

HISTORY AT COLUMBIA UNDERGRADUATE HANDBOOK

2009-2010 Edition



The Department of History at Columbia is one of the leading centers of historical scholarship in the world. It is also a department deeply committed to undergraduate education. Many of us teach in the College Core. All of us teach undergraduate lectures and seminars in history. Most of us regularly sponsor senior theses and independent studies. We consider teaching Columbia's extraordinary undergraduate students one of our most important and rewarding tasks.

Our undergraduate curriculum is rich and deep, covering all areas of the world and most periods of written history. Our courses explore various methodologies, a wide range of ways of writing history, and different approaches to the past. We emphasize no one approach to history, no single interpretive model. Our principal goals in the undergraduate classroom are to develop the intellectual breadth and deepen the analytical skills of our students. With this guide, we hope to introduce you to our program of undergraduate study and to encourage you to sample it.

INTRODUCTION

Columbia undergraduates, regardless of major, tend to include history in their curriculum. The History Department wants to encourage and expand that interest. Thinking historically is an analytical skill of increasing value in an epoch dominated by short-term perspectives. Everyone can and should do some history at Columbia. We welcome you to do so.

In that spirit, the Department offers a very wide range of courses on periods and topics of past significance and of persistent interest and relevance. Whether you are interested in global inequality or Medieval law, the evolution of drug trafficking or the history of human rights, the American West or Tokugawa Japan, you will find courses that speak to your interest and complement your other studies. Most of our courses are open to undergraduates from all majors and programs, and all programs of study will be enriched by some courses in history.

The Department also offers a major and a concentration in history. The history major or concentration enables students to achieve a deeper and broader knowledge of a particular field of history, while also developing the kinds of analytical and writing skills that are important in so many areas of life. The heart of the undergraduate major is the seminar, a small-group course in which students work closely with an individual faculty member on some subject of common interest. The Department, in conjunction with related programs, now mounts more than fifty seminars each year on a wide range of topics. Undergraduate majors are also encouraged to consider writing a senior thesis on a subject of particular interest, and the Department offers special seminars for thesis writers. Happily, an increasing number of students now write senior theses.

Our commitment to undergraduate history is expressed institutionally in a strong faculty advising committee. The Undergraduate Education Committee (UNDED), collaborating closely with the independently elected Undergraduate History Council, is in charge of developing the history curriculum, while also handling advising and questions concerning requirements and credits.

CURRICULUM

The Department offers a large number of courses, taught by more than fifty faculty, covering three millennia of history. The Barnard History Department offers its own set of courses, almost all of which are open to Columbia students. Other programs, such as EALAC and MEALAC, offer courses that are cross-listed with History. We teach courses on the Ancient World, Europe, the Americas, Africa, East Asia, South Asia, and the Middle East. Some courses cut across these boundaries to deal with cross-regional themes or interactions. Courses may focus on religious, intellectual, social, economic, legal, or political history, or on historical theory and method. Most courses have no prerequisites, but undergraduate seminars do have limited enrollment, determined by application. Preference in admission is given to majors, but any student may take them with the consent of the instructor.

There are two basic types of courses: lectures and seminars. Lectures, worth 3 points, meet twice a week for 1 hour and 15 minutes. Many lectures have additional discussion sections, some of which may be required. Lectures range from the very large (over 300 students) to the very small (fewer than 25), so the nature of the classroom experience will vary. Most lecture courses require a midterm and a final examination; most also require some sort of assignment or paper.

Seminars, worth 4 points, are generally smaller. Though the final number is up to the professor, most seminars are capped at 15 students. Seminars explore narrower topics more deeply, through concentrated reading in the secondary literature on a topic, primary-source research, or both. These classes meet once a week for an hour and fifty minutes. The workload for seminars is generally heavier than for lectures, with more reading and more written work. Seminars normally do not have a final examination but typically require a substantial paper. Some seminars have prerequisites, which are noted on the registrar's website. Students apply for admission to all seminars.

Students may also arrange independent reading courses with a member of the faculty. Owing to faculty leaves and the rotation of departmental offerings, many courses are offered once every two years.

Courses are numbered by type:

- 1xxx Introductory Survey Lectures
- 3xxx Undergraduate Lectures
- 4xxx Undergraduate Seminars
- 8xxx Graduate Colloquia
- 9xxx Graduate Seminars

And field:

- x000-x059 Ancient History
- x060-x099 Medieval Europe
- x100-x199 Early Modern Europe
- x200-x299 Russian and East Central Europe
- x300-x399 Modern Western Europe
- x400-x599 United States
- x600-x659 Jewish History
- x660-x699 Latin America
- x700-x759 Middle East
- x760-x799 Africa
- x800-x859 South Asia
- x860-x899 East Asia
- x900-x999 Research, Historiography, and Trans-National History

MAJOR AND CONCENTRATION

This section lays out the requirements for the undergraduate major and concentration for students in Columbia College and the School of General Studies. If you are doing a double major, your major requirements for history do not change and must be completed fully. You may not double count one course towards two majors.

All of our courses are assigned a designation according to 4 distribution groups.

Course Distribution Groups:

- Group A -- Pre-Modern (before ca. 1750)
- Group B -- Modern Europe (including Russia)
- Group C -- Africa, Asia, Middle East
- Group D -- The Americas

	MAJORS	CONCENTRATORS
Total History Credits	29	21
<i>Credits Inside Specialization</i>	13 or more	9 or more
<i>Credits Outside Specialization</i>	1 course in each of the 3 groups outside specialization	1 course in 2 groups outside specialization
Seminars Required	2 (at least 1 in specialization)	None

NOTES:

- No more than 12 points of transfer credit or study-abroad credit will be accepted towards the major; no more than 9 points will be accepted towards the concentration.
- The seminar requirement must be fulfilled Columbia or Barnard.

The requirements of the undergraduate program encourage students to do two things:

1. Develop a deeper knowledge of the history of a particular time and/or place. Students are required to complete a specialization by taking a number of courses in a single field of history of their own choosing. A specialization usually falls within one of the four groups by which the department organizes its undergraduate offerings, but must be more specific than those groups and may be further defined by geographical, chronological, and/or thematic criteria. A student might choose to specialize, for example, in "Twentieth-Century U.S. History," "European Diplomatic History," "Ancient Roman History," or "Korean and Japanese History." A specialization does not appear on the student's transcript but provides an organizing principle for the program the student assembles in consultation with the UNDED. (Cross-group specializations are also possible and are described below.)
2. Take a broad range of courses to gain a sense of the full scope of history as a discipline. Students must, therefore, fulfill a breadth requirement by taking courses outside of the group within which his or her own specialization falls. Majors must take at least one course in each of the three groups that do not include their specialization; concentrators must take at least one course in two of those three groups. For example, a student majoring in history and specializing in "Twentieth-Century U.S. History" (Group D: The Americas) must take at least one course from each of the following groups: A, B, and C. A student majoring in history and specializing in "Ancient Roman History" (Group A: Pre-Modern) must take at least one course from groups B, C, and D.

Certain courses carry more than one group designation. Such courses are counted as inside your specialization if they carry the same group designation as your specialization, even if they carry another group designation as well. Such courses do not, therefore, fulfill the breadth requirement. For example, if you are specializing in "Twentieth-Century U.S. History" (Group D), the course "World War II" (Groups B, C, and D) will count as a Group D course, not as Group B or Group C.

You may not use a single course to fulfill more than one part of the breadth requirement: for example, "Europe and the End of Empires" (Groups B, C, and D) could not be counted as both a Group B and a Group C course. Courses on historical theory and method, such as HIST W2901 "Historical Theories and Methods" carry the group designation ABCD. They count as inside your specialization, but not as outside.

The two-term Senior Thesis Seminar provides 8 credits, but may only be counted as one of the two required seminars, and normally counts as inside the specialization.

Clarification of Specializations

A specialization may not merely be the name of a distribution group

A group of classes within one distribution group does not necessarily make a specialization

Below are some examples of acceptable and unacceptable specializations:

Acceptable Specialization:

Ancient Roman History (Group A)

- W1020 "The Romans: 754 BC to 565 AD" (Group A)
- W3024 "Decline and Fall of the Roman Republic" (Group A)
- W4032 "Family and Sexuality in Greece and Rome" (Group A)
- W4045 "Rome: A Pre-Industrial Metropolis" (Group A)

Unacceptable Specialization:

Pre-Modern History (Group A)

- W1020 "The Romans: 754 BC to 565 AD" (Group A)
- W3024 "Decline and Fall of the Roman Republic" (Group A)
- BC3180 "Merchants, Pirates and Slaves in the Making of Atlantic Capitalism" (group A)
- W4083 "Medieval Crime" (Group A)

Acceptable Specialization:

20th Century American History (Group D)

- W3425 "The Presidency Since 1945" (Group D)
- BC3413 "The U.S., 1940-1975" (Group D)
- W3503 "American Labor in the 20th Century" (Group D)
- W4495 "The U.S. in Depression and War: The Age of FDR" (Group D)

Unacceptable Specialization:

The Americas (Group D)

- W3478 "U.S. Intellectual History, 1865-Present" (Group D)
- W3665 "Economic History of Latin America" (Group D)
- W3663 "Mexico from Revolution to Democracy" (Group D)
- W4417 "African-American Urban History" (Group D)

Cross-Group Specializations.

The UNDED may approve a specialization that transcends the boundaries of two or more of the four groups; breadth requirements will be adjusted accordingly. Below you will find examples of this type of program. These are only examples and in no way exhaust the possibilities for specializations. Students are encouraged to work with the UNDED to define specializations that meet their intellectual interests.

Women's History

- W3106 "Politics and Gender in Early Modern Europe" (Group A)
- BC3038 "Women in Modern Europe" (Group B)
- W3561 "History of American Women, 1776-Present" (Group D)
- W4886 "Gender, Passions, and Social Order in China" (Group C)

To fulfill the breadth requirement, the UNDED might suggest such courses as:

- W3110 "Renaissance, An Introduction" (Group A)
- W3478 "U.S. Intellectual History, 1865-Present" (Group D)
- W3870 "Japan in the 19th Century" (Group C),

leaving one seminar and one lecture to complete the major.

Students interested in Women's History should also consult the course listings for the Institute for Research on Women and Gender.

Intellectual History

- W3478 "U.S. Intellectual History, 1865-Present" (Group D)
- W3311 "Modern European Intellectual History II" (Group B)
- W4106 "Subjects and Objects of Renaissance Knowledge" (Group A)
- W4384 "Tocqueville and Social Theory" (Group B)

To fulfill the breadth requirement, the UNDED might suggest such courses as:

- W3004 "The Mediterranean World After Alexander" (Group A)
- W3878 "Who is the Samurai" (Group C)
- W3222 "The Rise and Fall of the Soviet Union" (Group B),

leaving two lectures to complete the major.

Jewish History

- W3603 "Jews in Christian Spain" (Group A)
- W3628 "History of the State of Israel, 1948-Present" (Group C)
- W3630 "American Jewish History" (Group D)
- W4600 "Jewish Rights and Political Emancipation" (Group B)

To fulfill the breadth requirement, the UNDED might suggest such courses as:

- W1020 "The Romans, 754 BC to 565 AD" (Group A)
- W3804 "History of Modern South Asia" (Group C)
- W3330 "Europe Since 1945" (Group B),

leaving one seminar and one lecture to complete the major.

Some graduate courses in Jewish History are open to undergraduates, although these usually require strong Hebrew language skills.

Comparative Empires

- W3020 "Roman Imperialism" (Group A)
- W3220 "Imperial Russia" (Group B)
- W3312 "British History, 1760-1867" (Group B)
- W4310 "Europe and the End of Empires" (Groups B, C, and D)

To fulfill the breadth requirement, the UNDED might suggest such courses as:

- BC3567 "American Women in the Twentieth Century" (Group D)
- W3112 "The Scientific Revolution in Europe" (Group A)
- W3881 "History of Modern China II" (Group C),

leaving one seminar and one lecture to complete the major.

UNDERGRADUATE SCHOOLS

Columbia College

Columbia College students typically declare their major in the spring of sophomore year during the time frame scheduled by the College. Declaration is done through the Center for Student Advising website. CC students must also complete the College's Core Curriculum. Questions about these requirements should be directed to the advisors at the Center for Student Advising in Lerner Hall.

School of General Studies (including the GS/JTS Dual Degree Program)

General Studies students may declare a major or concentration by submitting a Major Declaration Form to the Office of the GS Dean of Students. A program of study should then be planned with a member of the UNDED. Note that unlike Columbia College, GS requires a major for graduation; a concentration alone is not sufficient. GS Forms are available in 403 Lewisohn.

The Fu Foundation School of Engineering and Applied Science

Students earn a minor in history by completing a minimum of 15 points; transfer or study-abroad credits may not be applied. There are no distribution or seminar requirements. Major and concentration requirements for students in the 4-1 program and the 3-2 program with Columbia College are the same as those for Columbia College.

School of Continuing Education

Requirements for students in the Second Majors Program are the same as those for students in Columbia College.

WHAT COUNTS AS A HISTORY COURSE

The following count as History courses:

- Courses taken in the History Departments of both Columbia and Barnard
- Courses from other departments cross-listed with the History Department of Columbia (found in the "Courses" section of the Department website and in the "Of Related Interest" course listings in the CC online bulletin)
- History Department courses used to fulfill the CC Global Core or the GS Cultural Diversity Requirements (e.g., HIST W3660/V3661, Latin American Civilization I/II)
- Certain courses originating outside the Department that are taught by affiliated faculty members and are approved by UNDED after petition from a student. These MAY include: African Civilizations (AFCV C1020), East Asian Civilizations: China (ASCE V2359), East Asian Civilizations: Japan (ASCE V2361), and East Asian Civilizations: Korea (ASCE V2363). These courses will be listed on the Department website.
- The first one-term course in history, even if taken Pass/Fail. This is the **only** Pass/Fail course you may count towards the major or concentration.
- Some courses taken through study abroad programs. These will be evaluated according to syllabi and written work for those classes.
- Graduate courses taught by History Department faculty, with the permission of the Director of Undergraduate Studies.

The following do NOT count as History courses:

- Advanced Placement courses from High School or British A-levels.
- Any course in which you have earned a D or lower
- Any history course taken Pass/Fail, unless it is the first one-term history course taken
- Courses counted towards the requirements of another major or concentration

WHAT COUNTS AS A SEMINAR

The following count as seminars:

- Any 4000-level seminar offered by the Columbia or Barnard History Departments
- For the purposes of the seminar requirement for majors, the two-term Senior Thesis Seminar (HIST C4398/4399) counts as one 4-point seminar, normally inside the specialization. The remaining 4 points count towards the history major, but do not count as a seminar.
- Ordinarily, graduate courses count towards the seminar requirement.

The following do NOT count as seminars:

- Independent-study senior thesis projects (C4997/4998) do **not** count towards the seminar requirement
- Supervised Individual Research (C4951/C4952) does **not** count towards the seminar requirement.

HISTORICAL THEORIES AND METHODS

Designed to replace the History Lab and Historian's Craft, HIST W2901 "Historical Theories and Methods" (formerly titled "Introduction to History") offers a new approach to undergraduate introductory courses on historical practice and the history of history. The course combines an overarching lecture component consisting of one lecture per week of 75 minutes with a two-hour "laboratory" component that will meet weekly at first, then less often as the semester progresses. The course aims to introduce students to broad theoretical and historiographical themes while drawing on those themes in providing them skills in actual historical practice, in preparation for the writing of a senior thesis or extended research paper.

We strongly advise any juniors planning to write a senior thesis to take this course in the spring semester in preparation for their projects.

ADVISORS

- **Director of Undergraduate Studies.** The Director of Undergraduate Studies (DUS) is in charge of the undergraduate program and serves as the Chair of the Undergraduate Education Committee. The DUS is also the Departmental Representative for Columbia College and the School of General Studies and makes final decisions on all matters concerning the major or concentration. The DUS determines what points a student may receive for transfer and study abroad credits, as well as what courses outside the Department can count towards the major.
- **Undergraduate Education Committee.** The Undergraduate Education Committee (UNDED) consists of 6-8 faculty members drawn from a range of specialties. In addition to approving the Plan of Study forms, all members of UNDED are ready to help undergraduates by clarifying requirements for the major or concentration, directing students toward appropriate courses, and simply discussing students' experiences. Typical questions concern course choice and choice of specialization, independent research, and the senior thesis. UNDED members hold additional office hours during the registration period each term.

Membership of UNDED changes from year to year. Please consult the Department's website for an up-to-date roster of UNDED. Because of the large number of students, we do not assign individual advisors. You may see any member of UNDED for advice. If you wish to see someone whose specialization is close to your own, you may contact the Undergraduate Administrator for a recommendation. Students are also welcome to seek informal advising from any member of the faculty. A student working with a non-UNDED advisor must still consult with UNDED regarding the yearly Plan of Study form.

- **Undergraduate Administrator.** The Undergraduate Administrator assists students with many of the same questions that fall under UNDED's jurisdiction. The Undergraduate Administrator also keeps students informed of program deadlines, Department events, the seminar application process, new courses, fellowships, and other matters of interest to majors and concentrators.
- **Undergraduate History Council.** The Undergraduate History Council (UHC) is a group of undergraduates elected as representatives by history majors and concentrators. In addition to serving as student advisors to the UNDED, they engage in a number of independent activities intended to improve undergraduates' educational experiences in the Department. UHC members act as peer advisors for fellow students, organize events (such as informal discussions with faculty), and award prizes to teaching assistants. UHC elections are held early in the fall semester. Prospective candidates should contact the UHC for information. They may be reached at theuhc@gmail.com.

PROCEDURES

Plan of Study Form. In the fall of both the junior and senior years, majors and concentrators alike (with the exception of those studying abroad in the Fall term) **must** fill out a Plan of Study Form, available in the Department office (611 Fayerweather) and on the Department's web site. Through the Plan of Study Form, students declare or confirm their specialization, plan their courses for the year (though these may change), and ensure that they have met the requirements of their program. Students must meet with a member of the UNDED to review these forms. After receiving UNDED approval, the student must bring the Plan of Study Form to the Undergraduate Administrator. The deadline for completion of these forms is typically in the end of September.

Independent Study. Students may arrange independent reading courses with individual members of the faculty. In the semester before enrolling in a course, the student must find a faculty sponsor and submit a two-page proposal to the Director of Undergraduate Studies (DUS) along with evidence of the sponsor's consent. **The proposal is due by August 1 for the Fall term or December 1 for the Spring term.** After receiving the DUS's approval, please contact the Undergraduate Administrator regarding registration. Such an independent study is distinct from an independent senior thesis course.

Seminar Applications. Seminars are the key to the undergraduate major in history. In these courses, students can develop research and writing skills under the close supervision of a faculty member. To maintain the small size of the courses (they are normally capped around 15), admission to seminars is by advance application. The History Department, in conjunction with the Barnard History Department and other departments at the University (particularly East Asian Languages and Cultures), offers around twenty-five seminars each term that majors may use to meet their seminar requirements (see: "What Counts as a History Course"). There are more than enough slots available in these seminars to meet the needs of our majors seeking to fulfill the two-seminar requirement, but students may not always be able to get into a particular seminar.

Students should discuss with UNDED their various options for completing the seminar requirement. The History Department has developed a web-based application system. Applications are due in March for Fall semester seminars and in October for Spring semester seminars. Note that applications for the Senior Thesis Seminar follow a distinct procedure for which a different due date exists. The History Department regularly notifies declared majors and concentrators of changes in the application procedure. Students majoring in other fields, or students who have not yet declared a major, must inform themselves of current procedures by checking the seminar section of the Department website or contacting the office.

Credits from Other Universities (Transfer Credits/Study-Abroad Credits). Transfer credits are credits students have earned at an accredited college in the United States. Study abroad credits are credits earned at approved programs outside the United States. The Department has a single set of procedures and requirements for both types of credit. Credit toward the major/concentration is given only for transfer or study-abroad courses taken for a letter grade. Majors may apply a maximum of 12 credits toward the major, no more than 6 of which may be applied toward the specialization. One exception this rule exists: students may receive up to 15 credits for a full year of study abroad reading History at Oxford or Cambridge University. Concentrators may apply a maximum of 9 transfer or study-abroad credits toward the concentration, no more than 3 of which may be applied toward the specialization. Transfer or study-abroad courses worth at least 2 points may be used to fulfill the breadth requirements. Majors should keep in mind, though, that seminar requirements must be fulfilled in the History Departments of Columbia or Barnard.

Students wishing to have transfer or study-abroad credits applied to the major or concentration must first receive approval from the College. Credits that do not have College approval will not be reviewed by the Department. The number of credits granted by the College for an outside course is not necessarily the number of credits toward the major or concentration that will be granted by the History Department. Generally, one course that is equivalent in workload to a Columbia course will receive 3 points; 4 points are rarely given. Decisions about credit are made by the DUS based on the amount of reading, written assignments, and other requirements. Once College approval has been obtained, students should bring the material listed below to the Undergraduate Administrator. The DUS will review the material and make a determination about credit. Please be sure to provide the following:

- A copy of your Columbia transcript showing that you have received College credit
- A copy of your transcript from the other institution
- A copy of the syllabus for any course you wish to have considered for History credit.
- A new Plan of Study Form including courses transferred

STUDY ABROAD

Majors in History may choose to study abroad as part of their undergraduate education. Normally, this is done during the junior year for one term. A period of study overseas offers history students excellent opportunities to develop language skills as well as to begin research projects that may be developed into a senior thesis. Members of UNDED will be happy to discuss your plans and how they fit both with your intellectual goals and with the requirements of your history program. The University has direct ties to programs of study in several countries; these include Reid Hall in Paris, the Oxford/Cambridge Program in Great Britain, Kyoto University in Japan, and the Berlin Consortium at the Freie Universität in Berlin. Study at other overseas universities must be approved by the College (not the Department) in advance. A list of approved study abroad programs is available on the Office of Global Programs website.

The exact number of study-abroad credits that may be applied toward the major or concentration depends on the program and is determined only after the student returns to Columbia.

Before you go: Consult a member of UNDED before your departure. This is especially important if you are going abroad during your first term as a history major. Members of UNDED may be able to give you a preliminary indication of which courses will be likely to count towards your requirements. Provide your study-abroad contact information to the Undergraduate Administrator.

While you are abroad: E-mail the Undergraduate Administrator with any questions or concerns that may arise.

Upon your return: Follow the procedures for evaluation of transfer and study-abroad credits described in the previous section.

DEPARTMENTAL HONORS

Departmental Honors are awarded by UNDED on the basis of a high average in history courses (at least 3.6 for Columbia College students) and an excellent senior thesis. Normally, no more than 10% of the graduating majors may receive Departmental Honors.

SENIOR THESIS

History majors have the option of writing a senior thesis over one or two terms. This involves original research, normally with extensive use of primary materials. The Department encourages students with a strong interest in a particular subject to consider a thesis and strongly advises all students considering an academic career to write one. Although it involves a considerable amount of work, many students find the senior thesis the most rewarding academic experience of their undergraduate career.

It is advisable to be thinking about whether you wish to write a thesis, and about possible topics, in the junior year. The UNDED will hold an organizational meeting for juniors considering writing a senior thesis in the Spring term. With some advance planning, it is possible to gain access (whether through travel or through inter-library loan) to sources not available at Columbia. Some students begin research on the senior thesis in the summer before the senior year; some students are able to do original research for the senior thesis while on study-abroad programs in the junior year. It is, however, quite possible to research and write a fine thesis during the senior year and using only sources available at Columbia or in the New York area. Both Columbia College and the School of General Studies grant research funds for thesis writers in the Fall semester. The Department will keep students informed of the application process.

Although theses vary in length, the Department considers a length of 10,000 to 15,000 words (about 35-50 pages) to be appropriate in most circumstances. Theses should conform to the Guidelines regarding format and citation described in the "Guidelines for Papers" section.

A thesis is required--but not sufficient--for a student to receive departmental honors.

A thesis is normally written in one of the two-term Senior Thesis Seminars, HIST C4398/C4399. Students interested in taking a two-term Senior Thesis Seminar must submit an application by the announced deadline in the preceding spring semester of junior year, normally in April. Students with extenuating circumstances, i.e. study abroad in the fall of senior year, may enroll in a thesis seminar for only one semester with permission from the DUS.

Alternatively, students who wish to work with a member of the Department on an individual basis may register for a one- or two-term independent senior thesis section. If you pursue this option, you should identify an appropriate supervisor in the term before you begin the thesis. A short proposal, approved by the supervisor, should be forwarded to the Director of Undergraduate Studies before the beginning of the thesis term: **by August 1 for the Fall term and December 1 for the Spring term.** After receiving approval, please contact the Undergraduate Administrator regarding registration.

Theses are read and graded by the thesis advisor. All theses are also read by a second faculty reader chosen by the DUS. Students will receive written comments from the second reader. The Department is currently reviewing the question of whether the second reader's evaluation will weigh in the grade and the honors determination and will inform thesis writers about that in the fall.

PRIZES AND FELLOWSHIPS

Undergraduate Fellowships

Edwin Robbins Summer Research Fellowship. A stipend awarded by Columbia College to two junior history majors for summer research on a senior thesis project.

Applying for the Robbins Fellowship: After obtaining the support of a faculty member willing to supervise a research project, applicants should submit a research proposal of no more than 2,000 words to the Director of Undergraduate Studies by the announced deadline, normally around mid-April. As the fellowship may not be given out every year, please check with the Undergraduate Administrator before applying.

Undergraduate Prizes in History

- **Charles A. Beard Prize:** Given by the Department for a senior thesis of distinction in any historical field or period.
- **Garrett Mattingly Prize:** Given by the Department for a senior thesis of distinction in any historical field or period.
- **Lily Prize:** Given by the Department for the best senior thesis in history on a non-U.S. topic. Established by James P. Shenton in memory of his mother.
- **Herbert H. Lehman Prize for Excellence in History:** Given to a General Studies student with an outstanding record of accomplishment in history courses at Columbia. Preference given to those with substantial coursework in U.S. History.
- **Chanler Historical Prize:** Given by the College for the best essay submitted by a senior on a topic dealing with the history of American civil government.
- **Albert Marion Elsberg Prize:** Given by the College for a sophomore, junior, or senior who has demonstrated excellence in modern history.
- **Alan J. Willen Memorial Prize:** Given by the College and awarded by the Departments of History and Political Science for the best seminar paper on a contemporary American political problem.

Other Prizes of Interest

The following prizes are not administered by the Department of History. Queries concerning these prizes should be directed to the Office of the Dean of Academic Affairs, Columbia College (208 Hamilton).

- **Carl B. Boyer Prize in the History of Science:** For the best essay on any topic in the history of science or mathematics.
- **Dino Bigongiari Prize:** For a senior who has written an outstanding essay on Italian civilization or whose work in regular Italian courses is judged to be most worthy of distinction.
- **Dean Hawkes Memorial Prize:** For the junior who is judged to be most deserving on the basis of work in the humanities.
- **Helen and Howard R. Marraro Prize:** For an undergraduate of high academic distinction and promise in an area of study concerned with Italian culture.
- **Peter M. Riccio Prize:** For a student who is not a native speaker of Italian but has an excellent record in the study of some aspect of Italian culture.
- **Tarakanth Das Foundation Award:** For a student in the College for excellence in Asian studies.

GUIDELINES FOR PAPERS

Preferences for footnoting and bibliographical style. Good practice in citing sources in history papers calls for footnotes (footnotes or endnotes) and bibliographies. Styles vary slightly and consistency of style is more essential than applying one absolutely uniform set of rules; instructors have the last word in what is appropriate for their courses. On the whole the History Department advises that you follow *The Chicago Manual of Style*, 15th ed. Chicago, Chicago University Press, 2003. In brief, we urge you to establish habits in citing authorities for history papers along the following general rules:

Footnotes are preferred to in-text citations. In this respect, history differs from most science, social science and some humanities. Authors' names are arranged with family name last, following given names. In bibliographies (arranged alphabetically by author), the family name of the first author comes first. Short essays with only a few well-identified sources may simply employ in-text citations, for example: (Smith, 34). Example: from a hypothetical research paper about *The New York Times* and reports from Moscow and Hanoi by the correspondent and writer, Harrison Salisbury.

1. Gay Talese, *The Kingdom and the Power*, 2nd ed. (New York: Ivy Press, 1992): 501.
2. Richard F Shepard, *The Paper's Papers: A Reporter's Journey through the Archives of the New York Times* (New York: Times Books, 1996): 100.
3. Harrison Salisbury, 'Without Fear or Favor': *The New York Times and its Times* (New York: Times Books, 1996): 13.
4. Harrison Salisbury, *A Journey for Our Times: A Memoir* (New York: Harper & Row, 1983): 323.
5. Shepard, *Paper's Papers*, 178.
6. Salisbury, *Journey*, 15.
7. Mark A. Lawrence, "Mission Intolerable: Harrison Salisbury's Trip to Hanoi," *Pacific Historical Review* 75 (August 2006): 430.
8. Susan E. Tift and Alex S. Jones, *The Trust: the Private and Powerful Family behind the New York Times* (Boston: Little Brown, 1999): 630.

Bibliographical arrangement of the above:

Lawrence, Mark A., "Mission Intolerable: Harrison Salisbury's Trip to Hanoi." *Pacific Historical Review*, 75 (August 2006): 429-458.

Salisbury, Harrison, *A Journey for Our Times: A Memoir*. New York: Harper & Row, 1983.

____, 'Without Fear or Favor': *The New York Times and its Times*. New York: Times Books, 1996.

Shepard, Richard F., *The Paper's Papers: A Reporter's Journey Through the Archives of the New York Times*. New York: Times Books, 1996.

Talese, Gay, *The Kingdom and the Power*. 2nd ed. New York: Ivy Press, 1992.

Tift, Susan E. and Alex S. Jones, *The Trust: the Private and Powerful Family behind the New York Times*. Boston: Little Brown, 1999.

In footnotes containing repeated citations of the same source, current practice prefers the author's last name and page rather than *Ibid.*. If you cite multiple works by the same author, use a shortened version of the title: *loc cit.* is no longer used.

Footnotes to websites

Give author, title, URL address, <date posted> and (date accessed). For example: Harry Hopkins, Work Relief Administration Press Conference, 11 June 1934, New Deal Network, <http://newdeal.feri.org/workrelief/hop06.htm>, <posted 7/14/02> (accessed 8/23/05).

Developing Your Own Voice

One of our main goals as teachers is to have students develop their own ideas and the ability to express them. This is your voice, and it is one of the most important things college education can give you. Studying history is an excellent way to develop your voice. Contrary to popular belief, history is not just one thing after another. It is the process of thinking about what happened, why, and what that means. No history professor wants a student simply to repeat what he or she has been read or told. We want students to put it in their own words. We want to see what the students themselves think about the issue at hand. This is what we mean by being original: ideas and information can come from other sources, but you have to put them together in your own coherent way.

This is why citation is so important. It allows you to separate out what you know and think from what others have said, so that readers can appreciate the power of your ideas. It also lets you show where you got your information. This will impress your readers and enable them to trust you as a reliable thinker. All scholarship depends on that trust. Without it, without good citations that can be traced to the sources you have used, your work is something else: fiction, propaganda, lies, deception, or fantasy. For your citations to be effective, you have to know when to use them. You don't have to use them for widely known facts (example: "George Washington was the first president of the United States.") You do have to use them when you put lesser known information into your paper, or use someone else's words, ideas, or analytical framework. The citation then lets you show the reader that you have done your research, and marks those findings of from your own thoughts and interpretations of that research. It also lets readers verify and follow up on your claims. Without citations, your voice gets lost.

ACADEMIC HONESTY

Plagiarism happens when your work does not have your own distinctive voice. It is the failure to be original. It is passing off someone else's ideas, words, or analytical frameworks as your own, intentionally or not. It is intellectual theft. It undermines the purpose of your education. Occasionally, there are flagrant examples of plagiarism: copying, purchasing, or stealing someone else's paper and turning it in as your own; copying out a whole section directly from a book, an article, or off the Web and putting it into your paper without showing where you got it from; or including important facts or data without citing a source. But often plagiarism is unintentional or unconscious. For example, you may like what a source says and actually quote a sentence from it directly and put a footnote to the source. But if you then go on to paraphrase or summarize more from the same source without another footnote acknowledging that you are still drawing on that source, it looks like you are pretending that other person's ideas are yours.

Frameworks

If you borrow someone else's analytical framework without pointing out to the reader that this is what you are doing, you are still unjustly passing off someone else's intellectual work as your own. So, for example, if you read an article by Arthur Finkelstein where he claims "There are two forms of nationalism in China: ethnic and religious," you cannot simply repeat this in your paper. You have to say, "According to Finkelstein, Chinese nationalism comes in two forms. One is ethnic. The other is religious." You can then proceed to use his framework to help make sense of the material you are looking at. But you have to be clear that you are doing so. This does not make you less original or intelligent. Writers of all sorts do this all the time. You just have to be

clear about it. Otherwise you are committing plagiarism. Good history is a cumulative enterprise: it builds on the work of earlier scholars and furnishes a basis future scholars will use as their point of departure. Robert Merton, a sociologist who understood these things as well as anyone, explained that as scholars we stand on the shoulders of giants. Yes, we see farther than our predecessors did, but without their work to support us our understanding would be extremely limited. Quotations both acknowledge your debt to other scholars and illustrate how you are building on their ideas. For this reason, it is important to keep the quotes brief, and make sure that they illustrate a point of yours. Just presenting long quotes from important scholars, even if you agree with everything they say, does not let your reader understand your thinking. You have to put things in your own words and let the reader know why you agree with a particular interpretation.

When you write a paper, you become part of a cumulative enterprise of history writing. Taking advantage of the work of previous scholars means you're in the fortunate position of not having to re-invent the wheel. At the same time, your voice adds to the discussion that keeps the common stock of knowledge growing. Make sure your reader can see it!

Notes

A number of students, and even the occasional professional historian, have been caught plagiarizing because they took sloppy notes. Be careful when doing your research. Remember that the main goal is not just to absorb the information but also to distinguish your ideas from those of the source--even when you agree with it. If you are copying down a whole passage, put in the quotes and note the page number. You can also write down whatever ideas come to you while you are reading the source, but be sure to distinguish these from what you are copying out of the source itself. You can put the thoughts in parentheses, or in a different script, or on a different part of the page. If you are taking notes on a computer, keep them in a separate file from your paper.

The History Department treats issues of academic integrity on a case-by-case basis, but there is a Columbia University plagiarism policy of which you should be aware (<http://www.college.columbia.edu/bulletin/universitypolicies.php#plagiarism>). Note that it says: "[A]cademic dishonesty is one of the most serious offenses that a student can commit at Columbia. It is punishable by suspension or dismissal from the College."

If you want to learn more about plagiarism, or test your knowledge, please review this online tutorial (<http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>).