



THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

UNCG History Department
2129 Moore Humanities and Research Administration
P.O. Box 26170
Greensboro, NC 27402-6170
336.334.5992 Phone
336.334.5910 FAX
<https://his.uncg.edu>
<https://www.facebook.com/UNCGDepartmentofHistory/>

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What Can You Do With a History Major?

The History Major prepares students for career opportunities in a wide range of employment, where liberally educated minds can be turned to fruitful account. The emphasis on communication and critical thinking skills develop the kind of intellectual flexibility so important for success in the 21st century workplace. “Studies already show that Americans change jobs ten times in the two decades following college, with such changes even more frequent for younger workers. Moreover, employers are calling with new urgency for graduates who are broadly prepared and who also possess the analytical and practical skills that are essential both for innovation and for organizational effectiveness.”¹

Pre-Professional Foundations

A history major offers an excellent general background for later, more specialized studies in fields such as law and journalism. A number of history majors go on to work in public service at the local, state, and federal levels or find employment in those areas of the private sector where a premium is put on a sound general education. Finally, many history majors employ their skills more directly: in the teaching profession (from the primary through graduate school levels), in museums and archives, or in the expanding field of historical preservation work.

For more information about careers in history see the following publications:

[Careers for History Majors](#)

[Careers for Students of History](#)

[Raising the Bar](#): This survey documents a wide range of employers’ views on college learning in the new economy including the importance of global awareness and the kinds of communication and critical thinking skills developed in liberal arts majors such as history.

Don’t wait till your senior year to make an appointment at the [UNCG Career Services Center](#). They offer practical advice about developing your resume, completing job applications, mock interviews, and critiquing graduate school application essays, but they also offer a range of resources for planning your major in an intentional way to prepare for your chosen career path.

What Do Employers Want?

“Employers do not want, and have not advocated for, students prepared for narrow workforce specialties.... Virtually all occupational endeavors require a working appreciation of the historical, cultural, ethical, and global environments that surround the application of skilled work.” (Robert T. Jones, president, Education Workforce Policy, LLC. LEAP, p. 16)

¹AAC & U, *College Learning for the New Global Century: A Report from the National Leadership Council for Liberal Education and America’s Promise*, Washington, D.C.: Association of American Colleges and Universities, 2007, p. 16.

The Relationship between General Education and the Major

Why Do I Have to Take This Course?²

This handbook is a guide for helping you make smart educational choices as you begin to chart your educational journey at UNCG. Perhaps you are wondering why you have to take a course that may seem unrelated to your major or your professional goals. If you are a business major taking a history course or a history major taking a chemistry course it may not be entirely clear why you are required to take courses in the humanities, the arts, the social sciences, and the sciences. But there is a point – or rather, a set of purposes – behind your General Education requirements.

The bachelor's degree you earn at UNCG will have two inter-related parts. In a sense your "first major" will be your general education requirements, which students ideally complete in their first two years. These requirements offer foundational skills and alternative perspectives to the more specialized knowledge you will gain in your major. Whether you ultimately major in business or nursing or education or English, you will complete about a third of your undergraduate curriculum in the General Education Core (GEC; note that the College Additional Requirements/CAR are part of your general education requirements). This section of the handbook is intended to help you understand the purposes of GEC in your intellectual development and give you practical advice for navigating the General Education curriculum so that you can get the most out of your educational experience at UNCG.

Perhaps the most important aim of UNCG's General Education program is to help you acquire fundamental skills that you will need in your life as a student and in the world outside the university. These are skills in communicating effectively, both in speaking and writing, in thinking analytically and critically, and in finding, evaluating, and using information. These are not skills you can acquire simply by reading a book or watching a video; you must use and practice them to become good at them, and UNCG's General Education is designed to give you the opportunity to do just that.

A second aim of General Education is to help you see where you – no matter your chosen field of study – fit into the larger scheme of things. Students often wonder why they aren't allowed to take only courses in their major. But there is no major that is unconnected to other fields of study.

For example, if you're interested in chemistry or physics, you can't get far without knowledge of mathematics. The same is true for the social sciences like sociology and economics. Anthropology and psychology are also connected to the sciences; physical anthropologists need to know chemistry and

²Information in this handbook was inspired by Robert Shoenberg, *Why Do I Have To Take This Course? A Student Guide to Making Smart Educational Choices*, Washington, DC: AAC&U, 2005.

physics, and clinical psychologists need to know enough biology and chemistry to understand drug interactions.

All the sciences in turn depend on methods of reasoning, which are deeply rooted in philosophy; in fact, science arose out of philosophy. Science didn't receive the name "science" until fairly recently, and was earlier called "natural philosophy," which is what Isaac Newton called it.

Philosophy is also entwined with literature, music, and art: the symphonies of Beethoven, the literary works of Emerson, and the paintings of Michelangelo are all expressions of certain philosophical movements of their day, which in turn can't be understood outside of their historical and social contexts. And of course painting and music are also deeply dependent upon the proportions of mathematics and geometry.

Finally, history, philosophy, and economics all come together in politics and political science, and those affect us all. As the economist John Maynard Keynes once said, "The ideas of economists and political philosophers, both when they are right and when they are wrong, are more powerful than is commonly understood. Indeed the world is ruled by little else. Practical men, who believe themselves to be quite exempt from any intellectual influence, are usually the slaves of some defunct economist."

Beyond this, there's even more that your General Education should give you, because UNCG expects more of you than you might think. The citizens of North Carolina have subsidized much of the cost of your education because they expect our universities to produce not just competent workers, but responsible citizens. For this reason, the General Education curriculum works to give you preparation as ethical and engaged citizens, ready to take on responsibilities in an increasingly global community.

As citizens of a democratic republic, you're going to vote, and to do so wisely you'll need to critically evaluate competing political philosophies, energy policies, environmental policies, foreign policies, healthcare policies, taxation levels, arts funding, basic science funding, and countless other policies in making your choice of candidates.

You'll also be contributing to the general good of your communities in many small and great ways, maybe by serving on the PTA and making decisions about science curriculum in your kids' schools, or on a philanthropic board giving grants to arts organizations, or as the organizer of a committee to support literacy at your local library, or serving on your city's zoning commission, or on the building committee of your church, or as the treasurer of your neighborhood association, or as a jury foreman in a criminal case. And in doing those things, the more you are grounded in critical thinking, problem solving, effective communication, and ethical decision making, the better for all of us.

What is GEC?

GEC stands for General Education Core and it represents the requirements that all graduates of UNCG must satisfy to earn an undergraduate degree. Though the title of the General Education Program identifies GEC as a “core,” the current general education model at UNCG is best described as a distributive approach. You will complete 36 hours of requirements by choosing from a wide variety of courses offered in eight different general education categories.³ These eight categories encompass diverse disciplines including natural sciences (GNS), mathematics (GMT), social sciences (GSB), humanities (GPR, for example), and the arts (GFA, for example). The GEC distribution also includes marker requirements in writing intensive, speaking intensive, and global perspectives offered through a wide variety of courses across the curriculum. You have a lot of courses to choose from in each GEC category and this handbook will offer some advice about how to narrow down your choices to make the best ones for your personal and professional interests.⁴

The distribution is broad so that it can provide you with the foundational knowledge, skills, and values necessary to be critical and creative thinkers, ethical decision-makers, effective communicators, and collaborative and engaged global citizens. In a rapidly changing world, the breadth of General Education can empower you to become an adaptable, lifelong learner. The General Education Program is designed to expand your horizons, challenge your thinking, and develop your capacity for leading a personally fulfilling life. The General Education Program provides foundations and alternative perspectives for the more specialized knowledge gained in the major. Likewise, your major will build upon and integrate knowledge, skills, and attitudes learned in General Education courses and the co-curriculum.

What Should I Know and Be Able to Do When I Finish My GEC Requirements?

The faculty at UNCG have identified five overall goals for your learning in the General Education Program. You will encounter these goals from different perspectives and different disciplines as you take courses in different GEC categories.

The first goal addresses foundational skills such as critical thinking and communication and is a shared responsibility of all GEC categories and markers:

LG1. Foundational Skills: *Think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies.*

Communicating effectively, accessing and evaluating information in the Information Age, thinking critically—these are essential skills for success in any field or profession. Your work in

³ See the descriptions of the GEC categories and markers in the [Undergraduate Bulletin](#)

⁴Note that if you major in the College of Arts and Sciences, you will be required to complete the College Additional Requirements (CAR) in addition to GEC.

the major will develop these skills at a more sophisticated level in the context of a specific discipline or field of study.

Goals 2 through 4 address content and disciplinary expectations for learning in the natural sciences, mathematics, social sciences, fine arts, and humanities.

LG2. The Physical and Natural World: *Understand fundamental principles of mathematics and science, and recognize their relevance in the world*

LG3. Knowledge of Human Cultures: *Describe, interpret, and evaluate the ideas, events, and expressive traditions that have shaped collective and individual human experience through inquiry and analysis in the diverse disciplines of the humanities, religions, languages, histories, and the arts.*

LG4. Knowledge of Social and Human Behavior: *Describe and explain findings derived from the application of fundamental principles of empirical scientific inquiry to illuminate and analyze social and human conditions.*

You will note that these goals do not specify particular facts or content knowledge that faculty expect all UNCG students to know. For example, you can take a course in astronomy or biology or anthropology to complete your natural science (GNS) requirement. Courses in those disciplines have very different kinds of factual content. Try to look at the purposes of the courses you choose in different GEC categories, not just at their content. GNS courses, for example, all offer practice in the analytical reasoning scientists employ to solve problems or think about the world. Taken as a whole, the courses you will take in the humanities, sciences, social sciences, and fine arts will involve different ways of thinking and yield different insights. It is important to be able to recognize the strengths and limitations of each way of knowing. Learning different ways of knowing or problem-solving improves your flexibility as a thinker.

The fifth goal addresses values and habits of mind that faculty expect all UNCG graduates to demonstrate.

LG5. Personal, Civic, and Professional Development: *Develop a capacity for active citizenship, ethics, social responsibility, personal growth, and skills for lifelong learning in a global society. In so doing, students will engage in free and open inquiry that fosters mutual respect across multiple cultures and perspectives.*

This learning goal relates to the purposes of general education in developing your capacity for learning, including the ability to recognize the moral and ethical implications of concepts and decisions, taking into account different points of view, and determining one's position in the face of them.

Taken together the learning goals for the General Education Program are designed to help you grow intellectually, personally, and professionally.

But Isn't My Major What Really Counts?

Certainly your major is very important. It will in many ways define your identity and establish your career path. Perhaps you are frustrated that your general education requirements are extending the time it takes to get to the courses you're most interested in taking in your major. Maybe you're thinking that studying art or music is a frivolous detour from your main goal of acquiring a college degree to get a better job. Your college career is designed to develop your knowledge and abilities in ways that both enhance your practical professional opportunities and enrich your intellectual and creative life.

In considering the relationship between General Education and your major, it is important to know that in the current global economy narrow specialization will actually limit your opportunity after graduation. According to a national survey, employers want to hire college graduates who demonstrate both the breadth of knowledge and skills learned in a general education curriculum AND the depth of knowledge and skills developed in the major.⁵ A majority of employers agreed that it is important for students to develop such intellectual and practical skills as effective communication (both orally and in writing), critical thinking and analytical reasoning, as well as the ability to locate, organize, and evaluate information from multiple sources. In addition to these skills, a majority of employers agreed that college graduates should demonstrate an ability to connect choices and actions to ethical decisions as well as knowledge in science, technology, global and cultural diversity, and the role of the United States in the world. These are the kinds of knowledge that can only be developed through the different perspectives of general education.

In fact, the knowledge and skills emphasized by employers in the national survey above are very similar to the learning goals of the UNCG General Education Program. LG1 emphasizes the intellectual and practical skills of communication, critical thinking, and information literacy. The second, third, and fourth goals emphasize knowledge of human cultures and the physical and natural world, and LG 5 addresses personal and social responsibility.

Employers in North Carolina echo the priorities identified in the national survey of business leaders. Their concerns suggest that General Education is more important than ever for sustained professional success:

Today's college graduates need to develop . . . the ability to think critically, reason analytically, solve problems, communicate clearly both orally and in writing, work in teams, and be comfortable within a diverse workforce. These skills, which are critical to lifelong learning and professional growth, have become a necessity as economic sectors, occupations, and job characteristics continue to change more rapidly today than in the past. In many instances, it is proficiency with the soft skills, along with the ability to think innovatively and

⁵*Raising The Bar: Employers' Views On College Learning In The Wake Of The Economic Downturn, A Survey Among Employers Conducted On Behalf Of: The Association Of American Colleges And Universities By Hart Research Associates, 2010, Washington, DC.*

creatively, that will carry students from one job or career to another. The technical skills required of students are changing so rapidly that we are preparing students today to work in jobs that do not yet exist, with technologies that have not yet been invented, to solve problems that are still unknown. What will not change, however, is the need for the critical soft skills mentioned above. In fact, when the Institute for Emerging Issues' Business Committee on Higher Education surveyed North Carolina business leaders in 2007, 50% of the respondents indicated that the specific technical work skills required by their companies' employees will change significantly within the next two to five years.⁶

Instead of thinking of General Education and your major as two separate educational domains, think of General Education as providing you not only with skills that your major will build on and enhance, but also with the larger context for your major. Undergraduate education essentially has two elements. One purpose is to increase your knowledge and you will certainly gain more knowledge in your major than any other subject you take in General Education. A second essential element of your undergraduate education is developing your ability to use that knowledge in intelligent, creative, and responsible ways. General Education and the major work hand-in-hand to develop your ability to think and use knowledge in different ways.

Bringing Coherence to Your General Education Curriculum

Creating coherence in your undergraduate curriculum can be a challenge. If you have completed some of your requirements at another institution, creating coherence means making connections between curricula at different institutions that are likely to be designed with different emphases or intentions. Seeing General Education and the major as parts of a whole undergraduate education may be a challenge, particularly if you change your major one or more times. Integrating the academic and extracurricular components of your undergraduate education will also present challenges and opportunities. Ideally your undergraduate education should seem to you a harmonious whole rather than a miscellaneous collection of scattered bits and pieces. You will need to work actively and make intentional and informed choices to bring intellectual coherence to your undergraduate experience.

GEC offers lots of choices. UNCG's General Education curriculum offers you a huge menu of courses with which you can fulfill your Gen Ed requirements. This presents you with opportunities and pitfalls. If you don't pay close attention, it's certainly possible to end up with a curriculum that has little coherence or meaning for you. It is your responsibility to become informed and make wise choices.

You may be considering many practical factors in selecting your General Education courses. Maybe you need to choose courses that fit your work or childcare schedule. Maybe you need to work on your GPA by taking a course you've heard is an easy "A." There are certainly many practical factors that

⁶University of North Carolina Tomorrow Commission Final Report (December 2007), p. 11.

may influence your course selection, but you can only create coherence in your General Education curriculum if you connect the courses you select to the goals of the bachelor's degree. Don't be afraid to challenge yourself with unfamiliar subject matter or courses that have a reputation for being academically demanding. General Education will be your best opportunity in your undergraduate career to expand your knowledge and skills in new areas.

To get the most out of your education, take the time to find out which courses integrate well with your major. Read the course descriptions in the *Undergraduate Bulletin* and find out the purpose of the courses: what other courses or career objectives will they help you fulfill? Find out which instructors are known to be expert, challenging, and inspiring teachers. Come well-prepared to sessions with your advisor by researching the available Gen Ed courses and bringing in a menu of your preferred choices. Many majors offer courses that count both as General Education and as major requirements. This can help you get through your requirements more quickly, but beware of fulfilling too many of your Gen Ed requirements in your major department. One of the benefits of General Education is in providing you with alternative perspectives that you may not find in just one department. Only by experiencing and weighing such different points of view can you become a creative and critical thinker. Challenge yourself!

History and General Education

Now that you've decided to be a History Major consider how important the diverse disciplines you explored in general education have been used by historians to enhance their analysis and interpretation of evidence from the human past. Ancient historians use problem solving strategies of archaeologists and anthropologists to study societies that left few documentary records. Social historians use statistical analysis to study census records, ship manifests, or other data documenting the lives of ordinary people. Historians may use forensic or scientific data to interpret historical sources. Art historical methods can be useful for analyzing objects, photographs, or other visual sources created in the past.

Learning Goals for History Majors: Thinking in Time

As a History Major you will study particular kinds of subject matter content in three geographic areas: United States, Europe, and Wider World. The learning goals for History Majors identify historical thinking skills that you will develop as you go beyond the memorization of subject matter content knowledge to engage in history as a discipline and practice. All historians, whatever their field of specialty—whether they study colonial Africa, Native American history, or Renaissance Europe—endeavor to understand the human past from the perspective of the people who lived it. Key concepts for historical reasoning include historical significance (how historians decide what is important in the

past), continuity and change (evaluating the periodization schemes and cause/effect analyses historians have developed to make sense of patterns of change over time), and historical empathy (understanding humans who had different moral frameworks than our own).

History Graduates will be able to:

1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures. **[Historical Comprehension]**
2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. **[Historical Analysis]**
3. Conduct original research by investigating and interpreting primary and secondary sources. **[Historical Research]**
4. Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing. **[Historical Interpretation]**

We Emphasize Historical Thinking:

The History Department faculty has approved these learning goals to define what all history majors should know and be able to do by the time they graduate. Notice that these learning goals do not specify particular subject matter knowledge. Instead they emphasize the historical thinking skills that apply to all subject matter in history whether a course may focus on Ming Dynasty China or on the twentieth-century U. S. Eisenhower administration. Throughout the courses you take in the major you will practice these historical reasoning skills and concepts. Learning how to think historically is essential for your ability to construct knowledge within the discipline of history.

Planning Intentional Pathways in the Major

Perhaps you are particularly interested in Medieval history or Modern history or the U.S. Civil War. The major requirements are designed to develop your breadth of content knowledge in different geographic areas and time periods...AND to enable opportunities for in-depth study of particular historical interests. As you plan your path for completing the major it will be helpful to take the following issues into account:

Space:

The major requirements are structured around geographic areas: U.S., European, and Wider World. Why? Course requirements in the major are structured to ensure that you achieve broad knowledge of human history in different geographic areas employing different levels of historical reasoning. Thus

you are required to take courses at both the lower level (200-level) and the upper level (300-500 level) distributed across three geographic areas: U.S., Europe, and Wider World. You have a variety of choices in all of these geographic areas so choose courses in an intentional way to develop your understanding of the human past from the local to the global. You can take courses that focus on a particular nation state, on a particular continent, and on international interactions. Consider choosing courses that provide focused study of particular places over time (the history of Spain, for example) AND courses that provide broader perspectives of relationships among diverse human societies in different places (the Ancient World or Civilizations of Asia, for example).

Time:

History majors need an understanding of both the deeper past and the recent past to develop sophisticated understandings of how human societies have changed over time and different periodization schemes historians use to make sense of those patterns of change. The requirements in the major aren't structured so that you automatically have to take courses in pre-modern and modern history so you will need to think intentionally about choosing courses that will develop your understanding of different eras.

Different Approaches to Studying the Human Past

Historians use different approaches and a wide variety of sources to investigate the human past. Choose courses that introduce you to different types of sources and schools of thought. Social historians study the lives of ordinary people who may not have left the kinds of written documents produced by kings and queens. Cultural historians study literature, art, objects, and other sources to interpret the creative lives of people over time. Gender historians focus on how social roles have been defined by gender in different places and times. The department offers courses on using photographs as historical evidence, the social history of witchcraft, and images of Africa in film, for example.

Use the [syllabus archive](#) on the History Department web site as a resource for making informed course selections.

All majors are required to take two Core courses designed to develop research skills

Developing your historical research capabilities is one of the most creative and exciting ways to bring history to life and to develop skills directly relevant to success in the information age. All history majors engage in the creative process of original research by contextualizing primary source materials to develop their own interpretation of what the sources mean in a research paper. This is a culminating experience in the major that brings together the historical reasoning skills you have practiced in courses throughout the curriculum.

Advice for History Majors in choosing a minor that fits your career goals

Once you have completed your General Education requirements and the requirements for the History Major, you will probably still need to complete additional hours to meet the 120 semester hours required for the BA degree, as well as the requirement to take 36 semester hours at the 300-level or above. You could take these courses randomly to work on your GPA or to complete marker requirements for writing intensive, for example. But it would be more productive to use these additional hours to complete a minor that relates to your career goals. Try philosophy or political science if you are interested in Law School. If you think Public History might be a career goal then art history or anthropology would be useful. Are you applying for an MBA program? Try the Business School minor in Entrepreneurship. Perhaps you want to pursue a graduate degree in international policy. Check out the International and Global Studies Minor. Maybe you are interested in working in a nonprofit setting? Perhaps Women's Studies would be a good option. Make a point to ask history faculty in the Advising Center for advice about how to plan a minor that can contribute to your career goals. Most minors require 15 credit hours in a subject, but a few require 18. Check the [Undergraduate Bulletin](#) to identify the requirements for the field you would like to minor in.

History Major Advising Center

Advising for History Majors is conducted through a drop-in Advising Center open during pre-registration periods in the fall and spring semester. The schedule for the Advising Center is published well in advance of pre-registration each semester, and all majors receive an email with the necessary information as well. The Advising Center is located in the MHRA building, room 2120. Advising codes will only be available by visiting the Advising Center during the Advising period or by making an appointment with the Director of Undergraduate Studies.

To ensure that you get the classes that you want or need, plan to come early in the Advising period! The Center will be staffed by History faculty and will operate on a first come/first serve basis. Appointments are not scheduled.

Social Studies Licensure majors: The department coordinates with Secondary Teacher Education Program (STEP) advisors to identify special sessions in the Advising Center when STEP advisors and history faculty will both be available to streamline your advising process. Please note the dates and times an advisor will be available to answer specific questions regarding your major. You will also need to see a History faculty member to get your advising code.

Be Prepared! Five Steps to a Great Advising Appointment

- **Know Your Degree Requirements**

It is your responsibility to become informed and make wise choices. Current degree requirements for History majors and minors are located [on our departmental website](#), and in the Undergraduate Bulletin.

- **Do Some Research in Advance**
 - Review the course descriptions of upcoming courses on the [History Department website](#) to identify courses you want to take. Consider the advice in this handbook for choosing courses to develop your historical knowledge in an intentional way.
 - Plan a semester ahead if you want to do an independent study or an internship. See advice in this manual about how to plan for these opportunities. Consult appropriate faculty to complete the forms included in this manual to enroll in special courses or custom experiences such as HIS 390, HIS 401, or HIS 402.
 - Identify the general education requirements you still need to finish by consulting your DegreeWorks report on UNCGenie. To ensure you graduate on time do not postpone completion of these requirements. Keep in mind that you must complete four WI courses and meet the language requirement for intermediate-level proficiency. Proficiency may be demonstrated by placement test or by completing course work through course number 204. As a History Major you will complete a WI and an SI requirement in HIS 411.
 - Use the **Undergraduate Bulletin** to identify the requirements for any minor or second majors you are interested in pursuing.
- **Make a Tentative List of Courses**

List courses you will need to meet your degree requirements (including general education, the History Major, and a minor (if desired) and fit your course requirements within your interests. Bring your list with you to the History Department Advising Center!
- **Read your UNCG Email** for information on when your registration windows opens.

Earning Disciplinary Honors in History

Qualifications

- A grade of at least B in all course work used to satisfy the Honors in History requirement;
- A declared History major;
- A minimum overall 3.30 GPA at graduation;
- Admission to the Lloyd International Honors College.

Students who have the GPA qualifications and are interested in applying to graduate school for a professional degree are particularly encouraged to complete honors requirements in the major.

Requirements

Twelve semester hours to consist of:

- **Six student hours of contract honors courses in History, consisting of 3 hours at the 300-level and 3 hours at the 500-level.** To complete this requirement students enroll in a regular 300-level or 500-level course and, in consultation with the instructor, complete a formal contract with the Honors College specifying additional work to make it an honors-level course. See the appropriate [forms](#) on the Honors College website. The deadline for approved contracts is usually within the first three or four weeks after the start of the semester. You are responsible for collecting all the appropriate signatures and submitting the paper work to the Honors College!
- **Completion of a Senior Honors Project,** accomplished in the following courses:
 - Three (3) s.h. of HIS 491, 492, 493 Honors Work, to be taken before HSS 490 (491 American History, 492 European History, 493 Wider World History);
 - Three (3) s.h. of HSS 490 Senior Honors Project. Note that if you plan to graduate in the same semester in which you complete HSS490 you must submit your final paper to Lloyd International Honors College for honors approval 4 weeks before the last day of class.

Examples of Honors Projects in History:

"Jesse Daniel Ames and the Women of the Association of Southern Women for the Prevention of Lynching"

"German Romantic Historians: Interpreting the Past through Science and Faith"

"Working and Playing With 'Tillie the Toiler': Comic Strips and Women's Changing Roles in the 1920s"

Guidance for Completing a Senior Honors Project

- **Plan ahead! The student is responsible for initiating conversations with an appropriate faculty member about** intellectual or practical problems that he or she would like to research, or a creative project he or she would like to undertake. At this stage, it can be helpful to do a lot of thinking, writing, and conversing with faculty whose work interests you, and with student colleagues.
- Before enrolling in HIS 491/492/493 the student finds a faculty director to supervise his or her project. As ideas about the project develop, the student should identify a faculty member with whom he or she would like to work.
- The student should talk to the departmental **Honors Liaison** early on to make sure he or she understands the requirements for Disciplinary Honors in his or her major.
- **The student needs to propose the Senior Honors Project formally on paper.** The student should fill out the Senior Honors Project PROPOSAL FORM (http://honorscollege.uncg.edu/forms/Senior_Honors_Project_Bundle.pdf), being sure to attach the required description. The purpose of the proposal is to demonstrate that the student has articulated a well-defined research or creative problem and has a good idea of the process that will be required to complete the Project.
- **The student needs to make two copies of his or her Senior Honors Project Proposal.** The student should keep one copy for his or her own records, give one copy to the History Department Honors Liaison, and turn the original in to the Honors College office. All this needs

to be done before the semester begins or, at the latest, at the very beginning of the semester. Students who do not turn the form in within four weeks of the beginning of semester may be dropped from the course in which the student wishes to complete the Senior Honors Project. The Honors Liaison will evaluate the proposal and send his or her reaction to the Director of the Lloyd International Honors College for input into the final approval.

- **Receive Notification of Approval.** After the student turns in the proposal, the Director of the Lloyd International Honors College will review it. You, the faculty director, and the student, will be notified by email of the approval or disapproval of the Senior Honors Project proposal within two weeks of its receipt by the Lloyd International Honors College office.
- **The student works on the project.** The student should keep the faculty member directing the project informed of his or her progress. In completing the Project, the student should keep in mind that the evaluation of the Project rests with the faculty director.
- **The student formally documents that the work is finished. The student turns in a copy of the completed Senior Honors Project to the Lloyd International Honors College office, 205 Foust.** At the end of the semester, the student needs to make sure that the faculty director turns in a completed NOTICE OF COMPLETION for his or her Senior Honors Project. The Notice of Completion form and a copy of your Senior Honors Project must be in to the Honors College:
 - **4 weeks before the last day of class** for students **graduating** at the end of the semester
 - **last day of class** for students *not graduating* at the end of the semester.

Recognition

The designation "Completed Disciplinary Honors in History" and the title of the Senior Honors Project will be printed on the student's official transcript.

Planning for Independent Study

The Department offers opportunities for students to pursue independent study in topics of specialized study. It is the student's responsibility to plan ahead to create a successful independent study project. You are not likely to persuade a faculty member to direct a project if you first contact them during the first week of classes and if your approach emphasizes that you need a course that fits your schedule. The student is responsible for initiating conversations with an appropriate faculty member about intellectual or practical problems that he or she would like to research, or a creative project he or she would like to undertake. Start that conversation at least a full semester before you expect to enroll in the independent study. You will need to complete the Outline for Plan of Independent Study form below; get it signed by the instructor for the independent study; and get the signature of the Director of Undergraduate Studies before you can enroll in an independent study.

401 (Fall Semester) and 402 (Spring Semester) Individual Study (1-3)

Directed program of reading or research. Available to qualified students upon the recommendation of an instructor and approval of department head. It is listed as a 1-credit hour course but can be taken for up to 3-credit hours.

Outline for Plan of Independent Study

Date: _____

Student's Name: _____

Major Department: _____ Course No.: _____

Title: _____ Subtitle: _____

Instructor: _____

Statement of Purpose: (use the back if more space is needed)

Methods and Procedures: (use the back if more space is needed)

Approved by:

Instructor _____

Department Head _____

Guidelines for HIS 390, History Internship

Required hours:

90 hours for 3 credits.

Prerequisites:

Students must have a minimum of twelve credit hours with a 3.0 grade point average in history to qualify for an internship. Permission of the Director of Undergraduate Studies is required.

How to set up an internship:

The best internships are those in which students work on particular projects that make a meaningful contribution within a professional setting. It takes time to arrange for your placement in a particular institution and coordinate with host institutions the development of internship projects and arrangements for staff supervision. For this reason, you should begin planning for an internship at least one semester in advance of the one in which you plan to register for HIS 390.

Begin by consulting with the Director of Public History, Anne Parsons: aeparson@uncg.edu. Together, you will identify possible choices of professional settings for your internship. Our majors have completed internships at [Charlotte Hawkins Brown Museum and Palmer Institute](#), [Greensboro Historical Museum](#), [Guilford Courthouse National Military Park](#), the [High Point Museum](#), and UNCG's [Special Collections and University Archives](#). There are many internship possibilities in the state of North Carolina and beyond. The selected institution must have available resources to host an internship during the specified semester.

Links to the required documents can be found at <https://his.uncg.edu/undergraduate/internship.html>.

If after your discussion with the Director of Public History an internship seems desirable and feasible, he will ask you to submit an **internship application**.

Internship Contract:

Next you will write an **internship contract** in consultation with the Director of Public History and the staff member supervising your internship at the host institution. This document will describe as specifically as possible the work the intern will perform at the host institution. Approved copies of this contract should be submitted to your faculty advisor and to your supervisor at the host institution no later than the second week of the semester in which you are registered for HIS 390.

Journal and Time Sheet:

Each week, you will email a **journal entry** to the Director of Public History that describes and reflects upon your experiences. Those journal entries should be honest assessments of the successes and

challenges you face on the job. As well, throughout the internship you will track the hours spent at work via a **time sheet**, which you will submit to the Director of Public History each month.

Midterm Advising Session

Approximately midway through the semester, you should arrange to meet with the Director of Public History to discuss how the internship is going and seek advice about potential next steps.

Information Interview:

At some point during the semester, you will complete an **information interview** with a professional at your workplace. This is a chance to talk with someone whose job intrigues you and learn what they do, how they feel about it, and what advice they have for aspiring professionals. You will write an essay reflecting upon what you learned from this interview.

Final Essay:

At the conclusion of your internship, you will write a **final reflection essay** that gives an overview of your work and discuss how it has shaped your understanding of the field and your future career possibilities.

Final Portfolio and Grading:

Your grade for HIS390 will depend on the reliability and quality of your weekly work during the semester, as reflected in a portfolio of materials that you will submit at the end of the semester. To receive credit for HIS390, you must turn in a folder that contains the following:

- a **written evaluation** from your supervisor (should be sent directly to the Director of Public History at aeparson@uncg.edu) (45% of final grade)
- your reflection essay (25%)
- your information interview assignment (15%)
- copies of your weekly journal entries (10%)
- copies of materials you produced through your internship work—products that reflect your day-to-day duties and accomplishments as an intern (5%)

Study Abroad for History Majors

When is the best time to study abroad?

History is a flexible major, ideal for students who want to study abroad. Most history courses taken abroad fulfill history requirements at UNCG; thus, students have a lot of flexibility when it comes to choosing courses and programs abroad. History majors can study abroad anytime between their Sophomore and Senior years, but the department highly recommends that students do so before the final semester of their senior year, leaving that semester open for HIS 411, the capstone senior seminar. If you are a social studies licensure student, see the recommendations below for planning your study abroad so that you can complete your degree requirements within four years.

What courses can I take abroad?

Studying abroad is a great opportunity to fulfill a variety of major requirements, electives, and general education (GEC) requirements. Keep in mind, however, that research intensive courses are best taken at UNCG and that students should plan on taking 391: Historical Skills and Methods as well as 411 (A, B, or C): Seminar in Historical Research and Writing at UNCG. Students interested in completing their internship abroad should consult with the History Department Director of Undergraduate Studies and the [International Programs Center](#) (IPC).

Do I need to know a foreign language?

Almost all of our international partner programs offer extensive course work taught in the English language available to exchange students. However, the history department highly recommends that students take a foreign language and culture course while abroad. This is a great way to fulfill language requirements and enhance the study abroad experience.

Other benefits...

Simply studying abroad in any country waives a Global marker, and depending on the program, a Global Non-Western marker. Speak to an IPC adviser for more information.

Will I Graduate on Time?

YES! Students receive UNCG credit for classes taken abroad, so there is no need to prolong graduation.

Can I Afford It?

Yes! On semester or year-long exchange programs, students pay regular UNCG tuition and fees. Housing and meal costs are typically equivalent to a semester in residence at UNCG. Any financial aid received at UNCG can be applied to the program costs. In addition, students are eligible to receive travel grants to help offset the costs of airfare. Set up a meeting with an IPC adviser to review options and learn more

Getting Started!

IPC is dedicated to finding the right program for each student, and our huge array of partner universities allows us to do just that. **Call (336) 334-5404 or stop by 207 Foust to schedule an**

appointment with a study abroad advisor. This meeting will provide you with more information on appropriate programs, finances, application procedures, and more.

Guidelines for Secondary Social Studies Students Wishing to Study Abroad

Studying abroad is an amazing educational and cultural experience, and UNCG encourages students to take advantage of such opportunities whenever possible. That said, the secondary social studies program has a responsibility to maintain the integrity of the curriculum and ensure fairness within the curriculum for all students. Therefore, secondary social studies students wishing to travel abroad will need to adhere to one of the following three options:

****Note:** These options are listed in order of preference**

Option 1: Study abroad during sophomore year or during a summer session (*this is strongly recommended and preferred*)

Option 2: Take HIS 430 and HIS 440 prior to Spring Semester Junior Year and study abroad that semester. A few items to consider with this option:

- HIS 430 is only offered during the fall semesters, and HIS 440 is only offered during the spring semesters.
- Generally, it is recommended that students take HIS 430 before HIS 440, but that prerequisite can be waived for students wishing to travel abroad. They would need to contact Dr. Lisa Tolbert (lctolber@uncg.edu), the HIS 430 and HIS 440 instructor.
- While abroad during the Spring Semester Junior Year, students should register for and complete the three required online education modules (TED 403, SES 401, and ERM 402). These modules are only offered in spring semesters, so failure to take them would mean that students could not student teach the following spring.
- Students would make up their 25 hours of internship either during the previous semester in TED 445 (e.g., do 50 hours of internship in TED 445) or during TED 553 the subsequent semester (e.g., do 75 hours of internship in TED 553)

Option 3: Study abroad Fall Semester Junior Year. Here would be the procedure for this option:

- Students would not take TED 445; rather, they would take TED 545 during Spring Semester Junior Year. They would double their Spring Semester Junior Year internship hours (e.g., do 50 hours of internship in conjunction with TED 403/SES 401)
- If students have not taken HIS 430 prior to Fall Semester Junior Year, then they would take HIS 391 during Spring Semester Junior Year as a substitute (non-history majors would have to seek written permission to enroll in HIS391). HIS 391 would serve as a substitute for HIS 430 **for licensure purposes only**. History majors would then have to take another 400 or 500 level history course in addition to HIS 440 and HIS 411 for their major requirement.

NOTE: The substitution of HIS 391 for HIS 430 and TED 545 for TED 445 is ONLY an option for students studying abroad. Students who plan their courses inappropriately or receive less than a C in HIS 430 or TED 445 are NOT eligible to make these substitutions)

History Featured Exchange Programs

BOTSWANA

University of Botswana

History courses at UB focus on the knowledge and understanding of Botswana, Southern Africa, and other areas of Africa.
www.thuto.org/ubh/ub/hisdep.htm

SOUTH AFRICA

University of Cape Town

UCT offers a wide range of courses in its history department, including course-work from the three concentrations: history, art history, and economic history
<http://web.uct.ac.za/depts/history/newsite/aboutus.htm>

University of Stellenbosch

US is a great option for students wishing to take a variety of history courses, including: global patterns and developments in history; wars, decolonization and globalization; international relations of Africa; South African history, among many others.
www.sun.ac.za/university/jaarboek

DENMARK

University of Copenhagen

At UC, students take a wide range of history courses in the areas of weather and climate, civil and human rights, the Nordic model, and British history.
www.humanities.ku.dk/education/courses

ESTONIA

University of Tartu

UT offers a wide range of history and culture courses in a variety of areas, including coursework in Baltic studies.
www.ut.ee/

MALTA

University of Malta

UM offers a wide range of course options in its history department. Courses include history of medieval Europe, Malta, and the Mediterranean; history of political thought, social history of Europe, and more.
www.um.edu.mt/arts/history

Universidad de Cuernavaca

At UC, students can study cultural and social history of Latin America; history, culture, and business in Mexico; poverty and development in Mexico, history of contemporary Mexico, among others. Coursework is available in both English and Spanish.
www.cva.itesm.mx/internationals

SPAIN

Universidad de Extremadura, Caceres

At UNEX Caceres, students can take a wide range of courses in the areas of contemporary history, history of Spain, ancient history, history of Europe, and more. A minimum of SPA: 301 is required.
www.unex.es

Universidad de Salamanca

US offers a range of history courses in its department of geography and history. Courses span across the areas of prehistory, ancient history, modern history, history of Spain and Europe, and many more. A minimum of SPA: 301 is required.
www.usal.es

***While these are featured programs for the Department of History, students are by no means limited to these opportunities. For all available programs, please visit <http://studyabroad.uncg.edu>.**

CHINA

Chinese University of Hong Kong

At CUHK, students can take courses in national and regional history, public history, and comparative history.
www.cuhk.edu.hk/his/new/index.htm

SWEDEN

Linnaeus University

At LU, students can take a variety of history courses examining both social and cultural developments of the welfare state as well as post colonialism, cold war politics, and third world perspectives.
http://lnu.se/education/courses?ec_vt=English&l=en

Lund University

At LU, students can take the following history courses: ancient Greece; Celts, Romans, Etruscans, Greeks; globalization of the pre-modern world; history of the holocaust; Swedish history from a Nordic perspective; Viking-age Scandinavia; life and death of medieval people in northern Europe; Swedish politics-past and present.
www.lunduniversity.lu.se/o.o.i.s?id=24855&func=courses

TURKEY

Yeditepe University

YU offers an impressive amount of courses related to the civilization and past of Turkey and neighboring countries. Coursework includes: Turkish history; pre-Islamic Turkic history; Central Asian empires and states; histories of Europe, the Middle East, and Russia; and Mediterranean cultural and art history.
www.yeditepe.edu.tr

UNITED KINGDOM

University of Leicester

UL's impressive history department offers a wide range of course options in the areas of contemporary, ancient, and modern history. Courses include political, social, and international history, among many others.
www2.le.ac.uk/study/ugp/historical

KOREA

Sungkyunkwan University

At SU, students take courses in Western thought, Korean and Japanese history, Paleolithic culture, East Asian history and culture, and more.
www.skku.edu/new_home/eng/International/ex_course.jsp

Sogang University

At SU, students take general history courses as well as literature, language, and culture studies courses.
http://hompi.sogang.ac.kr/goabroad/english/exchange/incoming_03.htm

POLAND

University of Wroclaw

At UW, students can take a wide range of history and culture courses, including coursework related to Polish and Eastern European history.
<http://international.uni.wroc.pl>

RUSSIA

Kazan State University

KSU offers culture and language courses relating to Russian history, culture, and language.
www.ksu.ru/eng

Secondary Teacher Education Program – Comprehensive Social Studies Curriculum

History/Social Studies Licensure Majors complete GEC/CAR general education requirements, Requirements for the History Major (30-hour minimum); a Social Science concentration (15 hours); and Secondary Teacher Licensure Requirements. The information below shows how to complete these requirements in time to student teach in the spring semester of the senior year. If you have any questions about the social studies program please email the Secondary Social Studies Program Coordinator, Dr. Wayne Journell at awjourn@uncg.edu or contact the STEP advisor, Ms. Ciara Marable (jmarabl@uncg.edu).

NOTE: THE STATE OF NORTH CAROLINA REQUIRES THAT IN ORDER TO QUALIFY FOR TEACHER LICENSURE YOU MUST MAKE A “C” OR BETTER IN ALL CONTENT COURSES REQUIRED FOR LICENSURE! (Grades lower than a C may count toward the history major in the event that you decide to drop secondary licensure.) THIS INCLUDES HIS 308, HIS 316, HIS 430, AND HIS 440.

Freshman Year

History courses (9 hours at the 200-level)

Complete 200-level History requirements:

200-level World history course*

200-level European history course*

200-level U.S. history course

General Education Requirements:

* look for a GPM (pre-modern history course) to satisfy your CAR requirement for pre-modern historical perspectives; look for GL and GN markers to work on your GEC requirements for global and global non-western perspectives.

General Education and Social Science Concentration:

The following courses are recommended for completing your General Education (GEC) requirements because they also count for your social studies requirements:

GEO 106/106L for GNS

PSC 100 for GSB

ATY 213 for GSB

Work into any semester

ECO 101 – Introduction to Economics (GSB)

Strongly Recommended:

- Minimum 3.0 Cumulative GPA
- Meet with both Major and Secondary Teacher Education Advisors (each registration period)
- Read [Teacher Education & STEP Handbooks](#).

Sophomore Year

History courses (9 hours at the 300-level)*

HIS 308 - Navigating World History (Wider World Category for History Majors). (Fall Semester)

HIS 316 - Interpreting American History (U.S. Category for History Majors). (Fall Semester)

HIS 300-Elective in History (fall or spring of sophomore year, or fall of junior year)

HIS 430 (WI) – Spring (430 is only offered in the Spring. You may be eligible to take 430 in the spring of your Sophomore year if you have completed enough 300-level History courses. If you take 430 in the spring of your Sophomore year you can take 411 anytime in your Junior year.)

*Note: you are required to complete 3 different geographic fields in your upper level (300 or above) history courses. 308 and 316 satisfy your world and U.S. requirements. You will also need one European history course at the 300-level or above.

STEP Requirements:

- PRAXIS I or SAT/ACT Waiver
- (**NOTE** For those students entering UNCG during or after the Fall 2014 semester, the GPA requirement for admission into the social studies program/methods is a 3.0. For those students who entered UNCG BEFORE Fall 2014, the GPA requirement is a 2.75)

Strongly Recommended:

- Completion of GEC & CAR requirements by the end of the Sophomore Year
- Completion of Social Science concentration by the end of the Sophomore Year

Preferred Spring Semester:

- Submit application to Teacher Education (available online)
- Submit Criminal Background check form to Background Investigation Bureau (BIB)

Fall Junior Year

History Courses

HIS 440 - Principles and Practices of Teaching History (prereqs.: 9 hrs. in history, including HIS 308, 316, and 300-level elective; HIS 440 is ONLY offered in the Fall semester.)

STEP requirements:

TED 445 – Human Diversity (3 hr plus 25-hr. internship; MUST be taken in the fall of your Junior Year)

TED 401 – Human Development Module (1 hr., online; only offered in the fall semesters)

ERM 401 – Assessment Module I (1 hr., online; only offered in the fall semesters)

Spring Junior Year

History Courses:

HIS 430 (WI; if you did not complete this course as a Sophomore) - Historical Methods for Social Studies (this course serves as your prerequisite for HIS 411) (prereqs.: 9 hrs. in history, including HIS 308, 316, and 300-level elective; 430 is ONLY offered in the Spring semester.)

HIS 411(SI and WI) Spring of the Junior Year OR Fall of the Senior Year. Take 411 before TED 465: Student Teaching.

STEP requirements:

LIS 120 - Instructional Technology (1 hr.; online; can be taken anytime during the program, including the summer)

TED 403 – Teaching English Language Learners Module (1 hr.; online; only offered in spring semesters; a combined 25 hour internship attached to TED 403 and SES 401))

SES 401 – Teaching Students with Special Needs Module (1 hr.; online; only offered in spring semesters; a combined 25 hour internship attached to TED 403 and SES 401)

ERM 402 - Assessment Module II (1 hr.; online; only offered in spring semesters)

Required Spring Semester Junior Year

- Submit Student Teaching Application

Fall Senior Year

History courses:

HIS 411 (if you didn't take it in the spring of your junior year)

HIS 5xx

STEP Requirements:

TED 535 - Literacy in the Content Area (3 hr; can be taken anytime during the program, including the summer)

***TED 553** - Teaching Practices and Curriculum in Social Studies (3 hr. plus 50-hr. internship; prereq: TED 445 and 2.75 minimum GPA; MUST be taken this semester)

ERM 403 - Assessment Module III (1 hr.; online; only offered in fall semesters)

HIS 411 Spring of the Junior Year OR Fall of the Senior Year. Take 411 before TED 465: Student Teaching

Spring Senior Year

TED 465 - Student Teaching (12 hrs.; MUST be taken this semester; ALL other coursework must be completed prior to this date.)

Required for Spring of your Senior year: Complete Teacher Licensure application and submit no earlier than 2 weeks before graduation.

For History Majors Only: Social Science Concentration

It is recommended that History students complete this concentration by the end of the sophomore year.

Choose 5 courses in at least 3 different disciplines from the following list (Note that some of these courses also carry GEC credit in Social and Behavioral Science (GSB) and Natural Science (GNS/GPS)):

Anthropology: ATY 213 (rec. GSB), 258, 315, 325, 330, 333, or 335

Geography: GEO 104, 105, 106/106L (rec. GPS w/lab), 114, 306, 344, 491, 560, or other regional course

Political Science: PSC 100 (rec. GSB), 260, or 290

Psychology: PSY 121, 230, 240, 250, 260, 280, or 385

Sociology: SOC 101, 202, 323, 335, 344, 362, 365, or 420

Pre-Law

UNCG provides access to a pre-law advisory committee who can help you design a comprehensive plan of study that will enable you to maximize your chances of gaining admission to any law school in the country. There is no prelaw major at UNCG. Law school admission committees do not require or suggest certain majors; however, regardless of your choice of major, they recommend that you choose a plan of study that helps you develop your abilities in four primary areas:

1. Effective writing and speaking skills
2. Logical and analytical thinking skills
3. Understanding of American institutions and values
4. Mastery of basic computer skills.

A high GPA, along with strong scores on the Law School Admissions Test (LSAT), will help you be admitted to the law school of your choice. Consider completing Honors in your major as a way of distinguishing yourself from the crowd.

Contacts:

The History Department Pre-Law advisor is Professor Thomas Jackson, (336) 334-3514, tjackso@uncg.edu

The Legal Professions Association (LPA) is a student-led campus organization that provides important information, speakers, and opportunities for students interested in legal careers. Contact any prelaw advisor at UNCG for information on how to join the [LPA](#).

What's Unique about the Pre-law Program at UNCG?

- _ UNCG is one of the original three campuses of the University of North Carolina System, and designated Research Status I by the Federal government.
- _ UNCG is one of the select few campuses in the United States authorized to award Phi Beta Kappa recognition to graduates of programs in the College of Arts and Sciences.

Careers and Law Schools

Representative Law Schools

Attended by UNCG Alumni:

- _ University of North Carolina at Chapel Hill
- _ University of South Carolina
- _ Wake Forest University
- _ Syracuse University
- _ North Carolina Central University

Careers of UNCG Alumni

Scores of UNCG graduates have gone on to practice law. More than 700 UNCG graduates are currently working in local, state and national government in careers such as the following:

- _ Attorney, U.S. Department of Labor
- _ Attorney, City of Baltimore, MD
- _ District Court Judge, State of NC
- _ Counsel, Federal Deposit Insurance Corp., Brooksville, MD
- _ US Attorney, U.S. Dept. of Justice, Roanoke, VA
- _ Criminal Investigation Division (Chief), U.S. Dept. of the Treasury, Indianapolis, IN

UNCG History Club

Founded in 1981, the UNCG History Club is the oldest departmental student group on campus. It promotes the study of history through special events, lectures, movies, games, trips, and other events throughout the year.

All students and faculty of UNCG are welcome to attend, and the UNCG History Club caters its meetings and programs specifically toward undergraduate students at UNCG.

Anyone is welcome to join the History Club. There are no dues and you do not have to be a history major or minor. All that is required is a willingness to learn and a love for the study and advancement of history.

To contact the History Club and see information about ongoing events and plans, search for the group on Facebook ("UNCG History Club").

Undergraduate Scholarship Descriptions

Please Note: Students do not need to apply for these scholarships and awards. The recipients are chosen each year by the faculty of the Department of History.

ETHEL STEPHENS ARNETT

(shared with English; yearly amounts kept separate)

The Ethel Stephens Arnett Scholarship was established in 1981 by her daughters, Georgia Arnett Bonds and Dorothy Arnett Dixon. Income from the fund is awarded by the Undergraduate Studies committee each year to a sophomore, junior, or senior majoring in History. Academic achievement, with a student holding a 3.0 GPA overall, is to be a major consideration.

OLIVER PERRY AND BETTY CAROL CLUTTS

(shared with School of Education; yearly amounts kept separate)

The Oliver P. Clutts family established a fund in 1972 as a memorial to Professor Clutts, a member of the faculty in the School of Education, and to Dr. Betty Carol Clutts, a member of the faculty in the Department of History. Income from the fund is used to support scholarships which are awarded annually to a student majoring in History. Selection is on the basis of talent and academic promise, with financial need as a secondary consideration.

KATHERINE ROBINSON EVERETT AWARD

This fund was established in October 1983, by Mrs. Everett, Class of 1913. Income from this fund is awarded annually for tuition for a full-time student(s) in the History Department. Recipients are nominated by the Head of the History Department and are selected on the basis of academic promise and ability.

HILDA BURTON FOUNTAIN SCHOLARSHIP

Awarded annually to an outstanding rising senior History major. This fund was established in 1999 in honor of Ms. Hilda Burton Fountain, who graduated from Women's College in 1929, by her three sons (Dr. Stuart Fountain, Rear Admiral Robert Fountain, Jr., and Mr. John Fountain).

VERA LARGENT SCHOLARSHIP

Established by a bequest of the late Ms. Vera Ione Largent, Professor Emerita of History, this scholarship is awarded to a rising senior history major selected by a committee of History faculty Members. Financial need is a required criterion.

ANNA SHAW SCHOLARSHIP

The late Ms. Lucy B. Anthony of Moylan, Pennsylvania, established this fund to keep alive the name of Dr. Anna Howard Shaw. The scholarship is awarded annually to an outstanding student in a field of social science (alternates between ATY, GEO, HIS, Social Work, SOC, PSC).

MINA WEIL MEMORIAL SCHOLARSHIP

Awarded annually to a junior or senior majoring in a social science (alternates between ATY, GEO, HIS, Social Work, SOC, PSC).

CONVERSE CLOWSE AWARD

Awarded annually in honor of Converse Clowse, a long-time faculty member in History, to the outstanding graduating senior History major. Academic excellence and departmental service/leadership consistent with the spirit of Connie Clowse are the primary criteria for this award.

SOPHOMORE RECOGNITION AWARD

Established in 1999 to be awarded annually to an outstanding Sophomore History major.

BOBBIE CARTER AWARD

Recognizes a promising entering freshman History major. Established in 2001 in honor of Mrs. Bobbie Carter who worked in the Department for 32 years and was always interested in our History majors.

OUTSTANDING HISTORY/EDUCATION MAJOR

Established in 2007 by the History Department faculty. Awarded annually to a graduating senior who has demonstrated both academic excellence in history courses and creativity and effectiveness for promoting student learning in their student teaching experience. The winner receives a yearlong membership in the National Council for the Social Studies.

OUTSTANDING HISTORY RESEARCH PAPER

Established in 2007 by the History Department faculty. Awarded annually to the research paper that best demonstrates creativity and innovation in research methods and excellence in historical writing as chosen by a faculty committee.

SADIE ADELINE BARINEAU SHIPMAN ENDOWED SCHOLARSHIP IN HISTORY

Established in 2012 by Mr. Dodson R. Barineau to honor the memory of his sister, Sadie Barineau Shipman, who graduated in 1943 from The Woman's College. Sadie Barineau was a history major and a member of the "Education Club" for future teachers her senior year, and after graduating she taught history. Mr. Barineau wishes, as a lasting memorial to his sister Sadie, to support aspiring teachers who are History majors.

History Department Advising Contacts:

Director of Undergraduate Studies

Dr. Jill Bender
2116 MHRA
Email: historyadvisor@uncg.edu

Director of Public History (advising for HIS 390)

Dr. Anne Parsons
2137 MHRA
336-334-5645
Email: aeparson@uncg.edu

Honors Liaison

Dr. Lisa Tolbert
2109 MHRA
336-334-5992
Email: lctolber@uncg.edu

Pre-Law Advising

Dr. Thomas Jackson
2141 MHRA
336-334-4040
Email: tfjackso@uncg.edu

Social Studies Licensure

Ciara Marable, Assistant Director,
Secondary Education Advising
Office of Student Services
School of Education
336-334-3415
Email: jmarabl@uncg.edu

[Dr. Wayne Journell](#)
Secondary Social Studies Program
Coordinator
408 School of Education Building
Phone: 336-298-6982
Email: awjourne@uncg.edu