Radford University
Department of History

Student Handbook
(aka Survival Guide)
for History and Social Science Majors

2012-13 Edition
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>2-3</td>
</tr>
<tr>
<td>Faculty and Staff</td>
<td>4-7</td>
</tr>
<tr>
<td>Academics</td>
<td>8-24</td>
</tr>
<tr>
<td>Advising</td>
<td>8</td>
</tr>
<tr>
<td>History Major</td>
<td>9-12</td>
</tr>
<tr>
<td>Social Science Major</td>
<td>13-19</td>
</tr>
<tr>
<td>Teaching Option</td>
<td>13-16</td>
</tr>
<tr>
<td>Non-Teaching Option</td>
<td>17-19</td>
</tr>
<tr>
<td>Minors</td>
<td>20</td>
</tr>
<tr>
<td>Internships</td>
<td>20</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>20</td>
</tr>
<tr>
<td>Extracurricular Opportunities</td>
<td>21</td>
</tr>
<tr>
<td>Core Curriculum</td>
<td>22-24</td>
</tr>
<tr>
<td>Graduation</td>
<td>25</td>
</tr>
<tr>
<td>Scheduling and Registration</td>
<td>26-28</td>
</tr>
<tr>
<td>History Course Descriptions</td>
<td>29-35</td>
</tr>
<tr>
<td>Policies and Petitions</td>
<td>36-38</td>
</tr>
<tr>
<td>Careers for Historians</td>
<td>39-46</td>
</tr>
<tr>
<td>Graduate School</td>
<td>46-48</td>
</tr>
</tbody>
</table>
INTRODUCTION

Congratulations! You have chosen to major in History or Social Science, the most exciting and useful of all the academic disciplines. The primary mission of the department is to provide our students with historical knowledge and skills and to train undergraduates to research, analyze, synthesize, and communicate conclusions about change over time by using the historical method. In addition, by deepening their knowledge of the past, historical studies train individuals to better understand the present in order to shape a better future. The Department of History strives to convey to all our students an understanding of the significant historical actors, events, and cultural values that have shaped the world in which we live.

A degree in history opens up a wide range of career possibilities. Some careers fall within the historical profession, including teaching and working in archives, museums, historical sites, parks, and libraries. For careers in fields as diverse as law, business, government, foreign service, publishing, journalism and communications, a degree in history lays the foundation in research, analytic, and writing skills upon which later professional training can be built.

Students who are primarily interested in teaching at the secondary level should major in social science. This interdisciplinary major prepares you to teach in areas such as history, government, economics, and geography. The Social Science program is an interdisciplinary major administered through the History Department whose faculty act as advisors. The social science disciplines of history, political science, geography, and economics provide for the systematic study of human behavior and relationships across time, cultures, and space. Its broad-based, comparative approach equips students with a wide knowledge base in a variety of subject areas. The teaching licensure option for this major gives students the ability and skills needed to teach in each of the disciplines that comprise the program of study.

Interdisciplinary study in the social sciences provides students with the opportunity to engage issues of racial, class, and gender diversity, while equipping them to function effectively in a world that increasingly demands good global citizenship. Graduates in this area demonstrate the ability to understand and engage the world in its many facets, and appreciate fast-paced changes in economics, values, and technology.

This Handbook is your guide through the labyrinth of your degree program. Keep your Handbook throughout your association with the Department. It will help you plan your program and maintain a record of your progress toward the degree, and it even has some hints on what to do after you graduate. Reading and following its precepts does not guarantee eternal bliss; doing so, however, increases your chances of a less stressful, more successful academic experience.

This Handbook surveys the academic programs, policies, and procedures in effect at the time of its revision (Summer 2011). Policies and procedures change; their interpretations change even more rapidly. For your peace of mind, obtain or review a copy of the University Catalog for the year in which you first matriculated. University Catalogs are available online through the RU Registrar’s website. While we have made every effort to ensure that this Handbook is in concert with the catalog, the catalog and the Registrar’s interpretation of it is the final authority. Social
Science majors should also keep current with materials and announcements from the College of Education and Human Development.

This Handbook is annually reviewed and, we hope, improved. Your suggestions are welcomed, but remember that the University Catalog supersedes any policies found in the following pages.
The History faculty is dedicated to excellent teaching and solid scholarship. Every tenured or tenure-track member of the faculty has earned the doctorate and is actively engaged in research in his or her chosen area of specialization. Get to know them. If you share an interest in a particular area of history with one of the faculty, chat with that person. You will be amazed at how much we like to talk about our specialty.

**Staff**

Mrs. Kay Waddell, Department Administrative Assistant  
Office: Cook 220  Telephone 831-5147  
There is a reason why Mrs. Waddell is listed first. She is the glue that holds this department together. She has a wealth of information at her fingertips and is a great help to students with questions.

**Faculty**

Dr. Sharon A. Roger Hepburn, Chair and Professor of History, Ph.D. University of Buffalo, 1995  
Office: 219 Cook  Telephone: 831-5287  email: shepburn@radford.edu  
Dr. Roger Hepburn’s specialties include African American History and 19th America. Accordingly, she teaches courses in African American History, American Slavery, and the American Civil War. Her book, *Crossing the Border: A Free Black Community in Canada* (University of Illinois Press, 2007), received the 2008 Albert B. Corey award jointly sponsored by the American Historical Association and the Canadian Historical Association. She has had articles published in the *Michigan Historical Review* and *American Nineteenth Century History*. Her current research project is a regimental history of the 102nd United States Colored Infantry and its service during the Civil War. Dr. Roger Hepburn is the recipient of the 2010 College of Humanities and Behavioral Sciences Distinguished Scholarship Award.

Dr. Suzanne Ament, Associate Professor, Ph.D. Indiana University, 1996  
Office: 227 Cook  Telephone: 831-5247  email: seament@radford.edu  
Dr. Ament is the department Russianist. She has written on music and its connection with society in Russia and the Soviet Union in several journals, book chapters, and presentations. She is also an accomplished singer and guitarist of Russian music. She teaches courses in world history, Russian history and a survey of Chinese history for the department. She was recently awarded the prestigious Melvin Jones Award by Lions Club International for outstanding service. You will see her around campus with her Seeing Eye Dog.

Dr. Brock Cutler, Assistant Professor, Ph.D. University of California-Irvine, 2011  
Dr. Cutler is the newest member of the department, joining us in the Fall of 2012. The primary focus of Dr. Cutler’s scholarship is the environmental history of North Africa, particularly Algeria, during the nineteenth century. He is currently working on projects evolving from his dissertation, “Evoking the State: Environmental Disaster and Policy in Algeria, 1840-
Dr. Cutler will teach World History surveys and upper-division History courses in the Middle East.

Dr. Mary Ferrari, Associate Professor, Ph.D., College of William and Mary, 1992
Office: 228 Cook  Telephone: 831-5281  email: mferrari@radford.edu
Dr. Ferrari teaches classes in Colonial and Revolutionary America, Virginia history, Women’s History, and Colonial Latin America. She has published articles on various aspects of Charleston during the revolutionary period. Her current research project is a chapter on Mary Draper Ingles for a book on Virginia women.

Dr. Kurt Gingrich, Associate Professor, Ph.D. Wisconsin University, 1999
Office: 210 Cook  Telephone: 831-5229  email: kgingric@radford.edu
Dr. Gingrich was born and raised in Pennsylvania, and he was educated at the University of Virginia and the University of Wisconsin. A part of the Radford faculty since 2000, Dr. Gingrich offers courses on ancient and medieval England, modern Britain, Scotland and Ireland, and Imperial India, as well as surveys of World History. Dr. Gingrich’s research focuses on the history of the British Empire and the history of the Atlantic World. He has researched Scots’ attempts to colonize the Americas in the 1600s and fissures within the early British Empire. He is currently studying environmental aspects of British imperialism.

Dr. Garth (Mike) Montgomery, Associate Professor, Ph.D. University of Buffalo, 1993
Office: 216 Cook  Telephone: 831-5392  email: gmontgom@radford.edu
Dr. Mike Montgomery reviews recent scholarship for the online discussion network ‘H-German’. His own research deals with the evaluation of the impact of political propaganda, and the political mobilization of historical education, by German educators and social scientists during the Nazi era (1933-1945). He was the recipient of a Fulbright Scholarship for research in Germany. Dr. Montgomery teaches courses in modern German history, modern European history, and European intellectual history.

Dr. Johnny Moore, Associate Professor, Ph.D. University of Virginia, 1990
Office: 215 Cook  Telephone: 831-5872  email: jsmoore@radford.edu
Dr. Moore’s specialties include U. S. social, religious, and medical history. His book, *Chiropractic in America: The History of a Medical Alternative* (Johns Hopkins University Press, 1993), was the first book-length, scholarly attempt to explain how this sectarian health movement was able to integrate itself within mainstream medical care. He is the former editor of *Chiropractic History* and has published a variety of articles and book reviews. He was the recipient of Radford University’s College of Arts and Sciences Distinguished Teaching Award for 1994-95 and a Sun Trust Foundation/Centennial Scholars Mentor Award in 2010. Currently, he is working on a history of celebrity in America.

Dr. Mark Munzinger, Assistant Professor of History, Ph. D. University of Kansas, 2004
Office: 217 Cook  Telephone: 831-5156  email: mmunzinge@radford.edu
Dr. Munzinger’s area of specialization is the history of medieval Europe with a topical emphasis on legal and institutional history and a geographical emphasis on central Europe. Aside from courses in medieval history, he teaches the history of the ancient Near East, Greece, Rome, and early modern Europe. Dr. Munzinger’s research focuses on dispute
resolution and legal culture in late medieval Poland. He has published on the legal and commercial aspects of German colonization in the thirteenth-century Baltic. Dr. Munzinger was the recipient of a Faculty Research Grant for conducting research in Kraków during the summer of 2010.

Dr. Matthew Oyos, Professor, Ph.D. Ohio State University, 1993
Office: 212 Cook  Telephone: 831-5283  email: moyos@radford.edu
Dr. Oyos specializes in teaching courses on the history of warfare, with an emphasis on the relationship between warfare and societal change. He also offers classes on the United States since 1945 and modern Latin America. His research has focused on modern American military affairs, particularly Theodore Roosevelt and the development of the modern American military. He has published on civil-military relations in the United States, the SALT II treaty, and other topics, and is completing a study on Theodore Roosevelt as commander-in-chief. Dr. Oyos was the recipient of Radford University’s College of Arts and Sciences Distinguished Teaching Award for 2005-2006.

Mr. Greg Ryder, Instructor, MA, Virginia Tech, 1981
Office: 211 Cook  Telephone: 831-6201  email: jryder3@radford.edu
Mr. Ryder teaches American and World History Survey courses. Mr. Ryder has made teaching history his second career. Prior to joining the faculty at Radford University, Mr. Ryder had a 25-year career in sales and management. He now enjoys “selling” history.

Dr. Richard Straw, Professor, Ph.D. University of Missouri, 1980
Office: 218 Cook  Telephone: 831-5873  email: rstraw@radford.edu
Dr. Straw teaches courses on the American South, American Immigration, Appalachian History, and Public History in addition to the American History survey courses. His major scholarly interests are in the ways that images of the past can inform our perceptions of history and in the ways that history is presented to the general public in non-academic settings. He has authored two books using historical photographs in the Images of America series and is the editor of High Mountains Rising: Appalachia in Time and Place. This book won the award as book of the year given by the Appalachian Writers Association. Dr. Straw has also given a number of conference presentations on and taught in the field of American roots music. He won the Donald N. Dedmon Professorial Award for Teaching Excellence, the University’s highest faculty award, in 2002. Dr. Straw is the author of many book reviews, articles, and conference papers. He is also actively pursuing an interest in online teaching and will offer online courses in the History Department in the future. Dr. Straw has also been actively involved in leading students on study abroad programs to the United Kingdom, Ireland, and Belgium.

Adjunct Faculty

Mr. John (Jay) Flynn, Associate Registrar, MA History, University of Virginia, 1983
Office: 117 Heth Hall  Telephone: 831-5610  email: jflynn@radford.edu
Mr. Flynn teaches HIST 101, HIST 102, and CORE 201. His areas of interest include modern European diplomacy as well as the modern Middle East.
Dr. Charles W. McClellan, Professor Emeritus of History, Ph.D. Michigan State Univ., 1978
Office: Cook 225  Telephone: 831-5263  email: cmcclell@radford.edu
Dr. McClellan retired from the department as Chair in 2006 but has continued to teach his electives. His area of specialization is Africa (particularly Ethiopia), although he also teaches courses on the Middle East and Twentieth Century World. In 1988, he published *Transformation and National Integration: Gedeo and the Ethiopian Empire 1895-1935* (ASC, Michigan State University). Based upon two years of fieldwork, this work explores the way in which a small scale society, the Gedeo, was incorporated into the Ethiopian state and the political, economic, and social adaptations that were required. Dr. McClellan was advisor to Virginia Epsilon’s chapter of Pi Gamma Mu for 26 years and served on the International Board of Trustees for that organization for 15 years. In 2004, he received the College of Arts and Sciences Distinguished Teaching Award and, in 2007, was named Radford University’s Outstanding International Educator.

Ms. Jacqueline McNulty, Instructor, MA, Virginia Tech, 1996
Office: Cook 316  Telephone: 831-5209  email: jmcnulty@radford.edu
Jacqueline McNulty is currently completing her Ph.D. in Science and Technology Studies/History of Science at Virginia Tech. Her research interests encompass Galileo to Steve Jobs and her dissertation topic is “African American Medical Issues in the Early 20th Century.” She teaches both United States and World History survey courses.
Academics

This section provides an overview of the academic programs of the Department of History, including Core Curriculum. It also contains copies of the Departmental Checksheets that you should use to record your progress toward the degree, some hints for scheduling, some opportunities for academic enrichment, and a few suggestions regarding study and writing skills.

Advising

You will be assigned an advisor when you declare a History or Social Science major. If you entered the University as a declared History or Social Science major, you were given an advisor during QUEST Orientation. If you declared a History or Social Science major after your matriculation at RU, you were assigned an advisor when completing the change of major form. A list of students and advisors is posted on the bulletin board outside the department offices on the second floor of Cook. Students’ advisors are also listed on the student degree audit available through the RU Portal.

Academic advising is one of the fundamental functions of the faculty besides teaching. You will need to contact your advisor every semester to receive your PIN in order to register. Be sure to do so in a timely manner. Each faculty member handles advising and appointments in their own way so be sure to follow the directions of your advisor. Your advisor is an invaluable resource who will not only assist you in navigating the requirements of the Department and University but can also provide useful information regarding careers and/or graduate school. Remember, though, that it is ultimately the student’s responsibility to ensure the fulfillment of graduation requirements. If you and your History advisor are not simpatico, ask the Department Chair to assign you to someone else. If you are a Social Science Teaching major, you will also need to contact the College of Education and Human Development for specific advice regarding the myriad policies and procedures for navigating the State requirements for teacher certification. Our suggestion is to contact the College of Education and Human Development before your junior year.
Degree Programs

History Major

The study of history enhances critical thinking and writing skills. It is a creative process in which you learn to use arguments and evidence to communicate a sound historical thesis. It is a liberal arts degree that encourages you to become a well-rounded, educated person. The Department of History at Radford University offers a wide variety of courses with emphasis on regional, topical, chronological, social, military, and gender studies.

All history majors are required to complete HIST 101, 102, 111, 112, 295, and 495. Completion of HIST 295 and HIST 495 with a grade of “C” or higher is a requirement for graduation with a History major. HIST 101/102 is the World History sequence, covering world history from the beginning of time to the present. HIST 111/112 is the survey of the United States from the Colonial era to the present. You should complete these surveys no later than the end of your sophomore year. You can take them in any order and, if desired, can take more than one per semester. You must also take HIST 295 (Historian’s Craft) which covers historical methodology. This fundamental course is the bridge between the surveys and your upper-division coursework. The reading, writing, research, and critical thinking skills developed in HIST 295 build the foundations for success in the 300-level HIST courses. Ideally, you should complete HIST 295 by the end of your sophomore year.

Beyond these required courses, you will take twenty-one credit hours of 300-level HIST courses. These courses are divided into groups: Group A, United States History; Group B, European History; Group C, Asia, Africa, Middle East, and Latin American history. To ensure that you acquire a broad range of history and gain an appreciation of American and other history, you will take three upper-level courses in Group A and two upper-level courses in both Group B and Group C. The departmental course description list denotes what courses count in what groups as does the major checksheet and the University catalog.

You will cap your undergraduate career with HIST 495, Senior Seminar. All History majors MUST pass HIST 495 with a grade of “C” or higher. Failure to successfully complete HIST 495 the first time you are enrolled will either delay or prevent graduation. This seminar will serve as a senior capstone experience for History majors, bringing together critical thinking, research, writing, and communication skills. HIST 495 will provide an opportunity for students to practice the ways in which historical specialists work and interpret events. Students will put into practice the tools and technique of professional history. The actual focus and content of HIST 495 varies, depending on the instructor. Completion of an original senior writing project is required.

One or more sections of HIST 495 are offered each semester (excluding Summer sessions). HIST 495 is taught on a rotating basis by the History faculty. We schedule 495 so that, at minimum, one American seminar and one non-American seminar are taught each academic year. Sections of 495 are maxed at 12 students per section, so not all prospective graduating seniors can register for 495 their second semester senior year. Plan accordingly! Note that among the prerequisites for HIST 495 are senior standing (unless you are a double major with Social Science Teaching and History, in which case you will need to take HIST 495 your second
semester junior year—see Chair for override permission), a minimum of four completed 300-level HIST courses, AND completion of HIST 295 with a “C” or better.

Bachelor of Arts

The BA is the standard liberal arts degree in History. It prepares you for everything and nothing, all at the same time. A BA prepares you for everything by honing your abilities to find and interpret evidence and express yourself clearly. These are skills suitable to any occupation. However, the degree does not bring with it any sort of professional license. It does, however, offer a solid foundation for the law, public service, ministry, business, and further study. Among its other advantages, the BA program gives you a solid foundation in a foreign language competency that should enhance your employment prospects. History majors, particularly those planning graduate work in history, are strongly urged to pursue a BA degree.

The Bachelor of Arts degree requires completion of the B.A. language requirement as set forth in the University catalog.

Option 1:
Students with little to no foreign language background who are placed in a first-semester course by the Department of Foreign Languages and Literatures may fulfill this requirement by taking the first three semesters (the first four in Spanish) of a foreign language for a total of 12 semester hours.

Option 2:
Students with enough of a foreign language background to be placed beyond a first-semester course may fulfill this requirement by completing two courses above the first eight hours of language instruction (above nine in Spanish) for a total of 6 to 8 semester hours.

Bachelor of Arts versus Bachelor of Science

Students pursuing the History major must complete additional requirements for either the Bachelor of Science degree or the Bachelor of Arts degree.

Bachelor of Science

Candidates for the Bachelor of Science degree in History can choose to take six to eight credit hours beyond the Core Curriculum requirements in courses from one of the following areas:

Area 1: Mathematics (except 111, 112, 114, 116, 312) and Statistics, Information Technology;
Area 2: Astronomy, Biology, Chemistry, Geology, Physics, Anthropological Science.

Or, they can elect to take six to eight credit hours in one of the following disciplines:

Geography (200-400 level)
Political Science (300-400 level)
Art (courses designated AH or MS only)
Work Load and Expectations for Upper-Division History Courses

In college, you will spend relatively little time in class and will be expected to learn a great deal on your own. There is no social promotion, no one cares how much effort you put into a class; and, contrary to all legends, no professor has ever been fired for flunking too many students. We want you to succeed; but, if you don’t, it is not our fault or our problem—it is yours and yours alone.

Each professor teaches in their own way. Some students like one way better. Other students like a different way. Every upper-division History class will be a different experience. Some, you will enjoy more than others; but, in every one, you will learn a great deal—if you let us teach you and if you choose to learn.

Generally speaking, all faculty members of the RU History department have similar expectations of students and grade on the same basic standards. Some faculty may be known as “hard” graders, but it is unlikely that any are known as “easy” graders. Realistically, we are all probably quite similar, but you may like the subject matter of one over another or the assignments of one over another and, thus, the grading “seems” different. The academic expectation of a 3-credit course is that students spend, at a minimum, 2 hours outside of class for each hour in class. Yes, that does mean that since you spend (or are supposed to spend) 3 hours per week in the classroom for EACH course, you should be spending at least 6 hours per week on that class OUTSIDE of the classroom!

All upper-division History courses have a significant amount of reading and writing. These are the essential tools of the historian. If you do not like to read or write, then History is probably not the right major for you. Upper-division history courses will typically have between 3-5 books to read depending on their length and level of difficulty. Likewise, most upper-division courses will have a similar writing load—somewhere between 15-25 pages of writing. The assignments will vary from professor to professor and from course to course. Some courses may have a single, large research paper. Other courses may have weekly writing assignments and one or more critical reading papers. Still others may have primary source analysis papers and critical reading papers. Most, if not all, will have essay examinations. So, again, if you do not like to read or write, might we suggest a different major.

Reading and writing are indeed skills that need to be learned, practiced, and mastered. HIST 295 will assist you in these skills. The department Writing Guide (separate handbook) will provide helpful information and assistance, if you read and use what is in it. You will have to practice and master them on your own. It will take work and a great deal of it.
HISTORY MAJOR CHECKSHEET (CATALOG YEAR 2011-2012)

_________ HIST 101
_________ HIST 102
_________ HIST 111
_________ HIST 112

_________ HIST 295 (C or better) –to be taken during sophomore year
_________ HIST 495 (C or better) –to be taken during senior year

UPPER LEVEL ELECTIVES

GROUP A: U.S.    GROUP B: Europe    GROUP C: Asia, Africa, Latin America, Middle East

_________ ___________ ___________

________________________________________________________________________________________

Students who are placed in a first-semester course by the Dept. of Foreign Languages may fulfill this requirement by taking the first three semesters (the first four in Spanish) of a foreign language for a total of 12 semester hours.

Students placed beyond a first-semester course may fulfill this requirement by completing two courses above the first eight hours of language instruction (above nine in Spanish) for a total of 6 to 8 hours.

_________ B.A. requirement
_________ B.A. requirement
_________ B.A. requirement

OR

_________ B.S. requirement
_________ B.S. requirement

Candidates for the Bachelor of Science degree in History can choose to take six to eight hours beyond the Core Curriculum requirements in courses from one of the following areas:

- Mathematical Sciences: Mathematics (except 111, 112, 114, 116, 312) and Statistics, Information Technology
- Natural Sciences: Astronomy, Biology, Chemistry, Geology, Physics, Anthropological Science

Or, they can elect to take six to eight hours in one of the following disciplines:

- Geography (200-400 level)
- Political Science (300-400 level)
- Art (courses designated AH or MS only)

________________________________________________________________________________________

Courses for Minor

_________ ___________ ___________

Elective Courses

_________ ___________ ___________
Social Science Major

Social Science majors, upon graduation, will have substantial awareness of social science methodology, content, and research. The major enhances the graduate’s reading, writing, and oral skills and the ability to process diverse information into a coherent whole. In particular, the Social Science major will develop an understanding and appreciation of the inter-connectedness of the various social science disciplines. Graduates will also have been exposed to a wide diversity of cultures and develop a keen appreciation for the aesthetic and intellectual life.

Two options are offered in the Social Science major: Teaching and Non-Teaching. Students intending to teach social studies in the public schools should choose the Teaching Option. Requirements in this option total 45 semester hours distributed as follows: History, 21 hours; Political science, 12 hours; Geography, 6 hours; Economics, 6 hours. Students choosing the Non-Teaching option will complete 51 semester hours in the major including the following: History, 18-24 hours; Political Science, 12-18 hours; Geography, 6 hours; Economics, 3 hours; and Sociology, 6 hours.

Teaching Option

In developing their program of study, students should plan to complete their academic course work so that they can begin the professional education curriculum during the fall of their senior year. The professional education program in secondary education is offered only in the following sequence: fall semester, the block of professional education courses; spring semester, student teaching and the methods course. Student who miss this fall-spring sequence will have to wait until the next academic year to take the professional education courses.

Students in the Social Science Teaching option need to fulfill requirements in the disciplines of History, Political Science, Geography, and Economics.

- All majors must complete HIST 101, 102, 111, and 112. HIST 101/102 is the World History sequence, covering world history from the beginning of time to the present. HIST 111/112 is the survey of the United States from the Colonial era to the present. You should complete these surveys no later than the end of your sophomore year. You can take them in any order and, if desired, can take more than one per semester. Students must also complete nine semester hours of History courses at the 300- and 400-levels. These three upper-division History courses must be taken from an approved list (see major check sheet) and at least one History course must be non-American.
- POSC 120 is required of all Social Science Teaching majors. In addition, students will take nine semester hours of POSC at the 300-400 level from an approved list.
- Students must take one U.S. designated (GEOG 101, 201, 202) and one non-U.S. designated (GEOG 102 or 280) Geography course.
- All majors must complete both ECON 105 and ECON 106.

In addition to completing requirements in the Social Science major (Teaching Option), those intending to teach in the public schools must complete all specified courses and requirements in the College of Education and Human Development. Those intending to acquire teaching
certification should make application into the Teacher Education Program during their junior year and must go through Teacher Screening. In preparation for this, students must put together a portfolio for presentation to a review committee. Information sheets for the Teacher Education Program and the Teacher Screening process are provided in this handbook.

**Admission to the Teacher Education Program:** A declaration of a Social Science major and completing the content area requirements (History, Political Science, Geography, Economics) does NOT guarantee admission to the teacher education program. Students must attain formal acceptance to the Teacher Education Program in the College of Education and Human Development by the end of their junior year in order to complete the education component of the degree program (Blocking and Student Teaching). The Virginia Department of Education and the College of Education and Human Development often revise the requirements for Teaching Certification. History advisors try to stay abreast of the changes, but the advisors in the College of Education and Human Development are the experts in this area, so students MUST contact, and remain in contact with, representatives from the College of Education and Human Development (Peters Hall A-104) in order to ensure successful navigation through the certification requirements.

Students should complete HUMD 300 and EDEF 320 during their junior year. Note that one of the prerequisites for these courses is a minimum 2.5 GPA, both overall and in major.

**Teacher Education Program (TEP) Admission Requirements**

**Contacts in the College of Education and Human Development:**

Dr. Ann Roberts, Secondary Social Studies, College of Education and Human Development, (540) 831-7119, Peters Hall, A037, aroberts@radford.edu.

Ms. Linda King, Field Experience Programs, College of Education and Human Development, (540) 831-5277, Peters Hall, A113, lking@radford.edu.

**Grade Point Average:** Students must have a 2.75 grade point average in all college work attempted, in their major, and in professional education course work to gain admission to the TEP and to complete the licensure program.

**Credit Hours Minimum:** Students must have earned a minimum of 52 credit hours before they are eligible to apply to the TEP.

**Pre-Admission Education Courses:** Students must complete HUMD 300 and then EDEF 320 prior to admission to the TEP. Students must have a minimum 2.5 grade point average to register for these courses. HUMD 300 must be taken before EDEF 320 or concurrently with that course. Students should take these courses during their second or third year of study.
Work with Teenagers: Applicants to the TEP are required to complete 50 hours of work with teenagers, prior to application to the program. Students typically undertake this requirement during their third year of study. For more information about this requirement, contact Dr. Ann Roberts or Linda King in the College of Education and Human Development.

Speech and Hearing Screening: Applicants must complete, by the time of application, a speech and hearing screening, which is conducted at the Speech and Hearing Clinic. For more information about this requirement, contact Dr. Ann Roberts or Linda King in the College of Education and Human Development.

Departmental Screening: The semester before they enter the professional education program, applicants must complete teacher screening at the Department of History and also an interview with faculty members of the College of Education and Human Development. The screening and interview are used to provide the program with information about the students’ preparation for entering the TEP. For the teacher screening, students prepare, in advance of an oral interview, a portfolio of written work. Information about the portfolio is available in the Department of History. Dr. Garth (Mike) Montgomery chairs the Teacher Screening Committee for the Department of History, and Dr. Roberts is the contact for the College of Education.

National and State Exams: All applicants must receive passing scores on PRAXIS I, the Virginia Communications and Literacy Assessment (VCLA), and PRAXIS II before they can be admitted to the TEP. Information about these exams and how to register for them can be found via the College of Education website or by contacting Ms. Linda King. Information about the PRAXIS exams can also be found at www.ets.org/praxis. More detailed information about each of these examinations follows.

VCLA: The VCLA should be taken during the student’s second year of study. It is to the student’s possible advantage to take the VCLA before attempting the PRAXIS I, which should also be completed by the end of the sophomore year. (See Item 2 below under the PRAXIS I.)

PRAXIS I: This examination is a basic academic skills assessment. It should be completed during a student’s second year of study. There are three ways that students may meet the PRAXIS I requirement.

1. SAT scores: Students who have minimum scores of 530 on the verbal portion of the SAT and a 530 on the math portion, along with a minimum composite score of 1100 on the SAT, can have the PRAXIS I requirement waived.
2. Students who have passed the VCLA need to take, and pass, only the math portion of the PRAXIS I.
3. Students may take the comprehensive examination upon which they must score at least 147.

PRAXIS II: This examination measures the student’s proficiency in the content areas of the social science major. Students should take this exam after their sophomore year of study is complete. Ideally, students should plan to take the exam no later than mid-September during the fall semester of their junior year. If students fail to receive a
passing score on the September attempt, they may retake the PRAXIS II in November.
In Virginia, the present passing score on this exam is 161 and above.

**Preparation for the VCLA, PRAXIS I, and PRAXIS II:** Students are advised to prepare in advance for these exams. The exams are expensive to take, and it is in each student’s interest to avoid the cost of retaking them. There are preparatory materials available at the Teaching Resources Center (Peters Hall C-109). There are also preparatory materials available through booksellers and workshops that students may pursue on their own. The PRAXIS website at Educational Testing Service also provides pointers for preparing for the PRAXIS I & II (www.ets.org/praxis).

Also, for PRAXIS II preparation, Tracey Mattson at the Learning Assistance Resource Center is a valuable resource. She may be reached at 0127 Walker Hall, (540) 831-6855, tmattson@radford.edu. In fact, **students must demonstrate contact with Ms. Mattson or provide passing scores for the PRAXIS II before they will be allowed to complete teacher screening.**

**Deadlines:**
TEP Application: Students should plan to submit a complete application to the TEP by February 1. (This date may change from year to year.)

Please contact Ms. Linda King if there are questions about the TEP application.
Non-Teaching Option

Students in the Social Science Non-Teaching option need to fulfill requirements in the disciplines of History, Political Science, Geography, Economics, and Sociology. In History, students must take three of the survey-level courses (HIST 101:102, 111:112) and then take one upper-division History course from each of the three groups: Group A, United States History; Group B, European History; Group C, Asia, Africa, Latin America, Middle East History. For the Political Science coursework, students must complete POSC 120, American Government, and then three upper-division American Government (AG) Political Science courses. In addition, students must choose a concentration of either History or Political Science and complete six additional semester hours of coursework in one of those areas. If the core concentration is in History, those courses must be divided between American (group A) and non-American (groups B, C) courses. Geography coursework for the Social Science Non-Teaching option consists of six semester hours of Geography: one U.S. geography course (GEOG 101, 201, 202) and one non-U.S. geography course (GEOG 102, 280). Students may choose from either ECON 105 or ECON 106 to complete the Economics component of the major. Students must take six semester hours of SOCY courses, three of which must be at the 300-400 level.

Students in the Social Science Non-Teaching option must also complete the requirements for either a Bachelor of Science or a Bachelor of Arts degree.

Bachelor of Science Degree

Candidates for the Bachelor of Science degree in Social Science Non-Teaching Option can choose to take six to eight credit hours beyond the Core Curriculum requirements in courses from one of the following areas:

- Mathematical Sciences: Mathematics (except 111, 112, 114, 116, 312) and Statistics, Information Technology
- Natural Sciences: Astronomy, Biology, Chemistry, Geology, Physics, Anthropological Science

Or, they can elect to take six to eight credit hours in one of the following disciplines:
- Economics: 300-400 level.
- Psychology: 300-400 level.

Students who have previously been Social Science Majors Teaching Option may apply six semester hours of the Fall Education Block to the B.S. degree requirements if they have already received credit for those courses.

Bachelor of Arts Degree

The Bachelor of Arts degree requires completion of the B.A. language requirement as set forth in the University catalog.
Option 1: Students with little to no foreign language background who are placed in a first-semester course by the Department of Foreign Languages and Literatures may fulfill this requirement by taking the first three semesters (the first four in Spanish) of a foreign language for a total of 12 semester hours.

Option 2: Students with enough of a foreign language background to be placed beyond a first-semester course may fulfill this requirement by completing two courses above the first eight hours of language instruction (above nine in Spanish) for a total of 6 to 8 semester hours.
## SOCIAL SCIENCE TEACHING OPTION

**Education Requirements**

- **Hist 101**
- **Hist 102**
- **Hist 111**
- **Hist 112**
- **300-400 Non-American Hist¹**
- **300-400 American Hist²**
- **300-400 Hist³**
- **Posc 120**
- **Posc 300-400⁴**
- **Posc 300-400⁴**
- **U.S. Geog (GEOG 101, 201, 202)**
- **Non-US Geog (GEOG 102, 280)**
- **Econ 105**
- **Econ 106**

**2.75 grade point average (at RU and in-major)**

- **Teacher Screening**
- **HUMD 300 (3) (pre-req. is 2.5 overall GPA)**
- **EDEF. 320 (3)(pre-req. or co-req. is HUMD 300)**

**Fall Education Block**

- **EDSP. 404 (3)**
- **EDUC. 440 (3)**
- **EDUC. 441 (6)**
- **EDUC. 452 (12)**

**Spring Student Teaching**

- **Praxis I (Sophomore year)**
- **Praxis II (By January Junior year)**
- **VCLA (Sophomore year)**

¹300-400 level Non-American History course must be taken from the following: 300, 302, 308, 309, 311, 313, 319, 325, 326, 337, 338, 341, 342, 343, 346

²300-300 level American History course taken from the following: 306, 330, 331, 352, 354, 355, 356, 360, 361, 365, 368, 372, 375, 381

³300-400 level History course from either of the two above lists

⁴Upper Level Political Science course MUST be taken from the following: 320, 321, 326, 330, 333, 335, 438, 439, 474

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## SOCIAL SCIENCE NON-TEACHING OPTION

**HIST 100-level (9 credit hours)**

- **300-400 level HIST American (Group A)**
- **300-400 level HIST non-American (Group B or C)**
- **300-400 level HIST Elective (Group A, B, or C)**
- **POSC 120**
- **300-400 level POSC (American Government)**
- **300-400 level POSC (American Government)**
- **300-400 level POSC (American Government)**

**Concentration (History OR Political Science)**

- **300-400 POSC**
- **300-400 POSC**
- **300-400 Am. Hist. (Group A)**
- **300-400 Non. Am. Hist. (Group B or C)**

- **U.S. Geog (GEOG 101, 201, 202)**
- **Non-US Geog (GEOG 102, 280)**
- **ECON 105 OR ECON 106**
- **SOCY 100-400 level**
- **SOCY 300-400 level**

**B.S. Requirement**

Candidates for the Bachelor of Science degree in Social Science (Non-Teaching Option) can choose to take six to eight hours beyond the Core Curriculum requirements in courses from one of the following areas:

- Mathematical Sciences: Mathematics (except 111, 112, 114, 116, 312) and Statistics, Information Technology
- Natural Sciences: Astronomy, Biology, Chemistry, Geology, Physics, Anthropological Science

Or, they can elect to take six to eight hours in one of the following disciplines:

- Economics: 300-400 level.
- Psychology: 300-400 level.

Students who have previously been Social Science Majors-Teaching Option may apply six semester hours of the Fall Education Block to the B.S. degree requirements if they have already received credit for those courses.
Minors

Radford University does not require you to have a minor. However, if you have taken a number of courses in a discipline, why not minor in it? A minor suggests to employers that you are focused; and, if you pick a minor related to a profession, your employment opportunities will improve. Discuss possible minors with your advisor and with someone in the department in which you plan to minor. Among the more common minor programs for history majors are: Appalachian Studies, Art History, English (Literature; Business and Technical Writing), Foreign Language, Geography (including Geospatial Information Systems), Interdisciplinary Studies, Philosophy, Political Science, Psychology, Religion, Sociology, and Women’s Studies.

Internship Opportunities

The Department of History encourages students to pursue internship opportunities that enable History majors to engage in out-of-classroom learning experiences that are related to history and are deserving of academic credit. This experience is particularly valuable for those seeking careers in public history. An intern may earn 3-15 credit hours during a semester or summer session. A 3-credit internship requires a student to perform assigned responsibilities at the cooperating internship site for 120 hours accumulated over the course of the internship.

Students who wish to pursue an internship should speak to the Chair of the department, the Experiential Learning Liaison, or someone in the Experiential Learning Office on campus. Many internships are the result of the initiative of the students themselves. If you know of an organization or agency in your home locality that you wish to work with, feel free to approach them concerning the possibility of pursuing an internship. Most small historical societies, archives, and museums welcome such opportunities. Some organizations that the RU History Department currently has internship relationships with include McConnell Library, Glencoe Museum in Radford, the Montgomery Museum in Christiansburg, and the Virginia Museum of Transportation in Roanoke.

Study Abroad

The department of History often sponsors a study abroad experience in the summer to Scotland/Ireland. In addition, the International Education Center offers many programs on a semester, summer, or academic year basis that can be tailored to fit any student’s need. In consultation with the student’s academic advisor and the director of the International Education, students can take advantage of many programs overseas including study abroad, service/volunteer, and work abroad.
Extracurricular Opportunities

History Club
The History Club provides a variety of activities ranging from social gatherings to formal sponsorship of speakers. Contact: Dr. Suzanne Ament.

Phi Alpha Theta
The History Department has an active chapter of Phi Alpha Theta, the national Honor Society in History. To apply for membership, students must have completed 12 credit hours in history with a minimum 3.1 GPA in those courses and a 3.0 GPA in all other courses attempted. Contact: Dr. Mary Ferrari.

Pi Gamma Mu
Membership in the Radford University chapter of Pi Gamma Mu, the international Honor Society in Social Sciences, is open to students of any major who have completed 20 semester hours in any combination of social science courses with a minimum 3.0 GPA in those courses. Contact: Dr. Sharon Roger Hepburn.

Scholarship Opportunities
The RU Foundation has a number of scholarship opportunities available for both new and continuing students. A complete list of RU Scholarships is available on the Foundation website (http://www.radford.edu/content/foundation/home.html), but there are two scholarships in particular that are of interest to History and/or Social Science majors. One is the Linda Rose Killen Scholarship for rising junior or senior History majors, and the other is the Pi Gamma Mu Scholarship for members of Pi Gamma Mu.
Core Curriculum

All students must follow and complete the Core Curriculum established by the University. The program began in Fall, 2010. There may be some kinks in it. Your advisor will be informed of substantive or interpretive changes as they occur. You **must** follow the Core Curriculum in force the year you entered Radford University as a degree-seeking student. If you leave the institution for more than a semester, you must follow the Catalog, including the Core Curriculum, in force when you were readmitted to the University.

**For History Majors**
If you are a History major, only **ONE** HIST course can count towards your Core Curriculum.

**For Social Science Majors**
If you are a Social Science major, follow the Core Curriculum suggestions available on the Core Curriculum “Cheatsheet for Social Science Majors.” Where there are highlighted courses, take those as they double-count for both Core Curriculum and the Social Science major (both the Teaching and Non-Teaching Options).

If you are a double major with Social Science and History, be sure that Social Science is your recorded “first” major. That way, you can use more than one HIST for Core Curriculum. As stated above, follow the Core Curriculum suggestions available on the Core Curriculum “Cheatsheet for Social Science Majors.”

Be aware that if you change majors, the rule that “only one course with a major prefix can be used to fulfill Fore Curriculum requirements” will apply to your new major. For example, if you are a double major with Social Science and History and then drop the Social Science major, only **ONE** History course can be used for your Core Curriculum requirements.
### University Core

#### A. Foundations (12 semester hours)

- CORE 101 [__ __] 3
- CORE 102 [__ __] 3
- CORE 103 [__ __] 3 (for HONORS ACADEMY only)
- CORE 201 [__ __] 3
- CORE 202 [__ __] 3

**NOTE:** Courses listed in multiple areas can only be used to fulfill a single area requirement.

Students can use only one course with their major prefix to fulfill core requirements.

Courses may be listed in both University Core B and College Core A, but can only be used to fulfill a single area requirement.

#### B. Skills & Knowledge (16 semester hours)

**Courses must be from different disciplines:**

**Mathematical Sciences (3 SH):**

| MATH [__ __] 3 |
|---|---|
| MATH 111, 112, 114, 116, 125, 126, 132, 137, 138, 151: 152 (MATH 114 or 116 are recommended) |

**Natural Sciences (4 SH):**

| [__ __] 4 |
|---|---|

**Humanities (3 SH):**

| [__ __] 3 |
|---|---|
| HIST 101 or 102*, ENGL 200, PHIL 111, 112, 114, POSC 110, RELN 111, 112, 203, 206 |

**Visual & Performing Arts (3 SH):**

| [__ __] 3 |
|---|---|
| ART 111, 215, 216, CVPA 266, DNCE 111, MUSC 100, 121, 123, THEA 100, 180 |

**Social/Behavioral Sciences (3SH):**

| [__ __] 3 |
|---|---|
| HIST 111 or 112*, ANSC 101, APST 200, ECON 105, 106, GEOG 101, 102, 103, POSC 120, PSYC 121, RELN 205, SOCY 110, 121 |

* **Note:** Only one course with a major prefix can be used to fulfill Core Curriculum requirements! Make sure you have chosen coursework in multiple disciplines to complete University and College Core areas. **History majors may take only one course with the HIST prefix.**

### College Core

#### A. National & International Perspectives (6 semester hours)

Courses must be from different disciplines:

**Global Perspectives (3SH):**

| [__ __] 3 |
|---|---|
| HIST 101 or 102*, CVPA 266, ENGL 201, FORL 103, GEOG 101, 102, 140, 280, INST 101, ITEC 112, PEAC 200, RELN 112, 205, SOCY 121, THEA 180, WMST 101 |

**U. S. Perspectives (3 SH):**

| [__ __] 3 |
|---|---|
| HIST 111 or 112*, APST 200, ECON 101, 105, 106, ENGL 203, GEOG 201, 202, 203, POSC 120, SOCY 110 |

#### B. Supporting Skills & Knowledge (9-11 Semester hours)

**Natural Sciences or Mathematical Sciences:**

| [__ __] 3-4 |
|---|---|

**Humanities, Visual & Performing Arts,** or **Foreign Languages (3-4 SH):**

| [__ __] 3-4 |
|---|---|

**Social/Behavioral Sciences** or **Health & Wellness (3SH):**

| [__ __] 3 |
|---|---|
| HIST 111, 112*, ANSC 101, APST 200, ECON 105, 106, GEOG 101, 102, 103, POSC 120, PSYC 121, RELN 205, SOCY 110, 121 |
University Core

A. Foundations (12 semester hours)

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>CORE 101</td>
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<td>CORE 102</td>
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<td>CORE 103</td>
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(for HONORS ACADEMY only)

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<th>Course</th>
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<tr>
<td>CORE 201</td>
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<tr>
<td>CORE 202</td>
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NOTE: Courses listed in multiple areas can only be used to fulfill a single area requirement.

Students can use only one course with their major prefix to fulfill core requirements.

Courses may be listed in both University Core B and College Core A, but can only be used to fulfill a single area requirement.

B. Skills & Knowledge (16 semester hours)

Courses must be from different disciplines:

**Mathematical Sciences (3SH):**

<table>
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<th>Course</th>
<th>Credits</th>
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<tr>
<td>MATH 114</td>
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MATH 111: 112, 114, 116, 125, 126, 132, 137, 138, 151: 152 (MATH 114 or 116 are recommended)

**Natural Sciences (4 SH):**

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<th>Course</th>
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**Humanities (3 SH):**

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<th>Credits</th>
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<tr>
<td>HIST 101</td>
<td>3</td>
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HIST 101 or 102 * ENGL 200, PHIL 111, 112, 114, RELN 111, 112, 203, 206

**Visual & Performing Arts (3 SH):**

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<th>Course</th>
<th>Credits</th>
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<tr>
<td>ART 111, 215, 216, CVPA 266, DNCE 111, MUSC 100, 121, 123, THEA 100, 180</td>
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**Social/Behavioral Sciences (3SH):**

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<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>POSC 120</td>
<td>3</td>
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</table>

HIST 111 or 112 * ANSC 101, APST 200, ECON 105, 106, GEOG 101, 102, 103, POSC 110, 120, PSYC 121, RELN 205, SOCY 110, 121

College Core

A. National & International Perspectives (6 semester hours)

Courses must be from different disciplines:

**Global Perspectives (3SH):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GEOG 101, 102</td>
<td>3</td>
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<tr>
<td>HIST 101 or 102* ANTH 121, CVPA 266, ENGL 201, GEOG 101, 102, 140, 280, INST 101, ITEC 112, PEAC 200, RELN 112, 205, SOCY 121, THEA 180, WMST 101</td>
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**U. S. Perspectives (3 SH):**

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<td>HIST 111 or 112</td>
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HIST 111 or 112 * APST 200, ECON 101, 105, 106, ENGL 203, GEOG 201, 202, 203, POSC 120, SOCY 110

B. Supporting Skills & Knowledge (9-11 Semester hours)

**Natural Sciences or Mathematical Sciences:**

<table>
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<th>Course</th>
<th>Credits</th>
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**Humanities, Visual & Performing Arts, or Foreign Languages (3-4 SH):**

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<th>Course</th>
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**Social/Behavioral Sciences or Health & Wellness (3SH):**

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<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECON 105 OR 106</td>
<td>3</td>
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</tbody>
</table>

HIST 111, 112*, APST 200, ECON 105, 106, GEOG 101, 102, 103, POSC 110, 120, PSYC 121, RELN 205, SOCY 110, 121

* Note: Only one course with a major prefix can be used to fulfill Core Curriculum requirements! Make sure you have chosen coursework in multiple disciplines to complete University and College Core areas. History majors may take only one course with the HIST prefix.
Graduation

Graduation Check-Out
Successfully completing your courses and checking off requirements is not the only thing you need to do to receive the degree. You must also navigate the graduation check-out process. This process begins about two semesters before you plan to graduate.

Usually in early September and February, applications for graduation are completed (deadlines are posted on the Registrar’s website). If you are planning to graduate in May, the graduation application will be due the previous September. If you are planning to graduate in December, the graduation application will be due the previous February. Graduation applications are available in the “tower” inside the department office suite (beside the secretary’s desk in Cook 220) and through the University Registrar’s Office. Instructions for the graduation application are on the back of the form. If you need assistance in filling out the form, see your advisor. Once the form has been completed and signed by you, give it to your academic advisor. Your advisor will then review the application and your degree audit. If they see any issues, they will contact you. The application for graduation then makes its way to the departmental graduation check-out person, the Advising Center for the College of Humanities and Behavioral Sciences, and, finally, to the Registrar’s Office. Should any potential problems develop, someone will contact you.

Eventually, you will receive a letter from the Advising Center for the College of Humanities and Behavioral Sciences that indicates whether you are progressing toward graduation or whether you have incomplete requirements. Successful completion of the paperwork does not, however, guarantee receipt of a diploma. You must complete all requirements as noted and successfully pass all remaining coursework. Failure to follow through on the guidance provided by academic advisors can result in failure to graduate. Ultimately, it is the student’s responsibility to ensure successful completion of all department and university requirements. If you are unsure of something, ask!

One note of caution: do not panic if the degree audit shows you have many incomplete requirements or has placed courses in the incorrect areas. More often than not, this is a result of glitches in the Degree Works software (yes, we are working on it and have been for several years). Discuss with your advisor whether the degree audit is incorrect or whether you do indeed have incomplete coursework.

If you follow the process, you will graduate as planned with a minimum of hassle.
Scheduling and Registration

Without proper planning and timely action on your part, scheduling and registration can be a stressful time in the middle of the semester when you must drop everything and quickly decide what you will do the following semester. Worse, you might simply grab any open classes and have to go through the hassle of drop/add at the start of next semester and beg for overrides. You can eliminate much of the stress by following some simple rules.

SEE YOUR ADVISOR

Students must see their academic advisor each and every semester prior to registration. During this meeting, your advisor will review your proposed schedule with you and give you your PIN, which you need to access the online registration system. This is also a good time to review your progress and chat about your plans. Advisors handle advising sessions differently. Some have sign-up sheets on their office doors. Others have extended office hours and see advisees on a first-come, first-serve basis. Some advisors email their advisees with instructions for advising. It is the students’ responsibility to see their advisors in a timely manner, well before your registration appointment time. Advisors do not take kindly to advisees who set up appointments and then fail to show up, email them for their PIN or other advice, or who appear in their office just before class and ask “do you have a minute for advising, I just need my PIN, and my registration time ends in an hour.” Advisors are not available 24/7. We have classes, meetings, and a life outside of the university. Some advisors are in the office Monday through Friday, while others are available on MWF or TTh. It is the student’s responsibility to get to their advisor when they are available; so, if you have to get up before noon to do so, make sure you do.

Students should come to their advising appointment prepared. Advising folders are given to new freshman and transfer students during Quest. Those folders have check sheets for both the History and Social Science majors as well as one for Core Curriculum. Students who became majors after starting at RU should have received similar paperwork upon changing majors. All check sheets are available in the department “tower” in Cook 220. There are also copies in this handbook. You should use these check sheets to monitor your academic progress. Prior to meeting with your advisor, print out a copy of your most recent Degree Works audit, review your progress on your check sheets, peruse the online schedule to see what courses are available, and come to your meeting with a “plan” for the next semester.

Listen to the advice of your advisor! While we can advise you, we do not register for you nor can we force you to take the classes that we tell you to, when we tell you to. Failure to listen to our advice, however, may result in a delay of your graduation. Faculty advisors are human; and, as such, may, occasionally, make mistakes. In such cases, we will do whatever we can to correct the error. Ultimately, completing the major and university requirements is the responsibility of the student, not the academic advisor.
If you have questions, ASK. In most cases, your advisor will know the answer; but, as they are not a source of unlimited knowledge, they may not be able to assist in all matters. At the very least, however, they can direct you to someone who does know the answer.

**Blocks**

Clear up any blocks to your registration BEFORE your appointment time for registration. Check to make sure there are no blocks that might prohibit your timely registration. The most frequent blocks are those involving library or parking fines, but blocks from Health Services or the Dean of Students Office are also common. Students must remove all blocks prior to registration, so it is up to you to see what, if any, blocks you have, pay any applicable fines, and take care of whatever paperwork is needed to remove the block. Be aware that removal of blocks can take days or more, so plan accordingly.

**REGISTER ON TIME**

Check MyRU for your appointment time for Phase I and Phase II of registration. Register as soon as you have access. Although by no means a guarantee, this is the surest way to get the classes you want when you want them. If you put off registration, other students will take your place in the classes you want. Students who miss their appointment time for Phase I will not be allowed to register until Phase II. It is students’ responsibility to register on time.

**CLOSED COURSES**

Inevitably, courses reach their maximum enrollment numbers and close. If a History course that you wish to take is closed but has not yet reached maximum classroom capacity, it may be possible to acquire permission to add the class. Students must receive permission from the faculty instructor first and then see the Department Chair to be given an override (there is a form to be filled out by the instructor and given to the Chair). Once the override permission has been put on the system, students must complete the registration process by registering online for the class during their appointment phase. Once classes reach maximum capacity, there is nothing that the faculty instructor or Department Chair can do. Neither your faculty advisor nor the Department Chair can assist students in overriding courses other than History. If you find yourself unable to register for a course in a discipline other than History, you need to see what the override policy of that department is and follow it.

**ADDING AND DROPPING COURSES**

Students can adjust their schedules at several points during the registration process. At any time during your appointment time (48 hours during Phase I), you will be able to make changes to your schedule. Phase II of registration can also be used as schedule adjustment. The first week of the semester is the final chance for any schedule adjustments. Be aware of when schedule adjustment ends (date and time will be posted by the Registrar’s Office) as students will not be
able to drop any classes after that time without using a formal course withdrawal (students have five individual course withdrawals throughout their academic career at RU) nor will students be allowed to add classes after that time without a formal petition to add a class late (such petitions are ONLY granted in true emergencies — “I didn’t get back to campus until the end of the first week of classes” or “I decided I didn’t like this one class and now need to add another class” are not considered emergencies).

CHECK YOUR SCHEDULE

After you have registered for the next semester, use MyRU to check your schedule. We suggest that you check your schedule several times—while registration for continuing students is still going on, sometime during the winter or summer break between semesters, and just before classes begin. There are occasions where the computer system hiccups and drops your classes or schedules you for a class you didn’t know you had or fails to note that you’ve dropped a class. Sometimes when you think you have successfully added or dropped a class, you have not fully completed the process, and the course was not added or dropped. Sometimes, there are mistakes made by the Registrar’s Office, Financial Aid, Student Accounts, or other university entities. The sooner such glitches or mistakes are discovered, the more likely it is that they can be successfully fixed. It is better to be a little obsessive than to inadvertently fail a course or show up for a course that you are not registered for. If you have printed a copy of your schedule, it may be easier to get back into a class from which you were accidentally dropped.

PAY YOUR BILL

When the bill arrives, pay it. Failure to pay your tuition by the final due date will result in your schedule being cancelled. If your schedule is dropped for non-payment, there is no guarantee that you will be able to re-register for the classes in which you were enrolled. In fact, given the enrollment pressures on History courses and others across campus, it is unlikely that you will be able to fully recover your schedule, and this may lead to delay in fulfilling graduation requirements.
History Course Descriptions

Courses marked (A) are designated for credit in Group A (United States), those with (B) for credit in Group B (Europe), and those with (C) for credit in Group C (Africa, Asia, Latin America, Middle East). Courses marked with an (*) may be taken for either Group A, B, or C based on content as determined by the student’s adviser. Courses marked with more than one designator may be counted in either group as marked. Students may not count any one course for more than one group.

Note that 300-level History Courses are offered on a rotating basis, typically once every 4-5 semesters.

**HIST 101. World History to 1500.** (3)
A general survey of world history; study of the world’s major cultural areas, their unique achievements and their interaction with and relation to other societies. Covers the period up through the fifteenth century. This course may be used to meet requirements for the minor in International Studies. This course has been approved for Core Curriculum credit in Humanities or Global Perspectives.

**HIST 102. World History since 1500.** (3)
A general survey of world history; a study of the world’s major cultural areas, their unique achievements and their interaction with and relation to other societies. Covers the period encompassing the sixteenth through twentieth centuries. This course may be used to meet requirements for the minor in International Studies. This course has been approved for Core Curriculum credit in Humanities or Global Perspectives.

**HIST 111. U.S. History to 1865.** (3)
Survey of national history from the colonial period through the American Revolution and early national period through the Civil War. Emphasis on economic, political and social developments as well as the growth of the representative and democratic process. This course has been approved for Core Curriculum credit in Social and Behavioral Sciences or U.S. Perspectives.

**HIST 112. U.S. History since 1865.** (3)
General survey of national history since the end of the Civil War. Explores economic, political and social developments in the United States and growing American involvement in world affairs. This course has been approved for Core Curriculum credit in Social and Behavioral Sciences or U.S. Perspectives.

**HIST 295. The Historians Craft.** (3)
*Prerequisite: Six hours of HIST at the 100 level.*
This seminar will introduce students to the numerous facets of historical inquiry. Basic components of the course center on the nature and philosophy of history; historical interpretation; research, analysis, and writing; and the practical application of history. Its focus is on preparing students for upper-division courses in history while integrating work in their major into their overall university experience. As a gateway class between the survey-level and upper-division History courses, HIST 295 is intended to be taken by History majors during their second semester sophomore to first semester junior year (before taking more than 6 credits of 300-level HIST courses).

**HIST 300. The 20th Century World (A, B, C).** (3)
*Prerequisite: Three hours of HIST at 100 level.*
An overview of the world in the 20th century with emphasis on the overriding themes from the historian’s perspective: nationalism, globalization, economic development, environmentalism. Course establishes a basis for the understanding of current events in historical perspective.
HIST 302. War in the Modern Age (A, B). (3)  
**Prerequisite:** Three hours of HIST at 100 level.  
General history of Western warfare, surveying the evolution of war, technology, and societies from the Middle Ages in Europe to the conflicts of the present-day.

HIST 303. Studies in Military History (*). (3)  
**Prerequisite:** Three hours of HIST at 100 level.  
In-depth study of a particular aspect of military history. Study may include such topics as leadership, World War II and causes of war.

HIST 306. History of Women (*). (3)  
**Prerequisite:** Three hours of HIST at 100 level.  
Study of the roles and changing status of men and women. The region or time period of the course can vary from semester to semester. May be taken for credit more than once when topics differ. This course may be used to meet requirements for the minor in Women’s Studies.

HIST 308. Ancient Greece and Rome (B). (3)  
**Prerequisite:** Three hours of HIST at 100 level.  
A study of the political, socio-economic, and cultural development of the ancient Mediterranean world and the development of Greco-Roman civilization from its archaic roots to about AD 500.

HIST 309. Medieval Civilization (B). (3)  
**Prerequisite:** Three hours of HIST at 100 level.  
A study of the political, socio-economic, and cultural development of Europe from 300 to 1500 with an emphasis on the achievements of the eleventh through thirteenth centuries.

HIST 311. Ancient Near East (B, C). (3)  
**Prerequisite:** Three hours of HIST at 100 level.  
A study of the political, socio-economic, and cultural development of ancient civilizations stretching from Egypt to Persia with an emphasis on the development of enduring religious, cultural, and political traditions.

HIST 313. History of China (C). (3)  
**Prerequisite:** Three hours of HIST at 100 level.  
Survey of Chinese culture and history. Covers diplomatic, economic, intellectual, political and social aspects of China.

HIST 314. Imperial India: India from Mughal Times to the Present (C). (3)  
**Prerequisite:** Three hours of HIST at 100 level.  
A general survey of South Asian history from the building of the Mughal empire to the present. Topics include the nature of Mughal and British rule in India, the many peoples who have coexisted in India, and the blending of Muslim, Hindu, and British traditions. Also emphasizes developments in South Asia since the end of British rule in 1947.

HIST 316. Colonial Latin America (C). (3)  
**Prerequisite:** Three hours of HIST at 100 level.  
A topical survey beginning with the conquests of Mexico and Peru by Spain and (to a lesser extent) Brazil by Portugal. Focus is on the impact on native Americans of Spanish colonialism and on the evolution of Hispanic-American institutions, family and kinship patterns and economic behavior.
HIST 317. National Latin America (C). (3)
Prerequisite: Three hours of HIST at 100 level.
A general survey of Latin American history from the creation of independent nations until the present. Emphasis on the economic modernization process and its consequences.

HIST 319. The Middle East (C). (3)
Prerequisite: Three hours of HIST at 100 level.
A survey of the Middle East from the birth of Islam to the present time, focusing on the 19th and 20th centuries. Emphasizes the great diversity in peoples, cultures and historical development, despite the overriding influence of Islam. Issues include nationalism and colonialism, the emergence of modern Israel, modernization and development, oil diplomacy, and intraregional rivalries.

HIST 320. The Vietnam War (A, C). (3)
Prerequisite: Three hours of HIST at 100-level.
History of the war covering the general background, French and American involvement and the present situation in southeast Asia. Focuses on military, diplomatic and domestic aspects of American involvement.

HIST 325. African Civilizations (C). (3)
Prerequisite: Three hours of HIST at 100 level.
Examines Africa’s social, cultural and economic institutions as they have evolved and changed through the ages. Topics include human evolution in Africa, state formation, the slave trade, early European contacts and colonialism.

HIST 326. 20th Century Africa (C). (3)
Prerequisite: Three hours of HIST at 100 level.
Analysis of the events and trends that have shaped Africa and its peoples in the 20th century. Topics include the rise of nationalism, the impact of the two World Wars, struggles for independence, the impact of the Cold War, efforts at economic, social and political development in the post-Independence era, Africa in the Age of Globalization.

HIST 330. African American History to 1865 (A). (3)
Prerequisite: Three hours of HIST at 100-level.
Examines the social, political, economic and cultural history of African Americans in the United States from the early 1600s to Emancipation. Topics include the Atlantic Slave Trade, the Origins of Slavery in British North America, Colonial Slavery and the Revolutionary Era, the development of a free black community, Antebellum Slavery, the Antebellum Free African American Population, Civil War, and Emancipation.

HIST 331. African American History from 1865 (A). (3)
Prerequisite: Three hours of HIST at 100-level.
Examines the social, political, economic and cultural history of African Americans in the United States from Emancipation through the Civil Rights Movement. Topics include Reconstruction, Segregation, both World Wars, the Great Migration, the Great Depression and New Deal, the Civil Rights Movement in both the North and the South, and Black Nationalism. Focuses on African American culture, racial identity, social consciousness, political thought, oppression and resistance.

HIST 337. English History to 1625 (B). (3,3)
Prerequisite: Three hours of HIST at 100 level.
A general survey of English history to 1625. Topics include Britain before and during Roman times, the unification and Christianization of England, the Anglo-Saxon, Viking, and Norman invasions, relations
between church and state including the Reformation, medieval warfare, and the Tudor regime.

**HIST 338. Modern British History (B). (3,3)**  
**Prerequisite: Three hours of HIST at 100 level.**  
A general survey of British history since 1625. Topics include the English civil wars and Glorious Revolution, British culture, foreign affairs and the building of the British Empire, the development of democratic and liberal traditions, industrialization, and the world wars.

**HIST 339. Scotland and Ireland in the Modern Age (B). (3)**  
**Prerequisite: Three hours of HIST at 100 level.**  
A general survey of Scottish and Irish history in modern times. Topics will range from William Wallace through the Reformation to Bonnie Prince Charlie and from Drogheda through the Great Famine to the Troubles in Northern Ireland. Themes will include state building, identity formation, and relations between Highlanders and Lowlanders, Celts and Saxons, and Protestants and Catholics.

**HIST 341. Early Modern Europe (B). (3)**  
**Prerequisite: Three hours of HIST at 100 level.**  
A study of European history from 1300 to 1789 that explores the crisis of the late Middle Ages, the Renaissance, the Reformation, revolt and revolution, constitutional development, science and the Enlightenment.

**HIST 342. Revolutionary Europe, 1789 to 1890 (B). (3)**  
**Prerequisite: Three hours of HIST at 100 level.**  
Study of modern European history from 1789 through 1890. Topics include the French Revolution, Napoleon, Revolutions of 1830 and 1848, the first Industrial Revolution, Urbanization, Liberalism, Socialism, Nationalism, and the second Industrial Revolution.

**HIST 343. Europe Since 1890 (B). (3)**  
**Prerequisite: Three hours of HIST at 100 level.**  
Study of political events which brought on two World wars, their economic and social impact on Europe; shift of world power away from Europe; adjustments made in consolidation of European community since 1890.

**HIST 345. Czarist Russia (B, C). (3)**  
**Prerequisite: Three hours of HIST at 100 level.**  
Russian history from formation of the Kievan State through fall of the Romanovs.

**HIST 346. Soviet Russia (B, C). (3)**  
**Prerequisite: Three hours of HIST at 100 level.**  
Russian history during the Soviet Era. Domestic and diplomatic policies examined as well as Russian social conditions in 20th Century.

**HIST 347. Stalin and Stalinism (B, C). (3)**  
**Prerequisite: Three hours of HIST at 100 level.**  
Critically examines the era in Soviet history known as Stalinism. It explores the biography and the personality of Joseph Stalin. Topics include: Stalin's political machinations to grab power, the establishment of the Gulag prison camp system, the show trials and great terror of the 1930's, Stalin and World War II, and the beginnings of the Cold War. Students learn the core concepts of the Stalinist ideology and how it varied from earlier and later Soviet theories and practices. They contemplate levels of collaboration with and resistance to the system. Students also examine the legacy of Stalinism at home and abroad.
HIST 349. Modern Germany: From Bismarck through Hitler (B).  (3)
Prerequisite: Three hours of HIST at 100 level.
Study of German history from 1870 to 1945. Topics include Bismarck and national unification, World Wars I and II, Hitler and National Socialism.

HIST 350. Modern European Intellectual History (B).  (3)
Prerequisite: Three hours of HIST at 100-level.
Explores the relationship between thought and its social context in Europe since 1750. The course draws on philosophical, scientific, and cultural texts, and focuses on the political implications of philosophical reflections, scientific investigation, and cultural criticism.

HIST 352. Virginia History (A).  (3)
Prerequisite: Three hours of HIST at 100 level.
Comprehensive survey of history in Virginia.

HIST 354, 355. American Social History (A).  (3,3)
Prerequisite: Three hours of HIST at 100 level.
An intensive study of American life, customs, character and social problems. HIST 354 covers the colonial era through the mid-19th century and HIST 355 from mid-19th century to the present.

HIST 356. History of American Religious Thought (A).  (3)
Prerequisite: Three hours of HIST at 100 level.
Course offers a survey of important developments in American religious thought including Puritanism, Unitarianism, Transcendentalism, New Thought and Positive Thinking, the Social Gospel, Fundamentalism, and Neo-Orthodoxy.

HIST 360. Colonial America (A).  (3)
Prerequisite: Three hours of HIST at 100 level.
Study of Native American societies before contact, as well as an analysis of the establishment and development of English colonies in the New World before 1750.

HIST 361. Revolutionary America (A).  (3)
Prerequisite: Three hours of HIST at 100 level.
Study and analysis of the causes of the Revolution, the War for Independence, the Confederation period and the impact of the war.

HIST 364. American Slavery (A).  (3)
Prerequisite: Three hours of HIST at 100-level.
Course provides an in-depth study and analysis of the institution of slavery as it developed in the United States. Particular focus will be placed on the institution from the perspective of the slaves themselves. Topics include the Atlantic Slave Trade, Origins of Slavery, Colonial Slave Systems, Proslavery Defense, Abolitionism, Slave Culture, Resistance, and Emancipation.

HIST 365. America’s Civil War (A).  (3)
Prerequisite: Three hours of HIST at 100 level.
This course is a survey of the social, political, military, diplomatic, and economic events of the American Civil War. It explores the causes, character, conduct, and consequences of the American Civil War. Broad themes to be investigated are: the crisis of union and disunion in an expanding republic; slavery, race, and emancipation; and the experiences of modern, total war for individuals and society.
HIST 368. The Populist and Progressive Era (A). (3)
Prerequisite: Three hours of HIST at 100 level.
Examines the political, economic, and social history from 1877-1917. Special emphasis on the role of the Populists within the social and cultural context of American history and the contemporary treatment of the origins and aims of the Progressive movements.

HIST 372. Southern History and Culture (A). (3)
Prerequisite: Three hours of HIST at 100 level.
This course explores the major historical and cultural characteristics that make the American South a distinct region. Topics include the agricultural tradition, politics, literature, family and gender, the arts, music, religion, race relations, and the role of social class in historical and contemporary contexts. Upon completion, students should be able to identify the characteristics that distinguish Southern history and culture. The course will proceed from a topical perspective. Each main topic will be examined within an historical and chronological framework.

HIST 373. Appalachian History (A). (3)
Prerequisite: Three hours of HIST at 100 level.
Inquiry into uniqueness of the Appalachian region including the people and their history, livelihood, religion, speech, music, social mores, folklore and politics. Emphasis on 20th century.

HIST 375. American Immigration (A). (3)
Prerequisite: Three hours of HIST at 100 level.
This course is a study of immigration in American life. The course traces the history of immigration to the United States from the colonial era to the present with a special emphasis on issues of assimilation, pluralism, and multiculturalism.

HIST 381. Recent America (A). (3)
Prerequisite: Three hours of HIST at 100 level.
An in-depth study of major political, diplomatic, economic, social, and cultural developments in U.S. history during recent decades.

HIST 385. Public History (*). (3)
Prerequisite: Three hours of HIST at 100 level.
Introduces students to the field of applied or public history and to the role that historians play in such diverse activities as historic preservation, historic site interpretation and management, historical societies, governmental historical organizations, and museums.

HIST 392. Special Topics in History (*). (3)
Prerequisites: At least three hours of history at the 100 level and advance permission of the instructor.
Detailed study of topics or period of history of current interest for advanced students.

HIST 466. History Travel Study (*). (3-6)
Prerequisite: Three hours of HIST at 100 level.
Involves domestic and/or international travel. Students will participate in the investigation of historical topics in relevant locations. One of the goals of the course is to allow students to better understand and relate to historical issues specific to countries and regions by exploring them 'on location.' This course may be taken again for credit with different topics or areas of study. Designation of the course as counting for area 'A,' 'B,' or 'C' of the History major will depend on the course content, and must be established before the student enrolls. This course can count for a maximum of 3 credit hours in any one of those areas of the History major. A maximum of 6 credit hours of travel study may be applied towards
the History major. A maximum of 3 credit hours of travel study may be applied towards the History minor or the Social Science major.

**HIST 488. Honors Thesis.** (3)
*Prerequisites: Enrollment in the Honors Academy, completion of all other Honors Academy requirements, a minimum 3.5 GPA in all courses and in history, senior standing.*
Conducting research and writing a thesis for a bachelor’s degree with honors in history. In order to receive honors credit, the student must receive a grade of “A” or “B” for the thesis. Course may not be repeated.

**HIST 490. Internship.** (3-15)
*Prerequisites: 12 hours history; junior standing, minimum 2.5 GPA, departmental approval.*
A one semester internship with historical agency, society, museum or other relevant institution. Student receives both academic and agency supervision. Course does not count toward fulfillment of the requirements for the history major. Course may be taken more than once for up to a total of 15 credit hours. Pass/Fail grading.

**HIST 495. Senior Seminar.** (3)
*Prerequisite: HIST 295 (completed with a “C” or better); History major; senior standing; completed 12 credit hours of 300-level HIST courses; or permission of instructor.*
A seminar focusing on a topic, or related group of topics in European, United States, and/or non-Western history. This seminar will serve as a senior capstone experience for History majors bringing together critical thinking, research, writing, and communication skills. Specific topics of seminars change each semester in accordance with the interests of instructors and needs of the department. This course will encourage engagement in primary and secondary sources, historical analysis and argument, and an understanding of historical interpretation. Completion of a senior writing project is required. HIST 495 is required for all History majors. It may not be used to fulfill coursework in the three fields of required history courses. May be taken for credit more than once when topics differ.

**HIST 498. Independent Study (*).** (1-6)
*Prerequisite: At least three hours of history at the 100 level and advance permission of instructor.*
Student works closely with one member of the department who defines the requirements for the course which vary among instructors. A topic of study is defined and the student works, largely independently, through the semester, to research and report on the topic. Each instructor will define by nature of the content of the study whether it meets History major requirements in Group A, B, or C.
Policies and Petitions

Radford University is a bureaucracy. It functions according to certain policies and procedures, and you will be happier if you abide by them. In addition to the policies referred to elsewhere, here are some others which are the most relevant. See the University Catalog for the official versions of these and other policies.

**GRADE POINT AVERAGE**

Radford University requires students to complete a minimum of 120 credit hours. In order to graduate, students must maintain a minimum 2.0 overall GPA. History majors must have a minimum of a 2.0 GPA in all History courses (HIST 295 and HIST 495 must be completed with a “C” or higher). Social Science Teaching majors must maintain a minimum of 2.75 for both their overall GPA and their in-major GPA in order to be accepted into the program and to receive the teacher certification.

**ACADEMIC PROBATION AND SUSPENSION**

The University probation and suspension policy is fully explained in the catalog. Basically, once you have completed 30 credit hours of coursework, students must maintain a minimum of a 2.0 overall GPA or face academic suspension. Students with 30 credit hours or more completed will be suspended at the end of Summer II, if their overall GPA falls below a 2.0. Students who are suspended may only return to the University if they are formally readmitted. Be aware that courses taken elsewhere and transferred to RU will NOT be used to calculate your GPA and, thus, CANNOT raise your GPA to above a 2.0.

**REPEATING COURSES**

The fastest way to raise your GPA is to repeat courses in which you have done poorly. Every student can use a “repeat” three times. A repeat course replaces the first grade. Hence, if you earned an “F” the first time and a “B” the second time, only the “B” will count. By the same token, if you earned a “D” the first time and an “F” the second time, only the “F” will count. After the third “repeat,” students can “retake” courses in which they have done poorly. In “retake” situations, the two grades are averaged so if you received a “D” the first time you took the course and a “B” the second time, the recorded grade for the course will be a “C”. In both repeat and retake situations, students will only receive 3 total credits (4 credits if the course is a 4-credit course) for the course.

**COURSE WITHDRAWALS**

Students who wish to remove themselves from a class after the end of the schedule adjustment period must formally withdraw from the class. Withdrawals are allowed through the eighth week of the semester (check the Registrar’s website for the withdrawal date for each semester). Withdrawal forms are available at the Registrar’s Office and in the department’s “tower” and must be signed by the student’s academic advisor. DO NOT wait until the last minute to seek out your advisor for a signature as you may not be able to find them in their office. Withdrawal forms are not accepted late by the Registrar’s Office, so delay on your part may result in failure in the course. Students have five academic individual course withdrawals, so use them wisely.
GRADE APPEALS
The Department of History does not have much experience with grade appeals. In the first place, your professors will evaluate your work fairly. Second, History majors can read the policy contained in the University Catalog and understand its importance. If you believe that a grade you received on an assignment or in a course is not a fair assessment of your performance, you must first speak with the instructor. Professors sometimes err and are happy to correct the mistake. Even if the instructor does not change the grade, you will gain a greater knowledge of the professor’s expectations and how to meet them. You CANNOT appeal grades on individual assignments. You may appeal a grade in a course; before you do so, however, carefully read the policy and procedure in the Catalog. Briefly, it provides that no change in a grade will be recommended unless the grade was the result of “arbitrary or capricious” actions on the part of the instructor. It is upon the student to prove “arbitrary or capricious” actions.

As stated in the Radford University Grade Appeal Procedures, “Arbitrary or capricious implies that:
  * the student has been assigned a grade on the basis of something other than his or her performance in the course; or
  * standards utilized in the determination of the student’s grade are more exacting or demanding than those applied to other students in the course; or
  * the grade is based upon standards that are significant, unannounced and unreasonable departures from those articulated in the course description distributed at the beginning of the course.”

That you or anyone else disagrees with the professor’s assessment is irrelevant. Just because you worked “really hard” does not mean you deserve a better grade. As long as the professor used some sort of standard and essentially the same standard for everyone, the professor’s judgment is neither arbitrary nor capricious.

DISRUPTIVE BEHAVIOR
Disruptive conduct in a class is prohibited. This includes behavior which disturbs the normal function of the University Community, the faculty, and other members of the class. Such conduct will likely result in a temporary removal from the class pending the outcome of University Conduct Procedures which could result in permanent removal from the class in addition to other sanctions.

ACADEMIC DISHONESTY
This encompasses both cheating on exams and plagiarism. Plagiarism is using someone else’s words or thoughts and passing them off as your own. This includes a scholar’s work in print or online, a fellow student’s work, purchasing essays, or using anything else that is not entirely your own. The Department takes academic dishonesty very seriously. If you get caught, and you will get caught eventually, the best you can hope for is a failing grade in the course. If your cheating is particularly egregious, we will do our best to get you dismissed from the University.

PETITIONS
Under extraordinary circumstances, some policies can be waived. A request for a waiver is called an academic petition. All academic petitions MUST start in the Advising Center for your
college. In this case, that is the College of Humanities and Behavioral Sciences. The Advising Center for CHBS is located in 127 Russell Hall.

**KEEPING RECORDS**
You should maintain a file containing every written communication you receive from the University. If you pay a bill at Student Accounts or a fine through McConnell Library or Parking Services, keep the receipt just in case the payment is not properly credited to your account. Keep copies of your course syllabi. You might need them later on for a variety of things. Keep graded exams and assignments in case of a grade dispute. Maintain records of communications between you and your advisor, the Registrar’s Office, the College of Education and Human Development (for Social Science majors), etc. You never know when you may need them.
Where do I go from here?

Unless you become a professor, you will eventually leave college and enter the real world. Your entry into that world will be smoothed by planning ahead. We offer the following to assist you in that process.

Common Careers for Students of History

“What can I do with a major in history?” You can apply your History degree in a variety of workplaces and under a variety of job titles, including educator, researcher, writer, editor, information manager, advocate, businessperson, or simply as a history professional. Professional historians need diverse skills because they often carry out multiple historical activities in any particular workplace. Historians in museums manage and interpret collections of objects but also may be called upon to serve as researchers, writers, editors, and educators. Similarly, archivists trained as historians will process and protect collections of historical source materials, but also need to research, educate, write, edit, and provide advocacy information. The following represents a small portion of the options available to History majors.

Historians in Federal, State, and Local History

Local historical organizations have a unique focus on a particular town, country, or significant historical figure from the area. State historical societies often offer information of interest about the state and often hold significant archives for genealogical and historical research. Federal historians work in a variety of capacities that can range from providing research services for politicians to interpreting the stories behind our national parks.

In addition to a history degree, such jobs may also require a person devoted to the educational mission of the institution, skilled at fundraising, and adept at maintaining good relationships with the community and a board of trustees. Employment in this area often overlaps with museum, archival, and preservation fields.

For jobs that require intensive research and writing ability, training at the master’s level is often required, and further academic training at the doctoral level will be necessary to advance to the level of senior historian. Since historians oversee work projects, skills more natural to the business world will be required of the agency historian—an eye for organization and budget analysis is often essential. In addition to the academic training, the strong candidate should ensure that the remainder of his or her resume reflects a dedication to the field of state and local history. Therefore, a history of volunteering at local historical institutions may be important. State and local organizations are located in even the smallest towns, and any institution is grateful for volunteers.

Recent Trends in the Job Market

Historians can find a broader range of employment in the federal government. Many agencies (such as the Department of Defense, Central Intelligence Agency, and the National Aeronautics and Space Administration) hire historians to write histories of significant moments or events within the agency. Historians who enjoy “traditional” fields such as military, political, or diplomatic history may find this work rewarding.

Federal historians are called upon to do additional work besides research and writing. Many historians are required to do reference work and take queries from their own agency, other government agencies, journalists, and the general public. Because of their ability to “get to the bottom of things,” historians are also used in policy work.

Historians in Museums

Most museums have moved away from merely displaying artifacts and now strive to present these objects in a larger social, cultural, and political context. Because of the constant influx of new forms of entertainment and diversion in the culture at large, and continual advances in technology, museum professionals are under constant pressure to move history into the present. In addition to the skills of a historian, many museum professionals must also fulfill such diverse roles as marketer, designer, fundraiser, photographer, or data processor.

Amidst the atmosphere of slick production and dazzling interactive computer programs, the success of a museum exhibit still lives and dies with the skills of the historian. Holograms and strobe lights may entertain for the short term, but only thoroughly researched and well-written exhibits are able to hold the attention of the visitor and express an understandable and compelling interpretation of a historic subject.

A traditional museum is not the only place to find historians trained in museum work. The search for the ideal situation may lead one to a historic house, a National Park Service visitors’ center, a private art gallery, or a corporate collection. In a small local museum, an employee may be asked to perform a number of functions (in some cases, all functions) while larger museums allow for greater specialization. Small to mid-size museums may seek a prospective employee with a background both in history and an additional field such as development, exhibit design, or educational programs.

While you may be able to find a museum position with a B.A., you will almost certainly need graduate training to acquire more responsibility. That training can take a variety of forms, including graduate-level training (M.A. or Ph.D.) in public history and museum studies and specialized short-term training. These programs can be a part of a history department or found in a specialized program in the field. Volunteering and internships are the best way to establish a relationship with a museum as well as adding to a body of experience. This may also offer the opportunity to explore a variety of job specializations.
Types of Jobs

**Curator:** The curatorial department is the area of the museum most closely associated with historians. The federal government and other large museums usually reserve the title of curator for employees holding advanced degrees in a specific subject. Other positions, however, like that of assistant curator, writer, or research assistant, offer entry-level opportunities for gaining curatorial experience. The curator’s major duties normally revolve around the museum collection, whether acquiring new objects, writing exhibit scripts, or preparing grant applications.

**Registrar/Collections Manager:** While the curator presumably has an intimate knowledge of the objects in the collection, it is the collections management staff that actually knows how to find them. The registrar is responsible not only for making sure that the collection is fully documented and accounted for, but also for making the museum’s cultural resources available to researchers. In smaller museums, the position of registrar is often absorbed into the role of curator. Duties may include dealing with research requests, cataloguing objects, or creating finding aids. In many ways the duties and responsibilities of a registrar and an archivist overlap. Training for this position requires experience with information technology, cataloguing schemes, and terminology standardization. An academic background in history, in addition to the technical skills needed to the position, will equip the registrar with the research abilities needed to properly identify and classify collection objects. An insight into the needs of the historical researcher will better prepare a registrar to document and arrange the collection in an accessible and logical way.

**Museum Education:** The bridge between the public and the museum’s exhibits and collections is the education staff. The education officer is responsible for designing programs that target the museum’s resources toward a number of different categories of visitor, including taking museum programs into the schools in order to reach a broader audience. An education officer at a history museum ideally has a background in education as well as history.

**Conservator:** Most of those drawn to the field of conservation are interested in studying history through the physical record of material culture. The ideal conservator has proficiency and skill in three different fields—history (or art history), chemistry, and studio arts. Because of the rigorous training involved (usually three to four years of graduate work in addition to a period of apprenticeship) and the small number of universities that offer degree programs, conservation is a highly competitive field.

**Recent Trends in the Job Market**

Recently, the most common phrase for museum job announcements has been “M.A. in related field and three years’ experience.” A bachelor’s degree, however, is adequate for some institutions. “Related fields” normally include history, but may also include art history, anthropology, archaeology, education, or marketing. Unlike many other fields, the qualifications for employment vary greatly among institutions, which make it difficult to generalize about methods of application.
Historians in Editing and Publishing

Much of the history that people study in school is in the form of the printed word. The thoughts and problems of the past come to us through documents, and the arguments and insights of historians come to us through books and journals. Public historians—those with advanced degrees in the field—play a critical role in furthering historical knowledge by preparing documentary editions and scholarly books.

Documentary editions are carefully selected, edited, and usually annotated collections of primary source material. These books are important to scholarly work because they collect documents relating to a given author or subject in one place and make them easily available for reference and research.

While a documentary editor is committed to preparing and publishing a discrete body of source material, scholarly editors working for a university or commercial press will divide their time among a variety of projects. University presses that publish extensively in history demand editors with a firm knowledge of the field—as well as a sensitivity to the proper use of the English language.

An undergraduate degree in history may be enough to land an entry-level position in less specialized types of publishing, but further training in the mechanics of editing and publishing is usually required for advancement. In general, documentary editing requires more specialized historical knowledge than scholarly editing, but both of these jobs require a historian’s training. This training may be acquired through advanced academic work, continuing education, or on-the-job training.

Types of Jobs

**Documentary Editing:** Documentary editions can collect the writings of a single author (such as the papers of a prominent historical figure), a group of people, an organization, or an institution (such as the *Documentary History of the First Federal Congress*). It is the responsibility of a team of editors to select, transcribe, annotate, index, and proofread the documents that are included in the edition. Because project budgets are frequently limited, documentary editors must be able to judge the historical significance of individual documents and determine which are worthy of publication. After selecting the documents, editors must transcribe their contents. This may include such tasks as keyboarding and proofreading them for publishing in a book or marking them up for display on the Internet. Historians with an aptitude and interest in computing may find rewarding employment in this field, as the Internet is being increasingly used to broaden the audience for documentary editions.

**Scholarly Publishing:** The type of work required by an editor in a scholarly or commercial press will, of course, depend on the size and sophistication of the press. As a general rule, editors start with manuscripts, solicited or unsolicited. An editor, usually with the advice of peer reviewers, may reject a manuscript at this stage in the process, or decide to work with an author to improve
the text for publication. Although the author is usually responsible for securing illustrations and acquiring permission to use copyrighted material, the editor works with the production staff to create a well-designed book of high quality. The editor also works with the marketing staff to see that the book is publicized and advertised in a way that maximizes its sales. Editors for scholarly journals have a slightly different set of tasks. Authors submit articles, and editors must decide which ones are worth sending to referees for peer review and potential publication. This means that an editor must be familiar enough with the field to determine appropriate reviewers for a particular article. Editors must exercise the same judgment in the selection of book reviewers. Editors may also actively solicit articles on a given subject for special issues of the journal. Thus, the job of a journal editor requires one to be active and up-to-date with the state of scholarly research in the journal’s field. Editors of scholarly journals are usually academic historians who serve in this capacity for a few years in addition to teaching.

Recent Trends in the Job Market

In the publishing sector, as in many humanities fields, the supply of qualified applicants tends to outstrip demand, resulting in below-average salaries particularly at the entry level. However, in recent years, the attraction of the Internet and its commensurately higher salaries has significantly reduced the pool of text editors and served to increase overall salary levels. At the same time, mergers and acquisitions and a resulting attention to the bottom line, which has diminished the job security in many of these positions, have destabilized the publishing industry.

Historians in Archives

Although not all archives do historical research, the essential skills of the historian and those of the archivist are similar. Archivists must analyze, classify, describe, and organize the materials in their collections. A strong background in history can assist an archivist in analyzing the importance of information, and the research skills learned as a history student can help the archivist understand researchers’ needs. An archivist may find him- or herself on the staff of a complex state archives or academic research collection, or as the “lone arranger” at a small historical society or corporate archives.

In the past, archivists in the United States have had great diversity in training. Some archivists in small repositories have had no formal graduate education, relying instead on workshops sponsored by local and national professional organizations for their training. Others hold one or two master’s degrees, and a few have Ph.D.’s. Increasingly, however, under leadership from the Society of American Archivists (SAA) and its “Guidelines for a Graduate Program in Archival Studies,” most archives now require their professional archival staff to hold a graduate degree.

The degree most frequently required for entry-level archival positions is a master’s degree, either in history (usually American history) or in library science (M.L.S. or M.L.I.S.). History department archival education generally is located within public history programs. The archival curriculum in such programs usually provides a series of several courses that teach the fundamental concepts of archival theory and practice, as well as requiring some “real world” experience through a practicum or internship. History department archival education programs
also introduce students to good historical research practices. While entry-level positions rarely require a Ph.D., upper-level administrative positions may carry such a requirement.

**Historians in Historic Preservation**

The scope of historic preservation today has expanded significantly beyond its original goal of saving the homes of prominent Americans. Today, preservationists can be found in architectural firms, city planning offices, economic development agencies, historic parks, and construction companies. The goal of historic preservation at any level is the identification, evaluation, physical preservation, and interpretation of historically and culturally significant sites. Properties and districts must be thoroughly researched and documented in written, photographic, and often oral forms to be eligible for a listing in the National Register of Historic Places. Research and knowledge of community planning is important to the process of local preservation planning. A thorough knowledge of practical building skills and architectural history is crucial to the physical “bricks and mortar” side of preservation. If you are interested in a career in the field, this regulatory framework will require you to blend a background in historical training with an ability to work with or within a bureaucracy, negotiating and compromising with a range of individuals and institutions.

**Scope of Training**

If you are looking to enter the field of preservation, it will help to have some sense of the type of organization and the specific position (e.g., research, interpretation, or planning) you are interested in, since your training needs will vary depending on the workplace. Since many preservation positions are with federal agencies, a bachelor’s degree in history or a related field (architectural or landscape history) is usually a prerequisite for any position. While an advanced degree is often preferred, specific experience can sometimes be substituted for the master’s degree. Most successful applicants have both experience and graduate training. The position of staff historian usually requires a Ph.D., although at smaller local agencies this may not be the case. A background in a related subject like real estate, urban planning, or Geographic Information Systems will further strengthen your resume.

**Recent Trends in the Job Market**

Preservation professionals with training in History can be found in a number of positions in local, federal, and state agencies. The largest single public sector employer of preservation employees is the National Park Service. The NPS also employs historians as researchers and writers.

Perhaps the most effective level of public preservation activity occurs at state historic preservation offices. As mandated in the 1966 National Historic Preservation Act, each state is required to conduct state surveys, create educational programs, and prepare and evaluate National Register nominations. Some city and county governments employ preservationists to evaluate local cultural resources. Usually located in planning or economic development offices, local cultural resource managers draft and administer local preservation regulations.
Historians as Teachers: Secondary Schools, Colleges, and Universities

Even though many historians enjoy fulfilling careers outside of the classroom, the most common image in the public imagination of someone introduced as a “historian” is that of a teacher in a classroom, be it public schools or universities. The first element defining different paths towards a career in teaching history is the distinction between secondary and higher education. Secondary teaching offers career opportunities in history and the social studies in both private schools and public school systems which are supported and regulated by a system of state laws and statewide educational goals. Higher education offers a wide range of possible career patterns for a historian with teaching jobs at two-year community colleges, four-year undergraduate institutions, and comprehensive universities that offer graduate training up to the M.A. and Ph.D. level. Like secondary education, higher education is further divided between public and private institutions.

Scope of Training

Secondary Education: Preparation for teaching history in either private or public schools at the secondary level requires at least a bachelor’s degree (remember: at RU, this requires a Social Science major). Both public and private pre-collegiate educational institutions encourage (indeed, often require) teachers to continue their own education after entering the profession. Continuing education opportunities can include a combination of in-service short courses, summer workshops and institutes, and formal graduate degree programs.

Higher Education: While it is still possible to teach individual courses in such institutions on a part-time or adjunct basis before completing a doctorate, a Ph.D. in history is almost a prerequisite for permanent, full-time positions at colleges and universities. Occasionally a candidate may be offered a tenure-track position before all work on a dissertation has been completed, but continued employment and promotion in such cases typically requires swift completion of the degree. Teaching certification is generally not required to be a professor.

Recent Trends in the Market

Secondary Education: During the beginning of the twenty-first century, most regions of the United States experienced teacher shortages and still do. However, in the field of social studies, the job market remains sluggish as there is a surplus of social studies teachers regionally and nationwide, and the economic situation has caused many school systems to cut their budgets.

Colleges and Universities: If you are genuinely interested in an academic career as a historian, it would be helpful to remember that there has been a long-term, over-supply of history Ph.D.’s relative to the tenure-track or permanent positions available. There have been, and will continue to be, full-permanent positions available at all levels of higher education for history Ph.D.’s but securing one of those positions will continue to be highly competitive.
Historians as Consultants and Contractors

A career in consulting is ideal for historians with a sense of adventure, or for those who prefer flexibility and a variety of projects. History consultants can perform almost any of the jobs described here—preparing a National Register nomination for a community, surveying a site’s historic resources for a construction company, processing an archival collection for a corporation, or researching an exhibit for a museum or court case. In addition to the skills of the historian, consultants and contractors must possess keen business savvy.

Scope of Training

Flexibility is important for those interested in the historical consulting field, and a solid foundation in the discipline of history is a good first step. Writing, research, and communication are essential components, regardless of any specialization, so an undergraduate education in history should develop proficiency with these skills. Most consultants need to be familiar with the bidding process and the ability to accurately outline and propose a potential project. Since much of the work performed by consultants involves compliance with cultural resource regulations, an understanding of local, state, and national statutes can give a prospective consultant an upper hand in the market. Internships or summer employment is offered by many larger consulting firms as a way for students to become exposed to the pace and diversity of undertakings unique within the historical profession.

Recent Trends in the Job Market

The historical consulting industry is a growing field, for a variety of reasons. Cultural institutions, for example, often suffer from limited resources, limited staff, and heavy workloads. Local and state agencies, private companies, and individuals sometimes need the skills of professional historians and will hire short-term contractors to complete a project. These and other individuals in need of historical services have created a thriving market for professional historical consultants and contractors. Most consulting firms will fall into one of two categories, either a staff position within a firm or agency, or the role of independent contractor/consultant.

A Final Word on Careers

Like all liberal arts programs, the undergraduate degree in history prepares you for nothing and everything. It does not prepare you for a specific career but provides a foundation for all careers. The skills you learn in the history program—how to gather evidence, think critically, express ideas clearly—will serve you well in whatever career you choose. The possibilities are endless. A CEO of Hewlett-Packard majored in History. Several former US Presidents majored in history. The current presidents of the University of Richmond and Harvard University are historians. Among the careers favored by History majors are the law, journalism, public history, and government service.
Graduate School

A number of the careers noted above require additional training in History. As with everything else, getting into a program that is right for you requires forethought. Different careers require different degrees. Some good sources are Peterson’s Guide to Graduate Schools and the American Historical Association’s Directory of Departments of History in the United States and Canada. The latter is available in the Department office.

Masters: Relevant Masters’ programs are the MEd and the MA. The MEd (Master of Education) is appropriate if you are in secondary education and want more training in pedagogy or plan to become a school administrator. The MA (Master of Arts) consists of additional coursework and research experience in History. For many teachers and those in public history, it is the terminal degree. Those who aspire to the Ph.D. usually acquire an MA along the way. Nationally, a Masters requires between twenty-four and forty-six additional credits and takes about two years to complete. Masters degrees in archival or museum studies are available at many universities. If you are considering a career in archive management, the Master of Library Science (MLS) is an option.

Ph.D.: This is the terminal degree in History. It requires many additional credit hours of coursework beyond the MA and culminates in a major research project called the dissertation, an original book-length work based on research in primary sources. A Ph.D. takes at least four years beyond the BA to complete, and usually takes longer than that! A Ph.D. is required if one plans to teach on the university level. In a Ph.D. program, you specialize in a specific area of History. Talk with the RU professor who also specializes in the area where your interests lie about good graduate programs. You should also use the AHA’s Directory of History to find universities that offer a Ph.D. in the area in which you want to specialize. You’ll be working closely with the professor who specializes in that area; find that person in the listing, look at what they have written to get a sense of what their interests really are. Write to the schools that look right for you and, after you have gone over the material they send you, narrow your search to about five universities to which you wish to apply. Try to pick two to which you are likely to be admitted and three that are more competitive. Do not be disheartened if you are turned down. Ph.D. programs are extraordinarily selective, and you may be turned down simply because the professor under whom you wish to work already has enough students. Sometimes entering into a Masters’ program first and then moving to a Ph.D. program, either at the same institution or elsewhere, is more realistic.

Foreign Language: For a Ph.D., most programs require at least one foreign language. If your chosen field is a non-American one, more than one foreign language may be required. For anyone considering a doctoral program, the BA is, thus, strongly encouraged.

Standardized Tests: Most graduate programs require you to submit results of standardized tests, most often the Graduate Record Examination. The GRE General Test is very similar to the SAT you took in high school. You can prepare for the GRE by reviewing old General Tests. The Educational Testing Service makes these available for a fee. You can also consult a number of published guides to the test. One of the more popular is How to Prepare for the Graduate Record
Exam. Some students benefit from taking an expensive prep course from the Princeton Review or Stanley H. Kaplan. Law schools require the LSAT.

Personal Statement: If the application includes a personal statement, ask your advisor to read it over. Your advisor will have a sense of the tone graduate schools are looking for.

Letters of Recommendation

Whether you are seeking a scholarship, entering the job market, or going to graduate school, you may need letters of recommendation from your professors. Common sense says you should ask for letters from professors with whom you have taken several courses and with whom you have done well. Common courtesy says you should give the professor at least four weeks’ notice. Do not wait until the last minute before the deadline. Professors are also busy and may not be able to give your letter the attention it deserves. Make sure you provide the professor with the forms and instructions and a stamped, addressed envelope (type the address), if the application is not online. Help the professor personalize the letter by providing a list of courses you took with him or her as well as a copy of your resume. If possible, talk to your professor about your plans. Of course, you are special, but so are the hundreds of other students who have marched through the professor’s classes in the last four years. Reference forms usually allow you to waive your right to see the letter. Sign the waiver. If no form is provided, have the professor send the form directly to the graduate schools; or, if the institution wants you to include everything in the same packet, have the professor put the letter in a sealed envelope and sign across the seal. All of this assures the admissions committee or prospective employer that you have neither written nor read the letter and, therefore, enhances its veracity. Candidly, a letter the candidate may read is not worth the paper it’s written on.