

**HISTORY DEPARTMENT
UNIVERSITY OF RICHMOND**



UNIVERSITY OF RICHMOND
FOUNDED 1830

HANDBOOK FOR MAJORS

2020-2021

WELCOME

Welcome to the History major! We think, of course, that you've made a wise choice. No major covers more territory: ours spans the globe and every kind of human activity from planting crops to creating philosophies. And what could be more practical than trying to understand how people create and respond to change? As you study how people construct, try to live in, and change their social, political, and symbolic worlds, you should become more adept at understanding our changing world—a skill that any wise employer should value.

Below is some information to help orient you in the major. If after reading it you still have questions, please do not hesitate to raise them with any member of the faculty or the Chair.

THINGS TO KNOW

Advice and Information

Your advisor for the major is Professor _____.
Our hope is that he or she will remain your advisor until you graduate. But certain factors—sabbatical leaves, retirements, or your request—may force a change. While all members of the Department are committed to helping you, remember that you play a big role in making sure you get good advice: do your homework and ask questions.

Basic information about the major is on the Department homepage: <http://history.richmond.edu>. There you can review the major requirements, check out future course offerings, and find other information about the Department. Just before registration periods, you will receive an Email message directing you to specific information about the next semester. There you'll find out about new courses, visiting professors, special enrollment procedures, and other registration matters. Be sure to check this page before consulting your advisor.

From time to time, you will also get Email messages about Department events and happenings.

Curriculum

The History major requires ten units with a grade of “C” or better and no more than three at the 100 level. It has five components:

- *A foundation course.* As you start, you must take History 199, “Elements of Historical Thinking.” It is designed to ease your way from high school history, which tends to be about mastering information, to college history, which is more about analysis and

interpretation. Pick a topic that interest you, and enjoy your experience. Do *not* put off taking this course! It is a foundation for what follows. History 199 will also satisfy the General Education FSHT requirement.

- *A distribution requirement.* You must take one course in each of these three regional categories: 1) United States, 2) Europe, and 3) the broader world of Asia, Latin America, Middle East, and/or Africa. The reason for this requirement is to make sure you get a taste of the breadth of historical study, of the range of human experience, and of the different ways it is approached by historians. Courses at the 100, 200, and 300 levels may be applied to this requirement.
- *A colloquium requirement.* You must take two courses at the 300-level. These are courses whose purpose is to explore a focus theme or issue. The classes will be small and emphasize discussion of the readings. They are designed to advance your ability to think about the *problems* of historical investigation and interpretation. That is why we want you to take two of them. You should take at least one 300-level course before taking History 400.
- *The research seminar.* The culminating experience of the major is History 400. In it you will take a big step from being a history student toward being an historian. Here you will concentrate your energies on writing a single, extended analysis of some historical problem based on research into primary sources. The topics of these seminars vary from year to year. Keep your eye out for a subject that is of interest to you, but remember that the subject is not as important as the exercise: the main thing you want to take away from this course is not information, but practice in doing your own historical research and argumentation.

- *Electives.* For the rest of your program, talk to your advisor. You are free to take whatever History 200 or 300-level courses you choose. You can shape these choices into a package that makes sense to you, either continuing a pattern of broad sampling of various histories or concentrating more on one area or some particular theme.

Although the major requires ten courses, you may of course take more than that. We encourage you, however, to enrich your vision by exploring related fields—Classics, Literature, Political Science, Anthropology, Sociology, Philosophy, Religion, Art History, American Studies, and so on. Keep your eye open too for Language-Across-the-Curriculum courses in History, which will allow you to do some of your work in a foreign language.

Study Abroad

[Study abroad](#) and historical study go hand in glove. Both involve trying to understand the behavior and values of people operating in circumstances very different from our own. Indeed, the analogy informs a common saying among historians: “The past,” they like to say, “is a foreign country.” When we visit earlier times, we have to perform the same exercise we do when abroad: work our way into minds and situations unfamiliar to us. Moreover, when we visit another country, we have to go to that other foreign land called the past! In the midst of another country or culture, we find ourselves asking historical questions. Where did this practice come from? Why do the people here speak this particular dialect? Why do they dislike the folks across the river so much? Even if your main interest as a history major is the United States, experience abroad will help you see our own history in new ways, give you some distance from institutions and practices you take for granted. You may apply up to two History courses taken abroad to

the History major if you go for a semester; three if you go for a year. But consult the guidelines on our study abroad site and be sure to consult the Chair for course transfer of approval.

Independent Study

If you want to explore in some depth a subject not thoroughly covered in our regular course offerings, consider enrolling in History 401 (Directed Study). Simply approach a faculty member whose expertise most closely fits the topic you want to pursue. If he or she agrees to supervise you, you will work out together a program of reading and/or research to pursue on your own, meeting from time to time with your supervisor to discuss your work. You will be expected to do some writing, which can vary from a series of short essays to one long research paper. The completion of five History courses is required to enroll in Directed Study. It can be taken for either a unit or half-unit of credit.

The School of Arts & Sciences also provides a number of research fellowships for students to complete summer research on or off campus. Those who are invited to present their research at a regional or national conference or meeting can apply for travel grants through the school.

From time to time opportunities crop up for students to help a faculty member with his or her research. By its nature, historical research tends to be done alone, but sometimes a faculty member can use a student to collate data, search for names in census records or check translations from foreign language documents.

Honors Program

Are you someone who wants to intensify your study of history? Who would like to get together with like-minded students? Who likes to do

independent research and writing? If so, the [Honors Program](#) may be for you.

As an Honors student, you would follow this program:

- Spring, junior year History 398 Historiography 1 unit
- Spring, junior year History 411 Prospectus Prep 0.5 unit
- Fall, senior year History 412 Honors Research 1 unit
- Spring, senior year History 413 Honors Research 1 unit

History 398. This course is an introduction to the variety of modern approaches to history.

History 411. In this course, working with the Honors Coordinator and a Content Advisor, you would prepare a research prospectus (approximately 1500 words, plus a list of sources and preliminary bibliography) for your honors essay. You would be examined orally on the prospectus at the end of the semester by your three supervisors. If for some reason (for example, study abroad) you couldn't enroll in History 411 in the spring, you would work on your prospectus in absentia over the spring and summer and present it to the Honors Coordinator and Content Advisor by October 1 of the following fall. In that event, the half unit of credit would be awarded in the fall.

History 412-413. In this course, which would meet only occasionally, you would complete an extended piece of research and writing, running approximately fifty pages. Enrollment in it would replace your History 400 requirement. You would give an oral presentation of your work to A&S Student Symposium early in April and defend it before a committee consisting of the Honors Coordinator, the Content Advisor, and a third faculty member.

There is no underestimating the sense of accomplishment the program can afford. Honors students have regularly won prizes for their essays.

If you are eligible for the program, you should get an invitation to apply toward the end of your sophomore year. You must have completed 16 units overall and four units in History with a grade average of at least 3.5. If you apply, you will be asked to explain your reasons for wanting to enter it, submit a sample of your writing, and get the endorsement of a faculty member in the Department.

If you think you're eligible but did not receive an invitation, contact [Professor Watts](#).

Transfer credit

You may apply credit from other institutions to the History major. It may come from U.S. institutions or from study abroad. In either case, the signature of the Department [chair](#) is required on the appropriate form. Courses transferring at 0.7 units and above will be counted as a full unit for purposes of the major. Students studying abroad for one semester may apply two courses to the major or minor; students studying abroad a full year may apply three courses to the major or minor. In taking courses elsewhere, be mindful of the level at which they will be accepted: you don't want to take another 100-level course if you have used up your limit! Do not expect online or Community College courses to transfer to the History major. Equivalent of 300- and 400-level courses are difficult to find in summer sessions or study abroad programs.

Teacher preparation

If you're thinking of earning certification to teach along with your history major, you should contact the Education Department right away to plan your program. Handling two sets of requirements means extra thinking ahead.

If you have any questions about this, contact Professor Summers, History Chair.

Phi Alpha Theta

Phi Alpha Theta is a national history honor society. Founded in 1921, it has chapters at more than 800 colleges and universities in the United States and Canada and a total membership of over 10,000.

To be eligible for Phi Alpha Theta, you must have a 3.5 average in a minimum of four UR history courses and a 3.0 average overall. To join, you must pay a \$50 lifetime membership fee to the national body, which will bring you one free year of the society's journal, *The Historian*, and you must also pay local annual dues of \$15 to support chapter activities.

For application forms contact [Professor Kahn](#).

Internships

The Richmond area is rich in institutions devoted to history, providing a variety of opportunities for internships for academic credit. The Department has internship agreements with many museums, libraries, and archives. You may also propose your own idea for an internship. To earn academic credit, your internship experience must have an academic—reading and writing—component, worked out with the Department internship coordinator. Remember that because securing an internship involves applying to and having an interview at your chosen agency, you must start working on your application well before the semester you want to work.

For information about [internships](#), contact [Professor Watts](#).

Scholarships

The History faculty recommends history majors for the following scholarships:

- *The Helen G. Stafford Scholarship*. For a Westhampton College student, awarded on the basis of merit and need.
- *The Jacob Billikopf Scholarship*. For a Richmond College student, awarded on the basis of merit and need.
- *The Harry M. Ward Scholarship*. For a University of Richmond student, awarded on the basis of merit and need, with a preference for a student concentrating in American History.
- *The Spencer & Margaret Albright Scholarships*. For University of Richmond junior or senior history majors awarded on the basis of financial need.
- *The Maude Howlett Woodfin-Susan Lough Grant*. For a Westhampton alumna doing graduate work, preferably in History, but also in such allied fields as archeology, library science, area studies, or law. Awarded on the basis of merit and need.

[Applications](#) for these scholarships are due *April 1* for the following academic year.

Since the scholarships for undergraduate study are awarded on the basis of need, applicants should be sure to file their FAFSA forms with Financial Aid as early as possible.

Prizes

Each year the Department awards the following cash prizes:

- *The Samuel Chiles Mitchell Award.* For the outstanding Richmond College Senior.
- *The Frances W. Gregory Award.* For the outstanding Westhampton College Senior.
- *The Joseph C. Robert Award.* For a student demonstrating outstanding scholarship and leadership in the Department and University.
- *The J. Taylor Ellyson Award.* For the best essay of the year in Virginia or Southern History.

Student Liaisons

In order to promote communication between the majors and the faculty, majors annually elect two student liaisons. The liaisons work closely with the Chair discussing student concerns and arranging faculty/student gatherings. They may attend Department meetings where matters of interest to students are discussed. They are chosen in April to begin their term the following fall semester. The History faculty nominates up to six students, from which the majors elect two.

The Freeman Professorship

We will not have a visiting Freeman Professor this year.

Endowed Lectures

In addition to having the Freeman chair, the Department also sponsors or co-sponsors the following endowed lectures:

- *The Thomas S. Berry Lecture.* In memory of a distinguished University of Richmond economic historian, this lecture is devoted to U.S. economic history.
- *The Helen G. Stafford Lecture.* In memory of a distinguished Westhampton College Historian of early modern Europe, this lecture is given every other year on various topics.
- *The Elizabeth Roller-Bottimore Lecture.* Co-sponsored with the White House and the Museum of the Confederacy, this lecture is about aspects of Confederate history.
- *Society of the Cincinnati Lecture.* Co-sponsored with the Society's Virginia Chapter, this lecture is about aspects of early American history.
- *Charles and Elizabeth Ryland Lecture.* In memory of a venerated University Trustee and his history-loving wife, this lecture is devoted to U.S. history.

After the major

The directions you can go with a history major after graduation are many: graduate or professional school, education, business, government service, and so on. What you will have developed in the classroom that employers in many fields like to see is an ability to think through complex human problems and express yourself well. So our graduates may be teachers, professors, lawyers, doctors, public relations officers, entrepreneurs, stockbrokers, or police officers. Most will tell you that the history major has helped them do those jobs well. It doesn't hurt to start surveying

career possibilities now. Raise questions with your professors and advisor and pay a visit to the Career Services in the Tyler Haynes Commons.

FACULTY

Edward L. Ayers (B.A., Tennessee, Ph.D., Yale). Tucker-Boatwright Professor. Professor Ayers teaches on the U.S. South. Among his many books, *Vengeance and Justice: Crime and Punishment in the Nineteenth-Century America South* won the J. Willard Hurst Prize in American legal history and *In the Presence of Mine Enemies: War in the Heart of America, 1859-1863* won the Bancroft Prize and Beveridge Award of the American Historical Association.

Christopher Bischof (B.A., Arizona, Ph.D., Rutgers). Assistant Professor. Professor Bischof teaches modern British, imperial, and European history. His first book was *Teaching Britain: Elementary Teachers and the State of the Everyday, 1846-1906*. He is currently working on two new projects, one on the British West Indies in the era of emancipation, the other on global connections in a twentieth-century community in the Scottish Highlands.

David Brandenberger (B.A., Macalester, Ph.D., Harvard). Professor. Professor Brandenberger teaches Russian, Soviet and modern European history. He is the author of *National Bolshevism: Stalinist Mass Culture and the Formation of Modern Russian Identity, 1931-1956* and *Propaganda State in Crisis: Soviet Ideology, Indoctrination, and Terror under Stalin, 1927-1941*, as well as a number of edited volumes, the latest of which is *Stalin's Master Narrative*. He is presently working on a new book on Stalin's last political purge, the 1949 Leningrad Affair, and editing the diary of a Stalin-era Politburo member.

Alex Checkovich (B.A., University of Virginia, Ph.D., University of Pennsylvania). Part-time Instructor. Professor Checkovich teaches courses about technology and health in American Society. His current research is about geographical knowledge and the development of the United States in the first half of the twentieth century.

Joanna Drell (B.A., Wellesley, Ph.D., Brown). Professor. Professor Drell teaches courses in medieval and Italian history. She has written *Kinship and Conquest: Family Strategies in the Principality of Salerno during the Norman Period, 1077-1194* which won the Howard R. Marraro Prize of the American Catholic Historical Association; and *Medieval Italy: Texts in Translation*.

Robert Galgano (B.A., Virginia, Ph.D., William and Mary). Part-time Instructor. Professor Galgano teaches the history of the early Americas and Native American history. He is author of *Feast of Souls: Indians and Spaniards in the Seventeenth-Century Missions of Florida and Mexico*.

Pippa Holloway (Ph.D, Brown). Douglas Southall Freeman Chair. Professor Holloway teaches courses in U.S. legal, U.S. gender and sexuality.

Michelle Kahn (B.A., Claremont McKenna, Ph.D., Stanford). Assistant Professor. Professor Kahn teaches courses in modern European history especially modern Germany. Her dissertation, explores the political, social, and economic history of first- and second-generation Turkish migrants' transnational connections to their homeland, from the 1960s to the present. Her next research focuses on social and cultural history of Neo-Nazis and Skinheads in postwar Germany.

Tze Loo (B.A., University of Sydney, Ph.D., Cornell). Associate Professor. Professor Loo teaches courses in modern East Asia. She has written *Heritage Politics: Shuri Castle and Okinawa's Incorporation into Modern Japan, 1879-2000*.

Manuella Meyer (B.A., Brown, Ph.D., Yale). Associate Professor. Professor Meyer teaches courses in early modern Latin America. She has

written *Reasoning Against Madness: Psychiatry and the State in Rio de Janeiro, 1930-1944*.

Nicole Sackley (B.A., Brown, Ph.D., Princeton). Associate Professor. Professor Sackley teaches courses on the history of the United States in transnational perspective and U.S. intellectual and cultural history. The author of several articles on the history of international development, she is completing a book on American social scientists and development practice during the Cold War. She'll be on leave spring semester.

Samantha Seeley (B.A., Brown, Ph.D., New York University). Assistant Professor. Professor Seeley teaches courses on early North America and United States. Her current project examines the forced migration of Native Americans and African Americans across the mid-Atlantic, upper South, and Ohio Valley in the fifty years after the American Revolution. She'll be on leave spring semester.

Walter N. Stevenson (B.A., Carleton, Ph.D., Brown). Associate Professor of Classical Studies. Although his home department is Classical Studies, Professor Stevenson teaches courses for History credit in Classical Greek and Roman history. He has written articles on the social history of the high Roman Empire.

Carol Summers (B.A., Swarthmore, Ph.D., Johns Hopkins). Mitchell-Billikopf Professor of History. Professor Summers teaches courses in African and comparative history, in International Studies, and in the FYS program. She has written *From Civilization to Segregation: Social Ideals and Social Control in Southern Rhodesia, 1890-1934* and *Colonial Lessons: Africans' Education in Southern Rhodesia, 1915-1945* and summed up education and literacy in modern Africa for the *Oxford Handbook of Modern African History*. Her research on Uganda has been published as articles and chapters on rudeness, youth, Catholicism,

generational ethics, World War II, information technologies, and other themes of radical politics in late colonial Uganda. She will be on leave the entire academic year.

Sydney Watts (B.A., Sarah Lawrence, Ph.D., Cornell). Associate Professor. Professor Watts teaches courses in early modern Europe, including Reformation Europe and The French Revolution, and courses for Women, Gender and Sexuality Studies (WGSS). She has written *Meat Matters: Butchers, Politics, and Market Culture in Old Regime Paris*.

Yücel Yanıkdağ (B.A., Old Dominion, Ph.D., Ohio State). Associate Professor. Professor Yanıkdağ teaches courses in the Middle East and Ottoman Empire. He has written *Healing the Nation: Prisoners of War, Medicine and Nationalism in Turkey, 1914-1939*.

Eric S. Yellin (B.A., Columbia, Ph.D., Princeton). Associate Professor. Professor Yellin teaches courses in modern United States history and American Studies. He has written *Racism in the Nation's Service: Government Workers and the Color Line in Woodrow Wilson's America*.

WHOM TO CONTACT

Advisor assignments	Debbie Govoruk Sarah Brunet 101 x 8332
Concerns, complaints, suggestions	Professor Drell Sarah Brunet 134 x 1828
Honors Program	Professor Watts Sarah Brunet 130 x 8339
Internships	Professor Watts Sarah Brunet 130 x 8339
Phi Alpha Theta	Professor Kahn Sarah Brunet 103A x8346
Transfer credit	Professor Drell (jdrell) Sarah Brunet 134 x1828

MAJOR WORKSHEET

Ten courses, with no more than three at the 100 level, including:

History 199	_____
One course in United States history	_____
One Course in European history	_____
One course in Asian, Latin American, Middle East or African history	_____
Two 300-level courses	_____
History 400	_____

.....
COURSES

TERM TAKEN

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

- Students may take no more than two H199 courses.
- History courses at the 100, 200 and 300-level may be applied to the U.S., Europe, Asia, Latin America, Middle East, and Africa requirement.

- Students may apply to the major up to two courses from study abroad for a semester's study, three for a year's study.