

Lyon Gardiner Tyler

Department of History

Handbook for Majors

I. Why study history?

The study of history prepares students for informed citizenship in an increasingly complex and interdependent world. A diverse undergraduate history curriculum at William and Mary enables students to better understand the human experience around the world and over time, through broad historical surveys; more specific courses on North America, Europe, Russia, Africa, Latin America, East Asia, South Asia, and the Middle East; as well as wide assortment of topical or thematic courses in various fields of history. Majoring in history trains students to read intelligently, think critically, and write effectively.

History majors have established themselves in a variety of career fields. In addition to gaining entry to some of the nation's best graduate programs in history, many graduates have found rewarding careers in law, education, business, museums, historic sites, non-profit institutions, government, and foreign service.

II. Program in History

Students can major or minor in history; the requirements for both are listed in Sections IV and VI below. The pursuit of history can be enriched through direct personal experience in different cultures and societies, and many history majors study abroad. Faculty advisors can help students integrate foreign study into their academic and career plans. Phi Alpha Theta, the international history honor society, has an active chapter at the College. Furthermore, the History Department sponsors numerous lectures – often in conjunction with such institutions and programs as the Omohundro Institute for Early American History and Culture, American Studies, Women's Studies, the Reves Center, Medieval-Renaissance Studies, or Black Studies – which undergraduates are encouraged to attend. These events are publicized in the *William and Mary News*, [*The Flat Hat*](#), on the department's website and on posters in James Blair Hall.

III. History Advising and Declaring a Major

Information about the Department and the undergraduate curriculum can be obtained from the Associate Chair for Undergraduate Studies or any regular faculty member. Students must choose a faculty advisor at the time they declare the major, a process that ideally occurs in the spring of their

sophomore year during pre-registration for fall classes. The major advisor can be any full-time faculty member (see list on pp. 23-24) with whom the student feels comfortable discussing a plan of study. Typically, students have taken a class or two with the professor who becomes their major advisor.

All full-time regular faculty in the Department are available to advise declared or prospective history majors. During the pre-registration period in both fall and spring, faculty post sign-up sheets on their office doors specifically for major advising. Students should make an appointment and arrive with the Declaration/Change of Major Form in hand and filled out to the best of their ability; they also must bring a copy of their current transcript or CAPP (degree audit) report. After completing and signing the Declaration Form, the student should take it to the department office, James Blair 330, for the departmental staff to copy and use as the basis of a new history major file. The student should deliver the original Declaration Form to the Registrar's Office.

Transfer students who wish to major in History must meet with the Associate Chair for Undergraduate Studies who will serve as their initial advisor. Transfer students should schedule an appointment with the Associate Chair and bring to that meeting a copy of their transfer credit report from the Office of Academic Advising. In all other respects, transfer students follow the procedure outlined above for declaring a history major. In subsequent registration periods, transfer students may meet with an advisor of their choosing.

History students are strongly encouraged to meet once a semester with a faculty advisor, even after their major has been declared. Advisors can help history majors with course selection and the pursuit of a particular topical or geographical focus, as well as offer advice on honors work and career planning.

IV. Declaring a Minor

Students wishing to minor in history must declare their intention to the Department before the final semester of their senior year. A minor in history requires 18 semester credits in history, with at least six hours at the 200-400 level. At least nine of the 18 semester credits must be completed in residence at William & Mary. Declaration of Minor forms are available outside the department office, James Blair 330, and online on the Registrar's Office website. The form must be endorsed by the Associate Chair for Undergraduate Studies or the Department Chair before being submitted to the Registrar's Office.

V. Structure of the Curriculum

The Department's undergraduate curriculum offers a diverse set of courses in the histories of North and South America, Europe, Russia, Africa, East Asia, South Asia, and the Middle East as well as topical or thematic courses such as piracy in the Americas, the African Diaspora, and the Pacific War.

History courses are generally divided into two main categories: seminars and lecture courses. There are different levels of difficulty within each category.

Seminars in History are generally capped at 15 students and tend to be reading and writing intensive. Many seminars have a research component. Faculty rarely lecture in seminars, so students should expect to participate regularly. In the History Department, seminars range from freshman seminars at the 100-level to capstone courses at the 400-level. 200-level seminars fall in between in terms of their level of difficulty.

100-level Seminars

The *150 Freshman Seminars* are required of all incoming first-year students. Freshmen are given priority for these classes, although other students may take them if there is space. These classes delve deeply into a relatively narrow topic, so students can discuss, interpret, and write about that topic intensively. Freshman seminars can be on a broad range of topics in any department at the College, and topics vary by semester. Freshmen who think they may become history majors are urged to take a freshman seminar in History (HIST 150), although not taking one in history does not preclude majoring in history.

200-level seminars

The 200 designation is reserved for intermediate seminars that are somewhat more difficult than freshman seminars. Some are special topics courses offered by visiting instructors.

400-level seminars

400-level seminars are small courses that involve intensive reading, writing, discussion, and often research.

HIST 490c/491c ("Capstone Seminar"). In these intensive colloquia, students produce a substantial paper and grapple with evidentiary and historiographical issues at a sophisticated level. These courses are open to all students with some background in the subject-matter of the course. Majors are required to take at least one HIST 490c/491c, and must

receive a C or better in it. These courses are excellent preparation for writing a senior honors thesis, and majors are urged to consider taking one in their junior year. The "Capstone Seminar" meets both the major writing and the major computing requirement. Topics vary by semester and are listed in any given academic year in the course schedule in banner and/or on the Department website. Students should plan ahead if they are especially interested in a particular historical field.

Lecture courses in History are generally capped at 35. The one major exception is Global History, which is much larger and has discussion sections led by graduate teaching assistants. Lecture courses range from introductory surveys to demanding 300-level courses. Lecture courses may involve class discussions.

100-level lectures

These are introductory surveys that acquaint students with a broad geographic area over an extended chronological period. They assume little or no prior knowledge of the topic covered, and aim to build a foundation for future study. Examples include HIST 111-112 (History of Europe), or HIST 121-122 (American History) or HIST 161 (History of South Asia). Students who are new to the study of history at the college level should start here. Students who expect to take upper-level courses in a new area are encouraged to take the 100-level survey that covers that region first.

200-level lectures

These are intermediate lecture courses designed for students with some background in history, either through AP courses or lower level survey courses taken at the College. Many are geographically or topically narrower than the introductory surveys. Examples include HIST 226 (The American West since 1890) or HIST 240 (The Crusades) or HIST 283 (Early Modern African History).

HIST 290 ("The Historian's Craft") is designed for history majors or for students who intend to be history majors. Ideally, they will take this class either in the semester in which they declare their history major, or in the following term. The class will familiarize students with historiographical schools and with the idea of history as a discipline while also covering the arts and techniques of historical writing. It will typically require a final paper demonstrating the use of reason, evidence, compositional skills, and scholarly apparatus. This course is strongly recommended for students who are considering writing a history honors thesis.

HIST 299 is the designation for history courses taken abroad and approved for William and Mary history credit.

300-level lectures

These are advanced lecture courses. They assume prior familiarity with the basics of the subject, assign larger quantities of more challenging readings, and expect a greater degree of intellectual sophistication and compositional expertise on students' part. 300-level courses generally pay serious attention to primary sources and to historiographical issues (that is, debates among historians in the field). Examples include HIST 331 (Modern Japanese History) or HIST 345 (The American Revolution) or HIST 358 (The European Renaissance).

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VI. Requirements for the Major

Students majoring in History must complete 11 courses (33 credits) . Of those 33 credit hours at least 18 must be taken in residence at the College or at the University of St. Andrews, or with faculty in those departments, and no more than six of the remaining 15 semester credits may be Advanced Placement and International Baccalaureate credit. The 33 credit hours must include the following:

1. HIST 490c/491c "Capstone Seminar" Requirement: Completion of at least one HIST 490c/491c "Capstone Seminar" is required for the history degree. It will count for 4 credits. Students usually enroll in a colloquium in their junior or senior year. Individuals who intend to write an Honors thesis in History are encouraged to take the colloquium in their junior year in order to gain desirable writing and research experience. Students must get at least a C in the "Capstone Seminar." The HIST 490c or HIST 491c Capstone Seminar will fulfill the major writing and the major computing requirement.
2. Upper-Division Course Requirement: History majors must complete at least six courses at the 200-level or above. The "Capstone Seminar" counts as one of these.
3. Geographic and Cultural Distribution Requirement: History majors must successfully complete
 - Two courses in European history
 - Two courses in the history of the United States or early North America north of Mexico

- Two courses outside of European or U.S./early North American history
 - Either HIST 191 or HIST 192 (Global History) can be counted for any of the above six requirements
4. Chronological Distribution Requirement: History majors must complete at least one course focusing primarily on pre-1800 material and at least one course focusing primarily on post-1800 material.

History majors will meet the Major Writing and Computing requirement when they pass the upper-level Capstone Seminar (HIST 490C or 491C) with a grade of C or better.

The Department strongly recommends that history majors take HIST 290 (The Historian's Craft) within the first year after declaring the history major.

The Department also strongly recommends that students who wish to pursue honors should take the Capstone Seminar in their junior year to gain valuable writing and research experience.

The remaining semester hours beyond the core requirements are for electives of the student's choosing. Students should not confine these elective hours to introductory surveys, nor should they limit their upper-level courses to the history of any one nation or single period. Instead, they should ponder their career inclinations and plan accordingly. For instance, a history major intending to teach secondary school in Virginia might register for classes that cover the whole chronological expanse of U.S. history; another individual, wishing to pursue a foreign service career, might seek out multiple courses on non-Western topics. In the case of history majors who wish to enter graduate programs in history, it is important that their undergraduate class choices reflect, to some extent, what they intend to study in graduate school: thus students who aim for a PhD in American or medieval or European history should take advantage of American, medieval, and European course offerings in the Department's curriculum.

It is also highly recommended that students supplement their history courses with classes in other departments. Foreign language study is especially important. Even students in American history must pass a foreign language exam in graduate school; those in non-American fields often must pass two foreign language exams. Equally important, foreign language study provides invaluable insight into other cultures not easily obtainable through other courses. History majors might also consider courses in economics, if they

have a liking for economic history, or courses in anthropology for those interested in social or cultural history.

VII. Advanced Placement

Students interested in receiving academic credit and/or advanced placement for college level work undertaken before entering the College should take the College Board Advanced Placement Examination in American, and/or European history, and/or Global History before the start of their freshman year. These examinations are graded by the College Entrance Examination Board on a 5 point scale.

Students will receive a maximum of six hours of History Department credit for a 5 on an AP history examination.*

- For a 5 on the AP American History examination, students will receive credit for the department's two-semester lower-level American survey, currently History 121 and 122.
- A 5 in AP American History satisfies the US/early American history geographic and cultural distribution requirement.
- For a 5 on the AP European History examination, students will receive credit for the department's two-semester lower-level European survey, currently HIST 111 and 112.
- A 5 in AP European History satisfies the European geographic and cultural distribution requirement.
- For a 5 on the AP World History examination, students will receive credit for the department's two-semester lower-level global history survey, currently HIST 191 and HIST 192.
- A 5 on the AP World History examination satisfies one course of the geographic and cultural distribution requirements.

* A score of 4 on the AP examinations will NOT exempt students from those courses at William & Mary.

Credit received through Advanced Placement program may be applied toward degree requirements, including proficiency and GERs. Mere exemptions may not be applied toward GERs.

The Associate Chair for Undergraduate Studies in the Department of History approves transfer credit.

VIII. International Baccalaureate

Entering students who have taken the examinations for the International Baccalaureate (IB) may receive academic credit and/or exemption for college level work undertaken before enrolling in the College. Information on current policies is available from the Office of the Dean of Undergraduate Studies and in the Undergraduate Course Catalog.

IX. Credit by Examination

Students at the College may request academic credit for courses by examination. Consult the Associate Chair for Undergraduate Studies to learn which courses may be fulfilled by examination, and then petition the Committee on Degrees for permission to pursue an examination for credit. Students may not receive credit by examination after registration for their final semester, when they are enrolled in the course at the time of the request, when upper level course work in the same subject has already begun, or when the same course has previously been failed. In general, students should not request credit by examination unless they have an unusually good background in the area to be examined.

X. Transfer Credit

From U.S. institutions. The Office of Academic Advising is responsible for evaluating domestic transfer credit. Transfer credit is granted for any course taken at an accredited college or university in which the student, prior to coming to the College, has earned a grade of C or better, or, in the case of Pass/Fail, a P. The course in question must be comparable to a class offered for academic credit at the College, either by being similar to a class presently in the curriculum or by being recommended for credit by the department. When the transfer class matches a current undergraduate offering, it will be transferred as the equivalent of that course. When it does not match a current offering but is recommended for credit by the department, it is given elective transfer credit. Courses given equivalent status, which match current offerings, can be used to satisfy proficiency, GER, and minor or major requirements. Courses granted elective transfer credit will count toward the total number of academic credits required for the baccalaureate degree, but they can not meet GER, proficiency, or minor or major requirements unless approval has been granted by the Committee on Degrees.

From foreign institutions. Students entering William and Mary from accredited foreign institutions may receive academic credit for college level work completed prior to enrolling at the College. The Dean of Undergraduate Studies evaluates each student's record and upon consultation with the Office of Admission and appropriate departments determines credit to be awarded. Information on current policies is available from the Office of the Dean of Undergraduate Studies. Students who plan to study abroad should contact the Reves Center for International Studies during the semester

prior to the study abroad experience and follow the appropriate procedures for prior approval of transfer credit.

Summer school elsewhere. Any student already at the College who proposes to attend school elsewhere, including a summer session, must have written permission in advance from the Office of the Registrar in order to insure that credit will be transferred. No retroactive transfer of such credit will be permitted. Forms are available in the Office of the Registrar and online. After a student enrolls at the College, courses taken at other institutions, either during the regular academic year or in a summer session, may not be used to satisfy proficiency, GER, minor or major requirements unless special approval has been granted by the Committee on Degrees. One exception is that modern language courses at the 101, 102 and 201 levels may count toward satisfying the language proficiency requirement even though taken at summer school elsewhere. This exception applies solely to these three language course levels.

XI. Study Abroad

The History Department encourages students to supplement their liberal arts education through foreign study. Tuition exchange Junior year or semester abroad programs are available in Singapore, St. Andrews, Montreal, Taipei, St. Petersburg, Cadiz (Spain), Cambridge, Seoul, Adelaide, Beijing, Kanazawa, and Tokyo – among other places. Consult the Global Education Office at the Reves Center for International Studies for assistance.

Students planning to study abroad should carefully review “Steps for Obtaining Transfer Credit in History for Study Abroad,” available on the Department website or in the box of handouts near the department office (James Blair 330).

If students are planning to enter the Department’s honors program, or hope to pursue graduate work in history, they should keep in close contact with their advisor while abroad. Such contact is important, because they will need a faculty supervisor in order to enter the honors program. Also, faculty will be able to write more detailed letters of recommendation for graduate school when they have been kept apprised of students’ studies while away from the College.

XII. Independent Study

Independent study can be a valuable intellectual experience for students who are exploring the possibility of honors, or who have a particular subject they wish to pursue in depth, or when a class is not offered on the topic material. Independent study entails what is typically a semester-long investigation of a specific historical topic or problem, and a tutorial arrangement between a professor and a student. The student is responsible for developing the subject and the reading list, albeit with faculty assistance. Independent study involves substantial reading and must result in some major written work, typically 15-20 pages, by the end of the semester. Students must receive permission from a faculty member and have a GPA of 3.0 to register for independent study (Hist 467 or Hist 468).

XIII. Funding Opportunities for Undergraduate Research

The History Department offers competitive fellowships, known as Lyon Gardiner Tyler Undergraduate Research Grants, for majors conducting historical research. These grants are distributed to junior and senior majors in history who wish to conduct either independent study or honors research, and who need financial support for expenses such as travel to archives or libraries, duplicating of photographs, purchase of microfilm, and Xeroxing or other expenditures. There are two types of Tyler grants: a Minor Grant, typically \$100-200, to assist in research conducted in any given semester; and a Summer Grant, typically \$500-1,000, for research over the summer months, especially in preparation for an honors thesis. The deadlines for Minor Grants are October 15 and February 15; the deadline for the Summer Grants competition is April 1. Applications are available on the department website. Contact the Associate Chair for Undergraduate Studies for more details.

Other competitive opportunities for research funds are detailed on the Charles Center's webpage (<http://www.wm.edu/charlescenter/>). Monies available include the Charles Center Scholarship for Domestic Research, the Batten Scholarships for Preliminary Honors Research, and the Chappell Research Fellowships for William and Mary Undergraduates. History majors who apply for a Lyon Gardiner Tyler Research Grant are strongly urged to apply for Charles Center funds as well.

XIV. The Honors Program

The History Department's Honors Program allows superior majors to pursue independent research and writing in the creation of an honors thesis. The honors thesis is a multi-chaptered, original piece of historical research that typically runs at least 45 pages, and no more than 100 pages, in length. Writing an honors thesis provides an excellent opportunity for students to follow their own research interests, but it also is a serious undertaking: the

most successful theses exhibit deep thought and a sustained argument about an historical problem, based on extensive research in secondary literature and primary historical sources. Depending upon the level of achievement, students may be awarded “Honors,” “High Honors,” or “Highest Honors” for the successful completion of thesis work.

Students who expect to write honors theses should plan to take their Capstone Seminar (Hist 490C or Hist 491C) in their junior year to gain the appropriate writing and research experience. Ideally, students who intend to apply to graduate programs in history should write honors theses in the historical field they expect to pursue, since the thesis can testify to their ability to think critically, work independently, and understand complex primary and secondary literature.

XV. Admission to Honors in History

The first step in pursuing honors is to think about a potential research topic and to carry out some preliminary investigations to determine whether that topic is feasible. (For example, a subject could involve documents that lie in an inaccessible archive or require foreign languages that the student does not possess.)

The next step is to find a faculty member who is willing to act as the thesis director. Faculty customarily--and ideally--direct honors theses that are relevant to their own teaching and research interests. Furthermore, it is unusual for faculty to agree to supervise an honors thesis when the student's coursework is unknown to them. Thus, students who want to pursue honors are best served by thinking ahead: they need to discover their own historical interests, to take more than one class with the same instructor, and to practice their writing.

As a general guideline, students should gauge their interest in the honors program and their academic abilities between the start of their sophomore year and the beginning of their second semester as a junior. A minimum GPA of 3.0 on a cumulative basis by the end of the junior year, or a 3.0 for the junior year alone, is required for participation in the Honors Program. When a student has not met the GPA requirement for Honors, the student and the Chair can jointly request the Committee on Honors and Interdisciplinary Studies (CHIS) to consider further the student's application. The CHIS will only hear appeals that come from both the student and the department. Exceptions to the GPA rule are rarely made, however.

Applications for History Honors are due in the spring semester of junior year, two weeks before the beginning of registration for fall semester. For deadlines and additional information on the honors program, please consult

the handout available outside the department office, James Blair 330, and/or the print version attached to the "Honors Program" section of the History Department website.

XVI. Writing in History Courses

History majors who wish to improve their writing skills have a number of options to pursue. They can consult their professors for assistance or for clarification of standards expected on a paper. They can take a greater number of writing-intensive classes, such as multiple freshman seminars or colloquia; by exploring history syllabi posted on the web, they can find history courses that simultaneously appeal to their interests and challenge their writing.

Finally, and especially important, majors in history can take advantage of a unique opportunity on campus, namely the chance to receive individual tutorial help from advanced graduate students in the [History Writing Resource Center](#) (HWRC). The HWRC is designed to assist history majors and students in history courses with research and writing. The center is open five days a week and is staffed by doctoral candidates in the History Department. The HWRC staff helps undergraduates with such things as thesis construction, general questions about organization, primary source interpretation, the rules of documentation (including documentation of Internet sources), and issues of style and grammar. The HWRC can be reached through email at Write1@wm.edu, or through the Web at <http://www.wm.edu/as/history/undergraduateprogram/historywritingresourcecenter/index.php>, where students can also download useful handouts on writing.

For additional helpful information about writing, please consult the article "Writing History" by Professor James Axtell in the addendum to this handbook.

XVII. The Honor Code

The History Department upholds William and Mary's Honor Code. Violations of the Honor Code will not be tolerated. Any student caught lying, cheating, or stealing will be reported according to the rules and regulations of the Honor System, as set forth in the [Student Handbook](#). In accordance with procedures stipulated in the [Handbook](#), a student caught cheating in a course will be confronted by the professor and, barring a sufficient explanation, will be accused of violating the Honor Code. Within twenty-four hours of the accusation, the accuser will submit a written charge to the Chief Justice of the Honor Council with jurisdiction over the case.

XVIII. Grievances

Grade reviews and appeals. A student who believes that a final course grade is unfair can request a review of that grade within the first six weeks of the subsequent semester. Grade review requests can be made by meeting with the instructor who assigned the grade or by sending the instructor a letter or an email.

If the student remains unsatisfied with the instructor's review and explanation of the semester grade, the student may send a written petition to the instructor and the Chair requesting a review. Unless it is determined that the student's case is wholly without merit, the Chair will discuss the matter with the instructor and attempt to resolve the issue. If unsatisfied with the outcome of this procedure, the student may appeal in writing to the Dean of the Faculty of Arts and Sciences. If the Dean decides the appeal warrants further attention, the Dean will instruct the Chair to appoint a committee of at least three faculty members. The committee will review all relevant materials and make a recommendation concerning the appropriateness of the grade. Both the student and the instructor have the right to meet with the committee during the review process. If the instructor refuses to accept the committee's recommendation, the committee will refer the issue to the Dean, who will render a final decision.

Further details on grade review policy are available in the Office of the Dean of Undergraduate Studies, Ewell Hall 123.

Sexual harassment. Sexual harassment is prohibited at the College and in its programs, activities, and functions. College policy defines sexual harassment as unwelcome 1) sexual advances, or 2) requests for sexual favors, or 3) other behavior of a sexual nature where:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or participation in a College sponsored program or activity, or

- Submission to or rejection of such conduct by an individual is or may be used as a basis for academic, employment or other College decision affecting that individual, or
- Such conduct unreasonably interferes with an individual's academic and/or work performance, participation in College sponsored programs or activities, or creates an intimidating, hostile, or offensive working, educational, or residential environment provided by the College.

Students who believe that they have been subjected to sexual harassment by a faculty member, dean, administrator, or other employee of the College should report the incident to that person's supervisor (such as the Chair of the department), any academic dean, the Office of the Dean of Students, a member of the Sexual Harassment Committee, or the Office of Equal Opportunity/Affirmative Action located in the Hornsby House, 336 Jamestown Road, 221-2615. The complete Sexual Harassment Policy can be accessed at <http://www.wm.edu/offices/eo/discrimination/index.php>.

Students who believe they have been subjected to sexual harassment by another student at the College should consult the procedures outlined in the [Student Handbook](#).

XIX. Careers in History

History alumni pursue successful careers in business, law, teaching, government, museum work, and the non-profit sector. For insights into the range of professions a history major might enter, consult the alumni newsletter, entitled the [William and Mary Historian](#), which the Department publishes periodically; copies can be picked up from the History Department office, James Blair 330.

William & Mary's Cohen Career Center, 180 Stadium Drive, facilitates the career development process for undergraduates, whether through the assessment of career interests, help with job searches and résumé writing, or assistance with mock interviews. History majors can schedule individual appointments with career counselors by calling 221-3231 or by stopping by the Cohen Career Center.

If history majors do not have a clear idea about a future career, the Career Center's website has good resources to get them pointed in the right direction. Go to www.wm.edu/offices/career/, and then click on "Undergrads." This site explains such things as self-assessment and how to research careers. And students should not overlook "William and Mary Student Outcomes," which shows what College alumni have done with their History majors. Students should also feel free to contact alumni to learn

more about what they do by clicking on "Alumni_Mentors." These alumni are eager to give you career advice!

The Career Center's website also maintains job (and internship) listings and important information on such things as ways to research companies, salary negotiation, and interviewing etiquette. Click on "Job Search" to learn more. The website and the Resource Center offer useful information on résumé writing and includes sample résumés.

The Cohen Career Center's library also maintains several reference volumes to assist students in thinking about careers. Consult such publications as *Great Jobs for History Majors*, *Careers for History Buffs and Others Who Learn from the Past*, *Careers in Education*, *Careers in Government*, and *Opportunities in Nonprofits*.

Finally, majors should pay particular attention to the Career Center's career fairs and workshops. The Career Center holds three career fairs each year: Fall Career Fair, Spring Career Fair, and the Education Recruiting Day. It also participates in the D.C. Nonprofit Career Fair in February and conducts workshops on such topics as résumé writing and interviewing techniques. There are also career panels, in which alumni (and employers) return to here to the College to talk about their careers.

The Career Center encourages students to subscribe to its listserv (<http://www.wm.edu/offices/career/undergrads/index.php>) to get bi-weekly program and event reminders and job/internship postings. Students can subscribe to the "General" listserv, the "Public Service/Non-Profit" listserv and/or the "Education" listserv.

From time to time, the Department conducts career- and internship-related workshops. Check your email for announcements.

XX. Internships

The Career Center maintains extensive databases of local and other internships of interest to history majors. The Local Internship Program, for example, offers opportunities with Colonial Williamsburg, the Museum of the Confederacy, the Peninsula Fine Arts Museum, the National Park Service, and the Virginia Air and Space Center. The Local Internship Program runs during the semester, usually requiring only 7 hours per week of your time, and is a great way to explore career options and pick up experience. The internship databases also list numerous internships that are not history-related but for which history majors qualify, including those that are law- or business-related or in the communications field (public relations, advertising, journalism, etc.).

There are also “shadowing externships,” in which William and Mary students shadow professionals, most of whom are alumni of the College, over the winter or spring breaks for one to five days. These internships are available in several states, sometimes even in foreign countries, and in such fields as education, business, law, and journalism.

For information on internships, start with the extensive Internship section of the Career Center's web site; click "Undergraduate" then "FIND an Internship". You can also make an appointment with a career counselor by calling 221-3231. The Career Center's library in Cohen Career Center also has several resources of interest to share.

XXI. Graduate School in History

Students intending to enter graduate programs in history should carefully plan their undergraduate programs. All master's and doctoral programs in history require evidence of strong critical thinking skills, research experience, and writing aptitude. Furthermore, graduate programs in history customarily require the ability to read and translate at least one foreign language for American fields and at least two foreign languages for non-American fields.

Undergraduate majors with their sights set on a history PhD should devote an appropriate number of credits to upper-division classes and colloquia, with the objective of enhancing their research and writing abilities. For instance, instead of taking the single colloquium that is required for the major, such students might make room in their schedules for two; and they might apportion a certain number of credit hours toward advanced lecture courses that will deepen their familiarity with their proposed field of study. Students intending to go to graduate school in history should seek out courses with historiographical content, in order to gain an appreciation of theory and methods. Clearly, they also should consider the advantages to be gained from writing an honors thesis, especially in the historical field they intend to pursue.

Applications to graduate school in history are filed in the fall and winter of a student's senior year, with most deadlines falling between November and January. Applicants customarily take the Graduate Record Examination, or GRE, in the fall of their senior year, so that results can be submitted to the graduate programs. Graduate schools usually require three letters of recommendation, as well as a personal statement; applicants are best served by recommenders who have instructed them in more than one class and who have a strong sense of their work, abilities, and ambitions. Students are advised to consult the literature and web pages of the individual graduate

programs in which they are interested, as application requirements and deadlines can vary. In terms of where to apply, majors should seek counsel from their advisors and other faculty who share their research interests.

For a useful essay on the ins and outs of graduate study and the application process, read “Inscribing Your Future: The Trials and Tribulations of Applying to Graduate School.” A copy is available from the Associate Chair for Undergraduate Studies. The Associate Chair Undergraduate Studies can also provide you with sample application essays.

XXII. Teaching History at the K-12 Level: Initial Licensure Programs

Students considering teaching at the K-12 level should prepare themselves through an initial licensure program. There are three routes to obtaining a license through William and Mary programs:

- **The Undergraduate route:** This route requires a primary major outside of education (such as History) and a second major/curriculum in education. Undergraduate students should apply to the School of Education in the second semester of their sophomore year. The deadline is the first day of classes of the Fall semester of the junior year. Confirm all deadlines for admission with the School of Education well in advance. Those students wishing a license to teach in Elementary Education will take a total of 35 credit hours in the School of Education, leading to a double major in History and Elementary Education. Those wishing a license to teach in Secondary schools will complete a History major, and a secondary curriculum in Secondary Social Studies that includes a total of 30 credit hours of Education classes.
- **The 5th Year Program route:** This route allows students who could not pursue the undergraduate program to enter the School of Education during the senior year. Students must apply at the end of the junior year. The deadline is the first day of classes of the Fall semester of the senior year. Admitted students will take three education courses during the senior year, and provide GRE scores prior to January 15th of the senior year. A min. GPA of 3.0 is required for this program. Students must maintain the GPA and achieve the 40th percentile or higher on the GRE to matriculate into the graduate program. After graduation in May, these students begin taking the graduate portion of the program. They will graduate with the M.A.Ed. the following May.
- **The Graduate Program route:** This route allows students who could not pursue the undergraduate or 5th Year programs. This

route allows students who did not enter the School of Education as an undergraduate to spend the year after graduation (or at some later date) working toward the M.A. Ed. degree, thus leading to a license for teaching. Students begin in the summer and end the following May for a total of 12 months of instruction and student teaching.

All three routes allow students to choose Elementary or Secondary School Teaching. Students applying to the 5th Year Program or the Graduate Program may also choose Special Education.

Subject Area Courses Required for Licensure

Elementary Education - In addition to courses in their History and Elementary Education majors, students seeking endorsement in elementary education should take one three-credit course in each of the following areas: Study of the English language (ENGL 220 or 406 is recommended); Literature (LCST 201 is recommended); American history or American government, and geography (either GEOL 110 or GOVT 381 is recommended). Since most of these courses may also meet General Education Requirements, it would be wise for students to plan their academic programs as early as possible.

Secondary Education (Social Studies). To obtain endorsement to teach history at the high school level, History majors must pursue the Social Studies secondary curriculum, which allows you teach History, Political Science (Government) and other subjects in the field of Secondary Social Studies. In addition to courses for the History major and secondary curriculum, the following courses are required for the social studies endorsement:

1. A major in History or Government (or equivalent of 33 semester hours)
 - a. 12 hours in Government (needed for a History major)
Coursework should include at least 3 hours in American Government - GOVT 201 is recommended.
 - b. 18 hours in History (needed for a Government major)
Coursework should include at least 6 hours in American or US History - HIST 121 & 122 are recommended.
2. 3 hours in Economics (micro or macro)
3. 3 hours in Human Geography
4. 3 hours in non-Western History/Culture
5. 3 hours in Sociology
6. 3 hours in Anthropology

For more information about programs administered by the School of Education, contact the School's Office of Academic Programs, located in room 1071, phone: 221-2317, or visit <http://education.wm.edu>. The Social Studies coordinator is Dr. Jeremy Stoddard, Professor of Social Studies Education, in the School of Education, jdstod@wm.edu; 221-2348.

For those without a license, there is another option, the **private school route**. A few private schools, as well as some public schools in "high need" areas, do not require a license as a precondition of hire. Typically, teachers hired by such schools are granted a provisional license for three years, with the expectation that they will complete the appropriate coursework to obtain a license before the provisional license expires. Students should be aware, however, that there are far fewer opportunities to teach without a license than with a license.

History majors might also be interested in the **Teach for America Program**, which aggressively recruits William and Mary students. Students selected for this program commit to teach for two years in low-income areas, typically central cities and remote rural districts. Licensing is not a precondition of employment, but new hires are expected to take courses after they begin teaching. Application deadlines are in October and February. Consult www.teachforamerica.org for more details and an application.

XXIII. Letters of Recommendation

History faculty can provide letters of recommendation necessary for employment, internships, law school, or graduate schools. Keep in mind that faculty will be able to provide much more in-depth letters if they have worked closely with the student, especially in a seminar or colloquium. Contact the instructor *at least* two to three weeks in advance of the due date and provide the following:

- a current transcript or CAPP (degree audit) report;
- a detailed curriculum vitae, listing such things as majors, minors, extracurricular activities, and work experience;
- a statement highlighting information that might not be readily visible from a transcript or CAPP (degree audit) report or curriculum vitae, such as study abroad or travel abroad experience, projects undertaken, etc.;
- a statement of career goals, if applying for employment or for admission to law school;
- a personal statement, if applying to graduate schools in history.

Some instructors also might request a writing sample, such as a research paper.

XXIV. Phi Alpha Theta, the International Honor Society in History

Students who have completed a minimum of twelve credit hours in History (not including pass/fail and AP credits), with a GPA of 3.1 or better in their History courses and a GPA of 3.0 or better overall, are eligible to join Phi Alpha Theta, an international honor society in history. Transfer students must have completed six of their twelve credit hours at William and Mary and have received an “A” in at least one of those William and Mary History courses. Phi Alpha Theta sponsors lectures, field trips, receptions, and other activities in which students can become acquainted with other History majors, with faculty, and with distinguished visitors. Student officers, advised by History faculty, conduct the affairs of the college chapter. Members receive the quarterly journal, [The Historian](#); they also become eligible to participate in national scholarship competitions sponsored by the organization. Selection and initiation of new Phi Alpha Theta members occurs each spring. For further information, contact the History Department office for the name of the current faculty advisor.

XXV. Commencement

The University Registrar requires that each student file a Notice of Candidacy for Graduation Form prior to graduation. Any student expecting to graduate in May or the following August must submit the Notice of Candidacy form to the Registrar’s Office by the specified deadline, which usually falls in late November, before the anticipated graduation date. See the registration bulletin or the Registrar’s Office website for the exact deadline.

It is important that students file their Notices of Candidacy for Graduation on time. By doing so, they ensure their full complement of Commencement tickets, the full printing of their names and hometowns in the Commencement program, and the receipt of their diplomas at the departmental commencement ceremony.

XXVI. The Commencement Ceremony

May Commencement normally takes place on the Sunday immediately following the conclusion of final examinations. Students who have properly filed their Notice of Candidacy will receive information concerning the baccalaureate service, the candlelight ceremony, and the College Commencement ceremony from the Office of Student Affairs.

Immediately following the college-wide ceremony, graduating History majors and their families and friends are invited to attend the departmental ceremony, at which they will receive their diplomas, as well as any

individual awards. After the presentation of diplomas, a reception is held in honor of the new graduates.

Students who are eligible to receive a degree in two majors will be asked in advance to select the department from which they wish to receive their diploma in person.

XXVII. Awards for Majors

William and Mary recognizes superior academic achievement with traditional Latin honors. A student with an overall final GPA of 3.5 receives the degree *cum laude*; 3.65, *magna cum laude*; and 3.8, *summa cum laude*. The College also recognizes undergraduate achievement through selection to the Alpha of Virginia Chapter of the Phi Beta Kappa Society. Twice a year, the Chapter elects as members a small number of senior students who are B.A. and B.S. candidates, and who have demonstrated outstanding scholarship, a range of intellectual interests, and good character.

The History Department distinguishes outstanding work of its majors through the following awards, all of which include a monetary gift:

- **The Lyon Gardiner Tyler Award for a Rising Senior.** This award was instituted in 2001 through the generosity of the Harrison Tyler family, in honor of Mr. Harrison Tyler's father, Lyon Gardiner Tyler, a past president of the College. Aimed at supporting work on an honor's thesis, it is awarded at the beginning of the fall semester to the rising senior history major with the highest major and overall GPA to support work on an honors thesis.
- **The Donald B. Irwin Memorial Scholarship.** Established in 1996 through an endowment established by the late Donald B. Irwin, Class of 1960, this scholarship, awarded at the beginning of the fall semester, is used to provide support to a distinguished rising junior major in History who has unfunded financial need, as determined by the Office of Financial Aid.
- **The John F. Kroeger Memorial Scholarship for a Rising Senior.** Endowed in 1999 by the family and friends of the late John F. Kroeger, this award is announced at the beginning of each fall semester and goes to an academically distinguished rising senior majoring in history, with a preference given to a student studying American history.
- **The Richard Lee Morton Scholarship.** This award was initiated by a group of History majors in 1960 as a memorial to Dr. Morton at the time of his retirement from the College. The recipient of the Morton Scholarship is selected on the basis of scholastic merit, with

character also taken into account. The Morton Scholarship is awarded at the beginning of each fall semester.

- **The William Elbert Fraley Award.** Established in 1969 by the William Elbert Fraley Memorial Trust, this award is given annually at commencement to the major receiving the highest degree of Honors in History. It may be split among multiple recipients.
- **The Ellen Monk Krattiger Award.** Established in 1984 by a bequest from Ellen Monk Krattiger, the Krattiger Award is given annually to a junior or senior major who has displayed conspicuous talent and achievement, evidenced through an honors thesis or other substantial research paper, in the study of colonial North America north of Mexico, including the Caribbean, or, if no award is made in those areas, in the study of colonial Mexico.
- The Department of History also awards **Tyler Minor Research Grants** and **Tyler Summer Research Grants** in support of undergraduate research undertaken by history majors.

XXVIII. Alumni Newsletter

History majors should take note of the alumni newsletter, the William and Mary Historian, published by the Department periodically and usually in the spring. All students are asked to keep in touch with the Department after graduation, and to inform us of any news regarding employment, scholarly activities, or personal events. Material can be emailed to the newsletter editor.

XXIX. Frequently Asked Questions

1) *Can anyone be my advisor?* Yes. All full-time regular faculty are qualified and expected to advise students on the major. If you have any particular questions about requirements, feel free to talk to or email the Associate Chair for Undergraduate Studies.

2) *Will the department chair assign me an advisor?* No. You independently select your advisor when you declare your major. See Section III above.

3) *What happens when my advisor is on leave?* When professors go on leave, majors should expect to find a temporary faculty advisor for the duration of the absence. Professors can help students meet other history faculty who may be suitable advisors. Also, the Associate Chair for Undergraduate Studies can serve as a temporary advisor.

4) *How do I know which history courses fulfill which GER requirements?* The course registration bulletin, the College Catalogue and Banner's online course schedule all provide GER information on history classes. Because

GER credit may be newly assigned, students should regularly scrutinize the bulletin, Banner and the catalogue for up-to-date information.

5) *What happens if the major requirements change after I declare my major?* You are bound by the requirements in place at the time you declared your major.

6) *Which history courses satisfy the colloquium and writing requirements for history?* All classes that carry a “C” fulfill these requirements. Students should consult the catalogue, Banner and the registration bulletin for the most current listings. In particular, advanced topics classes, numbered 490 and 491, frequently carry a “C,” designating colloquium credit.

7) *Can courses taken in study abroad programs fulfill the major requirements?* Courses taken abroad will be considered for history credit. Be sure to save your course materials: course descriptions, syllabi, transcript, exams, papers, etc. See “Steps for Obtaining Transfer Credit in History for Study Abroad” (on the Department website or in hard copy) for more information.

8) *Can courses in other departments at William and Mary fulfill the major requirements?* Only courses cross-listed with the Department of History can count toward the major. Those courses must be designated as HIST courses on the student’s transcript. Students who enrolled in a cross-listed course in the other department in error should contact the Office of the Registrar to make the appropriate change.

9) *Can I take graduate courses for undergraduate credit in the History Department?* Yes, so long as you have an overall GPA of at least 2.5, and a history GPA of 3.0; meet other prerequisites, if they exist; and can show the relevance of the course to your program of study. You must demonstrate that the same topic is not offered at the undergraduate level. And you must receive permission to take such a course from the instructor, the Department Chair, the Graduate Dean, and the Committee on Degrees. Consult the Associate Chair for Undergraduate Studies for help in this matter.

10) *May I take graduate courses for graduate credit in the History Department?* You may register for up to six hours of graduate courses for graduate credit during your senior year, provided that you have a GPA of at least 3.0, that the six hours are in excess of all requirements for the degree, and that you have received written permission from the instructor, the Department Chair, the Committee on Degrees, and the Graduate Dean. Consult the Associate Chair for Undergraduate Studies for help in this matter.

11) *Where can I leave papers for my professor?* Follow the instructions of your professor. In lieu of specific instructions, you may leave papers with the departmental staff (James Blair 330). At mid-term or semester's end, or whenever numerous papers are due, an alphabetized group of folders will be placed in the hall outside the department office where students may leave their papers, but only during regular office hours (8:00-5:00). Please do not enter the workroom, James Blair 328, to deliver papers to faculty mailboxes. If you leave your paper under your instructor's door after hours, you should immediately verify receipt by email or by phone message. You must keep a copy of all papers submitted; paper loss is your responsibility.

12) *Are there any opportunities to do research work for professors?* When professors need research assistants, they make the necessary arrangements themselves. If you are interested in working for certain faculty members, ask them if such opportunities exist. In general, however, such opportunities are very rare. There are, however, a number of internship opportunities. Consult the Office of Career Services for current information. There are a limited number of jobs for undergraduates in the main office: most range from 6-8 hours per week and last for the academic year; all pay minimum wage. For more information, contact the office manager at 221-3721.

13) *How do I determine which history courses fulfill the Major Computing Requirement (MCR) and the Major Writing Requirement (MWR)?* The Major Computing and the Major Writing requirements will be fulfilled by the Capstone Seminar (HIST 490c/491c) which all history majors are required to take.

14) *Help! I'm a senior and the history course I need to graduate is full.* Talk to the instructor immediately and explain the circumstances. If that fails, talk to the Associate Chair for Undergraduate Studies.

XXX. History Faculty

Chair: Leisa Meyer

Associate Chair for Undergraduate Studies: Frederick Corney

Associate Chair for Graduate Studies: Brett Rushforth

Full-time Regular Faculty

BENEŠ, Kveta (PhD, Washington-Seattle 2001; assoc. prof.) modern Europe, cultural and intellectual, modern Germany

BISHARA, Fahad (PhD, Duke, 2012; asst. prof.) Islamic world, Indian Ocean, Arabic Gulf

CORNEY, Frederick C. (PhD, Columbia 1997 assoc. prof. Director of Undergraduate Studies), Russia, modern Europe, Global History

DAILEADER, Philip H. (PhD, Harvard 1996; Harrison assoc. prof.) medieval Europe, Global History

ELY, Melvin P. (PhD, Princeton 1985; Kenan prof.) African American, U.S. South

FISHER, Andrew H. (PhD, Arizona State 2003; assoc. prof.) 20th century cultural, environmental, western, and American Indian

HAHAMOVITCH, Cindy (PhD, North Carolina-Chapel Hill 1992; prof.) U.S. labor, African American, migration

HAN, Eric (PhD, Columbia University 2008; asst. prof.) East Asian Languages and Cultures

HOMZA Lu Ann (PhD, Chicago 1992; prof.) early modern Spain, Renaissance and Reformation Europe

KARAKAYA-STUMP, Ayfer (PhD, Harvard 2008; asst. prof.) Middle East

KITAMURA, Hiroshi (PhD, Wisconsin-Madison, 2004; assoc. . prof.)

KOLOSKI, Laurie S. (PhD, Stanford 1998; assoc. prof.) eastern and modern Europe, Global History

KONEFAL, Betsy (PhD, Pittsburgh 2005; assoc. prof.) Latin America, ethnohistory, race, gender

LEVITAN, Kathrin (PhD, Chicago 2006; assoc. prof.) modern Britain, social thought, and the British Empire

MAPP, Paul W. (PhD, Harvard 2001; assoc. prof) early modern Europe, colonial North America, international relations

MEYER, Leisa D. (PhD, Wisconsin-Madison 1993; assoc. prof., and chair) U.S. women, gender and sexuality, military

MOSCA, Matthew (PhD, Harvard 2008; Asst. Prof) China

NELSON, Scott R. (PhD, North Carolina-Chapel Hill 1995; Legum prof.) 19th-century U.S. South, labor, business

POPE, Jeremy (PhD; John Hopkins University 2010; asst. prof.) Africa, Middle East

- POPPER, Nicholas (PhD; Princeton University 2007; asst. prof.) Early Modern British
- PRADO, Fabricio (PhD, Emory University 2009; asst. prof.) Latin America
- ROSEN, Hannah (PhD, University of Chicago, 1999) African American
- RUSHFORTH, Brett (PhD, University of California 2003; assoc. prof.; Book Review Editor, *The William & Mary Quarterly*)
- SCHECHTER, Ronald B. (PhD, Harvard 1993; assoc. prof.) modern Europe, French cultural and Jewish, Global History
- SHERIFF, Carol (PhD, Yale 1993; Class of 2013 prof.) early 19th-century U.S., social
- VINSON, Robert T. (PhD, Howard 2001; assoc. prof.) South Africa, African Diaspora, African American
- WHITTENBURG, James P. (PhD, Georgia 1974; prof., Director of Graduate Studies) colonial America, early national, quantitative methods
- ZUTSHI, Chitralekha (PhD, Tufts University 2000; assoc. prof.) South Asia, Islam, nationalism

Joint Appointments

- BROWN, Chandos M. (PhD, Harvard 1987; assoc. prof., American Studies Program) American intellectual and cultural, early national U.S.; American Studies
- BROWN, Marley R., III (PhD, Brown 1972; lect.) historical archaeology; Anthropology
- CARSON, Cary (PhD, Harvard 1974; lect.) early modern England, America; vice president, Research Division, Colonial Williamsburg Foundation, National Institute of American History and Democracy
- GRASSO, Christopher (PhD, Yale 1992; prof. and Editor William and Mary Quarterly) early America, religious and intellectual
- HARDY, Beatriz B. (PhD, Maryland-College Park 1993 lect.) colonial and revolutionary America, religious, Chesapeake; dir. special collections research center Swem Library
- HOBSON, Charles F. (PhD, Emory 1971; lect.) early national America; editor *Papers of John Marshall*
- HORN, James (PhD, University of Sussex 1982; lect.) Jeffersonian era, colonial Virginia; director, John D. Rockefeller Jr. Library/Colonial Williamsburg Foundation, National Institute of American History and Democracy
- KELSO, William M. (PhD, Emory 1971; lect.) Historical archaeology; director, Archaeology, Association for Preservation of Virginia Antiquities
- LOUNSBURY, Carl (PhD, George Washington 1983; visiting assoc. prof.) vernacular architecture; Colonial Williamsburg Foundation, National Institute of American History and Democracy

- MCGOVERN, Charles F. (PhD, Harvard 1993; assoc. prof.) 20th century social, popular culture, and consumer culture; American Studies
- MEYER, Leisa D. (PhD, Wisconsin-Madison 1993; assoc. prof., and chair) U.S. women, gender and sexuality, military
- TEUTE, Fredrika J. (PhD, Johns Hopkins 1988; lect.) frontier, early national U.S.; editor Publications, Omohundro Institute of Early American History and Culture
- WALSH, Lorena S. (PhD, Michigan State 1977, lect.) colonial North America, Chesapeake, African American; Colonial Williamsburg Foundation
- WELLS, Camille (PhD, William & Mary 1994; visiting asst. prof.) Age of Jefferson; National Institute of American History and Democracy
- WULF, Karin (PhD, Johns Hopkins 1993; assoc. prof.; director Omohundro Institute of Early American History and Culture) U.S. women, gender, colonial America; American Studies

Visiting and Adjunct Faculty

- ALLEN, Jody (PhD, College of William & Mary 2007; visiting asst. prof.) American, African-American, Latin America
- AUBERT, Guillaume (PhD)
- HUYCK, Heather (PhD, Minnesota 1981; visiting assoc. prof.) public history; National Institute of American History and Democracy
- KERN, Susan (PhD, William and Mary 2005; visiting assoc.. prof.) early America, plantation, material culture National Institute of American History and Democracy
- RICHTER, C. Julie (PhD, William & Mary 1992; visiting asst. prof.) colonial America; race, class, and gender in colonial Virginia; National Institute of American History and Democracy
- WATERS, Leslie (PhD, University of California, Los Angeles 2012, Mellon Fellow) Eastern Europe

Non-Departmental Historians

- CAMPBELL, Bruce B. (PhD, Wisconsin-Madison 1988; assoc. prof.) Modern Germany, paramilitarism, radio, German cultural studies; Modern Languages
- FITZGERALD, Maureen (PhD, Wisconsin-Madison 1992; assoc. prof.) U.S. women, esp. religion, immigration and welfare; Religious Studies, American Studies

Emeritus Faculty

- ABDALLA, Ismail H. (PhD, Wisconsin 1981; prof. emeritus) Africa, Middle East
- AXTELL, James L. (PhD, Cambridge 1967; prof. emeritus) colonial North America, American Indian-white relations; European exploration; American higher education
- CANNING, Craig N. (PhD, Stanford 1975; assoc. prof.) East Asia, China and Japan, and U.S.-China relations
- COYNER, Martin Boyd, Jr. (PhD, Virginia 1961; prof. emeritus) U.S. South, 19th-century U.S.
- CRAPOL, Edward P. (PhD, Wisconsin 1968; prof. emeritus) U.S. foreign policy, Cold War
- ESLER, Anthony J. (PhD, Duke 1961; prof. emeritus) modern Europe, global, intellectual (esp. theory of generations and youth movement)
- EWELL, Judith (PhD, New Mexico 1972; prof. emerita) Latin America, Mexico, Spanish Caribbean
- FUNIGIELLO, Philip J. (PhD, NYU 1966; prof. emeritus) recent America, urban America
- HOAK, Dale E. (PhD, Cambridge 1971; prof. emeritus) Tudor-Stuart England, early modern Europe
- HOFFMAN, Ronald (PhD, Wisconsin 1969; prof.) early America; director Omohundro Institute of Early American History and Culture
- JOHNSON, Ludwell H., III (PhD, Johns Hopkins 1955; prof. emeritus) antebellum and Civil War political and economic
- MCARTHUR, Gilbert H. (PhD, Rochester 1968; prof. emeritus) modern Europe, Russia
- MCCORD, James N., Jr., (PhD, Johns Hopkins 1968; prof. emeritus) modern Britain, 18th-and 19th-century English social and political
- MCGIFFERT, Michael (PhD, Yale 1958; prof. emeritus) early American Puritan, American intellectual.
- PRICE, Richard S. (PhD, Harvard 1970; Dittman prof.) sociocultural anthropology and history, Afro-American maroons, Caribbean; Anthropology, American Studies
- RAFEQ, Abdul-Karim (PhD, London 1963; Bickers prof.) Arab Middle Eastern studies
- SHERMAN, Richard B. (PhD, Harvard 1959; prof. emeritus) 20th-century America
- SMITH, J. Douglas (PhD, Virginia 1960; assoc. prof. emeritus) America; Colonial Williamsburg Foundation
- STRONG, George V. (PhD, North Carolina-Chapel Hill 1969; prof. emeritus) modern Germany, Austro-Hungarian Empire, social and intellectual

TATE, Thaddeus W. (PhD, Brown 1960; prof. emeritus) American environment, American Revolution, colonial and revolutionary Virginia

WALKER, Helen Campbell (MA, Yale 1966; prof. emerita) new U.S. South, African Americans since 1861, southern women