<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Curriculum</td>
<td>4</td>
</tr>
<tr>
<td>Major and Concentration</td>
<td>4</td>
</tr>
<tr>
<td>Undergraduate Schools</td>
<td>8</td>
</tr>
<tr>
<td>What Counts as a History Course</td>
<td>9</td>
</tr>
<tr>
<td>What Counts as a Seminar</td>
<td>10</td>
</tr>
<tr>
<td>Advisors</td>
<td>10</td>
</tr>
<tr>
<td>Procedures</td>
<td>11</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>13</td>
</tr>
<tr>
<td>Departmental Honors</td>
<td>13</td>
</tr>
<tr>
<td>Senior Thesis</td>
<td>13</td>
</tr>
<tr>
<td>Prizes &amp; Fellowships</td>
<td>14</td>
</tr>
<tr>
<td>Guidelines for Papers</td>
<td>16</td>
</tr>
<tr>
<td>Academic Honesty</td>
<td>17</td>
</tr>
<tr>
<td>Plan of Study Form</td>
<td>19</td>
</tr>
<tr>
<td>Transfer and Study Abroad Credit Form</td>
<td>21</td>
</tr>
<tr>
<td>Samples of Completed Plan of Study Forms</td>
<td>22</td>
</tr>
</tbody>
</table>
INTRODUCTION

A global leader in historical scholarship, the Department of History at Columbia is deeply committed to undergraduate education. Many of us teach in the College Core. All of us teach undergraduate lectures and seminars in history.

Our rich undergraduate curriculum covers most areas of the world and most periods of 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 and insist upon no single interpretive model.

Thinking historically is an analytical skill of increasing value in an epoch dominated by short-term perspectives.

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 Meiji Japan, you will find courses that speak to your interests and complement your other studies. Most of our courses are open to undergraduates from all majors and programs.

The History Department 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 important in 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. Our department, in conjunction with related programs, now mounts approximately 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. An increasing number of students now write senior theses.

Our commitment to undergraduate history is expressed institutionally in a strong faculty advising committee. Collaborating closely with the independently elected Undergraduate History Council (UHC), the Undergraduate Education Committee (UNDED) coordinates the history curriculum, while also handling advising and addressing questions concerning requirements and credits.
The History Department offers a variety of courses, taught by over fifty faculty members, 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 departments, such as East Asian Languages and Culture (EALAC) and Middle Eastern, South Asian, and African Studies (MESAAS), offer courses that are cross-listed with History. Several courses cross regional, national, and chronological boundaries. Courses may focus on religious, intellectual, social, economic, legal, or political history, or on historical theory and method. While most courses have no prerequisites, undergraduate seminars do have limited enrollment, which is determined by application or with instructor’s permission. Depending on faculty leaves and the rotation of departmental offerings, many courses are offered once every two years.

**Lectures**, worth 3 or 4 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). Most lecture courses require a midterm and a final examination; most also require written assignments and final papers.

**Seminars**, worth 4 points, are generally smaller and more intensive. Most seminars are capped at 15 students. Seminars explore focused 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 1 hour and 50 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 in the Directory of Classes. In most cases, students must receive permission from the instructor to register for a seminar or, if required, complete a seminar application in order to join a seminar.

Students may also arrange independent reading courses with a member of the faculty.

### 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 completing a double major, your major requirements for history do not change and must be completed fully. You may **not** count a single course toward two different programs, with the exception of certain global core courses taught by members of the History Department.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>MAJORS</th>
<th>CONCENTRATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses in History</td>
<td>9 courses</td>
<td>7 courses</td>
</tr>
<tr>
<td>Specialization</td>
<td>4 courses</td>
<td>3 courses</td>
</tr>
<tr>
<td>Breadth Requirement</td>
<td>3 courses outside specialization, including 1 removed in time &amp; 2 removed in space</td>
<td>2 courses outside specialization, including 1 removed in time &amp; 1 removed in space</td>
</tr>
<tr>
<td>Seminar Requirement (majors ONLY)</td>
<td>2 seminars, at least 1 in specialization</td>
<td>None</td>
</tr>
</tbody>
</table>

**NOTE:**

- No more than the equivalent of 3 courses for transfer credit or study-abroad credit will be accepted toward the major; no more than the equivalent of 2 courses will be accepted toward the concentration (with one exception noted in the “Study Abroad” section on page 13).
- The seminar requirement **must** be fulfilled at either Columbia or Barnard.
Students are required to choose and complete a “specialization”—that is, a set of courses on a specific field, theme, or subject. In most cases, the specialization must be time and location specific (for example, “Modern U.S. History” as opposed to just “U.S. History”); any exceptions must be approved by a member of UNDED. A specialization does not appear on the student’s transcript but provides an organizing principle for the program and is required to complete the major or concentration. Students must also fulfill a breadth requirement by taking courses outside the field of their specialization.

The requirements of the undergraduate program encourage students to develop in-depth knowledge of the history of a particular time and/or place and to gain a sense of the full scope of history as a discipline.

The historical fields in which the department offers classes include but are not limited to:

- ANC—Ancient history
- MED—Medieval history
- EME—Early Modern European history
- MEU—Modern European history
- US—United States history
- LA—Latin American and Caribbean history
- ME—Middle Eastern history
- AFR—African history
- EA—East Asian history
- SA—South Asian history
- JWS—Jewish history

Additionally, we offer classes in thematic and cross-regional fields that include, but are not limited to:

- Intellectual history
- Women’s history
- History of science
- International and global history (with a suitable regional focus)

These fields are only examples. Students should work with a member of UNDED to craft a specialization on the theme or field that most interests them.

Majors are required to complete at least 4 courses in their area of specialization and concentrators must complete at least 3 courses.

**Breadth Requirement**

Both majors and concentrators must also fulfill a breadth requirement by taking courses outside of their specialization. Majors must take 3 breadth courses and concentrators must take 2. The breadth requirement itself has two parts: time and space. Seminars can be used to fulfill the breadth requirements.

**Time:** Both majors and concentrators must take at least one course specifically covering a time period far removed from that of their specialization. Students specializing in the modern period must take at least one course in the pre-modern period (and well before their specialization if the region remains the same). Students specializing in the pre-modern period must take at least one course in the modern period (and well after their specialization if the region remains the same).

Pre-modern courses cover a wide range of geographic fields, and the course used for the chronological breadth requirement can also be in a geographic region different from your specialization. If the region remains the same, however, the course MUST focus on a *drastically different* time period. A student specializing, for example, in
Modern European History could not take a course in Early Modern European History for the pre-modern requirement and would need to take something further removed, such as Ancient Greek History or Early Chinese History. Please consult with a member of the UNDED to be sure that the course you have selected is “removed in time” enough relative to your specialization.

**Space:** Majors must take at least two additional courses in regional fields not their own, meaning that the courses should cover regions removed from their chosen specialization. Therefore, a student specializing in some part of Europe must take two courses in Africa, East or South Asia, Latin America/Caribbean, Middle East, and/or the U.S. These two courses must also cover two different regions.

Concentrators must take one geographic breadth course, and it must cover a different region from the specialization. In the event a course covers multiple geographic regions where one of the regions involves the specialization, that course cannot count toward the breadth requirement (unless it is specifically approved by the DUS, in rare instances). For example, if a student specializing in “Twentieth-Century U.S. History” takes a class that examines World War II in a global perspective, the class is too close to his or her specialization and would normally not fulfill the breadth requirement.

Students with thematic or cross-regional specializations will have their breadth requirements modified, if necessary, in consultation with a member of UNDED.

**Note:** Students may not use a single course to fulfill more than one part of the breadth requirement. For example, a student specializing in Modern Latin American History could not take “History of Ancient China to the End of the Han” and count it toward both her pre-modern and geographic breadth requirements.

**Seminar Requirement (MAJORS ONLY)**

History majors must complete a seminar requirement by taking two 4000-level seminars. At least one of these courses must be in the student’s specialization. Seminars must be completed at either Columbia or Barnard. Seminars taken abroad or at other universities may count toward the overall number of credits, but do NOT fulfill the seminar requirement. Registration for undergraduate seminars is by application or with the instructor’s permission.

The two-term Senior Thesis Seminar counts as two courses, but only as one seminar, and normally counts within the specialization. Only History majors may take Senior Thesis Seminar (not concentrators).

**Senior Thesis Seminar Pre-requisite:** Students who intend to write a senior thesis will be urged to take at least one seminar in their Junior year, in a field of their choice, so that they have the experience of writing a research paper.

**Senior Thesis Seminar Grading Policy:** All students registered in the year-long Senior Thesis Seminar will receive a “YC” (year course) grade at the end of the fall term and their final grade at the end of the spring term. After completing the seminar, this grade will count for both semesters, and students will have 8 credits (or two courses) to be applied toward their major in History. The second term seminar will count toward their specialization and can be used as one of the two seminar requirements.

Note: If students withdraw after the fall term, they will receive a Pass/Fail grade, and 4 credits (or one course) will be applied to the History major. In this event, the course will not count toward their specialization and cannot be used to fulfill one of the two seminar requirements.
Sample Plans of Study
Below are some examples of possible specializations and breadth requirements (see examples of completed plans of study forms at the end of the handbook).

**Plan 1**
**Specialization: Ancient Greek and Roman History**
- HIST W1010 The Ancient Greeks, 800-146 BCE
- HIST W1020 The Romans, 754 BCE to 565 CE
- HIST W3006 Ancient Political Theory
- HIST W4044 Romanization

**Breadth Requirement**
**Removed in Time**
- HIST W3330 Europe Since 1945

**Removed in Space**
- HIST BC4861 Body Histories: Foot-Binding
- HIST W3618 The Modern Caribbean

**Plan 2**
**Specialization: 20th Century U.S. History**
- HIST BC1402 American Civilization Since the Civil War
- HIST W3425 The Presidency Since 1945
- HIST W3407 America Since 1960
- HIST W4450 Histories of American Capitalism

**Breadth Requirement**
**Removed in Time**
- HIST BC1062 Intro to the Later Middle Ages

**Removed in Space**
- HIST W3760 Main Currents in African History
- HIST W3660 Latin American Civilization I

**Plan 3**
**Specialization: 20th Century European History**
- HIST BC 1302 Introduction to European History: French Revolution to the Present
- HIST W3360 British History from 1867
- HIST W3302 The European Catastrophe, 1914-1945
- HIST W4322 German History: 1740-1914

**Breadth Requirement**
**Removed in Time**
- HIST W1004 Ancient History of Egypt
Cross-regional and Thematic Specializations
3-course breadth requirements set in consultation with a member of UNDED

Plan 1
Specialization: Intellectual History
- HIST W3311 Modern European Intellectual History
- HIST W3478 US Intellectual History, 1865-Present
- HIST W4105 Intellectual Origins of Political Economy
- HIST W4384 Tocqueville and Social Theory

Breadth Requirement
- HIST W1010 The Ancient Greeks, 800-146 BCE
- HIST W3671 Militarism in Latin America
- HSEA W3338 Cultural History of Japanese Monsters

Plan 2
Specialization: Women’s History
- HIST W3106 Politics and Gender in Early Modern Europe
- HIST BC3038 Women in Modern Europe
- HIST W3651 History of American Women, 1776-Present
- HSEA W4886 Gender, Passions, and Social Order in China

Breadth Requirement
- HIST W3110 Renaissance, An Introduction
- HIST BC3321 Colonial Encounters: Europe and the Culture of Empire
- HSEA W3869 Modern Japan, 1800-Present

Plan 3
Specialization: Comparative Empires
- HIST W3020 Roman Imperialism
- HIST W3220 Imperial Russia, 1682-1918
- HIST W3312 British History, 1760-1867
- HIST W4310 Europe and the End of Empires

Breadth Requirement
- HIST W3103 Alchemy, Magic & Science
- HSEA W3881 History of Modern China II
- HIST BC3567 American Women in the 20th Century

UNDERGRADUATE SCHOOLS AND SPECIAL PROGRAMS

Columbia College

Columbia College students typically declare their major in the spring of their sophomore year during the time frame scheduled by the College. Declaration is done through the Center for Student Advising website. Students must consult with their College advisor to be certain all college core, as opposed to history, requirements are completed.

Pre-medical Concentration
Students must complete a minimum of 15 points in history. There are no distribution or seminar requirements.
School of General Studies
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 UNDED. Note that unlike Columbia College, GS requires a major for graduation; a concentration alone is not sufficient. GS Declaration Forms are available in 403 Lewisohn.

GS/JTS Dual Degree Program
Students in the JTS dual degree program may transfer up to 3 courses worth of history courses for a history major following the normal procedures and rules for transferring credits. No more than 2 courses can be applied to the specialization, as with all other transfers of credit.

General Studies-Sciences Po joint BA Program
Soon after arrival on campus, students in the General Studies-Sciences Po joint BA program should apply to the Director of Undergraduate Studies of History for the transfer of coursework in history at Sciences Po. Subject to approval, most Science Po history courses will count for two points in the history major and may be used to fulfill the departmental distribution requirements as well as requirements for the specialization within the major.

Normal departmental rules for study abroad apply, and students must follow the procedures for receiving transfer credit as outlined in the Undergraduate Handbook:

- No more than 3 courses will be granted, and no more than 2 courses in the student’s specialization. Students are advised to take courses in a diversity of areas (and not only Europe) to maximize the number of transferable credits.
- Students must fulfill the two seminar requirement in history at Barnard or Columbia.
- All syllabi, written work and evaluations must be included with an application for transfer credit evaluation.
- The required “Introduction to Contemporary History” is worth two points within “Modern Europe.”

The Fu Foundation School of Engineering and Applied Science
Students can 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 in the History Departments of both Columbia and Barnard.
- Courses from other departments accepted by the History Department of Columbia (found in the “Courses” section of the department’s website and in the “Of Related Interest” course listings in the online bulletin: http://tinyurl.com/cuhistcourses).
- 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. 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’s website.

• A history course (and only one) taken Pass/Fail during the **first term only** (e.g., your very first history course). With the exception of the first semester of the Senior Thesis Seminar, courses taken Pass/Fail after the first term will **not** count toward the major or concentration.

• Up to the equivalent of 3 courses taken through study abroad programs, with up to 2 courses counting for the specialization. These will be evaluated according to syllabi and written work for those classes.

• Graduate courses taught by History Department faculty.

**The following do NOT count as history courses:**

• Advanced Placement courses from High School or British A-levels. Students may receive 3 credits toward the Columbia degree for a score of 5 on the AP European History exam or the AP United States History exam. No points count toward the History major or concentration or fulfill any requirements in the major or concentration.

• Any course in which students have earned a D or lower.

• Any history course taken Pass/Fail, unless it is the first one-term history course taken or the first semester of the Senior Thesis Seminar.

• Courses counted toward the requirements of another major or concentration.

When in doubt, ask a member of UNDED or the Undergraduate Administrator if a course counts.

**WHAT COUNTS AS A SEMINAR**

**The following count as seminars:**

• Any 4000-level history seminar offered by the Columbia or Barnard History Departments, or any course specifically listed as fulfilling the seminar requirement among seminar offerings.

• For the two-term Senior Thesis Seminar (HIST C4398/4399): one term counts as a seminar (normally within the specialization) while the other counts as another course for the History major (but not within the specialization). Note: HIST C4398/4399 is available to **majors** only.

• Ordinarily, graduate courses in history count toward the seminar requirement.

**The following do NOT count as seminars:**

• Independent-study senior thesis projects (HIST C4997/4998).

• Supervised Individual Research (HIST C4951/C4952).

• Seminars taken abroad or at other institutions.

**ADVISORS**

**Undergraduate Education Committee**

The Undergraduate Education Committee (UNDED) is comprised of 6-8 faculty members 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.

As membership of UNDED changes from year to year, please consult the department’s website for an up-to-date roster of UNDED. We do not assign individual advisors. You may see any member of UNDED for advising. If you wish to see someone whose specialization is close to your own, you may contact the Undergraduate Administrator for a recommendation. Students are encouraged to seek informal advising from any member of the faculty. A student working with an advisor who is not currently a member of UNDED must still consult with an UNDED member 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.

**Director of Undergraduate Studies**
The Director of Undergraduate Studies (DUS) oversees the undergraduate program and serves as the Chair of the Undergraduate Education Committee. The DUS 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 whether courses outside the Department can count toward the major.

**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 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 in the fall semester. Prospective candidates should contact the UHC for information. The UHC can be contacted via email at theuhc@gmail.com.

**PROCEDURES**

**Plan of Study Form.** In the fall of both the junior and senior years, majors and concentrators alike must fill out a Plan of Study Form (with the exception of those studying abroad in the fall term). This form is available in the department office (413 Fayerweather) and on the department’s website. On 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 are meeting the requirements of their program. Students must meet with a member of 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 at the beginning of October. In the spring of their senior year, at the beginning of March, students must submit a reviewed and final Plan of Study Form with the courses that they are actually taking in their last semester. This allows the department to certify students for graduation with a history major or concentration. Students who fail to complete the form may not be permitted to graduate with history majors or concentrations.

**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, the student must contact the Undergraduate Administrator regarding registration. An independent study is distinct from an independent senior thesis course.

Seminar Applications. Seminars are fundamental to the undergraduate major in history. In these courses, students develop research and writing skills under close supervision of a faculty member. To maintain the small size of the courses, normally capped at 15 students, students may be required to receive permission from the instructor or apply in advance to join a seminar. The History Department, in conjunction with the Barnard History Department and other departments at the University (particularly East Asian Languages and Cultures), offers approximately twenty-five seminars each term that majors may use to meet their seminar requirements. 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 registration for a given seminar is not always guaranteed.

Students should discuss with UNDED their various options for completing the seminar requirement. The History Department has developed a web-based application system for greater efficiency. 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 with a different due date. Declared History majors and concentrators are regularly notified through email of any changes that occur within the application processes. Students majoring in other fields, or students who have not yet declared a major, must check the seminar section of the department’s website or contact the office for updates on procedures.

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 or concentration is given only for transfer or study-abroad courses taken for a letter grade. Majors may apply a maximum of 3 courses toward the major, no more than 2 of which may be applied toward the specialization. One exception exists to this rule: students may receive up to 4 course credits for a full year of study abroad studying History at Oxford or Cambridge University. Concentrators may apply a maximum of 2 transfer or study-abroad courses toward the concentration, no more than 1 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, however, 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 receive 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, when points need to be counted, a 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 materials listed below to the Undergraduate Administrator. The DUS will review the materials 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 completed Addendum for Transfer Credits and Study Abroad Credits (please see the “Study Abroad” section of the Department website or the Undergraduate Administrator for this document).
- An updated Plan of Study Form.
**STUDY ABROAD**

History majors and concentrators 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 program. The University has direct ties to programs of study in several countries, including 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, although students are strongly advised to discuss their program with a member of UNDED before leaving the United States. A list of approved study abroad programs is available on the Office of Global Programs website, [https://columbiastudioabroad.com](https://columbiastudioabroad.com).

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. Majors may apply a maximum of 3 courses toward the major, no more than 2 of which may be applied toward the specialization. One exception exists to this rule: students may receive up to 4 courses for a full year of study abroad studying History at Oxford or Cambridge University. Concentrators may apply a maximum of 2 transfer or study-abroad courses toward the concentration, no more than 1 of which may be applied toward the specialization.

**Before your departure:** Consult a member of UNDED before your departure. This is especially important if you are going abroad for your entire junior year. Members of UNDED may be able to give you a preliminary indication of which courses will be likely to count toward 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. Keep all your syllabi, notes, written work, and any and all written evaluations you receive, to aid the DUS in evaluating your coursework. If evaluations are typically given orally, ask about the possibility of a written version of the evaluation.

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

**DEPARTMENTAL HONORS**

UNDED awards departmental honors on the basis of a high grade point average in a challenging mix of history courses (at least 3.6 for Columbia College students) as well as an excellent senior thesis. The committee takes into account the depth and breadth of the program of study for each honors candidate, and not simply their grade point average. Normally, no more than 10% of the graduating majors receive Departmental Honors.

**SENIOR THESIS (MAJORS ONLY)**

History majors have the option of writing a senior thesis over one or two terms. This process 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. Many students find the senior thesis the most rewarding academic experience of their undergraduate career.
Students are advised to begin thinking about whether they wish to write a thesis, and about possible topics, in the beginning of the junior year. UNDED holds an organizational meeting for juniors who are curious about writing a senior thesis in the spring term.

With some prior planning, it is possible to gain access (whether through travel or through inter-library loan) to sources not available at Columbia. Many students begin research on their senior thesis in the summer before their senior year; some students are able to do original research for their senior thesis while studying abroad in their junior year. It is quite possible to research and write a fine thesis during the senior year, using only sources available in the New York area. Columbia College and the School of General Studies grant research funds for thesis writers in the fall semester of senior year. The department will keep students informed of the application process.

Theses ought to be between 13,000 and 17,000 words. Determinations of honors rest on quality, not length. Verbosity and diffuseness work against the awarding of honors and prizes.

**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 Senior Thesis Seminar must submit an application by the announced deadline in the preceding spring semester, normally in late March or early April. Students with extenuating circumstances, such as study abroad in the fall of senior year, may enroll in a thesis seminar for only one semester with permission from the DUS.

All students registered in the year-long Senior Thesis Seminar will receive a “YC” (year course) grade at the end of the fall term and their final grade at the end of the spring term. After completing the seminar, this grade will count for both semesters, and students will have 8 credits (or two courses) to be applied toward their major in History. The second term seminar will count toward their specialization and can be used as one of the two seminar requirements.

Note: If students withdraw after the fall term, they will receive a Pass/Fail grade, and 4 credits (or one course) will be applied to the History major. In this event, the course will not count toward their specialization and cannot be used to fulfill one of the two seminar requirements.

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 wish to 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 senior thesis instructor in consultation with the student. Students will receive formal written comments from the second reader.

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**PRIZES AND FELLOWSHIPS**

**Undergraduate Fellowships and Thesis Funding**

**Summer Research Fellowship.** A department sponsored stipend awarded to three history majors or concentrators; graduating seniors may not apply. Eligible students have the opportunity to support a faculty member with his or her summer research projects. The stipend is paid in two installments: the first after the initial meeting between the student and their faculty advisor, and the second upon completion of the summer research goals. Information on how to apply will be announced to eligible majors and concentrators in early spring, and the submission deadline is normally in April.
Edwin Robbins Summer Research Fellowship. A stipend awarded by Columbia College to two junior history majors for summer research on a senior thesis project. After obtaining the support of a faculty member willing to supervise a research project, applicants should submit a research proposal following the guidelines established in the application; the announced deadline is normally in mid-April. As the fellowship may not be given out every year, please check with the Undergraduate Administrator before applying. For more information, please check the “Thesis” page of the History Department website.

President’s Global Innovation Fund. A grant awarded to rising seniors who will be using European archives to write a senior thesis. Proposals are usually due at the end of March. Please consult the “Thesis” page of the department website for an application.

CC/GS Thesis Funding. Columbia College and General Studies offer seniors grants to defray the costs associated with thesis writing. Please consult the “Thesis” page of the department website for application links.

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 the 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.
- Taraknath Das Foundation Award: For a student in the College for excellence in Asian studies.
GUIDELINES FOR PAPERS

Footnoting and Bibliographical Style
Good practice in citing sources in history papers calls for footnotes (or endnotes) and bibliographies. Consistency of style is essential, though the department has no required particular style; 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, 16th ed. Chicago, Chicago University Press, 2010 (online at http://www.columbia.edu/cgi-bin/resolve?clio6042885). We urge you to develop good habits in citing authorities for history papers along the general guidelines outlined below.

Footnotes are preferred to in-text citations. In this respect, history differs from most science, social science and some humanities disciplines. Short essays with only a few well-identified sources may simply employ in-text citations, for example: (Smith, 34), but longer essays should use full footnotes and include a bibliography.

In footnotes, authors’ names are arranged in normal order with given names first, followed by family names, e.g. Fredrick Flintstone and Barnaby Rubble, Of Rocks and Dinosaurs. The first footnote for a given source should contain all information for that source, while subsequent ones may be shortened.

Below are footnotes from a hypothetical research paper about The New York Times and reports from Moscow and Hanoi by the correspondent and writer Harrison Salisbury, as an example:


In footnotes containing repeated citations of the same source, current practice prefers the author’s last name and page. If you cite multiple works by the same author, use a shortened version of the title, such as Salisbury, Journey, followed by a page number, as shown above. The older forms of citation, ibid. and loc. cit. are no longer used.

Bibliographies are arranged alphabetically by authors’ last names. For titles with multiple authors, the family name of the first author comes first, and subsequent authors are listed in normal order, e.g. Flintstone, Frederick and Barnaby Rubble, Of Rocks and Dinosaurs.

Below is a hypothetical bibliography to accompany the preceding notes, as an example:


**Developing Your Own Voice**

As teachers of history, we want students to develop their own ideas and the ability to express them. A distinctive voice is one of the most important things a college education can give you. Studying history is an excellent way to develop your voice. Contrary to popular belief, history is not just a series of dates and facts without argument or analytical framework. History involves reflection about past events, the people involved, their causes, and their significance. No history professor wants a student simply to repeat what he or she has read or been told. They want to see students consider the issue at hand and reframe it in a creative way. Originality draws upon ideas and information from other sources but requires that you put them together in a novel, distinctive, and coherent way.

Proper citation allows you to separate what you know and think from what others have said, so that readers can appreciate the power of your ideas. It reveals where you got your information and enables your readers to trust you as a reliable writer. All scholarship depends on that trust. 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 must cite when you put lesser-known information into your paper (the population of the U.S. in 1800, say), or use someone else’s words, ideas, or analytical framework. The citation lets you show the reader that you have done your research and marks those findings from your own thoughts and interpretations of that research. It also lets readers verify and follow up on your claims. Without citations, your voice and credibility gets lost.

**Academic Honesty**

Plagiarism means passing off someone else’s ideas, research, words, or analytical frameworks as your own, intentionally or not. It is intellectual theft. Many examples of plagiarism are flagrant and obvious, if increasingly common: 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 Internet and putting it into your paper without showing its source; or including important facts or data without citing a source as if you compiled them yourself. 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, which would not be considered plagiarism. But if you continue to paraphrase or summarize more from the same source without another footnote acknowledging that you are still drawing on that source, you will be misleading the reader into thinking that the author’s ideas are your own.

Frameworks

If you borrow someone else’s analytical framework without telling the reader, you are still unjustly passing off someone else’s 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...
without attribution. You have to say, “According to Finkelstein, Chinese nationalism comes in two forms. One is ethnic. The other is religious.” And then provide a footnote. You can use his framework to help make sense of the material in question, but you must be clear that you are doing so. Giving credit does not make you less original or intelligent. Writers of all sorts give credit all the time. You just have to be clear about it. Otherwise you are committing plagiarism. Good history is a collective enterprise: it builds on the work of earlier scholars and furnishes a basis that future scholars will use as their point of departure. Yes, we see farther than our predecessors did, but without their work to support us, our understanding would be extremely limited. Quotations and citations acknowledge your debt to earlier scholars and illustrate how you are building on their ideas. For this reason, it is important to keep quotations brief and to make sure that they illustrate a point of yours. Just presenting long quotations from important scholars, even if you agree with everything they say, does not let your reader understand your thinking or advance your argument. You must render your claims in your own words and let the reader understand why you agree with a particular interpretation.

When you write a paper, you become part of this collective 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. Your voice adds to the discussion that keeps the common stock of knowledge growing. Make sure your reader can see it.

**Note-taking**

A number of students, and even the occasional professional historian, have been caught plagiarizing because they took disorganized 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, include 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. Figure out a notational system that makes sense to you and be consistent with it. 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. You should be aware of the Columbia University plagiarism policy ([http://www.college.columbia.edu/bulletin/universitypolicies.php#plagiarism](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](http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php)).
Department of History – Plan of Study Form
Please fill out this form prior to meeting with an UNDED advisor

### Student Information

<table>
<thead>
<tr>
<th>Name:</th>
<th>☐ Columbia College ☐ General Studies ☐ Other (please specify)</th>
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</thead>
<tbody>
<tr>
<td>Local Address:</td>
<td>☐ Sophomore ☐ Junior ☐ Senior</td>
</tr>
<tr>
<td>Local Phone:</td>
<td>☐ Major ☐ Concentrator</td>
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<tr>
<td>Columbia E-mail:</td>
<td>2nd Major/Concentration in:</td>
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<tr>
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<th>CONCENTRATORS</th>
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<td>Courses in History</td>
<td>9 courses</td>
<td>7 courses</td>
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<tr>
<td>Specialization</td>
<td>4 courses</td>
<td>3 courses</td>
</tr>
<tr>
<td>Breadth Requirement</td>
<td>3 courses outside specialization, including 1 removed in time &amp; 2 removed in space</td>
<td>2 courses outside specialization, including 1 removed in time &amp; 1 removed in space</td>
</tr>
<tr>
<td>Seminar Requirement (majors ONLY)</td>
<td>2 seminars, at least 1 in specialization</td>
<td>None</td>
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### Specialization

The field should be defined, in consultation with a member of UNDED, according to geographical, chronological, and/or thematic criteria. A student might choose, for example, to specialize in “Twentieth-Century US History,” “European Diplomatic History,” “Ancient Roman History,” or “Korean and Japanese History.”

### Breadth Requirement

Both majors and concentrators must also fulfill a breadth requirement by taking courses outside of their own specialization. Majors must take 3 breadth courses and concentrators must take 2. The breadth requirement itself has two parts: time and space.

**Time:** Majors and concentrators must take at least one course specifically covering a time period far removed from that of their specialization. Students specializing in the modern period must take at least one course in the pre-modern period (and well before their specialization if the region remains the same). Students specializing in the pre-modern period must take at least one course in the modern period (and well after their specialization if the region remains the same). Pre-modern courses cover a wide range of geographic fields, and the course used for the chronological breadth requirement can also be in a geographic region different from your specialization. If the region remains the same, however, the course MUST focus on a drastically different time period. A student specializing, for example, in Modern European History could not take a course in Early Modern European History for the pre-modern requirement and would need to take something further removed, such as Ancient Greek History or Early Chinese History.

**Space:** Majors must take at least two additional courses in regional fields not their own, meaning that the courses should cover regions removed from their chosen specialization. Therefore, a student specializing in some part of Europe must take two courses in Africa, East or South Asia, Latin America/Caribbean, Middle East, and/or the U.S. These two courses must also cover two different regions. Concentrators must take one geographic breadth course, and it must cover a different region from the one of specialization. In the event a course covers multiple geographic regions, if one of the regions involves the student’s specialization, then the course cannot count toward the breadth requirement unless it is specifically approved by the DUS. For example, if a student specializing in “Twentieth-Century U.S. History” takes a class that examines World War II in a global perspective, the class is too close to his or her specialization and will not fulfill the breadth requirement.

### Thematic Specializations:

Students with thematic or cross-regional specializations will have their breadth requirements modified, if necessary, in consultation with a member of UNDED.

For more information about the requirements and for examples of acceptable programs of study, please see the Undergraduate Handbook.
### Specialization:
*(4 courses for majors; 3 courses for concentrators)*

<table>
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<th>Course Number</th>
<th>Course Title</th>
<th>Term</th>
<th>Instructor</th>
<th>Completed</th>
<th>Points</th>
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Total Specialization Courses: ____  Total Specialization Points: ____

### Breadth Requirements

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Total Breadth Requirement Courses: ____  Total Breadth Requirement Points: ____

### Additional Courses

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<th>Instructor</th>
<th>Completed</th>
<th>Points</th>
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Total Additional Courses: ____  Total Additional Points: ____

**TOTAL OVERALL COURSES (9 for majors; 7 for concentrators): ____
TOTAL OVERALL POINTS: ____**

### Seminar Requirement (Majors only)
*From the courses listed above:*

Seminar in Specialization: _____________________________________________________
Second Seminar: ____________________________________________________________

UNDED Notes:

UNDED Signature: ___________________________  Date: ________________
Addendum for Transfer Credits and Study Abroad Credits

Name: ________________________________
Columbia Email: ________________________________

Institution at which these courses were taken: _________________________________
Dates studied at this institution: _________________________________

**Majors:** No more than 3 courses can be applied towards the major, only 2 of which may be counted toward the specialization.

**Concentrators:** No more than 2 courses can be applied towards the major, only 1 of which may be counted toward the specialization.

<table>
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<th>Course #</th>
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<th>Field(s)</th>
<th>Term</th>
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Points granted by DUS: ______

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Points granted by DUS: ______

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Points granted by DUS: ______

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<th>Term</th>
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Points granted by DUS: ______

**TOTAL CREDITS APPROVED:** ______

DUS Signature: ________________________________ Date: ________________
**Samples of Completed Plan of Study Forms**

**Specialization:** Ancient Greek and Roman History  
*(4 courses for majors; 3 courses for concentrators)*

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<tr>
<th>DEPT Code</th>
<th>Course Number</th>
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<th>Instructor</th>
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<tbody>
<tr>
<td>HIST W</td>
<td>1010</td>
<td>The Ancient Greeks, 800-146 BCE</td>
<td>F ’10</td>
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<td>HIST W</td>
<td>1020</td>
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<td>M. Maiuro</td>
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**Total Specialization Courses:** __4__  **Total Specialization Points:** _13_

**Breadth Requirements**

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<tr>
<td>HIST BC</td>
<td>4861</td>
<td>Body Histories: Foot Binding</td>
<td>S ’11</td>
<td>D. Ko</td>
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<td>HIST W</td>
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<td>S ’10</td>
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**Total Breadth Requirement Courses:** __3__  **Total Breadth Requirement Points:** _10_

**Additional Courses**

<table>
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<tr>
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<tr>
<td>HIST W</td>
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<tr>
<td>HIST W</td>
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<td>The Golden Age of Athens</td>
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<tr>
<td>HIST W</td>
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<td>Roman World in Late Antiquity</td>
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**Total Additional Courses:** __3__  **Total Additional Points:** __10__

**TOTAL OVERALL COURSES (9 for majors; 7 for concentrators): ** __10__

**TOTAL OVERALL POINTS: ** _33_

**Seminar Requirement (Majors only)** *From the courses listed above:*

Seminar in Specialization: **HIST W 4044 Romanization**

Second Seminar: **HIST BC 4861 Body Histories: The Case of Foot Binding**

**UNDED Notes:**

**UNDED Signature:** ___________________________  Date: ________________
**Specialization:** Intellectual History

(4 courses for majors; 3 courses for concentrators)

<table>
<thead>
<tr>
<th>DEPT Code</th>
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Total Specialization Courses: _4_  Total Specialization Points: _14_

**Breadth Requirements**

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<td>R. Billows</td>
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<th>Instructor</th>
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<th>Points</th>
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<td>3338</td>
<td>Cultural History of Japanese Monsters</td>
<td>F ’08</td>
<td>G. Pflugfelder</td>
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<tr>
<td>HIST W</td>
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<td>Crime in Latin America</td>
<td>S ’10</td>
<td>P. Piccato</td>
<td>X</td>
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</tbody>
</table>

Total Breadth Requirement Courses: _3_  Total Breadth Requirement Points: _10_

**Additional Courses**

<table>
<thead>
<tr>
<th>DEPT Code</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Term</th>
<th>Instructor</th>
<th>Completed</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>HIST W</td>
<td>2901</td>
<td>Historical Theories and Methods</td>
<td>S ’09</td>
<td>M. Jones</td>
<td>X</td>
<td>3</td>
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<tr>
<td>HIST W</td>
<td>4399</td>
<td>Senior Thesis Seminar</td>
<td>S ’10</td>
<td>W. Leach</td>
<td>X</td>
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</tbody>
</table>

Total Additional Courses: _2_  Total Additional Points: _7_

**TOTAL OVERALL COURSES (9 for majors; 7 for concentrators): _9_
TOTAL OVERALL POINTS: _31_

**Seminar Requirement (Majors only)** From the courses listed above:
Seminar in Specialization: HIST W 4105 Intellectual Origins of Political Economy
Second Seminar: HIST W 4659 Crime in Latin America

UNDEN Notes:

UNDEN Signature: ___________________________  Date: ________________
**Specialization: Comparative Empires**

(4 courses for majors; 3 courses for concentrators)

<table>
<thead>
<tr>
<th>DEPT Code</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Term</th>
<th>Instructor</th>
<th>Completed</th>
<th>Points</th>
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<tbody>
<tr>
<td>HIST W 3020</td>
<td>Roman Imperialism</td>
<td>F ’06</td>
<td>W. Harris</td>
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<tr>
<td>HIST W 3220</td>
<td>Imperial Russia, 1682-1918</td>
<td>F ’09</td>
<td>R. Wortman</td>
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<td>HIST W 3312</td>
<td>British History, 1760-1867</td>
<td>F ’10</td>
<td>E. Winter</td>
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<tr>
<td>HIST W 4310</td>
<td>Europe and the End of Empires</td>
<td>S ’08</td>
<td>M. Connelly</td>
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Total Specialization Courses: **4**  Total Specialization Points: **13**

**Breadth Requirements**

**Removed in Time Methodological Approach [see remarks below]**

<table>
<thead>
<tr>
<th>DEPT Code</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Term</th>
<th>Instructor</th>
<th>Completed</th>
<th>Points</th>
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<tbody>
<tr>
<td>HISTBC 3103</td>
<td>Alchemy, Magic, and Science</td>
<td>F ’10</td>
<td>P. Smith</td>
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**Removed in Space**

<table>
<thead>
<tr>
<th>DEPT Code</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Term</th>
<th>Instructor</th>
<th>Completed</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>HSEAW 3881</td>
<td>History of Modern China II</td>
<td>S ’11</td>
<td>E. Lean</td>
<td>□</td>
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<tr>
<td>HIST W 3800</td>
<td>Gandhi’s India</td>
<td>F ’10</td>
<td>J. Bakhle</td>
<td>X</td>
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Total Breadth Requirement Courses: **3**  Total Breadth Requirement Points: **9**

**Additional Courses**

<table>
<thead>
<tr>
<th>DEPT Code</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Term</th>
<th>Instructor</th>
<th>Completed</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST W 2901</td>
<td>Historical Theories and Methods</td>
<td>S ’09</td>
<td>M. Jones</td>
<td>X</td>
<td>3</td>
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<tr>
<td>HIST W 4450</td>
<td>Histories of American Capitalism</td>
<td>F ’09</td>
<td>J. Wolff</td>
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<td>HSEA 3338</td>
<td>Cultural History of Japanese Monsters</td>
<td>S ’11</td>
<td>G. Pflugfelder</td>
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<td>3</td>
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</tbody>
</table>

Total Additional Courses: **3**  Total Additional Points: **10**

**TOTAL OVERALL COURSES (9 for majors; 7 for concentrators): **10**
**TOTAL OVERALL POINTS: **32**

**Seminar Requirement (Majors only)** From the courses listed above:

Seminar in Specialization:  *HIST W 4310 Europe and the End of the Empire*
Second Seminar:  *HIST W 4450 Histories of American Capitalism*

**UNDED Notes:**

Because of chronological sweep of thematic specialization, the breadth requirements should be modified to:

1) instead of remote in space, one course profoundly different in methodological approach

2) two courses remote in space

**UNDED Signature: ____________________________  Date: ________________**