

# DEPARTMENT OF HISTORY RADFORD UNIVERSITY



## *STUDENT HANDBOOK* *FOR* *HISTORY AND SOCIAL SCIENCE MAJORS*

2023-24 Edition

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## INTRODUCTION

Congratulations! You have chosen to major in History or Social Science. 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 (grades 6-12) 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 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 for this major gives students the ability and skills needed to teach in each of the disciplines that comprise the program of study.

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. 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 publication. Policies and procedures change; their interpretations change even more rapidly. For your peace of mind, 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. Remember, however, that **the University Catalog supersedes any policies found in the following pages.**

## FACULTY AND STAFF

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*

Ms. Kimberly Lookabill, Department Administrative Assistant

Office: Hemphill Hall 4605 Telephone 831-5147 email: [klookabill@radford.edu](mailto:klookabill@radford.edu)

There is a reason why Ms. Lookabill 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\Professor of History, Ph.D. University of Buffalo, 1995

Office: Hemphill Hall 4603 email: [shepburn@radford.edu](mailto:shepburn@radford.edu)

Dr. Roger Hepburn's specialties include African American History and 19<sup>th</sup> America. 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. Her newest book, *Private No More: The Civil War Letters of Private John Lovejoy Murray, 102<sup>nd</sup> United States Colored Troops* is a collection of letters written by an African American soldier during the war. *Private No More* was published by the University of Georgia Press in 2023 as part of their New Perspectives of the Civil War Era series. Her current research project is a regimental history of the 102<sup>nd</sup> 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 and was named a Radford University Dalton Eminent Scholar in 2022. She also teaches HIST 400: *Digital Archives* where students work with original archival materials – recent collections include materials from the Civil War, 1870s, and World War II.

**Dr. Suzanne Ament**, Professor, Ph.D. Indiana University, 1996

Office: Hemphill Hall 4704 email: [seament@radford.edu](mailto: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 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**, Associate Professor, Ph.D. University of California-Irvine, 2011

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Dr. Cutler's current research and writing investigates the relationship between the physical environment and the geography of sovereignty in nineteenth-century North Africa. Professor Cutler's areas of interest include the modern Middle East and North Africa, environmental history, and the history of the state. At Radford, he teaches courses in Middle Eastern/North African history, environmental history, colonialism, and world history.

**Dr. Kurt Gingrich**, Professor, Ph.D. Wisconsin University, 1999

Office: Hemphill Hall 4615 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. Gingrich is the recipient of the 2010 College of Humanities and Behavioral Sciences Distinguished Teaching Award.

**Dr. Anthony Guidone**, Assistant Professor of History, Ph.D. George Mason University, 2023

Office: Hemphill Hall 4611

Dr. Guidone's research interests include early American history and New England history. He also enjoys the history of commerce and exploration. Dr. Guidone is currently preparing a book entitled *The Empire's City: A Global History of Salem, Massachusetts, 1783-1820*. This book shows how the social, cultural, and economic development of Salem was shaped by the city's trade with Asia in the early years of the United States. He has also completed research projects in Virginia history. These include two published digital exhibits: one on slavery and the descendants of George Mason IV and one on the overlapping histories of higher education and civil rights in 1960s Fairfax, Virginia. Dr. Guidone teaches classes on early American history, Virginia history, and Digital History at Radford.

**Dr. Mark Munzinger**, Professor of History, Ph. D. University of Kansas, 2004

Office: Hemphill Hall 4609 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 and the significance of the textualization of law in later medieval Poland. Dr. Munzinger has given papers on the latter topic in Poland and the Czech Republic.

**Dr. Matthew Oyos**, Professor, Ph.D. Ohio State University, 1993

Office: Hemphill Hall 4617 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 1960 and modern Latin America. His research has focused on modern American military affairs, and he has published on civil-military relations in the United States, the SALT II treaty, and other topics. He examined Theodore Roosevelt's impact on the development of a modern American military with his study, *In Command: Theodore Roosevelt and the American Military*, which won the Roosevelt book prize in 2019. He is presently conducting research for a work about Roosevelt's collaborators in American military reform. Dr. Oyos is the recipient of Radford University's College of Arts and Sciences Distinguished Teaching Award for 2005-2006, and he received the Distinguished Scholar Award for the College of Humanities and Behavioral Sciences in 2019.

**Mr. Greg Ryder**, Senior Instructor, MA, Virginia Tech, 1981

Office: Hemphill Hall 4613 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: Hemphill Hall 4607

email: rstraw@radford.edu

Dr. Straw teaches courses on the American South, American Immigration, Appalachian History, Public History. His 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 three 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 in 2005. He won the Donald N. Dedmon Professorial Award for Teaching Excellence, the University's highest faculty award, in 2002. Dr. Straw has also been actively involved in leading students on study abroad programs to the United Kingdom, Ireland, France, and Belgium since 1995.

### ***Emeritus Faculty***

**Dr. Charles W. McClellan**, Professor Emeritus, Ph.D. Michigan State Univ., 1978

Office: Hemphill Hall 4612

email: cmcclell@radford.edu

Dr. McClellan retired from the department in 2006 but has continued to teach. His area of specialization is Africa (particularly Ethiopia), teaching two courses about that continent, along with a course entitled Twentieth Century World. In 1988, he published *Transformation and National Integration: Gedeo and the Ethiopian Empire 1895-1935*. 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.

**Dr. Mary Ferrari**, Professor Emeritus, Ph.D., College of William and Mary, 1992

Dr. Ferrari taught classes in Colonial and Revolutionary America, Virginia history, Women's History, and Colonial Latin America. She published articles on various aspects of Charleston during the revolutionary period. She authored a chapter on Mary Draper Ingles for a book on Virginia women. Dr. Ferrari was the recipient of the 1999 College of Arts and Sciences Distinguished Teaching Award. She retired in May 2021.

**Dr. Garth (Mike) Montgomery**, Professor Emeritus, Ph.D. University of Buffalo, 1993

Dr. Mike Montgomery has reviewed recent scholarship for the online discussion network 'H-German'. His own research dealt 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 taught courses in modern German history, modern European history, and European intellectual history. He retired in December 2021.

**Dr. Johnny Moore**, Professor, Ph.D. University of Virginia, 1990

Dr. Moore's specialties include U. S. social, religious, and medical history. For thirty-seven years Dr. Moore taught the History of American Religion, American Social History, Populist and Progressive History, and numerous special topics courses. 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 was the recipient of Radford University's College of Arts and Sciences Distinguished Teaching Award for 1994-95. Dr. Moore retired in May 2023.

## Academics

This section provides an overview of the academic programs of the Department of History. It also contains copies of the Departmental Academic Progress Sheets 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 a history faculty member as your **faculty academic** advisor when you declare a History or Social Science major. Students' advisors are listed on the student degree audit available through OneCampus. Freshman and Sophomores will also be assigned an advisor in the Highlander Success Center who can assist in any number of functions. On issues concerning progress within your major, it is recommended that you see your history faculty academic advisor.

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 assist you in navigating the requirements of the Department and University. Remember, though, that **it is ultimately the student's responsibility to ensure the fulfillment of all graduation requirements**. 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 the semester you enter the university or declare a Social Science major.

Although all students have a primary faculty academic advisor, students would do well to remember it is your academic career. Students should be proactive: know what your academic requirements are; know what your academic progress is each semester; follow through on suggestions\advice provided by your advisor. After all, the degree, when received, is yours. Advisors advise, students must act.

The department regularly sends out bulk emails to majors on various matters. These emails often contain vital information. These emails are sent to a student's RU email address so you need to make sure that you regularly access your RU email account. If you use a non-RU email account be sure to have your emails from your RU email account automatically forwarded to you elsewhere. Read all emails from the department carefully and follow any instructions given. The department's communication with students concerning registration, graduation applications, teacher screening, and other important issues are often only sent via email.

## *Expectations and Grading for Upper-Division History Courses*

Welcome to your program of courses in upper-division history. These classes offer an in-depth exploration of a variety of topics. They are based on the expert knowledge of your professors and are an opportunity to immerse you in subject matter. These classes can be incredibly enriching and rewarding—and challenging. Much of how you perform at this level is up to you. After all, you should spend much more time outside the classroom working on course material compared to the time that you spend in class. More than ever your success is up to you, and the ability to succeed depends on your drive, your initiative, and your hard work.

Keep in mind that each professor teaches in her or his 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 doubtlessly 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 engage and learn. Generally speaking, all faculty members in the RU History department have similar expectations of students and grade on the same basic standards. 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.

All upper-division history courses require a significant amount of reading and writing. These are the essential tools of the historian. History is a written discipline. In order to learn it, we read. In order to express what we know about it, we write. If you do not like to read and/or write, then history may not be the right major for you. Upper division history courses will typically have three to five books to read depending on their length and level of difficulty. Likewise, most upper division courses will have a similar writing load—a total of 10 to 20 pages of writing. Most 300-level HIST courses are designated “WI,” writing intensive, within the REAL Program. 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.

Reading and writing are skills that need to be learned, practiced, and mastered. Writing allows us to express our ideas clearly and to persuade our readers that our interpretation of the past is convincing. HIST 295, the Historian’s Craft, will particularly assist you in these skills; in 300-level courses you will practice these skills; and you will show mastery of these skills in HIST 495. The department Writing Guide provides helpful information and assistance, but the extent to which you succeed in mastering the craft of the historian will depend on the effort that you put into it. When you graduate you can easily convince employers that you can read, write, and think, which is often what companies want.

The Department of History has an electronic device policy. It is up to individual instructors how they enforce this policy.

- “It is the policy of the Department of History that the use of electronic devices of any kind during class is not permitted.”

The Department of History uses the +/- grading system as outlined in the Undergraduate Catalog.

A: 93-100	A-: 90-92		
B+: 87-89	B: 83-86	B-: 80-82	
C+: 77-79	C: 73-76	C-: 70-72	
D+: 67-69	D: 63-66	D-: 60-62	F: below 60

## Radford University Department of History Style Sheet

*One key to writing well is writing correctly. Regardless of the strength of your evidence and interpretations, incorrect writing obstructs communication. Only by carefully editing and diligently proofreading your essays can you be sure that you have written correctly. So, before submitting any essay in a history class, consult this quick guide to history department style to make sure that your essay is written correctly.*

1. Always be aware of and follow precisely any specific instructions issued by your instructor.
2. Essays must be typed, must be double-spaced, and must have one-inch margins on each side.
3. All pages after the first page must be numbered, with pagination placed top right.
4. Always use 12-point Times New Roman font.
5. Essays must not include blank lines between paragraphs.
6. All essays must have a cover page that includes the title of the essay, your name, your instructor's name, the course title, and the date.
7. Always use footnote references.
8. All essays must use proper style. Unless otherwise noted, the Radford University Department of History follows all rules of style set forth by the University of Chicago Press. Thus, information on such matters of style as when to capitalize words, when to italicize words, how to use quotation marks correctly, and how to write correct references and bibliographies can be found in the University of Chicago Press *Manual of Style*. This style guide can be consulted online at <http://www.chicagomanualofstyle.org/home.html>. Every student who is a history major or a social science major should own a copy of a useful introduction to using Chicago style, either Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* or Mary Lynn Rampolla's *A Pocket Guide to Writing in History*.
9. Always make sure that the words you use mean what you think they mean and are spelled correctly. The University of Chicago Press recognizes *Webster's New Collegiate Dictionary* as the dictionary of record. This dictionary thus provides definitions and spellings considered correct, and if you are uncertain of how to spell a word or of what a word means, only consulting this dictionary can provide you an authoritative answer. Every student who is a history major or a social science major should own a copy of *Webster's New Collegiate Dictionary*.
10. Always use correct grammar. Unless otherwise noted, the Radford University Department of History follows the basic rules of grammar set forth by William Strunk, Jr., and E. B. White in *The Elements of Style*. Every student who is a history major or a social science major should own a copy of Strunk and White's *Elements of Style*.

11. Many common mistakes are easily avoided. A few examples follow.

- Never use contractions.
- Possessives are not contractions.
- Never use slang or colloquialisms.
- Block quotations are used for quoting material longer than five full lines of text, are single spaced, are indented, and are not enclosed by quotation marks.
- Quotation marks must always enclose shorter quotations and are almost always placed outside of terminal punctuation.
- Reference numbers must be placed at the end of the each sentence (eg after terminal punctuation and quotation marks) in which there is material drawn from a source. Failure to follow this rule is not only a breach of style but also a potential example of plagiarism.
- References use Hindu-Arabic numerals (1, 2, 3, etc.), not Roman numerals (i, ii, iii, etc.)
- Ellipsis points ( . . . ) must be used whenever material is excised from within a block of quoted material. Ellipsis points should not be used at the beginning or ending of a block of quoted material.
- Always give a person's full name the first time you mention him or her. Subsequent references use only the last name.
- Pronouns must match their antecedents.
- Historians write in past tense.

## E-mail Etiquette



Appropriate professional communication is a critical skill set to develop. E-mail correspondence should demonstrate professionalism. Think about school E-mail as a practice for how you will use E-mail in a professional situation.

**Greetings matter.** Use standard greetings (Dear... Hello... Hi...). Beginning an E-mail to a professor with “Hey” does not make you look good. The safest way to start is with “Dear Professor So and So” (using their last name). That way you will not be getting into the issue of whether the prof has a Ph.D. or not, and you will not seem sexist when you address your female-professor as “Ms.” or, worse yet, “Mrs.”

**Make sure that your E-mail clearly identifies who you are and the class that you are in.** Faculty have multiple classes; knowing which one you are in will make it easier for an instructor to answer your questions promptly.

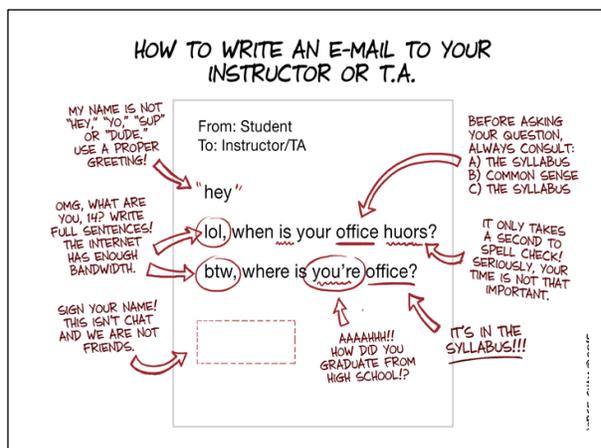
**Make sure that your message is clear.** Be specific. You know what you are working on or thinking about when you write your E-mail, but the person who reads it does not know what you are thinking if you are not clear. Statements like “I am confused about the assignment” are often meaningless to an instructor; he or she will not know what confuses you or even to which specific assignment you are referring.

**Be courteous.** This takes many forms, including using a polite and friendly tone. Do not write in all uppercase letters, which is an E-mail convention for anger or other strong emotions. Ask, rather than make demands of your instructors. Thank them for their time and assistance.

**Use diction, grammar, punctuation, and spelling appropriate to a formal situation.** Everything that you put into writing makes an impression. Strive to make a good one. Think of this as practice for ultimately working as a professional--E-mail is used in most professions now to generate and respond to memos, and you will be judged by the impression that you make.

- Make an effort to write correctly and professionally with standard conventions of grammar, punctuation, and spelling (capitalization, commas, periods, and so on).
- Use complete sentences.
- Avoid slang. Do not use text, Twitter, Snapchat or other social media language.
- This is not Facebook. Do not write the professor in the way you would write on your friends’ wall.
- This is not CollegeHumor.com. Resist the temptation to talk about the “bad ass” paper you need help with or the “crappy” grade you just got on the midterm.
- Proofread your E-mail.

**Signoffs and signatures count.** Always end by thanking the professor for his or her time, and closing with “Best wishes” or “Regards” (or some other relatively formal, but friendly, closing). Always sign with your (entire) real name.



### *Taking Lecture Notes*

There are several relatively easy things you can do that will put you on the road to being successful in a History class:

- 1) Attend class
- 2) Pay attention
- 3) **Take good notes**

Taking notes in class is important because it helps you to stay alert and focused on the class and because you will walk away from the class with a fairly detailed record of what was said. Memory is imperfect and will not last long, but you will have the notes for review throughout the term. Finally, taking good notes will help you differentiate the more and less important and discern the instructor's main point.

Accurate notes will be helpful when you need to review material for an exam or assignment. In addition to helping you merely remember the contents of a lecture, your note taking strategy can help you grapple with the material and more fully understand a historical topic, event, or question. Thus, you should consider note taking as an **interactive** process rather than just a secretarial skill. It is more than simply an aid to memory. Note taking and review is part of the process of analyzing the material.

Do not lean on other people for good class notes; take notes yourself. By writing things down, you take the first step toward putting the information and ideas in your own words and making them part of your own intellect. It is hard at first, mostly because you are trying to write down the last point while simultaneously listening to the next point. But keep practicing, and you will find that it gets easier.

Current research supports these ideas and also shows that final results on exams and papers can be improved if certain methods for taking notes are employed.

- **Take notes by hand in a notebook.** Significant research has demonstrated that typing notes on a computer is less effective than writing notes by hand in a notebook. So, put your computer (and phone) away, and get out your notebook and a pen/pencil.
- **Organization is key.** Your notes should be written legibly and begin with the date and subject of the lecture. It is often best to write on every other line or to leave a large margin on at least one side of the page. This will allow you to add material later and to underline your notes and write additional comments without cluttering the page.
- **An outline is not a proper set of notes.** If the professor hands out an outline or makes one available electronically, make sure to use it. The outline is usually just a barebones list of topics to be covered in class. You can use the outline's points as the major headings in your notes, but you will need to fill

in a lot of information that is not on the outline. Fill in examples taken from the lecture, class discussion, and/or the assigned reading that illustrate the main points on that outline. Add relevant dates and names. Define terms used on the outline.

- **Do not try to write down every word the instructor says.** The more time you devote to writing, the less attention you can give to understanding the main points and identifying the outline and argument of the lecture. You do not want to capture every word of a lecture, but you do want every idea. You will need to process the subject matter in order to condense the lecture without losing the significant meaning. Taking notes is an exercise in abridgement and paraphrasing.
- **Develop your own shorthand.** Never use a sentence when you can use a phrase or a phrase when you can use a word. Use abbreviations and symbols whenever possible. Why write out "popular sovereignty" when you could write "pop sov"? John C. Calhoun can become JCC, Abraham Lincoln AL, etc. Every note taker also develops short forms of words such as cd for could, wd for would, w/ for with, n for not, k for can, gd for good, etc. Start by using one or two such forms, and then gradually add more. Do not use abbreviations you will not remember!
- **Complete reading assignments before class.** This allows you to develop an overview of the main ideas, secondary points, and definitions for important concepts. If everything the instructor says is new to you, you will spend so much time writing that you may not be able to grasp the theme of the lecture. If you have obtained some basic information from the reading, however, you will be able to concentrate on noting points in the lecture that are new or different.
- **Watch for clues from the instructor.** If the instructor writes something on the board or overhead, it is likely important. If the instructor repeats a point during the lecture, make sure to note it. Dramatic voice changes and long, intentional pauses usually indicate emphasis as well.
- **Pay attention to class discussions.** Many students let their minds drift off or start fiddling with their phones when a student asks a question and the professor stops lecturing. Do not. More often than not, class discussion covers material that the professor would otherwise lecture on and so is pertinent.
- **Review your notes as soon as possible after the lecture.** This dramatically improves retention. Fill in missing verbs and punctuation so that, a month from now, the sentences make sense. Write a summary at the end of the day's notes, recapping the main themes and the most interesting points made. These mini-essays will be valuable when you study for the exam. Who knows? The professor may ask for a short essay on one of these very topics.
- **Merge notes from the lecture and readings.** Keep notes from the lecture with notes from the readings on the same topic. Look for gaps in your understanding in each, and identify where they complement or contradict each other. Ask your instructor if you still do not understand a point.
- **Review notes repeatedly, not only just before exams.**



## **Degree Programs**

### **History Major**

The History Major is designed to give students both a broad background in American, European, and Global history and the ability to choose specialized courses from a wide-range of upper-division electives. Students become acquainted with historical research and writing and with historical thought through the sophomore-level seminar, The Historian's Craft, HIST 295, and the Senior Seminar, HIST 495. The History Major prepares students to think critically about change and continuity in a variety of societies and cultures in order to help them to understand our increasingly global, cosmopolitan, and diverse world. It offers courses organized along thematic, geographical, or temporal lines that provide students with historical perspectives and insights into the world and the forces and events that shaped it. Students receive the opportunity to read analytically, think critically, and write effectively. A major in history helps you hone skills that employers want most in their workers—critical thinking and communication. The History Major is a 40-credit program consisting of four 100-level courses chosen from a menu of six and HIST 295 and HIST 495 along with a selection of courses from each of the program designation groups: United States, Europe, and Global.

A degree in History prepares you for everything in general and nothing in particular, all at the same time. The degree 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.

The History major fulfills the E and A areas of the REAL Curriculum. Students develop an understanding of the diverse ideas present in humanistic inquiry and the expression evident in historical sources. This occurs through the acquisition and application of knowledge, research and analytical skills, and critical reflection of primary and secondary source evidence. Students develop cultural and behavioral analysis competencies by examining the interaction of cultures, behaviors, and beliefs. This occurs through thinking critically and analytically about historical issues themes, personalities, and events. Students need additional majors and/or minors to fulfill the R and L areas to complete the REAL Curriculum requirements.

All history majors are required to complete two survey level courses from the World History List (HIST 101, 102, 150) and two survey level courses from the American History List (111, 112, 160). Ideally, you should complete these surveys by the end of your sophomore year. You can take them in any order and, if desired, can take more than one per semester.

All history majors 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. You should complete HIST 295 by the end of your sophomore year or the first semester of your junior year. Completion of HIST 295 with a grade of "C" or higher (not a C-) is a requirement for graduation with a History major. Do not put off enrolling in 295! Be committed to putting the time and

effort into HIST 295 to ensure success the first time you enroll in the course. Completion of this course will be of immense value to you in your 300-level HIST courses. Moreover, failure to successfully complete 295 in a timely manner may delay fulfillment of other requirements and thus graduation.

Beyond the required courses, you will take twenty-one credit hours of 300-level HIST courses. These courses are divided into groups: US, United States History; EU, European History; GL, Global. 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 US and two upper-level courses in both EU and GL. The departmental course description list denotes what courses count in what groups as does the major check sheet 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 (not a C-). Failure to successfully complete HIST 495 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. Students may opt to take HIST 495 more than once for credit if they want additional seminar experience or are particularly interested in the subject matter being offered.

One or more sections of HIST 495 are offered each semester (excluding Summer and Winter 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 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.

The B.A. is the standard liberal arts degree in History. The B.A. program gives you a solid foundation in a foreign language competency that should enhance your employment prospects and, in some jobs, a higher salary. History majors, particularly those planning graduate work in history, are strongly urged to pursue a B.A. degree.

### **Bachelor of Arts**

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

Completion of a minimum of two semesters of one language in a foreign/sign language program. Students will be placed in the appropriate level of their chosen language depending on their previous foreign language experience and on the placement examination results as determined by the Foreign Language department.

**Bachelor of Science**

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

Area 1: Mathematics and Statistics, Information Technology;

Area 2: Astronomy, Biology, Chemistry, Geology, Physics.

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

Geography and/or Geospatial Sciences (200-400 level)

Political Science (300-400 level)

Art (courses designated AH or MS only)

Anthropological Sciences (300-400 level)



**HISTORY MAJOR CHECKSHEET (Fulfills E and A Areas of REAL)****Two Courses from World History List****Two Courses from American History List**

\_\_\_\_\_ HIST 101  
 \_\_\_\_\_ HIST 102  
 \_\_\_\_\_ HIST 150

\_\_\_\_\_ HIST 111  
 \_\_\_\_\_ HIST 112  
 \_\_\_\_\_ HIST 160

\_\_\_\_\_ HIST 295 (C or better) –to be taken during sophomore year  
 \_\_\_\_\_ HIST 495 (C or better) –to be taken during senior year (4 credit course)

Note: C- does not meet requirements for either HIST 295 or HIST 495

**UPPER LEVEL ELECTIVES**

US	EU	GL
_____	_____	_____
_____	_____	_____
_____	_____	_____

Students may not count any one course for more than one group

**B.A. Requirement:**

\_\_\_\_\_ B.A. requirement  
 \_\_\_\_\_ B.A. requirement

Candidates for the Bachelor of Arts degree in History must complete a minimum of two semesters of one language in a foreign/sign language program. Students will be placed in the appropriate level of their chosen language depending on their previous foreign language experience and on the placement examination results as determined by the Foreign Language department.

**OR****B.S. Requirement:**

\_\_\_\_\_ B.S. requirement  
 \_\_\_\_\_ B.S. requirement

Candidates for the Bachelor of Science degree in History can choose to take six to eight hours:  
 Area 1: Mathematical Sciences: Mathematics and Statistics, Information Technology  
 Area 2: Natural Sciences: Astronomy, Biology, Chemistry, Geology, Physics

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

- Geography and/or Geospatial Sciences (200-400 level)
- Political Science (300-400 level)
- Art (courses designated AH or MS only)
- Anthropological Science (300-400 level only)

**History Honors**

The History Department offers a departmental honors program. History majors will be granted the award of Honors in History upon graduation if they meet the following criteria:

\_\_\_\_\_ GPA of 3.5 or higher in all courses taken with a HIST prefix  
 \_\_\_\_\_ Earn a B or higher in HIST 295 (not a B-)  
 \_\_\_\_\_ Earn an A or A- in HIST 495

## Group US: United States

HIST 302, War in the Modern Age  
 HIST 306, History of Women in the US  
 HIST 320, The Vietnam War  
 HIST 330, African American History to 1865  
 HIST 331, African American History from 1865  
 HIST 352, Virginia History  
 HIST 354, Am. Social History I  
 HIST 355, Am. Social History II  
 HIST 356, History of American Religious Thought  
 HIST 360, Colonial America  
 HIST 361, Revolutionary America

HIST 364, American Slavery  
 HIST 365, America's Civil War  
 HIST 368, The Populist and Progressive Era  
 HIST 372, Southern History and Culture  
 HIST 373, Appalachian History  
 HIST 375, American Immigration  
 HIST 381, Recent America  
 HIST 392, Topics in US History

## Group B: Europe

HIST 300, The 20<sup>th</sup> Century World  
 HIST 303, Studies in Military History  
 HIST 304, Environmental History  
 HIST 307, History of Women in the World  
 HIST 309, Medieval Civilization  
 HIST 311, Ancient Near East  
 HIST 315, British Empire  
 HIST 333, Ancient Greece and the Hellenistic World  
 HIST 334, Roman Civilization  
 HIST 335, Late Antiquity and the Early Middle Ages  
 HIST 336, English History from 400 to 1200  
 HIST 337, English History from 1200 to 1700  
 HIST 338, British History from the Union to the Beatles  
 HIST 339, History of Scotland from William Wallace to the Present  
 HIST 340, History of Modern Ireland

HIST 341, Early Modern Europe  
 HIST 342, Revolutionary Europe, 1789 to 1890  
 HIST 343, Europe Since 1890  
 HIST 345, Czarist Russia  
 HIST 346, Soviet Russia  
 HIST 347, Stalin and Stalinism  
 HIST 349, Modern Germany: Bismarck – Hitler  
 HIST 350, Modern European Intellectual History  
 HIST 393, Topics in European and Global Hist.

## Group C: Global

HIST 300, The 20<sup>th</sup> Century World  
 HIST 301, History of Healthcare  
 HIST 303, Studies in Military History  
 HIST 304, Environmental History  
 HIST 307, History of Women in the World  
 HIST 311, Ancient Near East  
 HIST 313, History of China  
 HIST 314, Imperial India: Mughal Times - Present  
 HIST 315, British Empire  
 HIST 316, Colonial Latin America  
 HIST 317, National Latin America  
 HIST 322, Middle East in the World: 600-1700  
 HIST 323, Middle East in the World: 1700-Present

HIST 325, African Civilizations  
 HIST 326, 20<sup>th</sup> Century Africa  
 HIST 345, Czarist Russia  
 HIST 346, Soviet Russia  
 HIST 347, Stalin and Stalinism  
 HIST 393, Topics in European and Global Hist.

## History Minor

The History Minor prepares students to think critically about change and continuity in a variety of societies and cultures in order to help them to understand our increasingly global, cosmopolitan, and diverse world. This minor introduces students to the methods and the use of basic tools of the historical discipline. It offers courses organized along thematic, geographical, or temporal lines that provides students with historical perspectives and insights into the world and the forces and events that shaped it. The minor is designed to give students some flexibility to choose courses that align with their intellectual passions and personal interests. Students are offered the opportunity to read analytically, think critically, and write effectively. A minor in history is an excellent complement to many of the degree programs offered at the university. No matter what major you choose, a minor such as history helps you hone skills that employers want most in their workers—critical thinking and communication. The History Minor is an 18-credit program consisting of three 100-level courses chosen from a menu of six along with one course from each of the program designation groups: United States, Europe, and Global.

### Minor Requirements (18 credits)

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#### Required Courses (9 credits)

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##### One Course from World History List

HIST 101 – World History to 1500 (GE)  
 HIST 102 – World History since 1500 (GE)  
 HIST 150 – Global Tales (GE)

##### Two Courses from American History List

HIST 111 – U.S. History to 1865 (GE)  
 HIST 112 – U.S. History since 1865 (GE)  
 HIST 160 – American Stories (GE)

### Additional Requirements (9 credits)

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One course from each of the program designation groups (Group US, United States; Group EU, Europe; Group GL, Global). Students may not count any one course for more than one program designation.

## Applied History Minor (L)

Although open to anyone, this minor has been designed with History majors needing to fulfill the “L” requirement for REAL in mind. The minor program introduces students to the practice of history in a variety of professions: archivists, museum curators, historical site managers, public records supervisors, and business information managers. Students also have the opportunity to begin building a background in the growing field of Digital History, which uses GIS, 3-D imaging, data analysis, and other tools to unlock new insights into the past. The 15-credit curriculum is grounded in courses in public history and digital archives and allows students to develop an individualized program through a range of elective courses from various departments and internships.

### APPLIED HISTORY MINOR CHECKSHEET (Fulfills L Area of REAL)

#### Required (at least 6 credit hours)

- Students take two of the following three courses, earning at least six credits:

\_\_\_\_\_ HIST 400: Digital Archives (L)  
 \_\_\_\_\_ HIST 405: Public History (L)  
 \_\_\_\_\_ HIST 490: Internship (L)

#### Electives (at least 9 credit hours):

Students take three of the following courses, earning at least nine credits, at least three of which must be in courses designated “L”

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- HIST 295 Historians Craft (L)
- HIST 400: Digital Archives (L) – unless taken above
- HIST 405: Public History (L) – unless taken above
- HIST 490 Internship (L) – unless taken above
- COMS 146 Media Production I (L)
- COMS 226 Digital Imaging
- COMS 236 Publication Planning and Design **OR** ENGL 308: Professional Writing Technologies
- GEOS 125 Intro to Geospatial Data (L)
- GEOS 250 Introduction to GIS (L) or ITEC 250 Introduction to GIS
- ARTH 401 Museum Studies I (L)
- ARTH 430 Museum Studies II (L)
- ARTG 280 Intro to Graphic Design
- DSNI 350 History of Interiors I
- DSNI 355 History of Interiors II

## Social Science Major

The Social Science major prepares students for rewarding careers as professional educators. Graduates of this program earn a license to teach social studies in middle schools and high schools. As part of their training, Social Science majors will be exposed to 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 the opportunity to learn about a diversity of cultures and develop a keen appreciation for the aesthetic and intellectual life that they may one day pass on to their own students. The Social Science major is an interdisciplinary program consisting of coursework in the primary Social Science disciplines of History, Political Science, Geography, and Economics.

### Two options are offered in the Social Science major: Teaching and Non-Teaching.

- **The Teaching Option** prepares students to teach social studies in the public schools. 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 wishing to be licensed to teach social studies in middle school or high school must select the Teaching Option.
- **The Non-Teaching Option** is only for students who were enrolled previously in the Social Science Teaching Option. Entry into the Social Science Non-Teaching Option is contingent upon students having junior standing *and* having completed a minimum of 30 Radford University credit hours as a Social Science Teaching Option major. The Non-Teaching Option exists to give students who are unable to complete the teacher education program during the junior or senior year a chance to graduate in a timely manner without having to start an entirely new program of study. Students in the Non-Teaching Option must complete 45 semester hours in the major including the following: History, 18-24 hours; Political Science, 12-18 hours; Geography, 6-12 hours; Economics, 3-9 hours.

**Master's Degree Track:** Some students may wish to pursue a Master's Degree in Education upon completion of their undergraduate degree. A Master's Degree track is often an attractive option to transfer students in particular. Students interested in a Master's Degree should first consult with the Chair of the Department of History and with the Graduate Program Coordinator in the College of Education and Human Development.

### Teaching Option

In developing their programs 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. Students 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 students in the Teaching Option must take HIST 101, 102, 111, and 112. HIST 101/102 covers world history from ancient civilizations to the present. HIST 111/112 surveys the history of the United States from the colonial era to the present. Students should complete these introductory courses no later than the end of their sophomore year. These classes can be taken in any order and, if desired, more than one can be taken per semester. Students must also complete nine semester hours of history courses at the 300-level. These three upper-division history courses must include 3 credits designated as European

(EU) or Global (GL); 3 credits designated as American (US) and 3 credits from either HIST 330 or HIST 364 (African American History knowledge area).

- POSC 120, Introduction to American Government, is required of all Social Science Teaching majors. In addition, students will take nine credit hours of POSC at the 300-400 level; six credits of which must be designated as American Government (AG).
- Students must take one U.S. designated Geography class (GEOG 101, 201, or 202) and one non-U.S. designated (GEOG 102 or 280) Geography class.
- All majors must complete both ECON 105 and ECON 106.

In addition to completing requirements in the Social Science major (Teaching Option), those students intending to teach in the public schools must fulfill all specified courses and requirements in the College of Education and Human Development. (See below the section “Pre-Admission Education Courses.) Individuals intent on acquiring teaching certification should apply to the Teacher Education Program during their junior year and must go through teacher screening. In preparation for entering the Teacher Education Program, students put together a portfolio for presentation to a review committee. There is also the opportunity to join the RU teacher-in-training community during the third semester of study by submitting a pre-TEP application. Information sheets for the Teacher Education Program and the teacher screening process are provided in this handbook.

**Admission to the Teacher Education Program:** Declaration of the Social Science major and completion of content area requirements (History, Political Science, Geography, Economics) does NOT guarantee admission to the Teacher Education Program. Students must gain 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 Board 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 (Office of Field Experience, Peters Hall A113) in order to ensure successful navigation through the certification requirements.

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

Contacts in the College of Education and Human Development:

School of Teacher Education and Leadership

- Amanda Bozack, Director, Peters Hall A015, 540-831-5736, abozack@radford.edu.
- Darren Minarik, Secondary Social Studies Supervisor, Peters Hall A007, 540-831-7660, dminarik@radford.edu.

The Office of Field Experience Programs

- Debora Bays Wilson, Associate Dean and Director of Field Experience Programs, Peters Hall A114, 540-831-6311, dbays@radford.edu.
- Kelly Robinson, Coordinator Field Experiences Programs, Peters A113, 540-831-5277, krobinson2@radford.edu.

Graduate Program in Education.

- Ryan Smith, Graduate Program Coordinator for Education, Peters Hall A006, 540-831-6158, rsmith630@radford.edu.

**Grade Point Average:** Students must have at least 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-Teacher Education Program.** During their third semester, students are encouraged to apply to the Pre-Teacher Education Program. The Pre-TEP brings teachers-in-training into a community of like-minded learners, exposes them to professional programs and opportunities, and introduces them to the staff of the Office of Field Experience. The staff are particularly helpful at assisting students with navigating the remaining steps in the Teacher Education Program and licensure requirements.

**Pre-Admission Education Courses:** Prior to admission to the Teacher Education Program, students should complete the Education Minor, which will fulfill area “L” in the REAL curriculum. The Education Minor consists of the following courses:

- EDUC 200-Introduction to Education (L)
- EDEF 300-Human Development and Learning (A)
- EDEF 320-Introduction to Professional Education (A)\*
- EDUC 370-Introduction to Multicultural Education (L)
- EDSP 404 (preferred) or EDSP 361 Special Education (A)
- EDET 445 or EDET 454-Educational Technology (L)

\* EDEF 300 is a prerequisite or co-requisite for EDEF 320.

**Work with Teenagers:** Applicants to the TEP are required to complete 50 hours of work with teenagers, **prior to application to the program.** Students should plan to fulfill this requirement by the end of the fall semester of their junior year. For more information about this requirement, contact Dr. Darren Minarik or Dr. Kelly Robinson 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 in Waldron Hall. For more information about this requirement, contact Dr. Darren Minarik or Dr. Kelly Robinson in the College of Education and Human Development.

**Departmental Screening:** The semester before they enter the professional education program, applicants must complete teacher screening, which is conducted by the Department of History and the College of Education and Human Development. Screening is used to provide the program with information about each student’s preparation for entering the TEP. For teacher screening, students prepare a portfolio of written work. Information about the portfolio is available in the Department of History. Please contact Dr. Matt Oyos of the Department of History at moyos@radford.edu if you have questions about the screening process.

**State Exams:** All applicants must complete the following state test requirements before they can be admitted to the TEP: the Virginia Communications and Literacy Assessment (VCLA) and PRAXIS II for social studies. Information about these exams and how to register for them can be found online at <https://www.va.nesinc.com/> for the VCLA and at [www.ets.org/praxis](http://www.ets.org/praxis) for the PRAXIS exam. More detailed information about each of these examinations follows.

**Virginia Communication and Literacy Assessment (VCLA):** In a four-year program of study, the VCLA should ideally be taken during the student’s first year but no later than the second year.

**PRAXIS II:** This examination measures students' proficiency in the content areas of the Social Science major. Students should take this exam after their sophomore year of study. Ideally, students should plan to take the exam no later than the early fall of their junior year. If students fail to receive a passing score on their first attempt, they may retake the PRAXIS II later in the fall semester.

**Preparation for the VCLA and PRAXIS II:** Students are advised to prepare in advance for these exams. The tests 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 C109). For PRAXIS II, students may also purchase preparatory materials from booksellers and or enroll in workshops offered by private test preparation services. The PRAXIS website at Educational Testing Service also provides pointers for preparing for the PRAXIS II ([www.ets.org/praxis](http://www.ets.org/praxis)).

**African American History Standard.** The program requires that students in secondary social studies have background knowledge in African American history through advanced coursework. Students meet this obligation by taking a course in African American history, either HIST 330 or HIST 364. One or the other of these two courses is offered during the first semester of the school year, so students need to plan to complete this requirement during the fall of their sophomore or junior years.

**Deadlines:**

Teacher Education Program (TEP) Application: Students should be aware of a mandatory meeting in the fall of the junior year that is conducted by the College of Education and Human Development. The application for the TEP is provided at this meeting, along with other important materials. A complete application to the TEP is due at the College of Education and Human Development by mid-February of the junior year. (The specific date changes from year to year.) Please contact the office of Field Experience if there are questions about the TEP application.

## **Non-Teaching Option**

The Non-Teaching Option is open only to students who were enrolled previously in the Social Science Teaching Option. **Enrollment in the Social Science Non-Teaching Option is contingent upon students having junior standing and having completed a minimum of 30 Radford University credit hours in the Social Science Teaching Option.**

Students in the Social Science Non-Teaching Option need to fulfill requirements in the disciplines of History, Political Science, Geography, and Economics. In History, students must take three survey-level courses (one from the World History list: HIST 101, 102, 150 and two from the American history list HIST 111, 112, 160). In addition, students will take nine semester hours of 300-level history courses (three semester hours from program designation group US (United States), and six semester hours from group EU (European), and/or GL (Global). For their Political Science coursework, students must complete POSC 120 (American Government), and then three upper-division (300-400 level) Political Science courses. Geography coursework for the Social Science Non-Teaching Option consists of six semester hours of Geography: one U.S. Geography class (GEOG 101, 201, 202) and one non-U.S. geography class (GEOG 102, 280). Students may choose from either ECON 105 or ECON 106 to complete the Economics component of the major. In addition, students will select Social Science Electives in one of the four major content areas (History, Political Science, Geography and/or Geospatial Science, Economics) and take six additional semester hours at the 300-400 level in that field. If the electives are in History, those courses must be divided between American (Group US) and non-American (Groups EU, GL) courses.

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 in courses from one of the following areas:

- Mathematical Sciences: Mathematics and Statistics, Information Technology
- Natural Sciences: Astronomy, Biology, Chemistry, Geology, Physics

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

- Sociology: 300-400 level.
- Psychology: 300-400 level.
- Anthropological Sciences: 300-400 level.

Students who have previously been Social Science Majors in the Teaching Option may apply six semester hours of the Education Minor 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 undergraduate catalog.

Completion of a minimum of two semesters of one language in a foreign/sign language program. Students will be placed in the appropriate level of their chosen language depending upon previous foreign language experience and placement examination results, as determined by the Department of Foreign Languages and Literatures.



## SOCIAL SCIENCE TEACHING OPTION (Fulfills E and A Areas of REAL)

- \_\_\_\_\_ HIST 101  
 \_\_\_\_\_ HIST 102  
 \_\_\_\_\_ HIST 111  
 \_\_\_\_\_ HIST 112  
  
 \_\_\_\_\_ 300-level Non-American HIST (EU/GL)<sup>1</sup>  
 \_\_\_\_\_ 300-level American HIST (US)<sup>2</sup>  
 \_\_\_\_\_ HIST 330 or 364<sup>3</sup>  
  
 \_\_\_\_\_ POSC 120  
 \_\_\_\_\_ POSC 300-400 (AG)  
 \_\_\_\_\_ POSC 300-400 (AG)  
 \_\_\_\_\_ POSC 300-400 (Any)  
  
 \_\_\_\_\_ U.S. Geog (GEOG 101, 201, 202)  
 \_\_\_\_\_ Non-US Geog (GEOG 102, 280)  
  
 \_\_\_\_\_ ECON 105  
 \_\_\_\_\_ ECON 106

### Teacher Education Program (TEP) Requirements

- \_\_\_\_\_ 2.75 GPA (at RU and in major)  
 \_\_\_\_\_ Teacher Screening (Semester before entering TEP)  
**Required Tests & Knowledge Areas (Pre-admission to TEP)**  
 \_\_\_\_\_ VCLA (By Sophomore Year)  
 \_\_\_\_\_ PRAXIS II (By December Junior Year)  
 \_\_\_\_\_ African-American History (HIST 330 or HIST 364)  
**Education Minor (pre-Education Block)**  
 \_\_\_\_\_ EDUC 200  
 \_\_\_\_\_ EDEF 300  
 \_\_\_\_\_ EDEF 320 (EDEF 300 is pre-req. or co-req.)  
 \_\_\_\_\_ EDUC 370  
 \_\_\_\_\_ EDSP 404 (Preferred), or EDSP 361  
 \_\_\_\_\_ EDET 445 or EDET 454 (may be taken during senior fall block or earlier)  
**Fall Semester Education Block (Senior Year)**  
 \_\_\_\_\_ EDRD 416  
 \_\_\_\_\_ EDUC 449  
 \_\_\_\_\_ EDUC 459  
 \_\_\_\_\_ EDUC 462  
**Spring Semester Student Teaching (Senior Year)**  
 \_\_\_\_\_ EDUC 403  
 \_\_\_\_\_ EDUC 469

<sup>1</sup> Exclusive of HIST 301

<sup>2</sup> Exclusive of HIST 330 and HIST 364

<sup>3</sup> HIST 330 or HIST 364 is required in fulfillment of the African American History knowledge area.

## SOCIAL SCIENCE NON-TEACHING OPTION

### 1 Course from World List

- \_\_\_\_\_ HIST 101  
 \_\_\_\_\_ HIST 102  
 \_\_\_\_\_ HIST 150

### 2 Courses from American List

- \_\_\_\_\_ HIST 111  
 \_\_\_\_\_ HIST 112  
 \_\_\_\_\_ HIST 160

- \_\_\_\_\_ 300-level HIST American (US)  
 \_\_\_\_\_ 300-level HIST Non-American (EU or GL)  
 \_\_\_\_\_ 300-level HIST Non-American (EU or GL)  
 \_\_\_\_\_ POSC 120  
 \_\_\_\_\_ 300-400 level POSC  
 \_\_\_\_\_ 300-400 level POSC  
 \_\_\_\_\_ 300-400 level POSC

- \_\_\_\_\_ U.S. Geog (GEOG 101, 201, 202)  
 \_\_\_\_\_ Non-US Geog (GEOG 102, 280)

- \_\_\_\_\_ ECON 105 OR ECON 106

### Social Science Electives (6 credits in ONE area)

- \_\_\_\_\_ 300-400 level HIST\* or POSC or  
 \_\_\_\_\_ GEOG\GEOS or ECON

\*If HIST, credits must be divided between American (Group US) and Non-American (Groups EU, GL) courses

The Non-Teaching option is only for students who were enrolled previously in the Social Science Teaching Option. Enrollment in the Social Science Non-Teaching Option is contingent upon students having junior standing and having completed a minimum of 30 Radford University credit hours as a Social Science Teaching Option major.

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

- Mathematical Sciences: Mathematics and Statistics or Information Technology
- Natural Sciences: Astronomy, Biology, Chemistry, Geology, Physics

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

- Sociology: 300-400 level.
- Psychology: 300-400 level.
- Anthropological Sciences: 300-400 level.

Students who have previously been Social Science Major-Teaching Option may apply six credits of the Education Minor to the B.S. degree requirements if they have already received credit for those courses.

A Bachelor of Arts degree completion of a minimum of two semesters of one language in a foreign/sign language program.

- \_\_\_\_\_ B.S. Degree Req.                      \_\_\_\_\_ B.A. Degree Req.  
 \_\_\_\_\_ B.S. Degree Req.    **OR**                      \_\_\_\_\_ B.A. Degree Req.

## Social Science Teaching Option

- HISTORY
  - HIST 101
  - HIST 102
  - HIST 111
  - HIST 112
  - 9 Semester hours at the 300 level:
    - 3 hours of Non-American History (EU/GL) exclusive of HIST 301.
    - 3 hours of American History (US) exclusive of HIST 330 and HIST 364.
    - 3 hours of HIST 330 or HIST 364 to fulfill the African American history requirement.
- POLITICAL SCIENCE
  - POSC 120
  - 6 Semester hours of upper-level Political Science designated AG.
  - 3 Semester hours of 300-400 Political Science (Any 300-400 POSC).
- GEOGRAPHY
  - 6 hours of Geography
    - one U.S. geography course (GEOG 101, 201, 202)
    - one non-U.S. geography course (GEOG 102, 280)
- ECONOMICS
  - ECON 105 and ECON 106

In addition to completing requirements in the Social Science major, students intending to teach in the public schools must also complete all specified courses and requirements in the School of Teacher Education and Leadership. Secondary Social Studies Education candidates must have a 2.75 grade point average (at RU and in-major) in order to be admitted to Teacher Education and to Early Field Experiences.

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**Social Science Non-Teaching Option** (Enrollment in the Social Science Non-Teaching Option is contingent upon students having junior standing and having completed a minimum of 30 RU credit hours as a Social Science Teaching Option major)

- History
  - 9 semester hours of 100-level HIST (6 from US, 3 from World)
  - 9 semester hours of 300-400 level HIST (3 from US, 6 from EU or GL)
- Political Science
  - POSC 120
  - 9 semester hours of 300-400 POSC
- Geography
  - 6 hours of Geography
    - one U.S. geography course (GEOG 101, 201, or 202)
    - one non-U.S. geography course (GEOG 102 or 280)
- Economics
  - ECON 105 or ECON 106
- Social Science Electives
  - Majors will select Social Science Electives in ONE of the four major content areas (History, Political Science, Geography and/or Geospatial Science, Economics) and then take six additional semester hours at the 300-400 level in that field. If the electives are in History, those courses must be divided between American (US) and Non-American (EU, GL) courses)

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

- Mathematical Sciences: Mathematics and Statistics or Information Technology.
- Natural Sciences: Astronomy, Biology, Chemistry, Geology, Physics.

**OR**, they can elect to take six to eight hours in ONE of the following disciplines:

- Sociology: 300-400 level.
- Psychology: 300-400 level.
- Anthropological Science: 300-400 level.

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

Candidates for the Bachelor of Arts degree must complete a minimum of two semesters of one language in a foreign/sign language program.

**Social Science Major + Education Minor: For licensure to teach secondary Social Studies, grades 6-12**

**General education areas fulfilled by this pathway: E, A, L, WI & PPD Designations**

Sample schedule includes a REAL Studies minor in **Reasoning**.

*Students should consult with their academic advisor to develop a schedule reflective of their unique goals.*

<b>Freshman Year</b>			
<b>Fall Semester</b>	<b>Credits</b>	<b>Spring Semester</b>	<b>Credits</b>
UNIV 100-Education Section	1	EDUC 200 L	3
ENGL 111 FW	3	POSC 120 GE	3
MATH 100, 121, or 125 FM	3	HIST 111 A & GE	3
HIST 101 E & GE	3	R designated course	3
HIST 102 E & GE	3	Non-U.S. GEOG (102 or 280) GE	3
U.S. GEOG (101, 201, or 202) GE	3		
	<b>16</b>	<i>Students must complete a REAL Studies minor in R or complete a minor designated as R.</i>	<b>15</b>
<b>Sophomore Year</b>			
<b>Fall Semester</b>	<b>Credits</b>	<b>Spring Semester</b>	<b>Credits</b>
EDEF 300 A & GE	3	EDEF 320 A	3
HIST 112 A & GE	3	HIST-300 Level (U.S.) WI & A	3
R designated course	3	R designated course	3
ECON 105 GE	3	R designated course	3
POSC 300-Level (from Amer. Govt. Menu)	3	POSC 300-Level (from Amer. Govt. Menu)	3
<i>Students must complete a REAL Studies minor in R or complete a minor designated as R.</i>	<b>15</b>	<i>Students must complete a REAL Studies minor in R or complete a minor designated as R.</i>	<b>15</b>
<b>Junior Year</b>			
<b>Fall Semester</b>	<b>Credits</b>	<b>Spring Semester</b>	<b>Credits</b>
EDUC 370 L & GE	3	Special Education course A*	3
R designated course at 300/400 level (PHSC 350*)	3-4	HIST 300-Level (Non-U.S.) WI & E	3
ECON 106 GE	3	POSC 300-Level (Any)	3
HIST 330 or HIST 364 (Af-Am req.) WI & A	3	Elective	3
Elective	3	Elective	3
<i>*Recommended</i>	<b>15-16</b>	<i>*Required: EDSP 404 or EDSP 361</i>	<b>15</b>
<b>Senior Year</b>			
<b>Fall Semester (Early Field)</b>	<b>Credits</b>	<b>Spring Semester (Student teaching)</b>	<b>Credits</b>
EDUC 459 WI	3	EDUC 469	12
EDRD 416	3	EDUC 403 WI	3
EDUC 462	3		
EDUC 449 PPD	3		
Technology course L*	3		
<i>*Required: EDET 445 or EDET 454</i>	<b>15</b>		<b>15</b>

Meets GE requirements (33 GE credits). Depending on what classes students take, program is between 120-122 credits. *Recommended courses to fulfill free electives:* Autism studies (EDSP 400, 401, 402), Peace studies (PEAC 200, 280, 300) American Sign Language (EDSP 426, ASL 221, 222, 323), Appalachian studies (APST 200), Psychology (PSYC 121, 320, 333). All of these classes will complement and enhance the skills needed for teaching licensure. *Electives may also be used to complete a minor in Political Science (POSC).*



## History Honors

The History Department offers a departmental honors program. History majors will be granted the award of Honors in History upon graduation if they meet the following criteria:

- GPA of 3.5 or higher in all courses taken with a HIST prefix
- Earn a B or higher in HIST 295 (not a B-)
- Earn an A or A- in HIST 495

## Study Abroad

The department of History occasionally sponsors a study abroad experience in the summer. In addition, the Center for Global Education and Engagement 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 Center for Global Education and Engagement, students can take advantage of many programs overseas including study abroad, service/volunteer, and work abroad.

## Internship Opportunities

The History Department at Radford University strongly recommends History Majors pursue internships while they are students at the University. Students can target opportunities in public history (museum work), archival management, research and any other area that utilizes skills developed as History Majors.

Many "hometown" venues utilize interns. Most towns and cities have several museums and historical societies. We encourage History Majors to be proactive by contacting their local possibilities. We suggest that as freshmen and sophomores, students contact potential internship institutions, establish a relationship with the decision makers, perhaps volunteer some hours, and then ask for the opportunity to conduct a full-scale internship.

In addition to "hometown" situations, the History Department currently has relationships with several museums in the New River Valley area. Local possibilities include: Botetourt County Courthouse, The Stonewall Brigade Museum, Wilderness Road Museum, McConnell Library, Montgomery Museum and Lewis Miller Art Center, Salem Museum and Historical Society, History Museum of Western Virginia, Virginia Museum of Transportation, Science Museum of Western Virginia, Christiansburg Institute, The Harrison Museum of African American Culture and Smithfield Plantation.

Although History Majors can receive Radford University credit for their internship work, University credit is not required and should not be the sole motivation for pursuing such experience. Internships are resume builders. They provide valuable experience for careers utilizing skills developed as History Majors. Students not interested in Radford University credit can tailor their internships however they and the decision makers at the institutions desire.

A History Major at Radford University may receive credit for internships. HIST 490, *Internship*, is a three-credit hour course. If a student wishes to receive 3 hours of University credit, they must perform 120 hours of work with the institution that has agreed to monitor and supervise the student. (40 hours per 1 hour University credit) There are prerequisites required to register for this course. A student must be a History Major with junior standing. The student must possess a minimum GPA of 2.5 and must have completed at least 12 hours of History courses. HIST 490 does not replace any other History Major requirements. The course is evaluated as pass/fail. HIST 490 may be taken up to 5 times during the student's academic career. If interested in pursuing an internship, please contact Mr. Greg Ryder, Radford University History Department. Mr. Ryder can be reached at [jryder3@radford.edu](mailto:jryder3@radford.edu).

## Extracurricular Opportunities

### History Club

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

### Social Studies Club

The Social Studies Club provides professional and social opportunities for students who want to teach social studies at the secondary level.

### 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. Brock Cutler.

### 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.

### 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 several scholarships in particular that are of interest to History and/or Social Science majors:

- **Linda Rose Killen Scholarship** for rising junior or senior History majors.
- **John Davis and Charles McClellan Scholarship for World History** for students with a particular interest in World History with a view towards graduate work in that field.
- **Pi Gamma Mu Scholarship** for members of Pi Gamma Mu.
- **Dr. Ronald W. Kolenbrander Scholarship** for Social Science Teaching majors in their Senior year.

## 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 into closed classes. Still worse, you may not register for classes at all. You can eliminate much of the stress by following some simple guidelines.

### SEE YOUR ADVISOR

Students must see their faculty 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 academic 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. Others do not. It is the student's 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 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." Nor do faculty take kindly to students who say they need to miss class or leave class early for advising appointments so plan accordingly. Advisors are not available 24/7. We have classes, meetings and other responsibilities, as well as a life outside of the university. Some advisors are in the office Monday through Friday, while others are available only on MWF or TTh. It is the student's responsibility to get to their advisor when they are available. Failure to obtain advising and PINs will prevent timely registration and may result in unavailable classes and potentially delay graduation.

Students should come to their advising appointment prepared. This student handbook contains progress sheets for both the History and Social Science majors as well as our minors. You should use these progress sheets to monitor your academic progression through the curriculum. Prior to meeting with your advisor, print out a copy of your most recent Degree Works audit, review and update 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 heed 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 though, **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. The Highlander Success Center, in Young Hall, is also available to assist you.

### **Blocks**

Clear up any blocks to or holds on your registration BEFORE your appointment time for registration. Check to make sure there are no holds that might prohibit your timely registration. The most frequent holds 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 holds prior to registration, so it is up to you to see what, if any, holds you have, pay any applicable fines, and take care of whatever paperwork is needed to remove the hold. Be aware that removal of holds can take days or more, so plan accordingly. There is nothing your advisor or the department chair can do to either remove holds or to register students who have their registration blocked.

### **REGISTER ON TIME**

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. It is student's responsibility to register in a timely manner.

### **COURSE WAITLIST**

If a course is full, you can be added to the waitlist for that course. Once on a waitlist, a notification will be sent to your Radford email address if an opening becomes available in the course and you are the next person on the list. You will then have a 24-hour window from the time of notification to register.

[Written instructions](#) and a short [video tutorial](#) on how to add yourself to a waitlist are available on the [Registration Information](#) page of the registrar's website. Please note the following waitlist restrictions:

1. Students must meet all course prerequisite requirements and restrictions.
2. Students cannot register for and/or waitlist multiple sections of the same course.
3. Waitlisted courses cannot conflict in time with registered and/or waitlisted courses.
4. Students cannot register for and/or waitlist more than 18 credit hours in regular semesters (fall and spring).

If you have any questions or concerns about course wait-listing, please contact the Office of the Registrar at [registrar@radford.edu](mailto:registrar@radford.edu) or 540-831-5271.

### **CLOSED COURSES**

Inevitably, courses reach their maximum enrollment numbers. In some, but certainly not all cases, there may be seats available for overrides. Students must receive permission from the faculty instructor first and then see the Department Chair to be given an override. Once the override permission has been put on the system, students must complete the registration process themselves by registering online for the class. Failure of students to actually register once the override has been given will result in the loss of the seat. Once classes reach a certain limit, 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 HIST courses. If you find yourself unable to register for a course in a discipline other than History you need to seek assistance from that department.

**ADDING AND DROPPING COURSES**

Traditionally, the first week of the semester is the final chance for any schedule adjustments. Be aware of when schedule adjustment ends (dates and times are 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. Most petitions to add a class late are not approved. 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, use OneCampus 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 did not know you had or fails to note that you have 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, it is unlikely that you will be able to fully recover your schedule, and this may lead to delay in fulfilling graduation requirements.

## Graduation

The following information regarding graduation requirements is from the Office of the Registrar:

Graduation requirements are the responsibility of the student. You have at your disposal the [online University catalog](#), department major worksheets, faculty advisors, and the Academic Success Center to advise you throughout your career here at Radford University.

Please find below the MINIMUM requirements for graduation from Radford University. Each major and degree type requires a much more in-depth program of study or a greater number of total hours to be successfully completed. Also, some majors or degree types may require minimum grade point averages. You should check your online degree audit to ensure you meet these expectations. If you believe something to be amiss, it is your responsibility to meet with your faculty advisor or the advising coordinator of your college to ensure you meet all requirements for graduation.

Any Radford undergraduate catalog may be used to meet graduation requirements, between enrollment and graduation, as long as it is no more than five years old at the time of a student's graduation from the University (readmitted students must use the catalog currently in use under which they are readmitted).

### Minimum Undergraduate Graduation Requirements

- 120 credit hours (minimum) successfully completed
- 2.00 minimum overall grade point average (some degree tracks/majors require a higher overall GPA)
- 2.00 minimum in-major grade point average (some majors require a higher in-major GPA)
- 45 hours completed at Radford University to be eligible for graduation
- 30 of the last 39 credit hours must be completed in residence at Radford University (you may only transfer 9 of your last credit hours from an outside institution during your last two semesters if you complete 15 credit hours during Fall and 15 credit hours during Spring semester)
- 50% of the credit hours in your major or minor must be completed at Radford University

### Graduating with Honors

- Students who achieve a GPA of 3.50 or higher with a minimum of 30 hours but less than 60 hours completed at Radford University will graduate "With Distinction"
- Students who achieve a GPA of 3.50 and at least 60 hours completed at Radford University to be eligible for Cum Laude Latin Honors
- Students who achieve a GPA of 3.70 and at least 60 hours completed at Radford University to be eligible for Magna Cum Laude Latin Honors
- Students who achieve a GPA of 3.85 and at least 60 hours completed at Radford University to be eligible for Summa Cum Laude Latin Honors

## 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. The graduation application process is designed to provide the necessary information to the department and to the Office of the Registrar. It is also meant to ensure that students successfully fulfill their requirements. 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.

There is a TWO-PART process to applying to graduate. **BOTH parts must be completed!** Please read the following instructions carefully:

- **Part 1: Department Graduation Application Worksheet**
  - a. Complete the department graduation application worksheet (available in the History Office Suite in Hemphill Hall), sign it, and submit it to your faculty advisor for review. It is best if you meet with your advisor to discuss the worksheet and your status.
- **Part 2: Complete and submit the online form**
  - a. Go to OneCampus > Search "Apply to Graduate" > Click on "Apply to Graduate" > Select the most recent term you are registered for > Apply for Graduation > Select one program per application—double majors need to submit two applications.
  - b. Select your curriculum and follow the guided instructions.

You must complete all requirements as noted by your advisor and department chair 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.**

One note of caution: do not panic if the degree audit shows you have incomplete requirements or has placed courses in the incorrect areas. Oftentimes, this is a result of glitches in the Degree Works software. We work regularly to update the system. Discuss with your advisor whether the degree audit is incorrect and needs to be adjusted or whether you do indeed have incomplete coursework.

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

## Policies and Petitions

Radford University is a bureaucracy. It functions according to certain policies and procedures, and your academic career at RU will go more smoothly if you abide by them. Here are some, but certainly not all, of the most relevant policies. See the University Catalog for the official versions of these and other policies.

### GRADE POINT AVERAGE

A Bachelor's Degree requires students to complete a minimum of 120 credit hours. A minimum 2.0 overall GPA is required to graduate. 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 have a minimum of 2.75 for both their overall GPA and their in-major GPA in order to be accepted into the Teacher Education program and to receive their certification.**

### GRADE POINT SYSTEM

The quality of work completed is recognized by the assignment of grade points to various letter grades. The student's academic standing depends upon the number of semester hours of work successfully completed and upon the number of grade points accumulated. Radford University uses a four-point system in which grade points are assigned to grades as follows:

A	= 4.0 points
A-	= 3.7 points
B+	= 3.3 points
B	= 3.0 points
B-	= 2.7 points
C+	= 2.3 points
C	= 2.0 points
C-	= 1.7 points
D+	= 1.3 points
D	= 1.0 point
D-	= .7 points
F	= 0 points

### ACADEMIC PROBATION

Any student not subject to suspension (see below) will be on academic probation at the conclusion of any semester, summer session, or Wintermester in which he or she has achieved less than a 2.0 cumulative GPA. Note: The minimum grade point average required for graduation from Radford is 2.00. However, some majors require a GPA higher than 2.00 in order for a student to declare that major and/or to graduate with a degree in that major.

Academic probation is an indication of serious academic deficiency and may lead to academic suspension. A student on academic probation may not carry more than 16 semester hours during a regular academic year semester.

## Academic Suspension

All students must meet the below GPA threshold by the conclusion of each spring term:

Hours Attempted	Cumulative GPA Required to Avoid Suspension
13-23	1.00
24-35	1.50
36-47	1.80
48 or more	2.00

Students may attend summer sessions at [Radford University](#) to improve their GPAs and avoid suspension. Courses taken at other institutions will not affect the student's Radford University GPA.

## Additional Information about Suspension

### *Terms of Suspension and Dismissal*

A student suspended for the first time may not enroll in the next regularly scheduled semester. (See readmission information in university catalog.) A student who has been suspended for a second or more times may not enroll for one full academic year.

### *Transfer Credit During the Period of Suspension*

A student on academic suspension from Radford University may receive transfer credit for work taken at another college or university during the period of enforced suspension. To ensure proper credit for any courses taken at another institution, students are strongly encouraged to verify course transferability with their College Advising Center prior to enrolling in such courses. While courses passed with a grade of "C" or better qualify for transfer ("C-" grades are not acceptable), these grades are not used in computing the Radford grade point average and the Radford repeat policy cannot be applied. In order to be eligible for readmission to Radford University, students must maintain a cumulative grade point average of 2.0 or higher on all work attempted at another college during the term(s) of their suspension. Readmission to the university, however, is never automatic.

## REPETITION OF COURSES

The Repetition of Courses policy allows students to improve his or her grade point average. All courses completed and the grades earned will remain on the student's transcript. This policy applies only to the repetition of courses taken at Radford University.

Students may repeat any course one time. Repeat courses are subject to the following conditions:

1. The grade earned in the Repeat Course will replace the original grade in the course repeated.
2. The Repetition of Courses policy is applied automatically by the registrar.
3. If the student receives a lower grade while attempting a repeat, the most recent grade will count in calculating the student's GPA. If a student repeats a course in which he or she received a passing grade and fails the repeat course, the credit earned previously will remain but both the original and repeat grades will be calculated in the GPA.
4. Additional credit hours will not be awarded after repeating a course unless the original course grade was "F."

Retake Courses – Courses in which a student re-enrolls after already repeating it once are subject to the following conditions:

1. Unless otherwise stipulated by departmental requirements, there is no limit on the number of courses that may be re-taken, or on the number of times a particular course may be retaken.
2. Additional credit hours for the courses retaken will not be awarded unless the original grade was “F” or unless the course description indicates that the course may be taken for credit more than once.
3. All attempted credit hours and all earned grade points in each enrollment, original and retakes, will be included in all GPA calculations.
4. Some courses may be taken multiple times for credit as if each enrollment were for a different course. In these courses the content or specific subjects covered differ for each enrollment and the credits and grades earned in each enrollment are counted toward degree requirements. There may be limits to the number of retakes permitted for these courses. Students should review the catalog course descriptions to determine if a course may be retaken for additional credit.

### **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 only allowed through a certain point 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 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. Withdrawals from courses during Wintermester and summer sessions do not count against the five withdrawal limit.

### **GRADE APPEALS**

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 University Catalog. <https://www.radford.edu/content/registrar/home/students/grade-appeal.html> 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.

### **Informal Appeals Process**

The student must begin the grade appeals process by contacting the instructor in an attempt to resolve the disagreement in an informal and cooperative atmosphere. This discussion should take place within the first ten class days after the beginning of the following semester (unless the next semester is a summer session, in which case the "next semester" is interpreted as fall semester). If the student and instructor cannot, after consultation, reach a satisfactory resolution within the first ten class days from the beginning of the following semester, the student may begin the formal grade appeal process.

### **Formal Appeal Process**

1) Following the failure to reach resolution through the informal grade appeals process and not later than the 15th class day of the semester, the student must complete the Notice of Intent to Formally Appeal a Grade form. The forms are available online and in department offices, Deans' Offices, Advising Centers, and the Registrar's Office. Students can also complete the Notice of Intent to Formally Appeal a Grade form online, and print it. On the form, the student will be asked to verify that he or she has been unsuccessful in reaching a resolution through the informal appeals process; precisely and specifically state the reasons for the appeal; and offer suggestions as to what the student would consider a fair resolution of the appeal, with supporting reason or reasons.

The form should be submitted to the chair in whose department the course in question is offered (or the College Dean if the chair's grade is being appealed).

### **INCOMPLETE GRADES**

Occasionally, students are unable to complete course requirements because of circumstances beyond their control: e.g. a disabling accident or illness, or a family-related issue that creates a clear hardship for the student and precludes the completion of final assignments or exams. At the discretion of the faculty member, a grade of "I" (Incomplete) may be assigned. Incomplete grades are to be awarded only in those cases in which all but a small portion of the course work has been completed. Incompletes are also not to be awarded because students want or need additional time to complete assignments to avoid low grades, or so that students have time to do "extra credit" work to improve their grades. Prior to the time when the extenuating circumstances emerged, the student should have been making satisfactory progress in the class and not be in danger of earning a grade lower than "C." Arrangements for incompletes must be made before the end of the term and prior to the awarding of final grades. A-F grades cannot be changed to incompletes after the term has ended.

A Course Completion Contract specifying the work to be completed and the deadline for its completion (no later than the last day of classes of the following semester) must be signed by the faculty member electronically along with final grades. The "I" grade will automatically revert to "F" if it is not otherwise changed before the last day of classes of the next (Fall or Spring) semester.

### **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.

Instructors have the authority to determine their own classroom rules, which students must abide by, such as: policies on late arrivals or early departures, cell phone or computer use, eating and drinking in the

classrooms, etc. Students who violate those policies can and may be asked to leave the classroom at the discretion of the instructor.

### **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.

### **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. It is the responsibility of the student to maintain graded exams and assignments. 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.

## History Course Descriptions

Courses marked (US) are designated for credit in the United States area, those with (EU) for credit in the European area, and those with (GL) for credit in the Global area. Courses marked with an (\*) may be taken for either EU, or GL 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.

Courses marked WI are designated Writing Intensive courses.

Note that 300-level History Courses are offered on a rotating basis, typically once every 4 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 150. Global Tales. (3)**

Seminar. The past abounds with incredible and almost unbelievable events and stories. Students in HIST 150 will encounter some of these amazing global tales, exploring how people experienced and explained them. In HIST 150 students will practice empathizing with people in both tragic and triumphant situations, consider these situations from multiple viewpoints, and explore how people responded to them. Throughout the course students will analyze and synthesize – making meaning for today from the tales of the past. HIST 150 is appropriate for first year students still exploring the university curriculum and for upper-division students looking for electives.

**HIST 160. American Stories. (3)**

Seminar. From the annals of the American past come many true stories of people whose actions were for good, or for ill, transformative. Each semester, students in HIST 160 will encounter such American stories. Students will learn about remarkable individuals and see how their choices gave shape to their world. Students will also learn about the beliefs, customs, institutions, and environments that helped to influence the choices made. Students will seek to understand the motivations of significant individuals and will analyze social interactions to draw lessons into the present and to inform their own choices. HIST 160 is appropriate for first year students still exploring the university curriculum and for upper-division students looking for electives.

**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 (EU, GL). (3) WI**

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 301. History of Healthcare (GL). (3) WI**

This course introduces the main themes in the history of medicine and healthcare, with particular focus on the modern period. The course tracks changing ideas about the body, health, disease, and the professionalization of healing from especially the 18<sup>th</sup> century to the 21<sup>st</sup>. The course will cover topics that might include: the legacy of medicine in antiquity; the development of mechanical views of the body; the use and definitions of medicines and drugs; shifting knowledge and meaning of disease; the histories of race, gender, and childhood; relationships between science, medical practice, and industry; the changing role and position of healthcare labor; and the development of health policy.

**HIST 302. War in the Modern Age (US). (3) WI**

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 (EU, GL). (3) WI**

In-depth study of a particular aspect of military history. Study may include such topics as leadership, World War II and causes of war. May be taken for credit more than once when topics differ. (Note: When taught as WWI it counts as a EU designation; when taught as WWII it counts as a EU, GL designation)

**HIST 304. Environmental History (EU, GL). (3) WI**

This course explores the history of the world through the lens of environmental history. Students will learn the basic methodologies of environmental history and then put these approaches to work investigating how a focus on the physical environment can help us understand the major historical processes of human history. This course deals with physical and social environments around the world, including the United States.

**HIST 306. History of Women in the US (US). (3) WI**  
 Study of the roles and changing status of men and women in the United States from pre-industrial times to the present. This course may be used to meet requirements for the minor in Women's Studies.

**HIST 307. History of Women in the World (EU, GL). (3)**  
 Study of the roles and changing status of men and women, ranging from the sixteenth century to the present, primarily but not entirely in Russia. Content includes the development of the field of women's history as well as the interactions between sex and such topics as religion, class, education, family, and politics.

**HIST 309. Medieval Civilization (EU). (3) WI**  
 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 (EU, GL). (3)**  
 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 (GL). (3)**  
 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 (GL). (3) WI**  
 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 315. British Empire (EU, GL). (3) WI**  
 Traces a 500-year history of British imperialism from the passing of Poyning's Law in Ireland in 1494 to the lowering of the Union Jack in Hong Kong in 1997. The scope will be global, and topics will range from politics, war, and economics to science, environment, and culture. Major themes will include the causes of imperialism, the mechanics of British expansion, the impact of empire on both the mother country and the colonies, and the reasons for decolonization.

**HIST 316. Colonial Latin America (GL). (3) WI**  
 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 (GL). (3) WI**  
 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 320. The Vietnam War (US). (3) WI**  
 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 322. Middle East in the World: 600-1700 (GL). (3) WI**

This course covers the major cultural, political, social, economic, and environmental aspects of the history of the Middle East from the seventh to the eighteenth century. Students will learn about the history of Islam, the spread of the early Caliphates, and the imperial dimensions of the Eastern Mediterranean world. Students who have already received credit for HIST 319 may take HIST 322 for credit.

**HIST 323. Middle East in the World: 1700-Present (GL). (3) WI**

This course covers the major cultural, political, social, economic, and environmental aspects of the history of the Middle East from the eighteenth century to the present. Students will learn about the changing imperial situation in the region, the rise of nationalism, the end of formal colonization and the role of the United States in the region. Students who have already received credit for HIST 319 may take HIST 323 for credit.

**HIST 325. African Civilizations (GL). (3) WI**

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 (GL). (3) WI**

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 (US). (3) WI**

This course examines the experiences of African Americans from the Colonial Era to Emancipation which shall include, but are not limited to: an understanding of African origins, the African diaspora; developments of the Black experience in North America, the institution of slavery in the United States, including historical perspectives of the enslaved, and how African Americans helped shape and have been shaped by American society.

**HIST 331. African American History from 1865 (US). (3) WI**

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 333. Ancient Greece and the Hellenistic World (EU). (3) WI**

A study of the political, socio-economic, and cultural development of ancient Greece and the development of Hellenistic civilization from their archaic roots to 31 BC that places the Hellenic world in the larger context of the Ancient Near East and Mediterranean world.

**HIST 334. Roman Civilization (EU). (3) WI**

A study of the political, socio-economic, and cultural development of ancient Rome and the Mediterranean world from their archaic roots to about AD 500 that places the Roman world in the larger context of the Ancient Near East and Mediterranean world.

**HIST 335. Late Antiquity and the Early Middle Ages (EU). (3) WI**

A study of the political, socio-economic, and cultural development of the areas encompassed by, or adjacent to, the Roman Empire from its waning days ca. AD 300 to the aftermath of the First Crusade,

ca. 1125, that examines the development and interaction of the three distinct cultural spheres (Byzantium, Islam, and Latin Christendom) that lay at the foundation of the modern West.

**HIST 336. Anglo-Saxons, Vikings, and Normans: English History from 400 to 1200 (EU) (WI)**

A general survey of English history from 400 to 1200. In this period, the island of Great Britain experienced multiple invasions of Angles and Saxons, of Danes and Norwegians, and of Normans. Then these many peoples came together to create an English identity and to form the kingdom of England.

**HIST 337. Magna Carta to Bill of Rights: English History from 1200 to 1700 (EU) (WI)**

A general survey of English history from 1200 to 1700. This period saw crucial constitutional development in the kingdom of England, as well as significant social, economic, cultural, religious, and military developments. Among the major topics are the Magna Carta, the High Middle Ages, the Black Death, the Wars of the Roses, the Reformation, and the English Civil War.

**HIST 338. British History from the Union to the Beatles (EU) (WI)**

A general survey of British history since 1700. During this period Britain first rose to the top of global wealth and influence and then returned to the ranks of second-rate powers. Specific course topics include the development of British identity; industrialization; the struggles for rights by the poor, women, and minorities; global ascendancy; world wars; Beatlemania; and the European Union.

**HIST 339. History of Scotland from William Wallace to the Present (EU) (WI)**

A general survey of the history of Scotland since the Middle Ages. Scotland's rich history saw it struggle and thrive both as an independent kingdom and as a part of the United Kingdom of Great Britain, saw it repeatedly riven by conflict between and within the Highlands and the Lowlands, and saw it eventually develop and sustain a unique identity characterized by kilts, tartans, bagpipes, and haggis.

**HIST 340. History of Modern Ireland (EU) (WI)**

A general survey of Irish history from the 1500s to the present day. Studying modern Ireland, it is hard to miss the facts of poverty and strife, and this course seeks to understand these chronic conditions in the Emerald Isle. But Irish history also shows that beneath those afflictions lay sturdy communities, rich cultures, and dynamic intellectual movements, which have enabled this small place to be globally influential.

**HIST 341. Early Modern Europe (EU). (3) WI**

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 (EU). (3) WI**

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 (EU). (3) WI**

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 (EU, GL). (3)**

Russian history from formation of the Kievan State through fall of the Romanovs.

**HIST 346. Soviet Russia (EU, GL). (3)**  
 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 (EU, GL). (3)**  
 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 (EU). (3) WI**  
 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 (EU). (3) WI**  
 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 (US). (3) WI**  
 Comprehensive survey of history in Virginia.

**HIST 354, 355. American Social History (US). (3,3) WI**  
 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 (US). (3) WI**  
 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 (US). (3) WI**  
 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 (US). (3) WI**  
 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 (US). (3) WI**  
 This course examines the experiences of African Americans within the context of American Slavery which shall include, but are not limited to: an understanding of African origins, the African diaspora; developments of the Black experience in North America, the institution of slavery in the United States, including historical perspectives of the enslaved, and how African Americans helped shape and have been shaped by American society. 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 enslaved 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 (US).****(3)****WI**

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 (US).****(3)****WI**

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 (US).****(3)**

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 (US).****(3)**

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 (US).****(3)**

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 (US).****(3)****WI**

An in-depth study of major political, diplomatic, economic, social, and cultural developments in U.S. history during recent decades.

**HIST 392. Special Topics in U.S. History (US).****(3)**

Detailed study of topics or period of U.S. history not covered in current course offerings. A new course syllabus is available each time the course is offered. This course may be taken more than once for credit with a different topic.

**HIST 393. Special Topics in European or Global History (EU, GL). (3)**

Detailed study of topics or period of European or Global history not covered in current course offerings. A new course syllabus is available each time the course is offered. This course may be taken more than once for credit with a different topic.

**HIST 400. Digital Archives.****(3)**

This introduction to and practicum in the field of digital archives will cover the creation, presentation, analysis, and research of digital archival collections. Students will immerse themselves in archival material of historical significance and gain hands-on experience with digital archives. May be taken more than once for credit.

**HIST 405. Public History.****(3)**

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 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.

**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.****(1-15)**

*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.****(4)**

*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)**

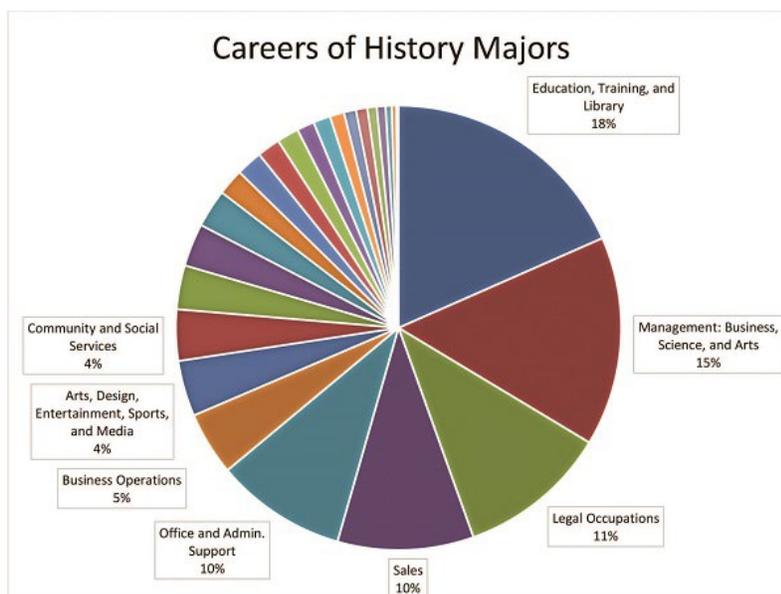
*Prerequisite: At least three hours of history at the 100 level and advance permission of instructor.*

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.

## *Where do I go from here?*

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.

“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.



Source: Paul B. Sturtevant, “History is Not a Useless Major: Fighting Myths with Data,” *Perspectives on History*, April 2017.

### **Relevant Websites:**

*Radford University Career Center* – The career center offers a wealth of information and assistance to you, and is the best source of career counseling you can get at RU. Do not wait until your senior year to discover the career center. Look to see what they offer and take advantage of their services from your freshman year on.

<http://www.radford.edu/content/career-services/home.html>

*American Historical Association Careers for History Majors* — The AHA is the national organization for the discipline of history. They have a wealth of information and resources for careers with a history major. This is an excellent site to spend time looking at.

<https://www.historians.org/jobs-and-professional-development/career-resources/careers-for-history-majors>

## 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. You should seek letters from professors with whom you have taken several courses and with whom you have done well. It is always advised to ask the professor first and make sure they are willing to write you a letter. Most professors will not agree if they feel they cannot write a strong letter for you. **Common courtesy says you should give the professor at least four weeks' notice.** Do not wait until the last minute before the deadline. 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. Reference forms usually allow you to waive your right to see the letter. Sign the waiver. This assures the admissions committee or prospective employer that you have not read the letter and, therefore, enhances its veracity. Candidly, a letter the candidate may read is not worth the paper it's written on.

## Graduate School

A number of the careers require advanced degrees. 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. 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. Nationally, a Masters requires between twenty-four and forty-six additional credits and takes about two years to complete.

**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. Contact schools that look right for you and acquire additional information. 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. Law schools require the LSAT.