 365 Modern Brazil

4. United States: _____

HIST 201 United States to 1865

HIST 202 United States Since 1865

HIST 210 Special Topics in U.S. History

HIST 211 American Urban History

HIST 212 American Labor History

HIST 213 American Jewish History

HIST 214 American Ethnic History

HIST 215 Native American History

HIST 216 African-American History to 1865

HIST 217 African-American History Since 1865

HIST 218 The American West

HIST 219 Native Americans in Film

HIST 221 Women in the United States

HIST 222 History of South Carolina

HIST 224 History of the South to 1865

HIST 225 History of the South Since 1865

HIST 226 American Monsters

HIST 301 Colonial America

HIST 302 Era of the American Revolution

HIST 304 Civil War & Reconstruction

HIST 307 Cold War America

HIST 310 Special Topics in U.S. History

HIST 312 Diplomatic History of the U.S. Since 1898

HIST 320 Special Topics in Lowcountry History

HIST 321 Race, Violence and Memory in American History

HIST 323 Society and Culture of Early Charleston

5. Comparative/Transnational: _____

HIST 251 The Modern City

HIST 291 Disease, Medicine, and History

HIST 250 Special Topics in Comparative/Transnational History

HIST 256 History of Science & Technology

HIST 359 Modern Jewish History

HIST 350 Special Topics in Comparative/Transnational History

HIST 366 Comparative Slavery in the Americas

HIST 450 Special Topics in Comparative/Transnational History

HISTORY ELECTIVES (9 hrs) 3 classes chosen from any of the above areas

History elective _____

History elective _____

History elective _____

* HIST 293 Introduction to Public History, Theory, & Methods may also be used to satisfy History Elective

Note: You must complete at least one 300-level HIST course before your senior capstone.

Senior Capstone (3 hrs) _____

INSTRUCTIONS FOR REFLECTIVE ESSAY

The reflective essay will give you the opportunity to reflect and comment on what you have read, discussed, written, and learned throughout your career as a history major at the College of Charleston. We hope you will take this final “assignment” seriously, as a way both to reflect on your own development as a historian and as valuable feedback on what works best in the department and where we have room to improve. Please be assured that we take your input seriously.

The 3-5 page essay (750-1250 words) should address your development as a historian, with particular focus on your research and writing, both in the capstone seminar and in other history classes.

There are a number of questions you can ask yourself to facilitate writing this reflective essay. What have you learned about conducting research in your history courses? What types of assignments have you found most helpful? Have you gained any new ideas about how to research and write history papers from your experience? In reflecting on your historian’s skill set—critical analysis, ability to lay out a cogent argument, and clarity of writing—please give us some insight on how these abilities have changed during your time at CofC. What, if anything, have you learned? What ideas or methods can you carry over from your classes at the College of Charleston to future writing projects?

You may also want to consider the content of your courses, especially those in your concentration, and discuss the ideas or issues raised in these classes that have most affected your understanding of historical development. Has your view of the historical process been altered or reaffirmed by your studies? Have you been intellectually challenged as a history major? It’s okay to name names; we’d like to hear about specific courses or instructors who had an impact on you.

Finally, please share with us: what’s the next step? What will you be doing after graduation? Where do you envisage your career going?

History Minor Requirements

Students must complete 18 hours of courses in History at the 200-level or above.

At least nine credit 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 only required if the student chooses to enroll in the research seminar (which is optional for minors).

History Course Level Descriptions:

	Course Descriptions	Skill Guidelines	Amount of Reading	Amount of Writing
100	Introductory surveys	Analyze and discuss primary and secondary readings Understanding the historical method Evaluate historical ideas, events, Individuals	3-4 books	A 5-page paper or its equivalent in combination(s) of assignments
200	Intermediate level courses developing historical understanding, research and writing skills generally covering broad chronological and/or geographical areas	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	1 textbook and 3-4 other book-readings	A 5- to 7-page paper using secondary books and articles, use of primary sources is encouraged; or a combination of writing assignments equal to this; or an independent project (e.g., a map, a model of something) requiring an equal amount of research with an annotated bibliography
300	Intermediate level courses requiring more extensive research and writing than the 200 level covering more specialized chronological and/or geographical areas	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	1 textbook and 5-6 other book readings	A 10-15 page paper using primary and secondary sources; or a combination of writing assignments equal to this; or an independent project (e.g., a map, a model of something) requiring an equal amount of research with an annotated bibliography for students who are not majors or minors in history.
400	Advanced level courses involving major research projects	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	Not stated	A 25-30 page research paper (not counting footnotes or bibliography) that uses primary sources.

History Courses by Area of Distribution:

Pre-Modern	Modern	Modern Asia, Africa, Latin America	United States	Comparative/ Transnational
230, 231, 232, 234, 235, 245, 266, 270, 272, 282, 286	241, 242, 244, 246, 252, 258	261, 262, 263, 264, 265, 273, 276, 277, 283, 285, 287	201, 202, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 221, 222, 224, 225	250, 256, 291, 292
333, 336, 370	334, 337, 341, 344, 345, 346, 347, 354, 355, 356, 357	361, 364, 365, 372, 373, 377	301, 302, 303, 304, 305, 306, 307, 310, 311, 312, 320, 323	350, 359, 366
470	441	461, 473 (Pan African)	410, 420	450

HIST 400 (seminar), 402 (Tutorial), 403 (Independent Study), 496 (Internship) 498 (Senior Paper) and 499 (Bachelor's Essay) may be counted in any one of the five areas of distribution, depending upon the topic of study.

Capstone Research Experience

The standard form of historical expression is writing -- take your term and research papers seriously. Follow the instructions and guidance that your professor provides. Learn the proper structure for citations in research papers. It is recommended that all students become familiar with the [Chicago Manual of Style](#) and Richard Marius, *A Short Guide to Writing about History*. Explore the resources offered at the Addlestone Library, consult the reference librarians, view the library videos, and visit the College [Writing Lab](#).

1- RESEARCH SEMINAR PAPER (HIST 400s / 3 credits)

The Research Seminar is normally taken in the student's area of interest in his/her senior year. This is an interactive learning experience in which approximately 12 students read and discuss a common historical subject and receive direction in writing their research papers. The final draft should be 25-30 pages long not counting footnotes or bibliography, and any appendices. Before you can be registered for a Research Seminar, you must fill out an "Application for Individual Enrollment" and have the Project Supervisor sign it, and turn it in to the department office, where the chair will sign it and the administrative assistant will register you for that course. Students will not be allowed to register in a research Seminar if they have not taken at least one 300-level course beforehand.

2- HIST 498: SENIOR PAPER (3 credits)

The senior paper is intended for the exceptional student (3.0 GPA in the major) who has a well thought-out research topic. The Project Supervisor must petition the department's Curriculum Committee on the student's behalf for the right to register for the course and have that petition approved by the Curriculum Committee. Upon approval by the Committee, the chair then signs the application and the department's administrative assistant registers the student for the course. Students will not be allowed to enroll in HIST 498 if they have not taken at least one 300-level course beforehand.

3- HIST 499: BACHELOR'S ESSAY (6 credits over two semesters)

The Bachelor's Essay is intended for the exceptional student (minimum 3.2 GPA in the major) who has a well thought out research topic. 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 Project Supervisor must petition the department's Curriculum Committee on the student's behalf for the right to register for the course and have that petition approved by the Curriculum Committee. Upon approval by the Committee, the chair then signs the application and the department's administrative assistant registers the student for the course. The Bachelor's Essay will be 40-50 pages in length and distinguished in its organization, analysis, and expression. One copy will be cataloged and retained in the College library. Students will not be allowed to enroll in HIST 499 if they have not taken at least one 300-level course beforehand.

By November 1 (for papers to begin during spring semester) or April 1 (for papers to begin during fall semester), the student must have selected a topic, obtained approval of that topic from a Project Supervisor willing to direct the paper, secured another member of the department to serve as second reader, and submitted to the supervisor a 4-5 page proposal of the project with an extensive bibliography attached. Proposals should discuss the topic, the central research questions and/or a working thesis, the primary sources that will be used, and how the project will fit in the historiography of the topic/field. The bibliography should include a list of primary sources and of the key secondary readings. The student's transcript or DegreeWorks printout should also be included with the proposal. The supervisor must sign off that they believe that the project is doable, the student is capable of doing the project, and that the student will benefit from an independent approach instead of a directed 400-level capstone. The faculty supervisor will then forward the proposal to the History Department's Curriculum Committee for approval by November 15 (for papers to be written during spring semester) or April 20 (for papers to be written during fall semester). Students and advisers are encouraged to submit their proposals earlier than these dates in case revisions are needed. In extraordinary circumstances the deadlines may be extended if approved in advance by both the adviser and the Curriculum Committee. Once the project is approved by the History Department's Curriculum Committee, the student and supervising faculty member will fill out an "Application for Individual Enrollment" and design a course syllabus, including assessment/grading criteria, that they will submit to the Registrar's office via the department's administrative assistant.

4-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. Students can only sign up in these courses if they have taken at least one history course at the 300 level.

Internships

Internships are offered by various historical agencies in downtown Charleston. All provide valuable hands-on experience. Some internships 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 project and work in cooperation with the site supervisor. A field internship (HIST 496) is designed to provide the advanced student with the opportunity to pursue a research topic in the context of an experiential learning situation—in a historical organization or foundation.

Prerequisites: EITHER HIST 115-116 or any other combination of courses that satisfies the general education history requirement, juniors or seniors in good academic standing, and permission of the instructor and the department chair. Students should have taken a HIST 300-level course before enrolling in an Internship .

Examples of participating agencies are:

[The Powder Magazine](#)
[Joseph Manigault House](#)
[Karpeles Manuscript Foundation](#)
[Avery Research Center for African American History and Culture](#)
[Charleston Museum](#)
[Preservation Society](#)
[Fort Sumter](#)
[Patriots Point](#)
[South Carolina Historical Society](#)
[City of Charleston Records](#)
[Drayton Hall](#)
[Historic Charleston Foundation](#)
[Magnolia Plantation](#)
[Middleton Plantation](#)
[Special Collections, Addlestone Library](#)
[Waring Historical Library, MUSC](#)
[Charleston County Library Archives](#)
[Charlestowne Landing State Historic Site](#)
[Edmondston Alston House](#)
[Old Slave Mart](#)

Internship Application Form:

[Internship Joint Agreement](#)

Student forms:

e-mailed journal

final report

evaluation

Forms to be completed by the organization/supervisor sponsoring the internship:

[Application](#)

Evaluation of intern's work

Scholarships:

Albert R. Simonds Special Merit Scholarship in History

This scholarship is a monetary award given to a rising senior based on academic excellence in the major.

The Douglas & Elizabeth Clark Memorial Scholarship in History

A monetary award presented annually to a rising junior or senior based on academic excellence. Society of First Families of South Carolina Scholarship in History. \$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.

Alexander C. Dick Endowed Scholarship in Pre-Law

This endowed scholarship is presented to an outstanding rising junior in History with intent to attend law school. It is awarded every other year.

The National Society of the Colonial Dames of America Graduate Scholarship

This scholarship is presented to an outstanding graduate student for high achievement in the American History.

Department of History Awards (given at the annual History Awards Ceremony)

Outstanding Student

The department will present Outstanding Student Award I 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.

Outstanding Student with Service

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

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 Independent Study, Research Seminar or Senior Paper, and Bachelor's Essay.

The George and Agnes Heltai Award

The Heltai award is presented annually to the graduating senior whose academic achievement in their discipline merits the highest distinction. This award honors Dr. George G. Heltai, Professor in the department of History at the College of Charleston from 1967 to 1986, and Mrs. Heltai, his wife, for their devotion to the students, the faculty, and the intellectual and cultural life of the College. It is a gift from Dr. Malcolm Clark, Professor Emeritus of History.

The Charleston Chapter of the American Federation of Women's Clubs History Prize

This award is a gift presented to a History major with highest honors in U.S. History.

The William Moultrie Cup of the Rebecca Motte Chapter of the Daughters of the American Revolution:

The Rebecca Motte Chapter of the Daughters of the American Revolution presents this cup and certificate in recognition of excellence in advanced study in American History.

The National Society of the Colonial Dames of America in the State of South Carolina (Graduate)

Contact the Department of History Chair for further information.

History Club

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



Phi Alpha Theta National History Honor Society

Phi Alpha Theta is the history honorary fraternity for majors with high academic performance. Candidates must meet the following requirements at the time of application

- a cumulative GPA of 3.0
- a history GPA of 3.1
- 12 hours of completed history courses (9 of which must be completed in residence at the College of Charleston)

The Phi Alpha Theta, Omega Phi Chapter at the College of Charleston, is a professional society whose mission is to promote the study of history through the encouragement of research, good teaching, publication and the exchange of learning and ideas among historians. We seek to bring students, teachers and writers of history together for intellectual and social exchanges, which promote and assist historical research and publication by our members in a variety of ways. Interested in becoming a member? Just complete the [application for membership](#) in Phi Alpha Theta.

TIPS

>Future Letters of Reference:

Use the college Career Center as a resource as you develop your resumé, CV, and interviewing techniques and establish a packet that will include letter of references. Use your Advisor as a resource for possible career choices. Request letters of reference from faculty you have taken course from. Bring a resumé of your achievements. 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.