COURSE REGISTRATION AND DROP-IN ADVISING

Fall course registration begins Monday 4/25. 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 fall. 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 DROP-IN ADVISING SESSIONS: THURSDAY 4/14 from 12:40 to 2:00 and TUESDAY 4/26 from 12:40 to 2:00. Both sessions will be held in Horton 422.

REGISTRATION FOR HIST 500 & 797

In order to take HIST 500 (History Majors will have priority) or HIST 797 (Seniors will have priority) in the Fall, you will need permission to register. You must stop by the history office (Hort 423) or email the history admin (laura.simard@unh.edu) to receive this permission. Please provide your full name, UNH ID #, major, and which section you would like so you may be added to the list (there are only 15 seats available, 3 sections per class). You will still need to officially sign-up for the course via WebCat when your registration window opens.

FACULTY ON LEAVE – FALL SEMESTER

Prof. Gould  Prof. Salyer
Prof. Lu  Prof. Sokol

HONORS IN HISTORY – Professor Lepler is the faculty advisor.

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); OR HIST 771/871 Museum Studies (this is the most appropriate course for students hoping to pursue a career in Public History or Museum positions); OR HIST 690 seminar; OR 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 and Professor Cathy Frierson are the faculty advisors.
PHI ALPHA THETA – Professor Lepler is the faculty advisor.
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 courses (designated “HIST”), one of which MUST be HIST 500. Student must also achieve a minimum GPA of 3.4 in History and a GPA of 3.0 or better overall. Graduate students should have completed a minimum of 12 semester hours towards their Master’s Degree in History, have a GPA of better than 3.5, and shall have completed approximately 30% of the residence requirements for the Master’s 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 holds its initiation of new members during the reading period at the end of the spring semester. For 2016, the event is scheduled for Tuesday, May 10. This is an invitation-only event.

INTERNATIONAL RESEARCH OPPORTUNITIES PROGRAM
The International Research Opportunities Program (IROP) at UNH offers grants (awards for the summer of 2015 averaged $5924 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 603-862-1933.

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 497, HIST 511, HIST 603, HIST 605, HIST 610, HIST 623, HIST 695A, HIST 797 (if the major topic of the particular semester's offering is in Early American History), or INCO 404H. 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).

PRIZES
Prizes are awarded at the end of the spring semester at our department’s awards luncheon. It will be held Tuesday, May 10, 2016. This is an invitation-only event.

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 Chinese and Japanese history 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.

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.
**HIST 422.1BB WORLD HISTORY IN A MODERN ERA**
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. Course meets the History major requirement for Group III.
4 cr.
5/23-6/24 ONLINE PROF. FUNSO AFOLAYAN

**HIST 435.1BB WESTERN CIVILIZATION**
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. Course meets the History major requirements for Group II.
4 cr.
6/13-8/5 ONLINE PROF. ELIZABETH MELLYN

**HIST 563.1BB INTO. TO RUSSIAN CULTURE & CIVILIZATION**
Interdisciplinary course on the development of Russian culture from its origins through the end of the 19th century. Historical documents, literary works, ethnographic materials, films, slides of Russian art, and music. Course meets the History major requirements for Group II.
4 cr.
6/27-7/29 ONLINE PROF. CATHY FRIERSON

**HIST 595.1BB MALCOLM X**
Malcolm X was assassinated fifty years ago, yet the critiques he made of American society remain relevant today. He spoke out against police brutality. He critiqued white liberals, white racists, and nonviolent black activists with equal eloquence. This course will study Malcolm through his own words, studying his remarkable transformations. Indeed, one historian has recently said that Malcolm X lived a “life of reinventions.” Some of the topics we will explore are: Malcolm X’s early life and the death of his Garveyite father, the cause and consequences of his criminality, his time in prison and his conversion to the Nation of Islam, the theology of the Nation of Islam, Malcolm X’s political and religious ideology in the Nation of Islam, his break with the Nation of Islam and the changes in his thought, and his assassination. After studying Malcolm through his own words, we will think about how Malcolm would respond to present day issues surrounding the African-American community.
1 cr.
6/1-6/4 ONLINE AARON ETHRIDGE (ajg667@wildcats.unh.edu)

**HIST 595.2BB HISTORY OF AMERICAN FOOD**
Chronic disease is one of the most distinctive features of modern U. S. society. Directly or indirectly, nearly every one of us is or has been afflicted by cancer, diabetes and heart disease. We tend to think that these ailments as products of personal choices (i.e. poor eating habits and sedentary lifestyles). However, in this class we will examine another, more historical perspective on chronic diseases by considering them in context of changing American foodways. A glimpse at food through long-term changes to food production, consumption and ideology (or, “nutritionism”) over roughly the last one hundred and fifty years will help us to understand the correlations between history, food and disease. Food, after all, is not what is used to be.
1 cr.
6/8-6/11 ONLINE DEREK NELSON (dekesn@gmail.com)

**HIST 595.3BB PRESIDENT KENNEDY: SECULAR CRUSADER?**
This course draws attention to the early 1960s as an important period of religious transition and presents the roots of current religious activism in politics. By virtue of socio-demographic change and new leadership in Rome and Washington, D.C., fear of "Catholic power" waned. The rhetoric of Judeo-Christian unity, prevalent during the early Cold War, declined. New lines of exchange between “liberal” Catholics and “liberal” Protestants – and among their conservative counterparts – prefigured the more recent religious landscape of this country. John F. Kennedy, as this course reveals, played a central role in this transition.
1 cr.
7/13-7/17 ONLINE PATRICK LACROIX (pke26@wildcats.unh.edu)
CIVILIZATION: Environmental History of the United States
This course will explore the environmental history of the United States, beginning with European settlement in North America and continuing through the 20th century. We will examine the relationship between humans and their natural environment from many different angles, considering both how Americans have altered the natural world and how aspects of the natural environment have shaped American institutions, cultural practices, spiritual beliefs and political developments. The course will focus on several specific themes, including the ecological consequences of European exploration and colonization in the Americas; the environmental context of American slavery; the human causes behind natural disasters; and the emergence of conservation and environmentalism as potent political and cultural forces. Writing intensive. Course meets the History major requirement for Group I. 
TR 3:40-5 HORT 307 ZACK ANCHORS

410W.01 HISTORICAL SURVEY OF AMERICAN CIVILIZATION: Environmental History of the United States
This course will explore the historical environment of the United States, beginning with European settlement in North America and continuing through the 20th century. It surveys how different cultural groups viewed their relationship with the supernatural, their environment, disease, and mortality throughout American history. Topics will include epidemics and treatment of disease, religious movements, healthcare practices, scientific discoveries, and public health. Writing intensive. Course meets the History major requirement for Group I. 
MW 6:10-7:30 HORT 210 SARAH BATTERSON

410W.02 HISTORICAL SURVEY OF AMERICAN CIVILIZATION: LIFE AND DEATH IN US HISTORY
This course examines the experience of living, and dying, in North America from the colonial era to the twentieth century. It surveys how different cultural groups viewed their relationship with the supernatural, their environment, disease, and mortality throughout American history. Topics will include epidemics and treatment of disease, religious movements, healthcare practices, scientific discoveries, and public health. Writing intensive. Course meets the History major requirement for Group I. 
MW 6:10-7:30 HORT 210 SARAH BATTERSON

421 WORLD HISTORY TO THE 16TH CENTURY
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. Course meets the History major requirement for Group III. 
01 MW 5:10-6:30 HORT 207 PROF. MICHAEL LEESE
02 TR 3:40-5 HORT 307 STAFF

422 WORLD HISTORY IN THE MODERN ERA
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. Course meets the History major requirement for Group III. 
01 MW 10:10-11 HORT 215 FUNSO AFOLAYAN
02 TR 5:10-6:30 HORT 215 STAFF

435 ORIGINS OF EUROPEAN SOCIETY
This course traces the contours of human experience in what has come to be called “Western Civilization,” from its beginnings in the ancient Near East, Greece, and Rome, to the dawn of the modern global world in sixteenth-century Europe. Although topics will vary by instructor, all sections examine the myriad forms of social, political, religious, military, and economic organization that emerged in this rich tradition. Course meets the History major requirements for Group II. 

436 EUROPE AND THE MODERN WORLD
This survey examines dramatic episodes in History from the Black Death to the Atom Bomb. Professor vividly illustrates the course, using art, architecture, and photography to give students a visual sense of historical change. The course focuses on critical topics, such as the Black Death, Religious conflict, European warfare, Women’s roles, Empire building, the rise of Totalitarianism, and the two World Wars. We end with an examination of the integrated, dangerous, and highly globalized world of today. Course meets the History major requirement for Group II. 
MW 2:10-3:30 HORT 445 PROF. GULLACE

Note: The class information in the Newsletter is subject to change. Please visit the Registrar’s website for the most up-to-date information.
440B.H01 MEDICINE, SOCIETY, SCIENCE, AND THE LAW: WHO MAKES YOUR HEALTH CARE DECISIONS?
Every person interacts with the health care system – including you. In this class, students will study the interactions between law, society, science, and medicine to gain an understanding about how the American health care system developed and who has and does make decisions about health. Topics covered include vaccination, health care providers, discrimination, and epidemics. This seminar is part of the Honors Symposium titled Reinventing Healthy Communities Nationally and Globally: Medical, Legal, and Cultural Perspectives. Writing intensive. Honors. Course meets the History major requirement for Group I. Co-requisites: HONR 400
TR 11:10-12:30 HORT 422 PROF. MOLLY DORSEY

444D SLAVERY AND SOCIETY IN PRE-COLONIAL AFRICA
Examines the evolution and practice of the institution of slavery in Africa from the earliest times to the era of European colonialism. Using contemporary personal narratives by the slaves, the course examines specific historical contexts of various slave systems, continuity and change in the ideologies and practices of slavery, religion and slavery, race and slavery, gender and slavery, conditions of slaves, as well as the making and uses of slaves - as domesticics, concubines, eunuchs, officials, soldiers, labor and capital. Using films, slide images, and a comparative approach, African slavery will be examined within the context of the early evolution of slavery in the Mediterranean and Islamic worlds as well as its later expressions in the Atlantic world of the Americas. Course meets the History major requirements for Group III.
MW 12:10-1:30 HORT 445 PROF. FUNSO AFLayan

444J.H01 GLOBAL CITIZENSHIP: IN PURSUIT OF LIBERTY
What does it mean to be a global citizen? Are we? What are human rights? Are they universal? This honors discovery course will explore with the men and women who traveled and who imagined themselves citizens of the world. We’ll read utopias and perform plays. In the end, we will investigate major global challenges of our own world. We will move backwards, but also forwards in history. We will read novels, perform plays, and listen to music. Guests, from speakers to performers, will join us in our classroom to investigate larger questions ranging, from sustainability to diversity as they echo through different disciplines. This 5 credit course will satisfy both the FA and the HP discovery requirements. It is an Inquiry course and writing intensive. Course meets the History major requirements for Group II.
TR 3:40-5 HORT 445 PROF. JANET POLASKY

498 GLOBAL HISTORY OF CHILDHOOD AND YOUTH
Childhood is commonly assumed to be “natural” and unchanging. Yet historical studies have shown us that the meaning and experience of childhood, adolescence, and young adulthood are constructed daily, and differently, around the world. Exploring a variety of historical analyses and first-hand accounts, we will consider questions such as: Did childhood exist in the past, or is it a modern invention? Are there "natural" or universal stages of human development? In which ways is childhood the product of society, culture, and history? We explore the impact of religion, science and medicine, social reform movements, government and law, markets, educators, parents, and communities on children's experiences in a variety of geographic and historical settings, in addition to learning about numerous ways in which children and youth have contributed to social change. Fulfills Discovery HP and History department Category III
TR 2:10-3:30 HORT 207 PROF. JULIA RODRIGUEZ

500 INTRO. 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 of history majors; open to other interested students. Requirements: 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 offices.
01 W 9:10-11 HORT 445 PROF. CATHY FRIERSON
02 W 2:10-4 HORT 422 PROF. MICHAEL LESEE
03 R 10:10-12 HORT 445 PROF. JULIA RODRIGUEZ

506 AFRICAN AMERICAN HISTORY
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. Course meets the History major requirements for Group I.
MWF 1:10-2 HORT 201 PROF. BILL HARRIS

511 HISTORY OF NEW HAMPSHIRE
This course reconstructs the surprising past of the place we call New Hampshire. Beginning with the 17th-century encounter between English and Native people, it runs to the present. Literature, documents, photos and films provide access to New Hampshire’s changing natural environment, its rural life, industrialization, politics and recent struggles. Writing intensive. Course meets the History major requirements for Group I.
TR 9:40-11 HORT 201 PROF. JEFF BOLSTER

537 ESPIONAGE AND HISTORY
Introduces the history and politics of espionage and intelligence organizations from the 20th century to the present. Special attention to intelligence work among the major powers in World War I, World War II, and the Cold War. Readings include autobiographical accounts and other primary sources as well as novels. Course meets the History major requirements for Group II.
TR 8:10-9:30 HORT 215 PROF. MOLLY DORSEY

563 INTRODUCTION TO RUSSIAN CULTURE AND CIVILIZATION
Interdisciplinary course on the development of Russian culture from its origins through the end of the 19th century. Historical documents, literary works, ethnographic materials, films, slides of Russian art, and music. Course meets the History major requirements for Group II.
MW 12:10-1 HORT 215 PROF. CATHY FRIERSON

585 MEDIEVAL ISLAM (PENDING APPROVAL)
The origins and expansion of Islam and the development of the Muslim community from the time of Muhammad until the Islamic empires of the 16th century. Attention is given to religious and artistic as well as political developments. Course meets the History major requirements for Group III.
TR 2:10-3:30 HORT 304 PROF. SARA WOLPER

Note: The class information in the Newsletter is subject to change. Please visit the Registrar’s website for the most up-to-date information.
595 EXPLORATIONS – FILTHY LUCRE: A HISTORY OF MONEY IN MEDIEVAL AND EARLY MODERN EUROPE


These are all slang terms for “money,” something everyone wants and needs, but very few understand. What is “money?” Is it cash? A cowry shell? An Irish bondmaid? A woodpecker scalp? Is it a medium of exchange? A unit of account? A store of value? Money can and has been all of these things at one time or another. This course examines from a historical perspective the role that money played in western Europe from roughly 1000 to 1700. We first ask what “money” in pre-modern European societies was and how it originated. We explore practices surrounding credit and debt. When and why did people start extending credit? When and why did they start demanding interest on debts? Our principal focus, however, is on how people in this period used or abused money and what shaped their attitudes to making, spending, and renting money. Is it possible to separate the history of money, credit, and debt from the history of social and cultural belief and practice? Spanning nearly seven centuries, our inquiry takes us from the agrarian domains of feudal lords in the 11th century to some of Europe’s richest, urban commercial centers in the 17th century where scholars often locate the origins of political economy and the roots of modern capitalism. Course meets the History major requirements for Group II.

TR 11:10-12:30 HORT 304 PROF. ELIZABETH MELLYN

611/811 CIVIL WAR ERA

Surveys the period from the presidency of Andrew Jackson to the end of the Reconstruction. Focuses on causes, course, and consequences of the Civil War. Topics include slavery in the Old South, antebellum reform movements, creation and breakdown of the Second Party System, social and economic (as well as military) events during the war and major developments during Reconstruction after the war. Course meets History major requirement for Group I.

MW 3:10-4:30 HORT 307 PROF. BILL HARRIS

619/819 FOREIGN RELATIONS OF THE UNITED STATES

The history of American diplomacy from the colonial era to the present, with the dividing point at 1900. The focus will be on both the foreign and domestic influences that shaped American diplomacy. Course meets the History major requirement for Group I.

MWF 9:10-10 HORT 215 PROF. KURK DORSEY

621/821 HISTORY OF AMERICAN THOUGHT

This course introduces the subfields of American intellectual and cultural history by assessing the ideas of some of the brightest minds that thought about life on the land we now know of as the United States of America before the middle of the nineteenth century. This course surveys more than two centuries of thinkers and their connection to America’s plural and evolving popular culture. Ultimately, this course seeks to answer the question: What is the history of American thought? Course meets the History major requirement for Group I.

MWF 1:10-2 HORT 215 PROF. JESSICA LEPLER

640/840 HOLY WAR IN THE HOLY LAND: THE MEDIEVAL CRUSADES

Survey of the medieval military expeditions organized by Christians to secure the Holy Land during the 12th and 13th centuries. Topics considered include the formulation of a “just war” theory; political, intellectual, religious, and military interactions between Christians, Jews, and Muslims; the Crusader State of Jerusalem; and the histories of individual crusades. Course meets the History major requirement for Group II.

TR 2:10-3:30 HORT 201 PROF. DAVID BACHRACH

654/854 TOPICS IN HISTORY OF SCIENCE: SCIENCE, MAGIC, AND RELIGION IN EARLY-MODERN EUROPE

Europe in the sixteenth and seventeenth centuries saw the opening up of new worlds of knowledge. Alongside geographical exploration, the people of this age witnessed a transformation in what was known of the universe and a considerable expansion in available information about nature. In this course, we examine the factors that made this a period of turmoil and change in the cultures of knowledge in Europe. We shall look at the impact of printing, the challenges to traditional academic philosophies, the conflicts between learned and popular systems of belief, and the continuing vitality of religious and mystical thinking. As we shall discover, this was a period in which recognizably modern ways of thinking were still entangled with beliefs in magic, astrology, prophecy, and witchcraft. The syntheses and the struggles between these outlooks make this a particularly fascinating period in the history of ideas. Course meets the History major requirement for Group II.

TR 9:40-11 HORT 422 PROF. JAN GOLINSKI

662/862 ENGLAND IN THE TUDOR AND STUART PERIODS

England experienced great upheaval under the Tudor and Stuart dynasties. This course explores many of the key political, religious, social and economic changes that changed the face of England in the 16th and 17th centuries. We will study all of the Tudor and Stuart monarchs, and we will focus particularly on the following topics: Henry VIII, the English Reformation, Elizabeth I, Commons v. Nobility, the English Civil Wars and the execution of Charles I, the Restoration and the Glorious Revolution. Course meets the History requirement for Group II.

MWF 11:10-12 HORT 304 PROF. CYNTHIA VAN ZANDT

665/865 THEMES IN WOMEN’S HISTORY: GENDER AND POLITICS, 1789 TO THE PRESENT

With the November 2016 election as our beginning point, we will explore the topics of women in politics and political takes on gender. Does it matter that our political institutions are not gender balanced? How do we ensure all women the enjoyment of their human rights? How do gender questions play out in international development? We will read political philosophy, watch plays, search newspapers from the eighteenth century to the present, and ask lots of questions, of the present (about the role of gender in our presidential election and its coverage or the wearing of headscarves in French schools) and the past (Why did women march from Paris to Versailles on a rainy October afternoon in 1789 demanding bread and then return home the next evening with the king? Or Why did German newspapers commemorate the Socialist Rosa Luxemburg as the last heroic man still alive at the end of the First World War?) This class will draw students from diverse backgrounds, including history, political science, women’s studies, Ile, engineering, nursing, English, sociology…and build a class based on the varied experiences of the students. Course meets the History requirement for Group II.

TR 9:40-11 HORT 215 PROF. JANET POLASKY

675/873 EARLY HISTORY OF ANCIENT GREECE

Greek history from the Minoan and Mycenaean eras through the Persian Wars of the early fifth century. Emphasis on original sources including the Homeric epics, Plutarch, Sappho, and Herodotus. Examination of the distinctive developments of political systems in Sparta and Athens, as well as issues of colonization, diplomacy, religion, and culture. Thorough discussion of types of available evidence and their integration into historical understanding. Course meets the History requirement for Group II.

MWF 11:10-12 HORT 215 PROF. GREGORY MCMAHON

Note: The class information in the Newsletter is subject to change. Please visit the Registrar’s website for the most up-to-date information.
**690.01/890.01 SEMINAR – MODERN IRELAND: FROM THE GREAT FAMINE TO THE STRUGGLE FOR INDEPENDENCE**

This seminar focuses on one of the most turbulent periods in Irish History. Investigating Modern Ireland from the 1840s to the 1920s, we will look at the way the Famine gave rise to ever greater demands for a revolutionary break with England and the establishment of an Irish Free State, with the authority to govern itself. Many individuals made this History: peasant women and their starving families, Fenian Revolutionaries, artists & playwrights, Anglo-Irish landlords, Boston-Irish politicians and many more. Weekly discussions will investigate such topics as the potato famine, emigration and the Irish diaspora, Irish Culture, the nationalist struggle, the origins of the IRA, and the quest for Home Rule. Each student will have the opportunity to delve more deeply into a subject of particular interest through a short research paper. The only pre-requisite is a desire to engage actively in class discussions that will center around a variety of readings in Irish Studies. Course meets the History requirement for Group II.

W 10:10-12 HORT 422 PROF. NICKY GULLACE

**690.02/890.02 SEMINAR – AMERICAN CULTURE AND CAPITALISM IN THE LONG 19th CENTURY**

How did America become an economic giant? And how did the people who built and powered American capitalism make sense of what they were doing? This seminar will focus on the dynamic historical scholarship on the intersection of culture and capitalism in the U.S. and across its borders during the long nineteenth century. Weekly discussions will emphasize issues of commodities and consumption, class and gender, private and public institutions, slavery and finance, work and writing, as well as the role of stories and synthesis in scholarship. Readings will range from classic works of economic, business, and political history through the latest cultural, social, legal, and environmental history. In addition to several shorter assignments, students may write either a lengthy historiographical paper or a research paper on some area of the history of capitalism, broadly construed. Course meets the History requirement for Group I.

M 10:10-12 HORT 445 PROF. JESSICA LEPLER

**695 INDEPENDENT STUDY**

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

For students showing a special aptitude in history who desire to study an area or subject for which no appropriate course is offered. PERMISSION REQUIRED HRS ARRANGED

**771/871 MUSEUM STUDIES**

Introduction to theory, methods, and practice of museum studies. Examination of various museum functions, as well as contemporary historical controversies.

R 4:10-6:00 HORT 422 PROF. ROBERT MACIESKI

---

**Note:** The class information in the Newsletter is subject to change. Please visit the Registrar’s website for the most up-to-date information.
GRADUATE STUDENT-ONLY SEMINARS

939 READINGS IN EARLY AMERICAN HISTORY
Introduces the chief themes and issues in the secondary literature of early American history from European settlement through Reconstruction. Students write a series of short analytical papers. Expected of all graduate students preparing a field in Early America.
R 2:10-4 HORT 422 PROF. JEFF BOLSTER

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 Ph.D. students in the History Program.
SCHEDULE TO BE DETERMINED

990 RESEARCH SEMINAR IN MODERN AMERICAN HISTORY
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. KURK DORSEY

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
HOURS 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.
HOURS ARRANGED

998 DIRECTED READINGS IN MODERN U.S. HISTORY
Supervised readings for students preparing for Ph.D. examinations in Modern U.S. History.
HOURS ARRANGED

999 DOCTORAL RESEARCH