

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

HISTORY HANDBOOK

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

Department of History
Maybank Hall 203
College of Charleston
66 George St.
Charleston, SC 29424-0001
Telephone: 843-953-1420,5711
Fax: 843-953-6349

Bill Olejniczak, Chairman
olejniczakb@cofc.edu

TABLE OF CONTENTS

I.	The Value of History and Careers for Majors	1
II.	Requirements for the Major (including Department Honors)	2
III.	Requirements for the Minor in History	7
IV.	Declaring a Minor in Education for Teacher Certification	8
V.	Expectations for Writing History Papers	9
VI.	Research Paper Requirements	10
VII.	Departmental Expectations and Policies	12
VIII.	Advising	14
IX.	Scholarships, Awards, and History Club	15
X.	Internships	17
XI.	The History Faculty	18
XII.	Department of History Course Listings	21
XIII.	History Courses by Areas	24
XIV.	Master of Arts Graduate Program	25
	Copy of Application For Individual Enrollment Form for Seminar / Tutorial / Independent Study / Research Seminar / Field Internship / Senior Paper / Bachelor's Essay	26
	Copy of Student Portfolio Form	27

I. THE VALUE OF HISTORY AND CAREERS FOR MAJORS

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

The value of history is therefore to:

- A. Understand the forces of continuity and change in the past (and, by inference, the future).
- B. Study problems in a given time and space and the several options for solving such problems.
- C. Learn techniques of effectively discovering and communicating historical data -- researching, writing, discussing.
- D. Develop historical analysis -- the acquired ability to examine data in a systematic and critical way.
- E. Have fun, which indeed history is to anyone fascinated by it.

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

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

II. REQUIREMENTS FOR THE MAJOR (INCLUDING DEPARTMENT HONORS)

A. Requirements

At least 30 hours (10 courses) in History (exclusive of HIST 101/102 or HIST 103/104¹), including:

1. At least 3 hours (one course) from each of the following areas (total: 12 hours):
 - a. Pre-Modern (any area before 1500);
 - b. Modern Europe (since 1500);
 - c. Modern Asia, Africa, Latin America; and
 - d. United States.

See Section XIII for a listing of courses by area.

2. At least 5 additional electives (15 hours) in any area to reach 30 hours minimum in the major, to be selected in consultation with your advisor.
3. All majors must have taken at least two related History courses before seeking permission to take a Research Seminar, Senior Paper, or Bachelor's Essay.
4. Included in your major must be 3 hours in a Research Seminar or Senior Paper, and 6 hours (two semesters) in the Bachelor's Essay.

¹ History 101/102 or History 103/104 are general education requirements. Neither credit hours nor grades earned in these courses count toward the major in History or the GPA in that major.

B. Course Descriptors and Skill Guidelines		
The following course descriptors and skill guidelines have been adopted to provide a sequential structure to the curriculum.		
<u>LEVEL</u>	<u>COURSE DESCRIPTORS</u>	<u>SKILL GUIDELINES</u>
100	introductory surveys	analyze and discuss primary and secondary readings understanding the historical method evaluate historical ideas, events, individuals
200	intermediate level courses developing historical understanding, research and writing skills generally covering broad chronological and/or geographical areas	think and write analytically and critically using historical material develop basic research skills develop own interpretation and defend it examine basic bibliographical and historiographical knowledge of particular topic/region/period
300	intermediate level courses requiring more extensive research and writing than at the 200 level generally covering more specialized chronological and/or geographical areas	use primary and secondary sources in discussions and papers design and execute analytical research paper develop own interpretation and defend it improve bibliographical and historiographical knowledge of particular topic/region/period analyze and synthesize diverse historical works
400	advanced level courses involving major research projects	design and execute analytical research paper evaluate peer presentations and/or papers revise work in response to criticism analyze and synthesize diverse historical works develop own interpretation and defend it refine bibliographical and historical knowledge of particular topic/region/period

C. Prerequisites

The following prerequisites have been adopted to direct students' progression through the major.

1. Students must pass History 101 and 102 **or** History 103 and 104 before they can enroll in intermediate level history courses (200- and 300-level). History 101 must be taken **before** History 102 and History 103 must be taken **before** History 104.
2. Majors and minors must have passed at least **one** 200-level course **before** taking a 300-level course.
3. Students must take at least **one** 200-level course and **one** 300-level course **before** taking a 400-level course. Majors are urged to consult with their advisors on appropriate course selections.

D. Student Portfolio (see copy at end of handbook)

1. Purpose -- The purpose of the portfolio is to assess the student's progress through the history major. Items should reflect an increasing understanding of the discipline and of the connections between the history major and the liberal arts curriculum.
2. Contents -- The portfolio should include a minimum of four graded items and a reflective essay analyzing these items. At least **ONE** item must be from a 100 or 200-level course; at least **TWO** from 300 or 400-level courses. A Research Seminar paper, a Senior Paper or a Bachelor's Essay **MUST** also **BE INCLUDED** among the four items.

In addition to these four items, students may also include one to three additional pieces of graded writing produced during their years at the College of Charleston.

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

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

involved in your seminar? Have you gained any new ideas about how to research and write history papers from your historical research? What ideas or methods do you think you will be able to carry over from what you have learned in your history major to your planned career after graduation?

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

E. Departmental Honors

1. An earned grade point average in the major of at least 3.5.
2. **12** hours of exceptionally fine work in any combination of Seminar, Independent Study, Tutorial, and Bachelor's Essay.

III. REQUIREMENTS FOR THE MINOR IN HISTORY

At least **18** hours in History (exclusive of HIST 101/102 or HIST 103/104), **3** hours of which must be an Independent Study, Research Seminar, or Senior Paper -- resulting in the writing of a substantial paper. See "Research Paper Requirements" (VI).

IV. DECLARING A MINOR IN EDUCATION FOR TEACHER CERTIFICATION

Students who major in History can become certified to teach social studies in secondary schools, grades 9-12. Requirements include admission to, and successful completion of, an approved teacher education program. After declaration of a major in History, students interested in teacher certification must contact the Director of Certification and Student Teaching, School of Education, 9 College St., for complete details about the program.

V. EXPECTATIONS FOR WRITING HISTORY PAPERS

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

VI. RESEARCH PAPER REQUIREMENTS

All history majors will complete either a Research Seminar, Senior Paper, or a Bachelor's Essay. The Reflective Essay is also a required component.

RESEARCH SEMINAR PAPER (HIST 410/420/441/461/470)

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

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

SENIOR PAPER (HIST 498)

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

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

BACHELOR'S ESSAY (HIST 499)

To complete the two semesters of Bachelor's Essay for departmental honors, **the same preregistration procedures as for**

the senior paper will be followed. The paper will be 40-50 pages in length and distinguished in its organization, analysis, and expression. One copy will be catalogued and retained in the College library.

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

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

VII. DEPARTMENTAL EXPECTATIONS AND POLICIES

- A. Depending on the general education requirement option you select, HIST 101 must be completed successfully before HIST 102 or HIST 103 must be completed before HIST 104. BOTH halves of the same survey are prerequisites for any elective course in history -- although special permission by the instructor is possible.
- B. The standard form of historical expression is writing -- take your term and research papers seriously. Consult more than the minimum number of sources. Do not plagiarize. And write out complete footnotes or endnotes as in Richard Marius, *A Short Guide to Writing about History* (available in the bookstore). When in doubt, ask your instructor.
- C. Expand your mind, ask new questions, THINK, expect to be challenged, and do not be afraid to challenge your professors. Attend on- and off-campus history events -- speakers, films, exhibits. Visit museums. Watch special historical programs on TV. Expand your historical horizons. Join the History Club! Earn a 3.0 in the major and be admitted to Phi Alpha Theta.
- D. If you believe an instructor is treating you unfairly, or is being discriminatory in any way, please discuss this with your instructor without delay. If this cannot be resolved with the instructor, then see the Department Chair.
- E. Please take the student evaluations of your professors seriously. Write out your comments; they want to have your reactions to their teaching.
- F. Statement on Cheating and Plagiarism: The Honor Code of the College of Charleston specifically forbids cheating, attempted cheating, and plagiarism. A student found guilty of these offenses will receive a failing grade in the course. Additional penalties may include suspension or expulsion from the College at the discretion of the Honor Board. See the *College of Charleston Student Handbook*, for definitions of these offenses.

Plagiarism is defined by the Student Honor Code as:

1. The verbatim repetition, without acknowledgment, of the writings of another author. All significant phrases, clauses, or passages, taken directly from source material must be enclosed in

quotation marks and acknowledged either in the text itself or in footnotes/endnotes.

2. Borrowing without acknowledging the source.
3. Paraphrasing the thoughts of another writer without acknowledgment.
4. Allowing any other person or organization to prepare work which one then submits as his/her own.

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

VIII. ADVISING

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

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

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

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

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

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

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

IX. SCHOLARSHIPS, AWARDS, AND HISTORY CLUB/PHI ALPHA THETA

A. Scholarships (information sheets in History office)

1. Alexander C. Dick Endowed Scholarship in Pre-Law for rising junior history majors. Apply by March 15 of the sophomore year (or possibly junior year) (\$3000 per year, up to two years). It is awarded every other year.
2. Society of First Families of South Carolina Scholarship in History, a \$1,000 award to the rising senior with demonstrated academic excellence in and a special concern for South Carolina history, including interest in the 1670-1700 period. Apply by March 15 of the junior year.
3. Visit the Financial Aid office to learn of eligibility for other scholarships. Also see the listing in the undergraduate catalog.

B. Awards (given at the annual Awards ceremony)

1. Outstanding Student

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

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

2. Departmental Honors

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

3. The William Moultrie Cup, presented by the Rebecca Motte Chapter of the Daughters of the American Revolution, is for excellence in advanced American history courses.
4. The American History Prize, presented by the American Federation of Women's Clubs (Charleston Chapter) to the female student who has achieved the highest honors in the general courses in American history (201-202).
5. The First Families Scholarship, presented by the Society of First Families of South Carolina, for excellence in the study of early South Carolina history.
6. The State of South Carolina Scholarship, presented by The National Society of the Colonial Dames of America to a graduate student who intends to pursue his/her study in history. This award will be presented once every five years.
7. Albert Simonds Special Merit Award in History, a cash award applied directly to next fall's tuition to the rising senior majoring in history selected on the basis of academic excellence.

C. History Club/Phi Alpha Theta

1. History Club -- Any student interested in history may join, although most of the members are history majors. In effect, the Club is the formal student liaison body with the history faculty, which assists it in history-oriented events and socials.
2. Phi Alpha Theta -- This is the history honorary fraternity for majors with high academic performance (at least 3.1) in 12 hours of completed history courses (including 101-102, 103-104). Its members also belong to the History Club.

X. INTERNSHIPS

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

Avery Research Center for African American History
The Charleston Museum
Edmonston-Alston House
The Old Exchange Building and Dungeon
Patriots Point Naval and Maritime Museum
The Preservation Society of Charleston
South Carolina Historical Society

XI. THE HISTORY FACULTY

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

Name	Institution/Degree	Specialty	E-Mail
TENURED FACULTY			
Bah, M. Alpha Professor	Howard University (Ph.D.)	Africa West & North Africa Islam in Africa	bahm@cofc.edu
Bodek, Richard H. Associate Professor	University of Michigan (Ph.D.)	Germany Modern European Social & Cultural Soviet Union	bodekr@cofc.edu
Boucher, Christophe J.M. Assistant Professor	University of Kansas (Ph.D.)	Native American American West Atlantic World	boucherc@cofc.edu
Brana-Shute, Rosemary Associate Professor	University of Florida (Ph.D.)	Latin American Caribbean	branashuter@cofc.edu
Carmichael, Timothy Assistant Professor	Michigan State University (Ph.D.)	Africa	carmichaelt@cofc.edu
Coates, Timothy J. Associate Professor	University of Minnesota (Ph.D.)	Portugal & Portuguese Empire Early Modern History Colonial Latin America	coatest@cofc.edu
Coy, Jason P. Assistant Professor	University of California Los Angeles (Ph.D.)	Early Modern Europe Germany Social & Economic	coyj@cofc.edu
Delay, Cara Assistant Professor	Brandeis University (Ph.D.)	Modern Ireland European Women's History Modern Europe--Religion and Culture	delaycm@cofc.edu
Diamond, Jeffrey M. Assistant Professor	University of London (Ph.D.)	Southeast Asia, Perso-Islamic Culture and the Punjab	diamondj@cofc.edu
Drago, Edmund L. Professor	University of California, Berkeley (Ph.D.)	19 th Century America Civil War & Reconstruction South Carolina	dragoe@cofc.edu
Dulaney, W. Marvin Associate Professor	Ohio State University (Ph.D.)	20 th Century America African American	dulaneyw@cofc.edu
Finefrock, Michael M. Professor	Princeton University (Ph.D.)	Middle East / Russia	finefrockm@cofc.edu
Gao, Bei Assistant Professor	University of Virginia (Ph.D.)	China/Japan	gaob@cofc.edu

Name	Institution/Degree	Specialty	E-Mail
Ganaway, Irina Gigova Assistant Professor	University of Illinois (Ph.D.)	Modern Eastern Europe Jewish History	gigovai@cofc.edu
Gleeson, David T. Assistant Professor	Mississippi State University (Ph.D.)	American South Modern Ireland Irish in America	gleesond@cofc.edu
Hopkins, George W. Professor	University of North Carolina (Ph.D.)	20 th Century America Urban / Labor Vietnam War	hopkingsg@cofc.edu
Jordan, L. Wayne Professor	University of Virginia (Ph.D.)	Colonial America American Revolution 19 th Century America South Carolina	jordanl@cofc.edu
Knee, Stuart E. Professor	New York University (Ph.D.)	American Social Intellectual / Cultural Ethnic / Immigration 19 th & 20 th Centuries	knees@cofc.edu
McCandless, Amy T. Professor	University of Wisconsin (Ph.D.)	Women in US Women in Europe Early Modern England	mccandlessa@cofc.edu
McCandless, Peter Professor	University of Wisconsin (Ph.D.)	History of Medicine Modern Britain	mccandlessp@cofc.edu
Newell Jr., John H. Professor	Duke University (Ph.D.)	Medieval	newellj@cofc.edu
Olejniczak, William Associate Professor and Chair	Duke University (Ph.D.)	France European Social & Cultural	olejniczakb@cofc.edu
Piccione, Peter A. Assistant Professor	The University of Chicago (Ph.D.)	Ancient Egypt / Near East Nubia / Cush	piccionep@cofc.edu
Poole, W. Scott Assistant Professor	University of Mississippi (Ph.D.)	American South-Cultural South Carolina American Religion	poolew@cofc.edu
Powers Jr., Bernard E. Professor	Northwestern University (Ph.D.)	U.S. African-American	powersb@cofc.edu
NON-DEPARTMENTAL HISTORIANS			
Bass, Jack	Emory University (Ph.D.)	U.S. South	bassj@cofc.edu
Phillips, Darryl	Duke University (Ph.D.)	Greek & Roman History Roman Topography Latin Literature	phillipsd@cofc.edu
Shanes, Joshua	University of Wisconsin Ph.D.	European Jewish History	shanesj@cofc.edu

VISITING ASSISTANT PROFESSORS			
Davis, Christian S.	Rutgers University (Ph.D.)	Modern Europe: Social, Political & Cultural History 19 th & 20 th Century Germany	daviscs@cofc.edu
Ganaway, Bryan F.	University of Illinois (Ph.D.)	Modern Germany Consumer Culture History of Science Social Theory	Ganawayb@cofc.edu
ADJUNCT PROFESSORS			
Clark, Malcolm C.	Georgetown University (Ph.D.)	U.S.	NA
Crout, Robert R.	University of Georgia (Ph.D.)	Early Modern Europe 19 th & 20 th Century Europe	croutr@cofc.edu
Davis, C. Earl	University of South Carolina (M.A.)	Western Civilization Modern Europe U.S.	davisce@cofc.edu
Livingston, Rita W.	The Citadel (M.A.T.)	Modern Europe U.S.	livingstonr@cofc.edu
McSweeney Jr., William T.	University of London (M.A.)	Western Civilization Modern Europe World History	mcsweeneyw@cofc.edu
Stockton, Robert P.	University of South Carolina (M.A.)	Charleston	stocktonr@cofc.edu
Toland, Susan R.	North Carolina State University (M.A.)	Western Civilization	tolands@cofc.edu
Vincent, James W.	Duke University (Ph.D.)	Medieval History	vincentj@cofc.edu

Associates in History

These are professional historians informally associated with the department to provide lectures, counsel, and expertise in historical matters.

Name	Institution/Degree	Specialty
Rosengarten, Dale	Harvard University (PhD)	Lowcountry Culture and History
Rosengarten, Theodore H.	Harvard University (Ph.D.)	American South

XII. DEPARTMENT OF HISTORY COURSE LISTINGS

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

A. Required, Introductory Courses

- 101 The Rise of European Civilization
- 102 Modern Europe
- 103 World History to 1500
- 104 World History since 1500

200 Historiography: Methods of Inquiry in History²

B. General Surveys

- 201 United States to 1865
- 202 United States Since 1865
- 210 Special Topics in U.S. History
- 211 American Urban History
- 212 American Labor History
- 213 American Jewish History: Colonial Times to the Present
- 214 American Ethnic History: 1607 to the Present
- 215 Native American History
- 216 African American History to 1865
- 217 African American History Since 1865
- 221 Women in the United States
- 222 History of South Carolina
- 224 History of the South to 1865
- 225 History of the South Since 1865
- 230 Ancient Egypt and Mesopotamia
- 231 Ancient Greece
- 232 Ancient Rome
- 234 Early Middle Ages
- 235 High Middle Ages
- 241 Special Topics in Modern European History
- 242 History of Modern France
- 244 Political and Social History of Germany from 1866 to the Present
- 245 Tsarist Russia to 1796
- 246 Imperial Russia to 1917

² Students, and most especially those who anticipate going to graduate school, are encouraged to take this course which is not included under the areas of distribution.

252 Women in Europe
 256 History of Science and Technology
 258 European Jewish History: Medieval to Modern
 261 Special Topics in Modern Asia, Africa, or Latin America
 262 Colonial Latin America
 263 Latin America Since Independence
 264 Caribbean to 1800
 265 Caribbean Since 1800
 266 Aztecs, Maya and Their Ancestors
 270 Special Topics in Pre-Modern History
 272 Pre-Colonial Africa
 273 Modern Africa
 276 Islamic Civilization
 277 Modern Middle East
 282 History of China to 1800
 283 History of Modern China
 285 Indian Subcontinent Since 1500
 286 History of Japan to 1800
 287 History of Modern Japan
 291 Disease, Medicine & History
 292 Disease and Medicine in World History

C. Specialized or Topical Courses

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

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

D. Seminars and Other Specialized Courses

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

XIII. HISTORY COURSES BY AREAS

HIST 400, 402, 403, 496, 498 and 499 may be counted in any one of the four areas of distribution, depending upon the topic of study. The following classes appear under multiple distribution areas and may be counted in as follows.

- HIST 252 (Pre-Modern / Modern)
- HIST 256 (Pre-Modern / Modern)
- HIST 291 (Modern Europe / United States)
- HIST 292 (Modern Europe / Modern AALA)
- HIST 359 (Modern Europe / United States)

Pre-Modern (to 1500)	Modern Europe (Since 1500)	Modern Asia, Africa, Latin America	United States
230, 231, 232, 234, 235, 245, 252, 256, 266, 270, 272, 282, 286	241, 242, 244, 246, 252, 256, 258, 291, 292	261, 262, 263, 264, 265, 273, 276, 277, 283, 285, 287, 292	201, 202, 210, 211, 212, 213, 214, 215, 216, 217, 221, 222, 224, 225, 291
333, 336, 370	334, 337, 341, 343, 344, 345, 346, 347, 354, 355, 356, 357, 359	361, 364, 365, 366, 372, 373, 377	301, 302, 303, 304, 305, 306, 307, 310, 311, 312, 320, 323, 359
470	441	461, 473	410, 420

XIV. MASTER OF ARTS GRADUATE PROGRAM

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

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