WVU History Department, 2010-2011

Matthew Vester, Director of Undergraduate Studies

matt.vester@mail.wvu.edu

**History Major Handbook (Summer 2011)**

**CONTENTS**

|  |  |
| --- | --- |
| **Welcome and general information** | 2 |
|  |  |
| **Information for majors – courses – enrolling for classes** | 4 |
| History major checklist | 4 |
| Undergraduate history courses | 4 |
| Required documentation format for history papers | 4 |
| History 484 (capstone course) | 4 |
| History honors thesis (HIST 498) | 5 |
| Public history | 5 |
| GEC courses | 5 |
| Foreign language requirement | 6 |
| Registration procedures | 6 |
| History department advising center | 6 |
| Double majors, dual majors and second degrees | 6 |
| Residence requirements for transfer students | 7 |
| Minors for history majors | 7 |
| Plagiarism | 7 |
|  |  |
| **Special procedures and forms** | 8 |
| Important deadlines | 8 |
| Academic forms | 8 |
| D/F repeats | 8 |
| Mid-semester classes | 8 |
| Dropping and withdrawing from classes | 8 |
| Academic probation and suspension | 9 |
| Credit by exam | 9 |
|  |  |
| **Other resources for History majors** | 9 |
| Phi Alpha Theta and History Club | 9 |
| Study abroad | 10 |
| FERPA | 10 |
| Career planning | 10 |
| Carruth Center | 10 |
| Academic assistance | 11 |
| Office of Disability Services | 11 |
| ECAS Academic Enrichment Program | 11 |
| Steps for graduation | 12 |
|  |  |
| **Appendices** | 13 |
| History major checklist | 13 |
| Registration worksheet | 17 |
| History department style sheet for paper documentation | 20 |
| Upcoming 484 topics and prerequisites | 21 |

*NB: Many of the forms mentioned in this document are posted at the History department website*

**Welcome and general information**

* Why study history? What career opportunities can follow from a history degree?
	+ A history degree trains students to analyze evidence, develop conclusions based on that evidence, and communicate those conclusions clearly in both written and oral form (see the section below on “Learning Outcome Goals”). These basic skills (critical analysis, organizing bodies of information, writing succinctly, and effective oral expression) provide a foundation for a variety of employment opportunities and for responsible participation in a democratic society.
	+ A history degree also enables young people to understand where the various communities of which they are a part (family, local, national, global) came from, and in which direction they are moving. History majors learn to take nothing for granted, and the historical perspective that they acquire enables them to position themselves (professionally and in private life) in ways that enable them to use their acquired skills effectively.
	+ More concretely, a history degree prepares students for public and private sector jobs that value clear thinking and effective communication. Many history majors go into teaching, law, business, public administration, or graduate study, but a range of opportunities exist:

|  |  |  |  |
| --- | --- | --- | --- |
| **Nonprofit sector** | **Private sector** | **Public sector** | **Graduate study** |
| archivist/records manager | cultural resource management | public archives | history |
| public history | historical research/writing | State Department (Foreign Service) | law |
| library work | legal and policy research | historical offices for Federal agencies | business |
| museum work | historical preservation | historical offices for US military | anthropology |
| research institutions | communications media | intelligence (military, CIA, FBI) | public history |
| religious and philanthropic organizations | publishing | National Park Service | international relations |
| teaching | management | legislative administration/research | economics |
|  | advertising | urban and rural planning | political science |
|  | banking | historic preservation | sociology |
|  | insurance |  | education |
|  | law |  | religion |
|  | market research |  | art history |
|  | journalism |  | geography |
|  | public relations |  |  |
|  | human relations |  |  |
|  | travel/tourism industry |  |  |

* What are the “Learning Outcome Goals” for history majors? That is, what should history majors be able to do upon completion of their degrees? Successful majors should be able to:
	+ demonstrate general knowledge of the facts, concepts, and approaches of history;
	+ critically analyze and assess primary sources;
	+ critically analyze and assess secondary sources;
	+ conduct original historical research and report results orally and in writing;
	+ produce historical essays that are coherent, grammatically correct, and use proper historical documentation.
* How does one major in history?
	+ Obtain your advising file from your current adviser/major and take it to the Eberly College Advising Office (221 Armstrong). They will create an Academic Status Update form for you and will send it to the History Department. Your file will be reviewed by the department’s Director of Undergraduate Studies, who will notify you and appoint an adviser for you.
	+ If you would like to request a specific adviser, or if you would like to change advisers at any point, simply let the Director of Undergraduate Studies know and he will make the change.
	+ The detailed requirements for the history major are located in the **History major checklist** (attached to this document). Briefly, 33 hours are required for the major. These include 4 survey courses, 6 advanced-level courses, and 1 capstone course.
* What role does my adviser play?
	+ As soon as your adviser is assigned, you should contact them to arrange a meeting and introduce yourself. You should meet regularly with your adviser, at least once per semester, to discuss your academic plans and progress. If you can build a relationship with your adviser, you will have found someone who can write you a letter of recommendation for employers or postgraduate academic programs (though keep in mind that a better letter will likely be written by a professor from whom you have earned high grades in more than one history course).
	+ Your adviser will respond to any academic issues that you raise (or will help you find someone who can respond to them), will help you to select courses and meet academic requirements, and will help you to try to resolve difficulties with instructors, administrators, or others.
* Dealing with history instructors
	+ Address your instructors with respect. Use an appropriate title (“Professor” or “Doctor” for someone with a PhD, or “Mr. / Mrs. / Ms.” for graduate students). Some instructors will invite you to use their first names, but you should not presume such familiarity on your own.
	+ Come to advising meetings prepared.
	+ If you are unable to attend a scheduled meeting, notify your adviser as soon as you are able.
	+ If you have a scheduled meeting and your adviser is not there, be patient for a few minutes and/or ask in Woodburn 220 (your adviser might have stepped out to take care of other business for a moment).
	+ When you ask a professor for a letter of recommendation, make the request early (4-6 weeks before the letter is due, if possible), and provide documentation (transcripts, personal statements, papers and exams from past courses, etc.) and any necessary forms.
	+ Do not be shy about meeting with professors during office hours. Our faculty members enjoy working with students and discussing their historical interests. They can also be useful allies as you move through your academic career and position yourself for future activities.
* For further information or to address any other concerns regarding the undergraduate program, please see: Matthew Vester, Director of Undergraduate Studies, Woodburn 302A, 304-293-2421 x 5232, matt.vester@mail.wvu.edu

***INFORMATION FOR MAJORS – COURSES – ENROLLING FOR CLASSES***

**History major checklist**

* This form identifies all of the university, college, and departmental requirements that you have completed. A copy is placed in your file and is updated regularly by your adviser. A copy is also included in this handbook.

**Undergraduate history courses**

* Department faculty offer a range of courses dealing with a variety of places, historical periods, and topics. New or occasionally-offered classes (Special Topics courses, which appear with the prefix SPTP in the course schedule) are also available. For a current list of courses, see: <http://history.wvu.edu/future_students/courses/undergraduate_courses>. Brief descriptions of these courses may be found in the WVU Undergraduate Catalog. Students are also encouraged to speak with faculty members about the content of courses that they are considering. Please note that you must earn a C in a history course in order for it to count toward your major requirements.
* Some courses (like HIST 210 – Modern Military History) can count in more than geographic rubric on the checksheet. Check with your adviser if you’re uncertain where a course should count. Courses on the history of Russia and the Soviet Union count as European history.

**Required documentation format for history papers**

* When students submit papers for their history courses, they should use the documentation style sheet (for footnotes/endnotes and bibliographies) that has been approved by the department. A copy of this style sheet is attached to this document.

**History 484 (capstone course)**

* This course is designed to teach students how to carry out a research project and write a significant research paper (20-30 pages). As such, it represents the culmination of the history major’s academic training.
* Students should begin to plan for their capstone during their junior year (or possibly earlier) by taking note of upcoming capstone courses and by taking the appropriate pre-requisite courses. This information is distributed to majors each semester, both electronically and in the form of hard copies available from advisers and in the advising center during registration.
* It is a good idea to take more than one pre-requisite course, in case the capstone that they wish to take fills up. To prevent this problem, students should contact as soon as possible the instructor of the capstone that they would like to take
* A sample copy of the list of upcoming capstones and pre-requisites is attached to this document.

**History honors thesis (HIST 498)**

* + This is not part of the University Honors Program; it is an opportunity for history majors with a 3.3 overall GPA and a 3.5 history GPA to write a major research paper beyond the history capstone course (History 484). HIST 498 is taken in addition to the 33 hours required for the history major. Students work with a faculty member who is willing to mentor them on a mutually agreed-upon topic. For more information, see the Director of Undergraduate Studies.

**Public history**

* If you are doing well in your history courses and might be interested in continued study, consider enrolling in HIST 412 (Introduction to Public History) to see if you might like to pursue graduate work in public history

**GEC courses**

* For general guidelines about GEC courses, see the History Major Checklist.
* For a current list of GEC courses, see <http://registrar.wvu.edu/current_students/general_education_curriculum>
* For a list of approved substitute courses for University 101, see <http://university101.wvu.edu/substitute_courses>
* Students may receive credit for only one course (or course + lab) in each of the following groups:
	+ GEOL 101/102, GEOL 110/111, GEOG 110/111
	+ ECON 225, STAT 211
	+ similarly, a number of CHEM courses exclude each other (see catalog)
* GEC 2C courses that history majors have found interesting:
	+ ARE 187 = Energy Resource Economics
	+ FDST 200 = Food Science and Technology
	+ FOR 140 = West Virginia’s Natural Resources
	+ HN&F 171 = Introduction to Human Nutrition
	+ PLSC 105 = Plants and People: Past and Present
	+ WDSC 100 = Forest Resources in US History
	+ WMAN 150 = Principles of Conservation Ecology
	+ ENVP 119 = Soil in the City
* BIOL 101/103: deals with concepts smaller than a cell; BIOL 102/104: deals with concepts larger than a cell; BIOL 105/106 = Environmental Biology (and is designed for non-Biology majors)
* Math 126 tests are on Monday evenings
* Math 121 requires a lab
* Earning a D in a GEC course satisfies the requirement

**Foreign language requirement**

* Students must pass the fourth-semester course (204 level) in any foreign language, including Latin
* If, after having taken a placement exam, students are placed into a course at the 102 level or higher, they will receive credit for the lower-level courses if they earn a B in the course into which they are placed. However, they must request this credit from the Department of Foreign Languages. For placement exams, see: <http://forlang.wvu.edu/pExams>
* Intensive courses exist: 100 in fall (combines 101 and 102) and 200 in spring (combines 203 and 204)
* Students with disabilities related to language acquisition may be given substitute courses to take. Disability Services offers tests (for a fee). Consider this possibility if you have a pattern of extremely poor performance in language classes. If you have such a disability you may submit a petition to meet the language requirement by taking four approved substitute courses.

**Registration procedures**

* Registration dates for undergraduates are announced around the fifth week of the semester. Seniors are defined as students who have completed 89 hours, juniors have completed 59, sophomores have completed 29, and freshmen have completed fewer than 29. There are exceptional groups whose registration will be earlier than other students’.
* Students must fill out the History Department’s **registration worksheet** prior to meeting with their adviser (a copy of the worksheet is attached to this document). Students should also keep an updated copy of their history major checklist. Juniors and seniors should also fill out the sections on outstanding requirements remaining and work out rough schedules for their final four semesters
* After registering for classes, double-check your current list of courses on-line to make sure that you are not enrolled in any course that you are not attending.

**History department advising center**

* Department faculty staff an advising center during registration each semester in the department library. The purpose of the center is to make it easier for students to have an advising session on a drop-in, more convenient basis. Still, students should meet regularly with their assigned advisers, in order to benefit from an established relationship with a faculty adviser, and for the other reasons outlined above.

**Double majors, dual majors, and second degrees**

* Note that if history is not your first major, then you should have a principal adviser in your other major (for example, your transcripts are sent to the department of your first major, not your second major). But you should still also meet with your history adviser.
* A “double degree” or “dual degree” is different from a double major. It refers to degrees in two different colleges, and requires a total of 158 (as opposed to 128) hours.
* Students who complete a bachelor’s degree and then return to earn a second degree as a history major must complete 158 hours (even if their first major was also from the Eberly College).
* Students enrolled in the five-yr Master’s of Education/teacher certification program in the School of Human Resources and Education (the Benedum program) can double-major in History and Interdisciplinary Studies (which is the undergraduate degree that they will receive as part of the five-year program). They will still need only 128 total credits (not including graduate courses) to complete their History BA, and they will have to complete their foreign language requirement.

**Residence requirements for transfer students**

* In order to receive a degree from WVU, transfer students from out of state must complete a total of 90 hours of coursework at WVU or the last 30 hours of work in residence at WVU. Transfer students from in state must complete their last 30 hours at WVU or a total of 36 hours at WVU (of which 16 of the last 32 hours must be on-campus).
* WVU courses taken on-line count as courses in residence at WVU.

**Minors for history majors**

* Students may complete formal or informal minors; in each case the student must file paperwork.
* Informal minors may be interdisciplinary
* Interdisciplinary minors, whether formal or informal, may include no more than one history course
* For the current list of minors and requirements, see <http://provost.wvu.edu/academic_affairs/undergraduate/information_on_minors>.
* For formal minors, “Declaration of Intent to Complete a Minor” forms are available at <http://provost.wvu.edu/r/download/27511>. Two copies of this form go to the minor College, one copy to the student’s file in the major department, and one copy to the student.
* Forms for informal minors for history majors are available in 220 Woodburn, from the Director of Undergraduate Studies, or from your adviser.

**Plagiarism**

* In general terms, plagiarism means representing someone else’s work as your own. For the definition used in the WVU Student Conduct Code, see <http://studentlife.wvu.edu/studentconductcode.html#Anchor-1.-44522>. Along with cheating, forgery, and fraud, plagiarism is a serious offense and thus carries serious consequences.
* Never copy and paste from websites or books without proper attribution (including quotation marks). Your instructors should help you understand how to provide proper documentation for your work. If there is any uncertainty about what they require, you should consult with them.
* For information on how faculty will deal with cases of academic dishonesty, see: <http://facultysenate.wvu.edu/code_of_conduct>

***SPECIAL PROCEDURES AND FORMS***

**Important deadlines**

* For a list of these, see <http://registrar.wvu.edu/current_students/important_deadlines>

**Academic forms**

* Transient forms – these are used to count a course taken at another approved institution as a specific WVU class; form available at <http://adm.wvu.edu/home/downloadable_forms>
* D/F repeat forms – form available at History department website
* Open credit petitions – to fill a requirement, but not as a substitute for a specific WVU class; adviser’s signature not necessary; application sent to Dean Karraker; form available at <http://eberly.wvu.edu/faculty_staff/resources>.
* Foreign Language substitution form (for non-English native speakers); form available at <http://eberly.wvu.edu/faculty_staff/resources>.
* Course overload petition
	+ Must be filed if a student wishes to enroll for more than 19 hours during a semester or 14 hours during a summer; form available at <http://eberly.wvu.edu/faculty_staff/resources>.
	+ Students who drop courses and then enroll in mid-semester courses might need to file this form, since any course in which the student has been enrolled since the first week is counted among the 19 hours.
	+ Overload requests of 22-23 hours require approval from Dean Karraker and from the Associate Provost

**D/F repeats**

* If a student earns a D or an F in a course attempted during the student’s first 60 hours of college credit, the student may repeat the course. The repeated grade applies (even if the grade earned the second time around is lower). A student may D/F repeat a course more than once. Either prior to repeating the course or after the course is repeated, the student must file a D/F Repeat Form. If a student repeats a course and earns a higher grade but forgets to file the form, the first grade is counted. However, if a student repeats a course and earns a lower grade but does not file the form, the second grade is counted.

**Mid-semester classes**

* If students need to withdraw from a course in which they are encountering significant difficulties, but need to maintain a certain number of hours in order to retain their standing as full-time students, classes are available in which students can enroll during the middle of the semester. For more information, see the Office of Retention and Research (a division of Student Affairs); on the web at: <http://retention.wvu.edu/mid_semester_help_center>

**Dropping and withdrawing from classes**

* Students who have holds on their accounts (for parking, library fines, etc.) may drop courses, but may not add courses.
* Drops: for a regular 16-week semester course, you can drop within the first five days without a “W” appearing on your transcript.
* Retro-active withdrawals are granted for entire semesters when a student can provide a justification based on a significant event or issue that occurred during that semester. Requests for retro-active withdrawals for individual courses must be granted by the course instructor.
* A request may be made to the ECAS for retroactive withdrawals for a course taken up to one calendar year prior to the term in question. For example, in Fall 2010, a request may be made for a retro-active withdrawal from a course taken in Fall 2009 or later. For retro-active withdrawals from earlier semesters, the request must be made to the University Registrar.

**Academic probation and suspension**

* If a student’s GPA drops below 2.0, they will be placed on academic probation by the ECAS Assistant Dean of Student Affairs. Probation is essentially a warning, but if the student is placed on probation, they could be removed from the major for advising purposes and sent back to University UG Advising. Students whose GPAs fall below 2.0 will also likely lose their scholarships and/or financial aid.
* First-time freshmen on probation at the end of the first semester are encouraged to take a study skills class such as EDP 101 or Orientation 293F, 293M or 293Q; or to participate is a series of lectures in the spring semester. For more information about the lecture series see: <http://retention.wvu.edu/star_workshop_series>
* Students whose cumulative GPAs range from 0.95 to 1.93 (depending on the number of hours attempted) will be subject to suspension and will not be permitted to enroll in classes at WVU for one or two semesters. In order to have the suspension lifted, students must earn a C average for 12 hours of courses taken at another institution.

**Credit by exam**

* Students may receive credit for courses if they can demonstrate competency (by means of an examination) in the content matter; see undergraduate catalogue, p. 38. But note that the History department no longer offers credit by exam for its courses.

***OTHER RESOURCES FOR HISTORY MAJORS***

**Phi Alpha Theta and History Club**

* The History Club is open to all students interested in History, and meets together with Phi Alpha Theta, the international history honorary (it is not necessary to be a member of Phi Alpha Theta to participate in the History Club).
* For more information on the History Club and *Phi Alpha Theta*, and for details about becoming a member of the honorary, contact Prof Jim Siekmeier (James.Siekmeier@mail.wvu.edu) or Prof Nate Andrade (Nathanael.Andrade@mail.wvu.edu), the faculty advisers.

**Study abroad**

* Studying in another country can be especially beneficial for history majors. The best way to begin to prepare for an experience like this is to begin studying the language of the area that interests you (if it is not English) as quickly as possible. So get started on your language requirement right away.
* The history department at WVU has a special relationship with the history department at Cardiff University, in Wales (<http://www.cardiff.ac.uk/hisar/>). Several WVU history majors have spent an entire year there, focusing on history courses. Students pay WVU tuition but spend the year in Wales, and their credits are transferred.
* History majors may also study abroad for a semester or a year at any number of universities across the globe, often with no extra tuition fees (costs of room and board and transportation may vary). For further information, visit the Office of International Programs on the third floor of Stansbury Hall.

**FERPA**

* The Family Educational Rights and Privacy Act is a Federal law that protects the privacy of student education records.
* Information about these records may not be distributed to a third party (including parents, spouses, etc.) unless the student grants permission for information to be released to specific parties by submitting a Student FERPA Release Form.
* Students who are listed as dependents on their parents tax records may submit a Dependent FERPA Release Form in order to gain access to students’ records.
* For more information, see: <http://ferpa.wvu.edu>

**Career planning**

* Career Services Center (CSC). This is located in the Mountainlair, above the bookstore. Through it you can access MountaineerTRAK, a softward program to help you find internships, co-ops, or permanent employment opportunities. The CSC also hosts on-campus job interviews and job fairs, provides career counseling and planning, assists in various steps of the job searching process, offers a credential service (for letters of recommendation), and oversees an alumni mentoring and networking program. For more information, see [www.wvu.edu/~careersc](http://www.wvu.edu/~careersc)
* There is a 1-credit class, Orientation 260 (Prepraring for Graduate Education) that is occasionally offered by the Undergraduate Advising Services Center.
* Internships. Information about possible internships is occasionally made available through the History Department. If you identify an internship from some other source, consult with the Director of Undergraduate Studies (or with another faculty member) about the possibility of receiving academic credit for your internship.

**Carruth Center**

* This is the principal mental health agency on campus, and is staffed with licensed psychologists. The Center offers free and confidential counseling services on a walk-in basis, 9:00-4:00 Mon-Fri. It is located in the Student Services Building (behind the WVU Bookstore).
* The Center offers individual counseling (adjusting to WVU, self-esteem issues, anxiety, poor academic performance related to motivation, time management, relationship issues, screening for Attention Deficit Hyperactivity Disorder / Learning Disorder issues, etc.), relationship counseling, career counseling (for students lacking direction and uncertain of their goals), and group counseling.
* For more information, see: <http://well.wvu.edu/ccpps>

**Academic assistance**

* Term paper clinics – these are sponsored by the Downtown and Evansdale Libraries; see <http://www.libraries.wvu.edu/instruction/clinic.htm> for more information
* Writing Center – this is sponsored by the English Department; see <http://english.wvu.edu/writing_at_wvu/wcenter> for more information
* Math Learning Center – this is sponsored by the Math Department; see <http://math.wvu.edu/drupal/node/28> for more information
* Chemistry Learning Center – this is sponsored by the Chemistry Department; see <http://chemistry.wvu.edu/undergrad_programs/learningCenter> for more information
* Mountaineer Academic Program. This program (which charges a fee) is designed for undergraduates with learning disabilities and attention deficit disorder. It offers academic coaching, tutoring, and peer-mentoring. Contact mountaineeracademicprogram@mail.wvu.edu for more information.
* The Office of Retention and Research (part of Student Affairs) offers workshop series for students who wish to improve their academic skills. These focus on time management, study skills, career planning, test anxiety, how to take final exams, etc. This office also holds a mid-semester help center for students encountering academic difficulties. See [http://retention.wvu.edu](http://retention.wvu.edu/star_workshop_series) for more information.
* Academic Resource Centers are situated in various locations around campus and offer free walk-in tutoring for Math, Biology, Chemistry, Physics, and Statistics. See <http://retention.wvu.edu/academic_resource_centers> for more information
* Student Support Services offers tutoring, writing workshops, and other services to students with disabilities, those who are income eligible, and first-generation college students. See <http://sss.wvu.edu/> for more information

**Office of Disability Services**

* This office processes requests for accommodations from students with disabilities. Disability Counselors work with students to develop accommodations, and students deliver the documents outlining these accommodations to their instructors. For more information, see [www.wvu.edu/~socjust/disability](http://www.wvu.edu/~socjust/disability).

**ECAS Academic Enrichment Program**

* The Eberly College of Arts and Sciences Undergraduate Academic Enrichment Program can provide undergraduate students majoring in programs in the Eberly College the opportunity (in the form of financial support of up to $500) to participate in activities that complement, extend, and enhance their academic experiences at West Virginia University; see <http://eberly.wvu.edu/current_students/scholarships/undergraduate_academic_enrichment_program>

**Steps for graduation**

* Meet with ECAS advisers (221 Armstrong) during your next-to-last semester, in order to double-check your progress and outstanding requirements
* File an application to graduate in 221 Armstrong at the beginning of your last semester (form available at: <http://eberly.wvu.edu/faculty_staff/resources>).
* Pay your diploma fee ($39 in 2010) by three weeks before finals during your last semester
* If you do not plan to attend the graduation ceremony, notify 221 Armstrong
* You may participate in the May graduation ceremony as an August graduate; you will not receive your diploma at the event, however.
* For the ceremony, candidates must wear caps and gowns that may be purchased at the WVU Bookstore in March or April.

**WVU HISTORY MAJOR CHECKLIST** – updated **summer 2011**

Name ID # Dble major (if any)

# University and College Requirements

# (128 hrs total needed for graduation = avg of 16 hrs/semester, or 15 hrs/semester + 8 hrs of summer courses)

GEC rules

* No more than 3 courses (9 hours) in History courses may be used to satisfy objectives 2 through 9
* No more than 2 courses (6 hours) in any other single discipline may be used to satisfy objectives 2 through 9
* No single course may be used to satisfy more than 1 objective

|  |  |  |  |
| --- | --- | --- | --- |
| **GEC objective / course** | **hours** | **grade** | **semester completed** |
| **1. Communication** |  |  |  |
| **English 101** (3 hrs) | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **English 102** (3 hrs) | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| English 103 (3 hrs) – Accelerated Academic Writing[[1]](#footnote-1) | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Capstone** (History 484 – 3 hrs – also counts toward major) | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **2. Basic Mathematical Skills and Scientific Inquiry[[2]](#footnote-2)** |  |  |  |
| A. **Mathematics** Course (3 hrs) |  |  |  |
| Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| B. **Lab Science** (7-8 hrs) |  |  |  |
| Lab course (4 hrs):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Science course (3-4 hrs):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| C. **Science** (A, B, or C) (3 hrs) |  |  |  |
| Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **3. The Past and Its Traditions** (3 hrs) |  |  |  |
| Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **4. Issues of Contemporary Society** (3 hrs) |  |  |  |
| Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **5. Artistic Expression** (3 hrs)[[3]](#footnote-3) |  |  |  |
| Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **6. The Individual in Society** (3 hrs) |  |  |  |
| Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **6a. WVUe191** (First-Year Seminar – 1hr)[[4]](#footnote-4) | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **7. American Culture** (3 hrs) |  |  |  |
| Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **8. Western Culture** (3 hrs) |  |  |  |
| Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **9. Non-Western Culture** (3 hrs)[[5]](#footnote-5) |  |  |  |
| Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

# ECAS Requirements for BA Degrees

|  |  |  |  |
| --- | --- | --- | --- |
| Requirement / course | **hours** | **grade** | **semester completed** |
| **10. Foreign Language** (12 hrs)[[6]](#footnote-6)  |  |  |  |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(101) | or 100 (intensive, 6 hrs) | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(102) | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(203) | or 200(intensive, 6 hrs) | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(204) | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **11. International Studies** (satisfied by GEC objective 9) |  |  |  |
| **12. Fine Arts** (satisfied by GEC objective 5) |  |  |  |

**GEC Courses (updated April 2011)**

[for list including course titles, go to: http://registrar.wvu.edu/current\_students/general\_education\_curriculum]

### Objective 1: Communication

ENGL 101, 102, 103 (see note on previous page)

### Objective 2: Basic Mathematical Skills and Scientific Inquiry

**Group A:** ECON 225; MATH 121, 126A, 126B, 126C, 128, 129, 150, 153, 154, 155, 156, 218; STAT 111, 211, 215

**Group B:** ASTR 106; BIOL 101, 102, 103, 104, 105, 106, 107, 115, 117; CHEM 111, 112, 115, 116, 117, 118; GEN 101; GEOG 106, 107, 110, 111, 150, 207; GEOL 101, 102, 103, 104, 110, 111, 230; PHSC 101, 102; PHYS 101, 102, 105, 107, 111, 112

**Group C:** AEM 341; ARE 187; BIOL 117, CS 101; DSGN 340; ENVP 119, 155; FDST 200; FOR 140; GEOL 203; HN&F 171; PHYS 111; PLSC 105, 206; SOCA 252; WDSC 100; WMAN 150

#### Objective 3: The Past and Its Traditions

ARHS 101, 111, 120, 160, 181; ART 109, 110; ASTR 106; CLAS 101, 102, 203, 204, 231, 232; ENGL 225, 236, 251, 261, 262, 263, 272; FCLT 206, 210, 260; FDM 210; FILM 101; FRCH 301; HIST 101, 102, 104, 105, 106, 108, 152, 153, 179, 180, 201, 203, 204, 205, 207, 217, 221, 225, 241, 257, 259, 261, 264, 271, 277, 281, 284, 316; HUM 107, 109; LARC 212; MATH 218; MUSC 112; PET 101; PHIL 140, 244, 248, 346, 351; POLS 102, 220, 373; RELG 102, 219, 222, 223, 231, 232, 301, 303, 304; SM 275; SOCA 258; SPAN 330, 340; THET 101; USAF 251, 252; WDSC 100

**Objective 4: Contemporary Society**

ADV 201; AEM 341; AGEE 101, 220; ARE 150, 187, 220; ASP 220; BIOL 105, 106, 107, 122; CDFS 110; CHIN 101, 102, 203, 204; CHPR 365, 380; COMM 100, 102, 104, 105, 112, 122, 306, 308, 309, 314, 410; COUN 230; CS 101; DSGN 280; ECON 111, 201, 202, 225, 301, 401; EDUC 200; ENGL 255, 273; ENVP 119, 155; FDM 220; FDST 200; FIS 201, 304; FOR 140; FRCH 100, 101, 102, 200, 203, 204, 302; GEN 101; GEOG 106, 107, 108, 110, 111, 205, 207, 210, 240, 241, 243, 244; GEOL 101, 110, 111, 203; GER 101, 102, 203, 204; HIST 104, 108, 209, 218, 242, 281; HN&F 126, 171; ITAL 101, 102, 203, 204; JAPN 101, 102, 203, 204; LING 101; MILS 101, 102, 201, 202; MUSC 111, 114; NAS 200; PHIL 100, 130, 170, 260, 301, 302, 306, 308, 310, 321, 323, 325, 331, 355; PLSC 105; POLS 102, 210, 220, 260, 270, 335, 351, 355, 356, 361, 364; PSYC 101, 233, 241, 251, 281; RELG 105, 210, 222; SEES 101; SEP 271, 272, 373; SM 275, 375; SOCA 101, 107, 207, 221, 232, 235; SOWK 105, 147; SPA 270, 280; SPED 304; SS 373; STAT 111, 211; TVJ 215; USAF 131, 132, 371, 372; WMAN 100, 150; WMST 150, 170, 242, 245, 340

**Objective 5: Artistic Expression**

ARHS 101, 111, 120, 160, 181; ART 109, 110; CLAS 232; COMM 305, 315; DANC 101; ENGL 131, 132, 139, 154, 156, 225, 226, 232, 233, 234, 235, 241, 242, 254, 261, 262, 263, 272, 273, 285; FCLT 250, 280, 281, 306, 310, 380, 381, 382; FILM 101, 102; FLIT 135, 216, 217, 235, 236, 238, 239, 256, 257, 266, 285, 360; FRCH 304, 421, 422; GER 331, 332; HUM 101, 102, 103, 104, 106, 109; LARC 212; MUSC 111, 112, 113, 114, 115, 116, 477; PSYC 233; SPAN 331, 332, 341, 342; THET 101, 102, 170; ULIB 300; WMST 215, 225

**Objective 6: The Individual in Society**

AGEE 220; ARE 150; BIOL 122; CHPR 365, 380; COMM 100, 102, 104, 105, 112, 122, 212, 304, 306, 308, 309, 317, 410; COUN 230; DISB 380, 385; EDUC 200; FCLT 280, 281, 380; FIS 304; HONR 215; HUM 106; LING 101; MILS 101, 102, 201, 202; PHIL 100, 130, 170, 260, 301, 306, 310, 321, 323, 325, 331, 354; POLS 270, 337; PSYC 101, 232, 241, 251, 281; RELG 105; SEP 272; SOCA 221; SPA 270, 280; SPED 304; UNIV 101; USAF 131, 132, 251, 252, 371, 372; WMST 242, 250, 340

**Objective 7: American Culture**

ADV 201; ASP 220; COMM 212, 304, 305, 315, 317; ENGL 132, 154, 241, 242, 251, 254, 255, 258; EXPH 230; FCLT 240; FILM 102; GEOG 210, 240; HIST 152, 153, 257, 259, 261, 264; HONR 215; MUSC 113, 115, 120; PET 101; POLS 335, 337, 373; PSYC 232; RELG 223; SEP 271, 373; SOCA 101, 107, 207, 232, 235; SOWK 105, 147; ULIB 300; WMAN 100; WMST 150, 170, 225, 250

**Objective 8: Western Culture**

CLAS 101, 102, 231; COMM 316; ECON 111, 201, 202, 301; FCLT 240, 381, 382; FDM 210; FLIT 135, 235, 236, 256, 257; FRCH 100, 101, 102, 200, 203, 301, 302, 304, 421; GEOG 102, 108, 241; GER 101, 102, 203, 204, 331, 332; HIST 101, 102, 201, 203, 204, 205, 207, 209, 217, 218, 221, 256, 271, 277, 284, 316; HN&F 126; HUM 101, 102, 103, 104; ITAL 101, 102, 203, 204; JRL 101; ORIN 175; PHIL 140, 244, 248, 308, 346, 351, 354, 355; POLS 103, 260, 351, 364; RELG 210, 219; RUSS 101, 102, 203, 204; SEES 101; SOCA 105; SPAN 100, 101, 102, 200, 203, 204, 340, 341, 342; TVJ 215

**Objective 9: Non-Western Culture**

AGEE 101; CHIN 101, 102, 203, 204; COMM 314, 316; ENGL 139, 156, 226; FCLT 161, 206, 210, 250, 260, 306, 310; FDM 220; FLIT 216, 217, 238, 239, 266, 285, 360; FRCH 204, 422; GEOG 102, 243, 244; HIST 105, 106, 179, 180, 225, 241, 242; HUM 107; JAPN 101, 102, 203, 204; JRL 101; MUSC 116, 477; NAS 200; POLS 103, 250, 355, 356, 361; RELG 102, 231, 232, 301, 303, 304; RUSS 101, 102, 203, 204; SOCA 105, 258; SPAN 100, 101, 102, 200, 203, 204, 330, 331, 332; THET 170; WMST 215, 245

**History Major Requirements – 33 hours total**

* 4 **Survey Courses** (12 hours total)[[7]](#footnote-7)
* 6 **Advanced-Level Courses** (200-level and above) (18 hours total). At least 3 of these must be 300- or 400-level; courses must be arranged in 2 groups of 3, according to geographic area (US, Europe, Africa/Asia/Latin America)
* **Capstone Seminar** (History 484) (3 hours)[[8]](#footnote-8)
* At least **one course in African/Asian/Latin American history**; if all of a student’s Survey and Advanced-Level Courses are in US and European history, the student must take an extra course on a non-US and non-European topic (Hist 179 and 180 qualify)
* ***NB: Only History courses in which students earn a grade of C or better will count toward the major. No more than 42 hours of History may count toward the 128 needed for graduation (HIST 199 does not count toward the 42 hours).***

|  |  |  |  |
| --- | --- | --- | --- |
| **History course** | **hours** | **grade** | **semester completed** |
| Survey Courses (101, 102, 104, 105, 106, 108, 124, 152, 153, 179, 180, 271, 272) |  |  |  |
| HIST \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| HIST \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| HIST \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| HIST \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Advanced-Level Courses |  |  |  |
| *1. United States* | HIST\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| HIST\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| HIST\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| *2. Europe* | HIST\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| HIST\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| HIST\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| *3. Africa / Asia / Latin America* | HIST\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| HIST\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| HIST\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Capstone Seminar**: HIST 484 (section title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Course** in Afr/Asian/Lat Am history:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester completed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Minor Concentration Requirement**

History majors must complete a concentration of at least 15 hours in a field outside of History. Nine of these hours must be at the 300 or 400 levels. This may be a ***formal University minor*** **OR** students may, with the approval of their advisor and the Director of Undergraduate Studies for the History Department, create a ***thematic concentration*** which is either interdisciplinary or composed of courses from a single discipline. Formal minors may not include more than one History course. Only courses in which the student earns a grade of C or better can be applied to fulfill this requirement.

If you do not complete a formal minor (and submit a Declaration of Intent to Complete a Minor Field form), you must complete a Thematic Minor Approval Form (available in the History Department) and have it placed in your file.

NB:  Double majors are not required to complete a minor concentration.

|  |
| --- |
| **Courses for Minor Concentration (formal or thematic)** |
| Subject code and number | Course title | hours | grade | semester completed |
| \_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \*\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \*\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \*\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_ | \_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \* = must be a 300- or 400-level course |

|  |  |  |  |
| --- | --- | --- | --- |
| **Advisor** | **Date** | **Advisor** | **Date** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Registration Worksheet for History Majors – daily schedule Semester:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| 8:30 |  |  |  |  |  |
| 9:30 |  |  |  |
| 10:00 |  |  |
| 10:30 |  |  |  |
| 11:30 |  |  |  |  |  |
| 12:30 |  |  |  |
| 1:00 |  |  |
| 1:30 |  |  |  |
| 2:30 |  |  |  |  |  |
| 3:30 |  |  |  |
| 4:00 |  |  |
| 4:30 |  |  |  |
| 5:30 or later |  |  |  |  |  |

**Registration Worksheet for History Majors – courses and requirements Semester:**

*FILL OUT IN PENCIL*

Student responsibilities during advising

* Fill out this worksheet and bring it, along with your folder (located in Woodburn 220) to your advising meeting
* Prepare for your meeting; know ahead of time what requirements you have left to fill and what courses you would like to take
* Your adviser may decline to meet with you if you have not completed this worksheet prior to your meeting

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |
| --- | --- | --- |
| **Courses for this semester** | **Hours** | **Requirement fulfilled\*** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

\*GEC, language, major (surveys, advanced level, 484), minor

|  |  |  |
| --- | --- | --- |
| **Backup courses** | **Hours** | **Requirement fulfilled** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

 | **Juniors and Seniors: requirements left to complete**(include courses mentioned on this sheet)

|  |  |  |
| --- | --- | --- |
|  | Course | Hours |
| GEC |  |  |
| Language |  |  |
| Major-surveys |  |  |
| Major-advanced level (need 3 300-400 classes) |  |  |
| Major-484 |  |  |
| Minor |  |  |
|  |  |
| **Hours of requirements remaining** |  |
| **Elective hours remaining** |  |
| **Total number of hours remaining** (need 128 total) |  |

 |

**PLANNING SHEET FOR JUNIOR AND SENIOR YEARS**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **First semester junior year**

|  |  |  |
| --- | --- | --- |
| Course | Hrs | Requirement |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

 | **Second semester junior year**

|  |  |  |
| --- | --- | --- |
| Course | Hrs | Requirement |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

 |
| **First semester senior year**

|  |  |  |
| --- | --- | --- |
| Course | Hrs | Requirement |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

 | **Second semester senior year**

|  |  |  |
| --- | --- | --- |
| Course | Hrs | Requirement |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

 |

**The WVU History Chicago Manual of Style Quick Guide for Citation in Research Papers** (adopted from Chicago Manual of Style Online Guide: <http://www.chicagomanualofstyle.org/tools_citationguide.html> and http://www.colorado.edu/history/guidelines/referencing.html)

As you write papers in your history courses, you must acknowledge the sources of all your information and any ideas you have taken from other works. These references are placed into notes, with a bibliography at the end of the paper that lists all works used. The professors of the History Department require students to use the Chicago Manual of Style (notes and bibliography system) for citation in their research papers. Below are some common examples of materials cited in this style. “**N**” shows how the example would appear in a footnote or endnote, and “**B**” shows how the bibliographic entry would appear. **The first line of each citation in an endnote or footnote is indented. For bibliographies, the first line is flush and the subsequent lines should be indented.** For specific examples, see chapters 16 and 17 of *The Chicago Manual of Style,* 15th edition. (Downtown Library, Reference section Z253.U69 2003 or Evansdale, Reference section, Z253. U69 2003)

Online sources (such as articles published in online journals, magazines, or newspapers) should be cited similarly to their print counterparts but with the addition of a URL. It is also a good idea to include an access date. For online or other electronic sources that do not have a direct print counterpart (such as an institutional Web site or a Weblog), give as much information as you can in addition to the URL.

**Book**

*One author*

N: 1 Wendy Doniger, *Splitting the Difference* (Chicago: University of Chicago Press, 1999), 65.

B: Doniger, Wendy. *Splitting the Difference*. Chicago: University of Chicago Press, 1999.

*Two authors*

N: 1 Guy Cowlishaw and Robin Dunbar, *Primate Conservation Biology* (Chicago: University of

 Chicago Press, 2000), 104–7.

B: Cowlishaw, Guy, and Robin Dunbar. *Primate Conservation Biology*. Chicago: University of

 Chicago Press, 2000.

*Four or more authors*

N: 1 Edward O. Laumann et al., *The Social Organization of Sexuality: Sexual Practices in the*

 *United States* (Chicago: University of Chicago Press, 1994), 262.

B: Laumann, Edward O., John H. Gagnon, Robert T. Michael, and Stuart Michaels. *The Social*

 *Organization of Sexuality: Sexual Practices in the United States.* Chicago: University of

 Chicago Press, 1994.

*Editor, translator, or compiler instead of author*

N: 1 Richmond Lattimore, trans., *The Iliad of Homer* (Chicago: University of Chicago Press, 1951),

 91-92.

B: Lattimore, Richmond, trans. *The Iliad of Homer.* Chicago: University of Chicago Press, 1951.

*Chapter or other part of a book*

N: 1 Andrew Wiese, “‘The House I Live In’: Race, Class, and African American Suburban

 Dreams in the Postwar United States,” in *The New Suburban History,* ed. Kevin M. Kruse

 and Thomas J. Sugrue (Chicago: University of Chicago Press, 2006), 101–2.

B: Wiese, Andrew. “‘The House I Live In’: Race, Class, and African American Suburban

Dreams in the Postwar United States.” In *The New Suburban History,* edited by Kevin M.

Kruse and Thomas J. Sugrue, 99–119. Chicago: University of Chicago Press, 2006.

*Book published electronically*

If a book is available in more than one format, you should cite the version you consulted, but you may also list the other formats, as in the example below. If an access date is required, include it parenthetically at the end of the citation.

N: 1 Philip B. Kurland and Ralph Lerner, eds., *The Founders’ Constitution* (Chicago: University

 of Chicago Press, 1987), http://press-pubs.uchicago.edu/founders/ (accessed June 27, 2006).

B: Kurland, Philip B., and Ralph Lerner, eds. *The Founders’ Constitution.* Chicago: University

 of Chicago Press, 1987. http://press-pubs.uchicago.edu/founders/. Also available in

 print form and as a CD-ROM.

**Journal article**

*Article in a print journal*

N: 1 John Maynard Smith, “The Origin of Altruism,” *Nature* 393 (1998): 639.

B: Smith, John Maynard. “The Origin of Altruism.” *Nature* 393 (1998): 639–40.

*Article in an online journal*

If an access date is required, include it parenthetically at the end of the citation.

N: 1 Mark A. Hlatky et al., "Quality-of-Life and Depressive Symptoms in Postmenopausal

 Women after Receiving Hormone Therapy: Results from the Heart and

 Estrogen/Progestin Replacement Study (HERS) Trial," *Journal of the American Medical*

 *Association* 287, no. 5 (2002), <http://jama.ama->assn.org/issues/v287n5/rfull/joc10108.html#aainfo.

B: Hlatky, Mark A., Derek Boothroyd, Eric Vittinghoff, Penny Sharp, and Mary A. Whooley.

 "Quality-of-Life and Depressive Symptoms in Postmenopausal Women after Receiving

 Hormone Therapy: Results from the Heart and Estrogen/Progestin Replacement Study

 (HERS) Trial." *Journal of the American Medical Association* 287, no. 5 (February 6, 2002),

 http://jama.ama-assn.org/issues/v287n5/rfull/joc10108.html#aainfo.

**Newspaper article**

N:  William S. Niederkorn, “A Scholar Recants on His ‘Shakespeare’ Discovery,” *New York*

 *Times,* June 20, 2002, Arts section, Midwest edition.

B: Niederkorn, William S. “A Scholar Recants on His ‘Shakespeare’ Discovery.” *New York*

 *Times,* June 20, 2002, Arts section, Midwest edition.

 **Upcoming 484 Topics and Pre-requisite classes**

Student need to take only one pre-req course for each 484. Please note that the enrollment for 484 sections is only 18 students and you may want to be prepared for two different 484 topics. You must ask the faculty member teaching the section of 484 that you wish to enroll in to give you an electronic permit. After the faculty member gives you the permit, you still need to register for the course.

**Spring 2011**

1.Arthurs - European Totalitarianism   (History 493- Hist of Fascism, Fall 2010)

2. SilverMoon-  Religion and Conquest in Latin America (History 438, Spring 2010 or History 493

 Mexico, Fall 2010 or History 241)

3. Frazier - Civil Rights Movement  (History 393 or 493, Civil Rights, or History 452)

**Summer 2011**

Bush - West Virginia History (History 250 - offered every semester)

**Fall 2011**

1.Maxon - Twentieth Century East Africa  ( History 427, Fall 2010 or History 428, Spring 2011 )

2. Luskey – U.S. Civil War  (History 454, Fall 2010 or History 453 Spring 2011)

**Spring 2012**

1. Boulware - Colonial America  (History 256, Fall 2010 or History 441, Spring 2011

 or History 264, Fall 2011)

2. Staples – Women and Gender in Pre-Modern Europe (History346, Fall 2010 or Hist. 293,

 Britain to 1600, Spring 2011 or History 203, Fall 2010 or Spr. 2011)

3. Hammersmith – Twentieth Century U.S. (Any 20th century U.S. class)

**Summer 2012**

West Virginia History (History 250, offered every semester)

**Fall 2012**

Siekmeier – History of U.S. Foreign Relations in the Twentieth Century (History 464, Spring 2011

 Spring 2012 or History 493, U.S./Latin American Relations, Fall 2011)

Tauger – Globalization (Any 20th century class)

1. English 103 will satisfy GEC objective 1 – both 101 & 102. It does count toward 128 hours for graduation, but only as 3 hours. [↑](#footnote-ref-1)
2. See history majors handbook for a list of overlapping courses for which credit will only be counted once. [↑](#footnote-ref-2)
3. Satisfies ECAS Fine Arts requirement. [↑](#footnote-ref-3)
4. HIST 199 cannot be used for this. Students must take and pass UNIV 101, WVUe 191, or an approved substitute in order to be graduated. The only exceptions are students who transfer to WVU with 29 or more credit hours and students who completed high school 4 or more years prior to enrollment. [↑](#footnote-ref-4)
5. Satisfies ECAS International Studies requirement. [↑](#footnote-ref-5)
6. Cannot be used to satisfy any other objective. Students must complete four semesters of the same language. [↑](#footnote-ref-6)
7. Students should take the survey courses that correspond to the areas of geographic concentration of their advanced-level courses [↑](#footnote-ref-7)
8. NB: Capstone Seminars have pre-requisites; refer to departmental Capstone Seminar information sheet [↑](#footnote-ref-8)