COURSE REGISTRATION AND OPEN ADVISING
Course registration for the fall begins Monday, 11/23. You must meet with or contact your History Academic Advisor to receive your Registration Access Code (RAC #). You need this number in order to register for classes for the spring. If you are unsure of who your advisor is, you may use WEBCAT to check. If you are unable to meet with your Advisor, or if your Advisor is on leave this semester, please stop by one of our OPEN ADVISING SESSIONS: Monday, 11/16 from 12-1pm in Horton 401 and Thursday, 11/12 from 12:40-2:00 and Tuesday, 11/17 from 12:40-2:00 in Horton 422.

PRE-REGISTRATION FOR HIST 500 & HIST 797
If you plan to take HIST 500 or HIST 797 in the spring, you must stop by the History Office in HORT 423 to pre-register. You won't be able to sign-up for either course on WebCat without receiving special permissions. The pre-registration sheets will be available starting at 8am on Monday, 11/16. You need not be here right at 8am, but each course is limited to 15 students per section, so if you're looking to sign-up for a certain section, the sooner you stop by, the better chances of getting your preference. You will still need to officially sign-up for the course via WebCat when your registration window opens.

FACULTY ON LEAVE – SPRING 2016
Professor Afolayan  Professor McMahon  Professor Polasky
Professor Lepler  Professor Mellyn  Professor Sokol

HONORS IN HISTORY – Professor Frierson is the faculty advisor (cathy.frierson@unh.edu)
The History Honors-in-Major program provides History majors the opportunity to work closely with faculty members, to pursue their interests in history in greater depth, and to research and write a thesis. Upon completion of the requirements, students will receive an Honors-in-Major designation in History on their transcript, indicating their academic excellence to future employers or graduate school admissions committees. History Honors-in-Major is a departmental program; it is NOT restricted to students in the University Honors Program. Majors in History with an overall grade point average of 3.4 or better and a departmental grade point average of 3.4 or better are eligible for Honors-in-Major in History. (Students admitted prior to September 2008 must maintain a 3.2 overall GPA average). History majors in the University Honors Program must complete the History Honors-in-Major program as the second half of their 32-credit requirements.

Students in the History Honors-in-Major program complete 16 credits of Honors course work within the department (or four, four-credit courses). Students who complete a major research project as recipients of a SURF, SURF Abroad, or IROP fellowship must complete only three four-credit Honors courses in the department, as described in Requirements 1 and 3 below. These Honors courses completed in the history department count toward the ten-course requirement for the History major. Students must maintain a 3.4 grade point average both in the department and in the university (except for those students admitted prior to September 2008 as outlined above).

1. Students will designate two 600-level, four-credit history courses as “Honors.” That requires the submission of an “Honors Designation” course form, to be signed by the Honors advisor and submitted to the Registrar’s Office during the first three weeks of the semester. The student and the professor of the course will agree to additional reading and/or writing that will allow the student to pursue the subject of the course in greater depth. Students are encouraged to complete these courses during their sophomore or junior years.

2. Students will complete ONE of the following options:
   - HIST 774: Historiography
   - HIST 775: Historical Methods  **These are the most appropriate courses for students who hope to attend graduate school in History.**
   - HIST 771/871 Museum Studies **This is the most appropriate course for students hoping to pursue a career in Public History or Museum positions.**
   - A HIST 690/890 seminar
   - An IROP, SURF USA, or SURF Abroad research experience mentored by a history faculty member.  **Note that these are competitive programs for which students must apply. See http://www.unh.edu/undergrad-research/programs**

3. Students will sign up for History 799 and complete a four-credit Senior Honors Thesis during their senior year. The thesis agreement form must be signed by the student, by the faculty supervisor, and by the Honors advisor as part of the registration process. Students will work closely with a faculty advisor in planning, researching, and writing their thesis. For the thesis, some students will choose to continue the work they began in History 797, the Senior Colloquium. Other students will build on course work from a 600-level class or a UROP, SURF, or IROP. They will defend their thesis before a panel of three faculty members designated by the student and advisor. Professor Jessica Lepler (jessica.lepler@unh.edu) and Professor Cathy Frierson (cathy.frierson@unh.edu) are the faculty advisors.

Note: The class information in the Newsletter is subject to change. Please visit the Registrar’s website for the most up-to-date information.
PHI ALPHA THETA – Professor Frierson is the faculty advisor (cathy.frierson@unh.edu)
Phi Alpha Theta, the history honor society at the University of New Hampshire, is an international scholastic organization dedicated to promoting historical study on the undergraduate and graduate levels. Admission to the UNH Psi Pi chapter is open to undergraduate and graduate history students who are elected based on demonstrated competency in course work. Undergraduate students must complete a minimum of 12 semester hours in History, achieve a minimum GPA of 3.1 in History and a GPA of 3.0 or better overall. Graduate students should have completed a minimum of 12 semester hours towards their degree in History, have a GPA of better than 3.5, and shall have completed approximately 30% of the residence requirements for their degree. Phi Alpha Theta sponsors annual awards for undergraduates and graduate papers in history submitted as course requirements in the History Department, sponsors symposia on the local and regional levels, and publishes a distinguished national scholarly periodical, The Historian. The Psi Pi chapter at the University of New Hampshire also sponsors lectures and colloquia in which student members participate and holds its initiation of new members during the reading period at the end of the spring semester, in May. This is an invitation-only event.

HISTORY CLUB
History undergraduates and graduate students have formed a new History Club: the Society of History Scholars. The group organizes such activities as movie nights, field trips, and participation in special history lectures at UNH. All History enthusiasts are welcome! For more information, contact either Cassandra deRochement (cmd12@wildcats.unh.edu) or Nick Beard (cmb15@wildcats.unh.edu).

INTERNATIONAL RESEARCH OPPORTUNITIES PROGRAM
The International Research Opportunities Program (IROP) at UNH offers grants (averaging around $6,700 per student) for undergraduates to spend the summer after their junior year pursuing a research project in a foreign country. The deadline for sophomores to apply comes in April of this academic year. Students need to have at least a 3.0 cumulative grade point average, and must write a proposal detailing their research project and steps to be taken during the junior year to prepare for the trip. UNH IROP students have traveled as far away as Thailand, Tanzania, Hong Kong, England, Honduras, and many other countries around the globe. Interested sophomores should contact Georgeann Murphy, the coordinator of IROP, as soon as possible, at 862-1933.

PHILIP M. MARSTON SCHOLARSHIP
The Philip M. Marston Scholarship ($500) is awarded in alternate years and is available to students who are interested in Colonial or New England history and who have demonstrated financial need. You may be consider for this scholarship if you have taken two courses related to Early American History, including: HIST 405, HIST 410, HIST 511, HIST 603, HIST 605, HIST 610, HIST 623, HIST 695A, INCO 404H, HIST 497, or 797 if the major topic of the particular semester's offering is in Early American History. If you are interested in being considered for the scholarship, please obtain the necessary forms from the Financial Aid Office to establish financial need. In addition, please notify Laura Simard in the History Dept. Office, Horton 423.

WILLIAM GREENLEAF PRIZE
The History Department offers a prize to recognize undergraduate distinction in historical study and scholarship by giving an award for the best senior colloquium paper. The prize may be given annually and is named in honor of our late colleague, Professor William Greenleaf. Eligibility for the Greenleaf Prize includes demonstrable accomplishment in the field of historical research and distinguished academic performance in history.

LINDEN SENIOR THESIS PRIZE
We award this prize to the senior with the best senior thesis. The department instituted this prize in honor of Professor Allen Linden who taught China and Japan and retired from the department in 1995.

CHARLES CLARK PRIZE
The Clark Prize is for the best essay or research paper submitted by a history major.

Prizes are awarded in the spring at the Department Awards luncheon.

GRADUATE STUDENTS
Graduate students should remember to consult with the Graduate Director, Professor Kurk Dorsey, prior to registration. For more information on registering through WEBCAT, please go to the WEBCAT Registration Information Page.

Note: The class information in the Newsletter is subject to change. Please visit the Registrar’s website for the most up-to-date information.
SPRING 2016 COURSE LISTINGS
Undergraduate (400-700 level) & Graduate (800 level)

Group I = American History     Group II = European History     Group III = Non-Western History

405 HISTORY OF EARLY AMERICA (Group I)
America from the early era of European discovery to the mid-19th century. Emphasis on the interaction of European, native American, and African peoples, the separation of the English colonies from Great Britain, and the establishment and early history of the United States.

LECTURE WITH DISCUSSION SECTIONS:
Main Lecture MW 9:10-10 HORT 210  PROF. GOULD
AND pick one DISCUSSION SECTION:
01 W 1:10-2 HORT 445  TA
02 W 2:10-3 HORT 445  TA
03 W 3:10-4 HORT 445  TA
04 R 9:10-10 HORT 422  TA
05 R 10:10-11 HORT 422  TA
06 R 11:10-12 HORT 422  TA
07 R 4:10-5 HORT 445  TA
08 R 5:10-6 HORT 445  TA
09 R 6:10-7 HORT 445  TA

OR

STAND-ALONE SECTIONS:
10 MWF 12:10-1 HORT 215 SARAH BATTERSON
11 MWF 1:10-2 HORT 215 SARAH BATTERSON

406 HISTORY OF MODERN UNITED STATES (Group I)
History of the United States since the mid-19th century. Political, social and economic developments as well as relationships of the modern U.S. with other countries.

LECTURE WITH DISCUSSION SECTIONS:
Main Lecture MW 2:10-3 HORT 210  PROF. FITZPATRICK
AND pick one DISCUSSION SECTION:
01 M 4:10-5 HORT 445  TA
02 M 5:10-6 HORT 445  TA
03 M 6:10-7 HORT 445  TA
04 W 8:10-9 HORT 445  TA
05 W 9:10-10 HORT 445  TA
06 W 10:10-11 HORT 445  TA

OR

STAND-ALONE SECTIONS:
10 MWF 8:10-9 HORT 210 AARON ETHRIDGE
11 TR 8:10-9:30 HORT 201 PATRICK LACROIX
12 MW 6:10-7:30 HORT 201 AMANDA DEMMER

410 SURVEY/AMERICAN ENVIRONMENTAL HISTORY (Group I)
This course will consider humans’ relationship to the non-human natural world and will rely on specific case studies to emphasize what it means to “think historically.” Beginning with geological time, human evolution, and early extinction events, the course will proceed to epidemic disease, sustainability and the treatment of animals in medieval Europe, before turning to the “Columbian exchange” of plants, animals, and microbes between the Old World and the New World beginning in 1492. We will then proceed to the ecological transformation of North America during the 17th, 18th, and 19th centuries, examining changes in forest cover, land use, the abundance and predation of large mammals, and the introduction of works across the landscape to form the patchwork of communities that make up this country today. It is most likely that the ideas that you have about what makes America America are largely centered around American history. This course will explore American Architectural movements from the earliest settlements to the present through readings, images and through limited student-led building projects as well.

LECTURE WITH DISCUSSION SECTIONS:
Main Lecture MW 10:10-11 HORT 210  PROF. BOLSTER
AND pick one DISCUSSION SECTION:
01 W 4:10-5 HORT 445  TA
02 W 5:10-6 HORT 445  TA
03 W 6:10-7 HORT 445  TA
04 R 8:10-9 HORT 445  TA
05 R 9:10-10 HORT 445  TA
06 R 10:10-11 HORT 445  TA

410.07 BUILDING AMERICA: HOW ARCHITECTURE SHAPE THE US (Group I)
Have you ever wondered why Washington DC looks like reproduction of classical Greece and Rome? Ever wondered why Route 66 is a carnival of neon and oversized kitsch? Do you want to know why America built the cities it did in the way that it did, or how American towns and villages spread across the landscape to form the patchwork of communities that make up this country today. It is most likely that the ideas that you have about what make America America are largely centered around American architecture. This course will explore American Architectural movements from the earliest settlements to the present through readings, images and through limited student-led building projects as well.

LECTURE WITH DISCUSSION SECTIONS:
Main Lecture MW 10:10-11 HORT 210  PROF. BOLSTER
AND pick one DISCUSSION SECTION:
01 W 4:10-5 HORT 445  TA
02 W 5:10-6 HORT 445  TA
03 W 6:10-7 HORT 445  TA
04 R 8:10-9 HORT 445  TA
05 R 9:10-10 HORT 445  TA
06 R 10:10-11 HORT 445  TA

421 WORLD HISTORY TO THE 16TH CENTURY (Group III)
The global experience of human communities with special emphasis on the development of the major civilizations and their interactions. Comparisons of social, cultural, religious, and political life and the emergence of distinctive and diverse human societies are examined.

LECTURE WITH DISCUSSION SECTIONS:
Main Lecture MW 9:10-10 HORT 215  PROF. SARA WOLPER
AND pick one DISCUSSION SECTION:
01 MWF 10:10-11 HORT 215  PROF. SARA WOLPER
02 MWF 11:10-12 HORT 215  PROF. SARA WOLPER

422 WORLD HISTORY IN THE MODERN ERA (Group III)
Emergence of major global human interactions due to the growth of major civilizations. The global context for the rise of the modern West. The rise and decline of Western global domination and emergence of new states and changing societies throughout the world.

LECTURE WITH DISCUSSION SECTIONS:
Main Lecture MW 10:10-11 HORT 210  PROF. BOLSTER
AND pick one DISCUSSION SECTION:
01 W 4:10-5 HORT 445  TA
02 W 5:10-6 HORT 445  TA
03 W 6:10-7 HORT 445  TA
04 R 8:10-9 HORT 445  TA
05 R 9:10-10 HORT 445  TA
06 R 10:10-11 HORT 445  TA

425 FOREIGN CULTURES: ISLAM (Group III)
This course introduces you to the cultures and civilizations of the Islamic world. It teaches you how to understand the rise of Islam and the associated geographies, artifacts, and nation states associated with the Islamic world. We will study the rise of Egypt, Turkey and Persia through a selection of historical novels, poetry and graphic novels. In our final unit we will address questions about the role of Islam in the contemporary world.

LECTURE WITH DISCUSSION SECTIONS:
Main Lecture MW 10:10-11 HORT 210  PROF. BOLSTER
AND pick one DISCUSSION SECTION:
01 W 4:10-5 HORT 445  TA
02 W 5:10-6 HORT 445  TA
03 W 6:10-7 HORT 445  TA
04 R 8:10-9 HORT 445  TA
05 R 9:10-10 HORT 445  TA
06 R 10:10-11 HORT 445  TA

435 WESTERN CIVILIZATION (Group II)
The evolution of the western experience from its Judeo-Christian and Greco-Roman roots through the medieval period, the renaissance and the reformation. Concerned not only with politics, the course will also emphasize social, religious and cultural developments. The aim will be to try and discover the way in which men and women have responded and reacted to the changing world around them.

LECTURE WITH DISCUSSION SECTIONS:
Main Lecture MW 10:10-11 HORT 210  PROF. BOLSTER
AND pick one DISCUSSION SECTION:
01 W 4:10-5 HORT 445  TA
02 W 5:10-6 HORT 445  TA
03 W 6:10-7 HORT 445  TA
04 R 8:10-9 HORT 445  TA
05 R 9:10-10 HORT 445  TA
06 R 10:10-11 HORT 445  TA

436 WESTERN CIVILIZATION (Group II)
The classical origins and evolution of European civilization through the Renaissance, Reformation, and voyages of discovery. The rise of Europe to global supremacy in the 19th century and its transformation in the 20th century.

LECTURE WITH DISCUSSION SECTIONS:
Main Lecture MW 10:10-11 HORT 210  PROF. BOLSTER
AND pick one DISCUSSION SECTION:
01 W 4:10-5 HORT 445  TA
02 W 5:10-6 HORT 445  TA
03 W 6:10-7 HORT 445  TA
04 R 8:10-9 HORT 445  TA
05 R 9:10-10 HORT 445  TA
06 R 10:10-11 HORT 445  TA

Note: The class information in the Newsletter is subject to change. Please visit the Registrar’s website for the most up-to-date information.
440C.H01 COLLECTIVE GUILT AND COLLECTIVE RESPONSIBILITY IN HISTORY (Group II)  
Most Americans recognize the Holocaust as an extraordinary crime, though there is less agreement about who was responsible, whether justice was rendered and appropriate compensation was awarded survivors. Things become more complicated when examining what might be considered crimes committed by Americans. This course concentrates both on the Holocaust and the underside of American history and poses questions about the connections between the past and the responsibility of citizenship in the present. This spring, the course is also part of a new UNH Honors Program Symposium entitled “Reckoning with Race and Justice”, and there will be a few shared meetings with the other seminars in this symposium. Writing intensive. Honors.  
Co-requisites: HONR 402  
TR 11:10-12:30 HORT 445 PROF. JEFFRY DIEFENDORF

444G.H01 VOICES FROM MODERN CHINA (Group III)  
Human voices—written or vocal—left records of history. Yet too often we hear only the voice of statesmen, which is too partial to bring to life the colorful history like China's. This seminar explores China's dramatic changes in modern times through revolution, reform, and war as experienced by a wide range of individuals who witnessed or participated in these huge events and left their voices in record. We will read and discuss about the lived experiences of some iconic (well-known) political or cultural leaders, as well as working women, male and female revolutionaries, youthful rebels, a leading industrialist, and foreign observers during China's extraordinary transformations over the past two centuries. Writing intensive. Honors. Freshmen only.  
TR 2:10-3:30 HORT 422 PROF. LU YAN

564 RUSSIA AND THE SOVIET UNION IN WORLD WAR II (Group II)  
This course examines World War II from the perspective of Russia and the Soviet Union. Readings, lectures, and discussions cover the major battles, Stalin's leadership, experiences of the soldiers (both men and women), life on the home front, the Holocaust on Soviet territory under German occupation, and propaganda. Students also read the most important Russian novel set in World War II, Midterm, final, short papers. Writing intensive.  
TR 2:10-3:30 HORT 201 PROF. CATHY FRIERSON

579 HISTORY OF CHINA IN MODERN TIMES (Group III)  
This course introduces students to major historical developments in China from 1600 to the end of the twentieth century. Major themes include: ethnicity, alien rule, political reforms and revolution, industrialization, interactions with the rest of the world (such as cross-cultural relations and military conflict), social and cultural transformation. Readings for the course are a combination of secondary and primary sources in translation, including scholarly articles, memoirs, biography, fictions, and journalist reports, most of which are landmark works indispensable for the study of modern Chinese history.  
TR 11:10-12:30 HORT 304 PROF. LU YAN

500 INTRODUCTION TO HISTORICAL THINKING  
Basic skills essential to the study of history: critical reading of historical literature, improvement of written and oral analysis of historical materials, and use of library resources. Intensive study of books and documents from varying historical fields and periods. Required: writing assignment each week includes three outlines, three critical essays, four one-paragraph statements, and one oral report. The course also includes an information session with staff from UNH’s Career Services. Required of history majors; open to other interested students.  
01 T 10:10-12 HORT 422 PROF. CATHY FRIERSON  
02 R 2:10-4 HORT 445 PROF. JEFFRY DIEFENDORF  
03 W 11:10-1 HORT 445 PROF. MOLLY DORSEY

506 AFRICAN AMERICAN HISTORY (Group I)  
Experiences, aspirations, and contributions of black Americans from their ethnic origins in Africa to the present American crisis in race relations; comparative study of cultures and institutions. Reconstruction to the present. Writing intensive.  
MW 4:40-6 HORT 207 PROF. SARAH BATTERSON

522 SCIENCE IN THE MODERN WORLD (Group II)  
Development of science, particularly in Europe and North America, from the 18th century to the present. Themes including Darwinism, the growth of modern physical and biological sciences and science in the contemporary world. No special science background is required.  
LECTURE WITH DISCUSSION SECTIONS:  
Main Lecture TR 11:10-12 HORT 210 PROF. GOLINSKI  
AND pick one DISCUSSION SECTION:  
01 M 10:10-11 HORT 422 ANCHORS  
02 M 11:10-12 HORT 422 ANCHORS  
03 M 12:10-1 HORT 422 ANCHORS  
04 T 9:10-10 HORT 422 GOLINSKI

Note: Class information in the Newsletter is subject to change. Please visit the Registrar’s website (courses.unh.edu) for the most up-to-date information.
613/813 AMERICAN WAYS OF WAR (Group I)
"Is there an American way of war?" This commonly asked question will be the focal point of the course. To answer that we will study the interactions of both war and society in the United States from the Civil War onwards, addressing such issues as the causes, courses, diplomacy, homefront, legacy, and the art of the great and small wars.
MWF 10:10-11 HORT 215 PROF. MOLLY DORSEY

615/815 US PROGRESSIVISM TO THE NEW DEAL (Group I)
By 1900, the United States had emerged as the world’s leading industrial power and had begun to become a major player in world affairs. It is during this period, several historians argue, that the United States assumed many of its "modern" characteristics. While the country entered the twentieth century on a note of triumph, Americans struggled with many of the changes and issues which accompanied their rise to economic and global power. In addition to bringing unprecedented prosperity and power, industrial capitalism in the United States wrought changes in work, class structure, lifestyles, values, gender roles, racial and ethnic relations, and the structure and function of government. Using both primary and secondary sources, we will explore these changes and the debates they sparked.
TR 2:10-3:30 HORT 304 PROF. LUCY SALYER

620/820 FOREIGN RELATIONS OF THE UNITED STATES (Group I)
The history of American diplomacy from the colonial era to the present, with the dividing point at 1914. The focus will be on both the foreign and domestic influences that shaped American diplomacy.
TR 9:40-11 HORT 201 PROF. KURK DORSEY

632/832 LATIN AMERICAN HISTORICAL-Colonial Latin America (Group III)
A survey of social, economic, and political patterns in colonial Spanish and Portuguese America with a focus on everyday life experiences of a variety of individuals and groups. We will learn about Precolombian cultures (Aztec, Inca, Maya), the Europeans who encountered them in 1492, and the resulting complex societies that emerged. The course uses a wide range of sources including colonial documents; art; and films.
MW 12:10-1 HORT 201 AND 1 ONLINE SESSION, TIME TBD PROF. JULIA RODRIGUEZ

633/833 MEDIEVAL ENGLAND 800-1300 (Group II)
This course provides students with an opportunity to gain an in-depth understanding of the history of medieval England from the beginning of the period of consolidation under the Wessex dynasty in the ninth-century through the end of the thirteenth century. In addition to obtaining a large corpus of information through the reading of a significant monographs dealing with England during this period, students will be challenged to develop the critical analytical skills necessary for the thorough understanding and practice of historical methodologies, with a particular focus on the practice of historical method in writing medieval history. Finally, students will be given the opportunity to improve their communications skills through extensive class discussions dealing with the scholarly works read for this course, and in writing assignments.
MWF 11:10-12 HORT 3041 PROF. DAVID BACHRACH

644/844 VICTORIAN BRITAIN (Group II)
The Victorian Era was a time of contrasts. Queen Victoria, a monarch known for her moral strictness, sexual probity and rigid sense of decorum ruled over a vast world Empire. The streets of London, however, teemed with prostitutes, pickpockets and impoverished immigrants from Ireland, Europe and beyond, whose lives seemed untouchable by either the prosperity or moral stringency that characterized the age. In this course we explore the varieties of Victorian experience both at home and in the global empire. We will examine the gliterring lives of the rich as well as the abject poverty of the working poor and explore our own fascination with the dress, the homes, and the lives of the Victorians. Examining sources such as novels, decorative arts, corsets & bustles, parliamentary debate, architecture, and scientific writings, we will attempt to uncover the many-faceted culture, society and political life of Victorian Britain.
TR 9:40-11 HORT 215 PROF. NICKY GULLACE

678/878 ROMAN EMPIRE (Group II)
Collapse of the Roman Republic and creation of the Augustan principate. History of the principate through the division of the empire, with discussion of the fall of Rome in the west and the eastern empire through Justinian. Discusses Roman art, literature, philosophy, and religious developments such as the proliferation of mystery religions and the rise of Christianity.
MWF 11:10-12 HORT 215 PROF. MICHAEL LESEE

690/890 RICH vs POOR: CLASS WARFARE IN WORLD HISTORY (Group II)
This course will introduce students to the most important types of class warfare in world history, and will provide them with the theoretical background needed to conduct research on conflicts between rich and poor in a variety of different historical contexts. First students will learn about ancient conflicts that informed the work of Karl Marx: the conflicts between rich and poor that led to the rise of tyranny and democracy in ancient Greece, and the class warfare that tore apart the Roman Republic and transformed it into an empire. Also covered are slave revolts and peasant uprisings in world history, from pre-modern China and Medieval Europe to the 20th century, and labor disputes from the Industrial Revolution to the contemporary US. Students will read the works of important theorists from the ancient, Enlightenment, and modern periods, including Aristotle, Jean-Jacques Rousseau, Thomas Jefferson, Karl Marx, and Thomas Piketty.
M 2:10-4 HORT 445 PROF. MICHAEL LESEE

690/890 DIGITAL HISTORY
This seminar will focus on the process of creating, evaluating, and implementing digital history for teaching, research, and museum purposes. The course readings, workshops, and discussions will expose students to the history of information technologies as well the philosophical, practical, and controversial aspects of the emerging field of Digital History. The course will also involve hands-on production and evaluation of digital history projects, including the UNH-produced HOSLAC website (History of Science in Latin America and the Caribbean, www.hoslac.org), as well as original student projects.
W 2:10-4 HORT 422 PROF. JULIA RODRIGUEZ

691 HISTORY INTERNSHIP
Supervised internship with a governmental agency, private corporation, philanthropic institution, library, archives, historical society, or other institution seeking individuals interested in historical research. Candidates must have a GPA of 2.5 or higher. To enroll, students must secure a placement as well as an agreement by a UNH faculty member to serve as advisor. The supervisor on site, the faculty member, and the student must sign a written agreement on the program of study. Agreements will specify the requirements for the internship, including written requirements (e.g., research paper, report, inventory, finding aid, etc.), and must include a plan for regular conferences with the faculty advisor. The agreement must be submitted for approval to the Department Chair (in Durham) or the Program Coordinator (in Manchester).
PERMISSION OF DEPARTMENT CHAIR REQUIRED

695 INDEPENDENT STUDY
PERMISSION OF DEPARTMENT CHAIR REQUIRED

698/898 INTERNSHIP IN MUSEUM STUDIES
Supervised position with a museum, historical society, archive, or other history-related site. Permission of instructor required. Information and permission slips available in Horton 405.
HOURS ARRANGED

Note: Class information in the Newsletter is subject to change. Please visit the Registrar’s website (courses.unh.edu) for the most up-to-date information.
772/872 STUDIES IN REGIONAL MATERIAL CULTURE
(Group I)
Introduces the theory and methodology of material culture, that is, the study of history through the analysis of buildings, human-created landscapes, and artifacts made and used in the United States, particularly in New England. May be repeated for credit with permission of the undergraduate advisor.
T 4:10-6 HORT 445 PROF. KIMBERLY ALEXANDER

774/874 HISTORIOGRAPHY
This course introduces students to the tradition of historical writing in the West from the ancients to the present day. We explore the ways in which historians have grappled with issues of style and method, and how their work has shaped history both as a literary genre and as a set of approaches to understanding the past. We study some of the most influential trends in historical thought and consider how authors dealt with such fundamental issues as the causes of events, the kinds of evidence historians need, and their moral responsibilities. Our discussions will unfold against the background of recent challenges to traditional assumptions about how historians should write and what they can claim to know about the past.
R 3:40-5:30 HORT 422 PROF. JAN GOLINSKI

796 RESEARCH INTERNSHIP
Intensive collaborative experience in research for undergraduate majors. Students will gain professional skills while assisting a faculty member on a continuing research project.
PERMISSION REQUIRED HOURS ARRANGED

PRE-REGISTRATION FOR HIST 797
BEGINS MONDAY, 11/16 IN HORTON 423
SENIOR STATUS WILL HAVE PRIORITY.

797.01 SENIOR COLLOQUIUM – THE CIVIL WAR (Group I)
This colloquium will examine the era of the Civil War in U.S. History, from the 1830s, when slavery became an issue in national politics, to the ways people remembered the war later in the nineteenth century. We will read articles and books on the cultural, political, social, and military history of the era. Much of the course will be devoted to preparing students to write successful research papers that draw on the abundant primary sources related to the war, which are available in print, online, or in the Special Collections of Dimond Library. Students may choose research topics ranging from detailed studies of particular battles or Abraham Lincoln’s policies to subjects such as runaway slaves, the impact of the war in New Hampshire, the experiences of ordinary soldiers (including women and African Americans), the effect of the war on the environment, the first Ku Klux Klan during Reconstruction, popular music, or novels written about the war by participants.
M 1:10-3 HORT 422 PROF. BILL HARRIS

797.02 SENIOR COLLOQUIUM – MORALITY AND THE MACHINE GUN: THE VICTORIAN ERA IN WORLD HISTORY (Group II)
The Victorian Era began with the crowning of a nineteen-year-old girl queen in Westminster Abbey and ended on the blood-soaked Battlefields of World War I. This colloquium will investigate key themes in Victorian Studies, including fashion and material culture, war and international conflict, the quest for Empire, crime and punishment, sexual morality, and the intellectual and cultural upheavals of the day. Possible themes for students’ research might include the Voyages of Charles Darwin, the Opium Wars with China, Prostitution in Victorian Cities, Gay Identities, Industrialization and Child Labor, Jack the Ripper, the rise and fall of the Corset, the Feminist implications of Victorian Cities, Gay Identities, Industrialization and Child Labor, Jack the Ripper, the rise and fall of the Corset, the Feminist implications of Victorian Cities, Gay Identities, Industrialization and Child Labor, and Yezidi groups should be understood as a type of ethnic cleansing or as a response to practices of blasphemy. Although the focus will be on minority populations in Iraq, Syria, and Turkey, students may choose to write final papers on minority populations from other countries in the Middle East and Asia.
M 10:10-12 HORT 445 PROF. SARA WOLPER

797.03 SENIOR COLLOQUIUM – ISLAM AND THE MODERN MIDDLE EAST (Group III)
This colloquium will introduce students to key events in the changing role of minority populations in the modern and contemporary Islamic world. In addition to considering how Sunni Shia divisions helped foster the rise of ISIS and other violent groups, we will address the history and plight of such prominent minorities as Kurds, Armenians, Yezidis, and Syrian Christians. The course will cover debates about whether ISIS attacks on the cultural heritage of Shia, Sufi, Christian, and Yezidi groups should be understood as a type of ethnic cleansing or as a response to practices of blasphemy. Although the focus will be on minority populations in Iraq, Syria, and Turkey, students may choose to write final papers on minority populations from other countries in the Middle East and Asia.
M 10:10-12 HORT 445 PROF. SARA WOLPER

799 SENIOR THESIS
Supervised research leading to the presentation of a major research paper. Open only to students in honors in history program. May not be used as a substitute for the required senior colloquium.
PERMISSION OF HONORS DIRECTOR REQUIRED

GRADUATE STUDENT-ONLY COURSES

899 MASTER’S THESIS
ARRANGED

940 READINGS IN MODERN AMERICAN HISTORY
An introduction to major historians and historiographical issues in the history of the U.S. since 1820. Intended to serve as a foundation for research in the field and as preparation for graduate examinations.
M 12:10-2:00 HORT 445 PROF. ELLEN FITZPATRICK

949 COLLOQUIUM: TOPIC TBD
Topics include 1) Early American Society; 2) Early American Culture; 3) Revolutionary Period; 4) 19th Century; 5) 20th Century. Focuses on existing historical literature on a given topic, such as American slavery. Students normally read extensively, discuss major issues and the literature in class meetings, and write essays that examine the literature critically.
T 9:10-11 HORT 445 PROF. CYNTHIA VAN ZANDT

970 GRADUATE SEMINAR IN TEACHING HISTORY
This course will introduce graduate students to fundamental issues in the teaching of history at the college level. The course is required for all TAs in the History Program.
SCHEDULE ARRANGED BY INSTRUCTOR PROF. RODRIGUEZ

989 RESEARCH SEMINAR IN AMERICAN HISTORY
Early American History, loosely defined as the period from contact between Europeans and Native Americans to the era of the Civil War. Focuses on original research on a given topic using primary materials supplemented by secondary works. The objective is to produce a major research paper that might serve as the basis for a publishable article. May be repeated with a different topic.
W 12:10-2 HORT 422 PROF. JEFFREY BOLSTER
**995 TUTORIAL READING AND RESEARCH**

| A) Early American History | K) European Historiography |
| B) American National History | L) American Historiography |
| C) Canada | M) Russia |
| D) Latin America | N) World History |
| E) Medieval History | O) English History |
| F) Early Modern Europe | P) New Hampshire History |
| G) Modern European History | Q) Historical Methodology |
| H) Ancient History | R) Irish History |
| I) Far East and India | S) History of Science |
| J) Near East and Africa | T) Maritime |

**ARRANGED**

**997 DIRECTED READINGS IN EARLY AMERICAN HISTORY**

Directed readings in Early American History. Supervised readings for students preparing for the Ph.D. examination in Early American History. 1-6 credits

**ARRANGED**

**998 DIRECTED READINGS IN MODERN U.S. HISTORY**

Supervised readings for students preparing for Ph.D. examinations in Modern U.S. History. 1-6 credits

**ARRANGED**

**999 DOCTORAL RESEARCH**

**ARRANGED**

*Note: Class information in the Newsletter is subject to change. Please visit the Registrar’s website (courses.unh.edu) for the most up-to-date information.*