

GRADUATE STUDENT  
HANDBOOK

2019-2020

HISTORY DEPARTMENT  
University of New Hampshire

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## **I. INTRODUCTION**

This handbook is intended to introduce new students to the rules and operations of the History Department and to provide some basic information about the university itself. It should also serve as a reference for continuing students. Please refer back to the handbook as you move through your program to make sure you understand the requirements for your degree and the rules which apply to those requirements.

Graduate policy is set by the entire faculty of the department, but in a given year it is largely carried out by the Graduate Committee. The Graduate Director chairs the committee, which usually consists of two other faculty members and the chair of the department. Each year, Graduate Representatives are elected each spring or fall by active students. These two students attend faculty meetings, communicate grad student concerns to the Graduate Director, and gather and present student opinions on promotion, tenure, and hiring decisions. Graduate Representatives also prepare newsletters and plan social events for the students. Graduate Representatives for the 2019-2020 academic year are Eric Trautman-Mosher and Erica Linderman. The Graduate Representatives' job is a rewarding but demanding one. As a general rule, the Department discourages graduate students from serving as Graduate Representative more than once. In no case should serving as Graduate Representative get in the way of a student making adequate progress toward his or her degree.

This handbook does not cover every contingency, so ask the Graduate Director or another Graduate Committee member whenever you have questions related to academic matters especially, and for anything else you would like to bring up as well.

## **II. NEW STUDENTS**

All new students meet with the Graduate Director before starting classes in the fall. The initial advising meeting focuses on introducing new students to departmental rules and practices and helping them begin to make both short-term and long-term plans. The Graduate Director is the official advisor for all graduate students and is responsible for signing registration forms and other pieces of paper generated by the UNH bureaucracy. As you move along in your degree program, you will acquire an academic adviser who will assist you in your academic program. But the Graduate Director will still be the official point of contact in helping with matters related to university and department policies and requirements, teaching assignments, and funding.

Registering for classes is done online and is quite straightforward. You must register online by going to [www.myunh.unh.edu](http://www.myunh.unh.edu), clicking on the WEBCAT/Student Services tab, and then clicking on Registration.

Students will find a list of all graduate-level courses that will be offered the following semester online at the UNH Registrar's website. This list is published midway through each semester for the following semester. In addition, the History Department publishes a newsletter with course descriptions each semester; graduate history courses have numbers at the 800 and 900 level. In thinking about the first semester, new students should keep a few basics in mind.

\*The university considers 9-16 credits to be a full-time load for graduate students and very few students find they are able to keep up with more than three courses at a time. Teaching Assistants (see below) may take only two courses, unless they get permission from the Graduate Director.

\*Second, the department offers different kinds of courses. With few exceptions, courses numbered 800 to 890 are "piggybacked" onto advanced undergraduate courses. Such courses

typically follow a lecture-discussion format, have a large majority of undergraduates, and require of graduate students a certain amount of extra reading and writing. These courses are especially helpful for students who want a broad background in a subject that is relatively unfamiliar. A few specialized courses with 800-level numbers, such as Historical Methods (875), are small, seminar-type classes with mostly graduate student enrollments.

Courses numbered 890-994 are usually either colloquia or seminars. Seminars require a significant paper based on primary research, while colloquia focus more on reading, discussion, and historiographical writing. Both colloquia and seminars, however, are small and intense, and 900-level courses normally are limited to graduate students. These are the courses in which students work most closely with faculty, and students will want to take as many of them as they can consistent with their plans of study. Be sure to seek out courses with faculty members with whom you may wish to work closely on a thesis or in preparing your examinations. Seminars and colloquia provide an excellent opportunity to get to know faculty well, to learn more about their special areas of expertise, and to become familiar with their approach to historical study and their expectations for their students.

Independent reading and research are available if students need to focus closely on a topic that is not covered in regular courses with a faculty member who has the time and expertise to supervise an independent study. Independent study classes should not substitute for seminars and colloquia and normally should not be taken until a student has identified both special areas of interest and faculty who can be helpful in guiding his or her research. They should not function as an introduction to a broad area of study but rather should permit students to pursue in depth subjects with which they are already familiar when no other means of mastering the material (such as a specific course) is available. Students may not take more than two independent studies as part of a master's degree program without permission from the Graduate Committee. The format of each independent study and the method of evaluation will be determined by the faculty member supervising the independent study. But by their nature, independent studies require exceptional student initiative, independence, and energy and should only be undertaken by students who are confident in their ability to master complex material working largely autonomously.

The department also offers specialized independent courses, such as 898 (museum internship), 899 (master's thesis research), 997/998 (directed readings), and 999 (doctoral research), each of which has a specific purpose and should be discussed with the graduate director.

\*Third, while students naturally tend to think in terms of courses in planning their programs, it is important to understand that from the beginning, they should also think in terms of committees. As outlined in the next sections, every student will have a committee to guide her or him in writing theses and preparing for exams.

### **III. DEGREE PROGRAMS**

Our degree programs are highly flexible, so students can design programs tailored to individual needs. Correspondingly, students have to exercise a fair amount of independent initiative in their pursuit of a degree. With this in mind, we can review the basic requirements for degrees:

## 1. The Master of Arts in History

MA students must take one research seminar (normally numbered 989 or 990; other courses may be approved by the graduate director on an individual basis) and two other standalone seminars or colloquia designed with graduate students in mind, such as Historical Methods, Historiography, special topics courses normally numbered HIST 890, the Museum Studies sequence, or any 900-level course that counts for three credits. HIST 970 may not be used toward completion of the MA program, except by students who serve as teaching assistants. Courses from outside of the department can be counted only with permission of the graduate director. Please note that students pursuing the Museum Studies option have a different set of requirements, which are listed below.

M.A. students holding assistantships or intending to enter the doctoral program will normally include the historical methods and research seminar requirements of the Ph.D. program.

Students undertaking the M.A. program as preparation for entrance into a doctoral program will normally include language training to the extent of competence in one foreign language.

Students in the M.A. program have two options: The thesis option or the oral exam. Those who choose to write an M.A. thesis must take eight three- or four-credit graduate-level courses and complete a thesis for 6 credits. Those who choose the exam option must complete ten three- or four-credit graduate-level courses and take a one-hour oral examination in two areas of concentration. The exception is that MA students who serve as TAs may count HIST 970 as one of their courses. The faculty here does not assume that one of these options is better than the other. Students who plan to pursue a Ph.D. program elsewhere may want to pursue an extended research topic, but others may feel the need to get broad preparation for future Ph.D. exams. Secondary school teachers often prefer the exam option because it gives them somewhat broader coverage of topics they may need to teach; others believe they will be better teachers if they have more experience with research.

### A. Options for the Master of Arts Degree

*All M.A. students will work with a three-member faculty committee for their final capstone experience. The three-member faculty committee will take the form either of a thesis committee, an oral exam committee, or (for museum studies students) a project committee. See the descriptions of the three options below.*

**1) Thesis option.** A thesis is a substantial research project on an original topic. Students have a primary advisor who may spend a good deal of time working with them on designing the project, locating and working with sources, and writing. Two other faculty members, in addition to the advisor, make up the thesis committee and must read and approve the thesis.

The eight courses required for the thesis option can be chosen based on individual needs and preferences. Obviously, it is usually helpful for the student to take courses closely related to the thesis topic, especially when these offer the opportunity to do necessary background reading or research. Often, students can write draft chapters or other parts of a thesis as part of a Research Seminar. If you plan to write a thesis, be sure to take a course with the faculty member with whom you wish to work. This will give you an opportunity to get to know your likely adviser before undertaking the M.A. thesis.

Students often want to know how long a thesis "should" be. There is no single answer to this; a thesis needs to be as long as a topic requires. A ball-park figure for the average thesis, though, is one hundred pages. For better guidance, leaf through some of the theses kept in Horton 428.

**2) Exam option.** Students who choose the exam option define their fields based on individual needs and preferences, usually with the guidance of a major advisor. Fields can be narrowly or

broadly defined ("race in the Civil War era" or "early American history") as long as faculty and student agree on the field definitions. One of the two fields is the "major" field and has two faculty examiners. The "minor" field has one examiner. Normally a student pursuing this option will be taking courses with the three faculty members on the examining committee, but the oral examination itself is based on readings, rather than courses as such. The exam can be scheduled any time after the ten-course requirement is completed. As you undertake your course work, keep in mind that you will need to select an adviser and an exam committee and be sure to try to work with the professors you have in mind before asking them to serve on your committee. It is better to have an exam committee of faculty members who have worked with you along the way as you prepare your fields.

**3) Option in Museum Studies.** Students may also choose to pursue an option in Museum Studies as part of the Master's degree. The program follows the same format as that described in the exam option. However, students are required to take ten courses, including Museum Studies (History 871), either Studies in Regional Material Culture (History 872) or Topics in Material Culture (History 880), and two internships at museums or other historic sites. The internships enhance the student's academic training while introducing them to a network of museum professionals. The internship coordinator for the department will help place students in suitable sites. The remaining six courses will be taken in the History Department or in other graduate departments offering related courses (e.g. "Methods of Art History"). The final requirement is either: 1) a one-hour oral examination demonstrating competence in museum studies and another field of history (e.g. Early American history, the Atlantic World, Women's history, Art history, etc.) chosen by the student in consultation the Graduate Director OR 2) completion of a major project related to the student's interest in Museum Studies. Both the internships and the final project require advance planning. Both require a supervisory faculty committee of three members, or in the case of the project, a three-member committee of UNH history faculty members and outside museum professionals. **STUDENTS SHOULD OBTAIN THE GUIDELINES FOR INTERNSHIPS AND THE PROJECT OPTION FROM THE DEPARTMENT ADMINISTRATIVE ASSISTANT.**

### ***B. Courses and Advisers from Outside the History Department***

Students are allowed to count up to three courses from other departments at UNH toward the M.A. requirements. The courses must be numbered 700 or above and must be approved by the Graduate Director. One faculty member in another department may serve on the student's thesis or examination committee, although the Chair of the committee must be in the History Department. The Department encourages interdisciplinary study and many of our students have taken courses or worked with faculty in English, Art History, Anthropology, Communications, and other departments.

### ***C. General Considerations***

As the vagueness of the above guidelines may suggest, a great deal of discretion is left to the students, the Graduate Director, and faculty committee members about the direction and details of a degree program. The flexibility has the possible drawback of leaving the student feeling adrift and unsure of direction. Keep in mind that the most important things you should be considering from the beginning of your program are the identification of areas of interest and faculty that match those. Some students arrive with a well-defined research interest that fits neatly with one faculty member's specialty. Often, however, students arrive with only a general sense of what they want to study and no clear conception of faculty interests or specialties.

For this more common, second kind of student, it is important to keep in mind that every course may

be the source of an idea for a field or thesis topic, and every course professor is a prospective advisor or committee member. Students should try out topics that they might want to write a thesis on or develop a field around. And they should not hesitate to consult with the Graduate Director as they go along.

#### ***D. The M.A. Proposal***

When students have decided on a thesis topic or examination fields and on the members of a committee, they fill out the department's "Master's Supervisory Committee Nomination" form, attach a list of courses they have taken and plan to take, and have their advisors sign. The proposal goes to the Graduate Director, who will send an official form to the Graduate School, where a Dean will officially appoint the committee.

## **2. The M.A./PhD. Program**

Normally students are admitted to the Ph.D. program only after completing an M.A. degree. However, students with exceptionally strong undergraduate preparation can enter directly into the Ph.D. program and earn a Master's degree while preparing for the Ph.D. These students will prepare for their Ph.D. examinations as described in the next section; they will also have to accumulate at least 30 graduate credits to satisfy the requirements of the Graduate School. An M.A. will be awarded when the Ph.D. examinations are passed, after the student submits the appropriate forms to the Graduate School.

## **3. The Ph.D. in History**

The Ph.D. is intended to prepare students for professional careers in historical research. In this department, all Ph.D. students specialize in U.S. history. Students with a particularly strong secondary field outside of U.S. history may write dissertations that involve comparative studies of U.S. history. Before writing any dissertation, Ph.D. students must demonstrate competence in reading a foreign language, then pass a set of written and oral comprehensive examinations.

### ***A. Preparation***

**1) Coursework.** The Department has only a few specific requirements for students in the Ph.D. program. Before taking the comprehensive exams, they must take at least one Research Seminar in Early American History and one in Modern U.S. History; take the general readings courses in Early American and Modern U.S. History, History 939 & 940; take History 875, Historical Methods; take History 971, Professionalization for Historians, and (4) demonstrate competence in reading one foreign language.

**2) Seminars.** Research seminars are small, advanced courses that require an article-length research paper. They are usually numbered 988 to 993. Note that Colloquia, for which students read intensively and usually write bibliographical essays, do not count toward the seminar requirement.

**3) Historical Methods.** History 875 is normally offered annually in the fall semester. Students who can demonstrate completion of a graduate-level historical methods course at another university or college may petition for exemption from this requirement. Students may sometimes substitute History 874 Historiography for this requirement with the permission of the Graduate Director.

**4) Professionalization for Historians.** This two credit proseminar will introduce History graduate students (PhD and MA) to professional opportunities and expectations central to professional success. Topics and assignments explore making the most out of graduate school, demonstrating progress, presenting research to others, submitting research for publication, preparing for the job search, professional networking, and life after finding a job.

**5) Foreign Language Exam.** The Department of History requires reading competence of at least one foreign language as part of our requirements for the Doctor of Philosophy degree. The goal of the language exam is to test students' proficiency in a foreign language through literal translation and comprehension of secondary historical literature. In almost all cases, the exams are administered and graded by members of the history faculty. Occasionally a student may have a good reason to take an exam in a language for which no member of the department is able to administer an exam. In these unusual cases, the student will need to arrange an examination elsewhere after consultation with the Director of Graduate Studies. Students who have passed a comparable graduate level language examination at another institution, as part of an M.A. program, for instance, may petition for exemption from an examination in that language. Students may also fulfill the foreign language requirement by taking an *advanced* foreign language course at UNH as described below.

*Rules Governing the Foreign Language Exam*

Selected texts will be approximately equal in complexity across the languages, will be written in a relatively clear and straightforward manner, and come from scholarly articles or monographs. Students have two hours to complete the exam, and are permitted to use a dictionary. History faculty with a competence in the language being tested will grade exams. Students will then be notified of the results.

a) For Part I, an accurate summary of a **2-3** page passage is required. Texts will be taken from academic articles or books and written in a clear and straightforward style. Students are required to summarize in one or two paragraphs, in English, the author's intent or main point and use of evidence or argument.

b) For part II, a close, literal translation of about 200-300 words is required; it will be taken from the longer passage.

c) Errors that distort the meaning of the passage in a fundamental way will result in failure.

d) A dictionary, but no other reference texts, will be allowed.

e) Students will have two hours to complete the exam.

f) Failure to complete the translation will result in failure.

g) Students who fail the language exam will receive a brief statement indicating areas the student should attend to before their next attempt, and/or a recommendation that they take a 600-level language class.



### Scheduling of exams and time limits

Exams will be held twice per year (fall and spring), within the first three weeks of the semester. There will be one exam date for all languages. Students planning to take the exam should notify the Graduate Secretary no later than the first week of the semester, and indicate which language they want to be examined in. Students may take a language exam three times; after that, a student must begin over again with a new language.

### Course Option

Students may opt to satisfy the foreign language requirement by passing a 631, 632, or (subject to the Graduate Director's approval) equivalent 600-level composition and conversation course in the Languages, Literatures, and Cultures Department at UNH or at another university with a grade of B or better. Because such courses are not offered in all languages, students wishing to pursue this option will necessarily be limited to languages in which courses are currently being offered (typically French, German, and Spanish). Also, most 600-level composition and conversation courses have as a prerequisite satisfactory completion of a 500-level language course in the same language or a satisfactory score on a placement exam, so students who opt for the course option may have to take more than one class.

### Preparing for the Language Examination

Each student standing for the foreign language examination should be sure to review the basic rules of that language, including verb conjugation, sentence structure and vocabulary. A useful method of practicing for examination is to translate two paragraphs of a scholarly history article in the given language and to have someone, other than faculty in the department, with proficiency in the language review their translation. Repeated practice of such an exercise may be helpful to students as they work to improve their mastery of the language and their skill in reading comprehension and translation. Be careful to ensure that your summary of the passage is an accurate translation of the foreign text and that your translation makes sense in English.

## ***B. Comprehensive Exam Requirements for U.S. History Ph.D. Candidates***

### **1) Definition of Fields**

Students will take exams in FOUR FIELDS under the supervision of four examiners:

\*The MAJOR field must be either Early American History or Modern American History. The chronological dividing point between early and modern American history will be 1860. Within their major field, students will master a thematic focus in addition to covering the broad chronological period. Such themes might include: Atlantic history, Southern history, Immigration and Ethnicity, Foreign Policy, Maritime History, African American history, Women's history, Intellectual history, Social or Cultural history, etc. [Note: if the students' chronological focus doesn't fit the fields as defined here, the major adviser and the graduate director have the flexibility to adjust the "cut-off" between early and modern American history.]

\*The SECOND field will be the other half of American history.

\*The THIRD field should be a field outside of U.S. history, but related to the teaching or research

interest of the student.

\*The FOURTH field should be chosen to broaden the student's knowledge of another discipline, or of a specialized or more distant field of history. Usually such fields are taken with faculty members of other departments at UNH. Such fields include, but are not limited to literature, art history, anthropology, international relations, historic archaeology, and sociology. Within the history department, such fields include Ancient History, Chinese History, History of Science, and Legal Studies.

## 2) Examinations

**The examinations consist of a written and an oral section.** Each of the written exams will be four hours long and will be evaluated by the two examiners in American history and the examiner in the non-U.S. history field.

When a student is ready to sit for his or her Ph.D. qualifying exams, the student or the student's advisor must notify the Graduate Director to make sure that the student has completed all pre-exam requirements. In addition, the Graduate Administrative Assistant will help to schedule the exam dates, and the student should make sure to notify the Graduate Director of the dates of his or her exams.

**Non-U.S. history field:** Competency in this field can be demonstrated either through a written exam, the completion of a substantial paper, and/or other written work, *at the discretion of the field supervisor*. If the field supervisor chooses to have a written exam instead of the paper, the written exam should be completed within two weeks of the scheduled oral exam. If the student does not pass, s/he may take the exam again within three months of the first exam.

**U.S. History fields:** The student will take two four-hour exams, one in each field of U.S. history. They will be scheduled within two weeks of the oral exam. Upon passage, students will advance to the oral exams. If the student does not pass, s/he may take the exam again within three months of the first exam.

**Interdisciplinary field:** The interdisciplinary field will be satisfied before the written and oral exam. The field supervisor, in consultation with the student and the Graduate Director, will determine the format of the evaluation. A substantial seminar paper or a written exam are two possible methods of evaluating mastery of the field.

After passage of the written exams, students will stand for an **oral exam** in the two American fields and the non-U.S. history field. The supervisor of the interdisciplinary field will not participate in the oral exam. The exam will last **one and a half hours**, with the time divided evenly among the examiners. At the end of the exam, the examining committee grades the student on each portion of the exam (High Pass, Pass, or No Pass), then on the exam as a whole. If a student fails to pass one of the three fields, he or she may be allowed to repeat that portion of the exam without taking the entire exam again. Failure in two fields, or in the exam considered as a whole, means that the student must take the entire examination again, after the passage of at least one semester, but not more than two semesters. A second failure of the qualifying exam will exclude the student from the Ph.D. program.

Examiners should notify the Graduate Director of each student's performance on the various parts of the exams. So, for example, they should notify the Graduate Director of whether or not the written exams were judged to be a pass, and then notify the Graduate Director of the outcome of the oral portion of the exam.

### *Some general considerations.*

So much for the format of the examinations! More important, and more elusive, is the content of the fields. Within the general guidelines as spelled out above, the department allows the student a good deal of flexibility. It is important to keep in mind, first, that the exact content of a field is determined jointly by the examiner(s) and the student. In some cases, for example the general field in Modern U.S. History, faculty members may have agreed on a core list of books and articles required for all students. When students take this as a major field, however, a supplementary list of readings, closely related to the student's dissertation project, will be added. For the non-major fields, the student may be allowed to design a course of reading that is unique, or nearly so.

In preparing for these exams, students may not always need to take specific courses. However, students are well advised to apply themselves with energy to the required readings courses in modern and early American history as these may provide a foundation for further reading in a field. Students are strongly advised to take at least one course with each committee member; some faculty members may, in fact, require this of any student who wishes them to serve on an exam committee. Ultimately, however, the exam will be based on a broad knowledge of each field, and students are expected to master a set of readings that go considerably beyond those covered in courses.

Thus, one important job for every student is to identify the combination of fields and faculty members that will best prepare her or him to write a good dissertation and launch a professional career. The point of taking courses is not to accumulate a certain number of credits, but to gain knowledge, both broad and specific, that will allow the student to be an effective teacher and scholar, to pursue areas of interest, to prepare for advanced research and to get to know faculty members who may serve on an examining committee or read a dissertation. The Graduate Director can help with this. One of the most important decisions is the selection of the faculty member who will chair the examining committee and direct a dissertation. Sometimes this will be an obvious choice because of the topic and faculty expertise, but more often there are multiple possibilities. Students should try to keep these long-range goals in mind as they work on immediate course issues and assignments.

Students should strive to complete their course work, schedule their exams, and defend their thesis during the regular academic year. The possibility of completing these tasks during the summer depends entirely on the availability and the willingness of the relevant faculty – many of whom are away in the summer months. The Department rarely holds qualifying exams or dissertation defenses during the summer months.

### ***C. Comparative / Transnational Ph.D.***

Ph.D. candidates may take qualifying exams and write dissertations on topics comparing the United States with some other region, area, or society. The specific topics will be limited only by the expertise of the faculty and resources of the library and/or the individual student; students may otherwise pursue intellectual, social, political, or other topics. Preparation for dissertation research on a comparative topic must include the following: a major examination field in either early or modern U.S. history, and a broad based minor field most relevant to the dissertation; a demonstrated ability to work in both primary and secondary sources of any non-English language required for the research; formal training in the theoretical and methodological issues relating to comparative history either in seminars devoted to comparative history or individual tutorial and research (such methodological issues will be an appropriate topic of discussion during the oral

examinations for the Ph.D.). Dissertations will be co-directed by a specialist in U.S. history and a specialist outside U.S. history.

### **Comprehensive Exam Requirements for Comparative Ph.D. Candidates**

Ph.D. candidates taking their qualifying exams in comparative history must satisfy the requirements in the following four fields.

**FIRST AND SECOND FIELDS** are both major fields, and consist of (a) either early or modern American/U.S. history and (b) a “comparative” field, which typically (but not necessarily) will be in African, Latin American, European, or Atlantic history. As with the Ph.D. in American/U.S. history, candidates for the comparative Ph.D. are expected to take research seminars and reading colloquia related to the subjects of the first two fields before sitting their qualifying exams. If there is not a seminar and/or reading colloquium being offered on the subject of the candidate’s comparative field, the Graduate Director and field supervisor will determine an appropriate substitute. Candidates satisfy the first and second fields by taking a written examination no more than two weeks before the oral examination. The candidate’s oral examination committee consists of the supervisors of the first and second fields, as well as the supervisor of the third field.

**THIRD FIELD** is to be determined in consultation with the Graduate Director and the other field examiners. It should be related to the research or teaching interests of the student, but should be sufficiently distinct from the first and second fields. (For example, a student doing first and second fields in modern U.S. and modern European history could do a third field in either early American or early modern European history – or any subject outside American and European history – but the student in question would not be permitted to do a third field in modern U.S. or modern European history.) The third field can be satisfied either by taking a written exam within two weeks of the oral exam or writing a substantial paper. The third field supervisor will be a member of the candidate’s qualifying oral examination committee.

**FOURTH FIELD** is an interdisciplinary or comparative field. The requirements are the same as for Ph.D.’s in U.S. history, with students fulfilling the field by taking a course or writing a paper either in comparative history, or in a discipline outside history such as literature, anthropology, religious studies, or environmental science. Students may satisfy the fourth field by working with history faculty who have expertise in fields outside history, but they are also welcome to seek out supervisors in other departments and, where germane, universities. The fourth field should be completed by the end of the candidate’s first year.

### ***D. Prospectus***

After passing the comprehensive exams, a doctoral student should have a dissertation proposal meeting. The student, the advisor, and the second reader should confer on the timing of the meeting, which preferably will include at least three members of the dissertation committee. The purpose of the meeting is to help the student and the committee members agree on a plan for moving the dissertation toward completion.

The following are intended as guidelines, not hard requirements:

- The meeting should take place within six months of completion of the exams
- The dissertation proposal should be no longer than 20 pages
- The proposal should explain the topic, explore the most important historiography, frame a central question or set of questions that the student will answer, and describe the sources available for the project.

### ***E. Time Limits***

Time limits are set by the UNH Graduate School. M.A. students must complete their degrees within six years of matriculation. Ph.D. students have eight years after matriculation to complete a degree, or, if they enter the program with a master's degree in the same field, seven years. Ph.D. students must advance to candidacy within five years of matriculation (four years if the student entered with a master's in the same field). Students who need to withdraw temporarily for medical, personal, or other reasons can request a Leave of Absence, which will not count against this time limit. Students whose time limits are about to expire, but who are nearing the completion of a degree, can request an extension of the time limit from the Graduate School. Because the Graduate School administers time limits, students with questions should consult with the staff in Thompson Hall. Students are expected to keep track of their own time limits.

### ***F. Cognate in College Teaching***

Doctoral Students may choose to pursue the Cognate in College Teaching as part of their academic and professional training. This program is offered as part of a rather unique university-wide program to prepare students for their teaching careers. Given the competitive job market, UNH graduates may find it advantageous to have the cognate on their resume. Doctoral students are eligible to enter the Cognate in College Teaching program, upon the graduate director's recommendation, one year after they begin their studies at UNH. The program requires completion of twelve credits, including History 970, Graduate Seminar in Teaching History. Ideally, this course should be taken when the student first begins serving as a teaching assistant. The Graduate Catalog specifies the remaining requirements. Students completing all of the requirements will be awarded the Cognate in College Teaching when they complete their doctorate in history.

## **IV. FINANCIAL AID**

The Department controls several forms of financial aid, although total aid is much less than we would like to have and our students deserve. All aid that comes directly from the department is based on merit, rather than financial need. Need-based aid, such as student loans and work-study eligibility, is administered by the University's Financial Aid Office.

### **1. Teaching Assistantships and Tuition Scholarships**

Each year the College of Liberal Arts makes available to us a number of teaching assistantships. Teaching Assistants receive a living stipend and pay no tuition (though they are required to pay student fees). First and second- year Assistants usually lead discussion sections of large lecture classes. Assistants with more experience often teach their own sections of either History 405, Early American History, History 406, Modern U.S. History, or History 410, American Civilization. Occasionally, if the department's teaching load permits, we are able to assign a T.A. to a semester-long internship at a museum or other outside institution or to work on a special project of interest to the department. Teaching Assistants take two courses while they teach. **Note:** All teaching assistants are required to take History 970, Graduate Seminar in Teaching History. This is a 2-credit course and may be taken in addition to the other two courses. The Graduate School makes available to the department a small number of tuition scholarships each year. These cover all tuition (but not fees); recipients must register for a full load, usually three courses.

## **2. How Assistantships and Scholarships Are Awarded**

The Graduate Committee, which is chaired by the Graduate Director, is responsible for making recommendations to the Faculty on aid awards. (Student members of the Graduate Committee do not vote on aid to current students, nor do they have access to current student files.) The Committee makes its decisions each spring for the following academic year. Once a student receives aid, that aid is committed for up to four years. (See below for an explanation of these rules). The number of new awards available, then, depends on the number of current recipients who have either completed their degrees, used up their eligibility, or voluntarily given up aid. The department then usually divides the available aid between current students and new students who have been admitted for the next academic year. Students who want to be considered for aid need to inform the Graduate Director sometime in January or early February. As the basis for decisions, the committee considers all available material on student academic work. The most important of these for current students are the reports that each faculty member fills out for each doctoral student he or she has taught in the previous semester. (A copy of the form is in the Appendix).

## **3. Terms of Eligibility**

The Department has set guidelines for terms of eligibility, which can be from two to four years. In deciding on these terms, the department has tried to balance a number of goals, some of which are competing with each other: (1) making aid available to as many students as possible; (2) making aid available for a long-enough period of time that students can pursue a consistent and predictable course of study; (3) encouraging students to complete their degrees in a timely fashion; (4) rewarding current students who have performed at a high level; (5) recruiting high-quality new students each year.

This has been translated into the following specific guidelines:

1. We divide newly available aid roughly equally between current and incoming students.
2. We try to ensure that all Ph.D. students who want to teach can serve at least two years as teaching assistants. The awarding of aid to students who enter the Ph.D. program without aid is made on a competitive basis, subject to the Graduate Committee's approval.
3. We consider both an assistantship and a scholarship as equals when we determine the number of years of total eligibility.
4. As long as students progress at a normal rate, aid will be renewed at least at the same level for each year of their terms of eligibility.
5. M.A. students are eligible for up to two and one-half years of support if their M.A. degree is terminal, up to three years if they plan to continue on to the Ph.D.
6. Ph.D. students are eligible for up to four years for new students or students who receive awards before completing the M.A. (The M.A. portion counts toward the 4-year maximum.)
7. Ph.D. students are eligible for three years of support if they first receive aid after earning an M.A., but before taking the Ph.D. comprehensive exams. (Exception--new students who enter the PhD program with an M.A. are eligible for four years.)
8. Ph.D. students are eligible for two years of support if they first receive aid after passing the Ph.D. comprehensive exams.

## **V. PRIZES, GRANTS, AND RESEARCH SUPPORT**

Wilcox Prize. Each year the department awards the Wilcox Prize, which honors the memory of former faculty member Donald Wilcox, to the graduate student who has written the best research paper in the past year. Usually these papers come from seminars, but they might also be written for presentation at conferences or submissions to journals. The prize is awarded in May of each year; papers are eligible if written between April 1 and March 31 of the previous year. The prize includes a cash award

Steelman Fellowship. The department has been able to award the Steelman Fellowship of \$2500 to a graduate student (M.A. or PhD) of great promise who is pursuing research on his or her thesis. The award is available depending on funding and applications are due in the spring term.

Nguyen Fund. Thanks to a bequest from Cuong and Mary Nguyen, the department has funds to support graduate student travel for research or conference presentations. Priority will be given to students traveling for research, but travel for conferences will also be considered.

Gunst-Wilcox Grants. The department supports graduate student research expenses or travel expenses to present original research at a conference of with income from the Gunst-Wilcox Fund, a small endowment. Students working on dissertations are generally given priority, but those working on theses should also apply.

Kontarinis Grants. The Angelo Kontarinis History Fund fund will provide financial support to students attending their first professional conference or needing travel funds in the early stages of their research. Angelo Kontarinis, a doctoral student who succumbed to cancer while attending UNH.

Chesley Fund. The Chesley Family Fund was recently created support graduate student travel for research or conference presentations, thanks to a generous bequest from Kate and Andrew Chesley in honor of their parents, who were UNH History alumnae. Priority will be given to students traveling for research, but travel for conferences will also be considered.

University support. There are several potential sources of support for graduate research at UNH.

Teaching assistants are eligible to apply for Summer T.A. Fellowships to support research projects. The fellowships provide stipends at the T.A. rate for about six weeks during the summer.

Ph.D. students who are well advanced on their dissertation research can apply for Dissertation Year Fellowships from the Graduate School. These fellowships provide a one-year stipend, at about the T.A. rate, but do not require any teaching. They are intended to finance the final year of dissertation writing.

Other sources in the university offer grants for expenses. (The Graduate School, the Humanities Center, and the Institute for Policy and Social Science Research have competitions for grants to defer research expenses). The Graduate School offers up to \$200 for travel to conferences for students who are presenting papers.

Outside sources of funds. While support for history graduate study is by no means plentiful, there are a number of sources that offer support, from small expense grants to relatively handsome living stipends. Several of our students have won grants or fellowships from these highly competitive programs. Most are listed and briefly described in Grants, Prizes, and Fellowships of Interest to Historians, an annual publication kept in the History Department Office. The most significant awards are usually limited to doctoral level students. Every Ph.D. student should spend time identifying potential sources of support for her or his project, and plan to apply for appropriate grants and fellowships.

## VI. UNH

### 1. **Computer services**

The university has an extensive wireless network system. New students usually receive information about activating their internet accounts as part of orientation, but students can also see [studentemail.unh.edu](mailto:studentemail.unh.edu).

The **IT Help Desk** is open 7:30am-5:00pm Monday through Friday. They are available for consultation over the phone at **862-4242**, and via e-mail at [questions@unh.edu](mailto:questions@unh.edu).

Please Note: The Help Desk is not fully staffed between 12:00pm and 1:00pm. If you do need to call during this period, please be patient.

**Computing Clusters:** Peak hours are mid-day (10:00am-04:00pm) and early evening. Early mornings, late nights, and weekends are generally less crowded, but the load varies. All have PCS and MACs. See [clusters.unh.edu](http://clusters.unh.edu) for locations and hours.

**UNH Mobile** is available on iOS and Android platforms. The app features individual modules which include a course catalog, directory, dining menus, maps, game schedules, and more. <http://www.unh.edu/nem/mobile.html>

### 2. **UNH Library Resources**

Services and resources of special interest to history graduate students include:

- A. Cat's Cache: You can use your UNH ID card to make copies by adding money to it via "Cat's Cache". Cat's Cache can be added at various places on campus (the MUB, Library, McConnell, Kingsbury, Kendall Hall, and the Thompson School) and can be used for more than copying. It's essentially a debit system.
- B. Inter-library Loan: (First floor or via Blackboard): available for journal articles and dissertations as well as books.
- C. Reference Desk: (Main floor): Early American History and Life on CD, Dissertation Abstracts, Index to Evans Bibliography of Early American Imprints (although Micro-cards are in Microfilm Room on second floor).
- D. Grad student carrels: Room 441 Fourth Floor: Admittance by code; apply at loan desk for code and for book cart key.
- E. Instructional Services: Instructional Services on Floor C of the library has a fairly large film/video library available at no charge to instructors. A catalog of films is organized by title and by subject.
- F. The office here also has the capacity to convert computer disks from DOS to Mac and vice versa, to scan written material onto computer disks, and to prepare visual materials. Check at Instructional Services for details.
- G. On-Line Services: The library has extensive databases such as JStor and Academic Search Complete. See [www.library.unh.edu](http://www.library.unh.edu) for details and access requirements. You may also view your library record (with student ID number), re-call books and request books from storage from the website.
- H. Borrowing: Graduate students have borrowing privileges of one academic year.



### 3. Recreational Resources

The university's recreational facilities are available to graduate students at no charge.

Recreational facilities include the indoor pool at the field house and the athletic facilities at the Hamel Recreation Center. There is a wide variety of programs including aquatics, group exercise, intramural sports, outdoor adventures, sports clubs, and special events. For more information, visit [campusrec.unh.edu](http://campusrec.unh.edu).

### 4. UNH Health Services

Offers medical care and wellness education services to UNH students, faculty and staff.  
<http://www.unh.edu/health-services/>

- A. Appointments: You can make an appointment online or by phone for medical care, wellness education/counseling, and even massage. Appointments are available with physicians, nurse practitioners, and registered nurses. Walk-in services for immediate and emergency care are limited and provided as available.
- B. Health Fee/Insurance: All students pay a mandatory health fee. The health fee covers basic care at Health Services. The health fee does not cover some things such as birth control methods, some medications, some lab tests, orthopedic equipment, allergy and immunization injections, or ambulance fees. Optional health insurance is available for care received outside Health Services. (For more information, contact Health Services.)
- C. Psychological and Counseling Services: The Counseling Center, located in Smith Hall, provides a wide range of confidential services to students. The Center is staffed by several certified psychologists. Call 862-2090 to schedule an appointment. The cost is included in your health service fee.

### 5. Memorial Union Building

Provides a vast array of organizations, facilities and events of interest to graduate students.

<http://www.unhmub.com/involvement-leadership/inside-track-unh>

#### First Floor:

- Graduate Student / Non-Traditional Lounge
- Campus Radio Station
- Campus Bookstore: get UNH logo clothing and gifts, textbooks, magazines, supplies and a large selection of popular fiction and non-fiction. The other is Durham Book Exchange on Main Street.
- Student Organizations—including Graduate Student Senate
- ATM near front entry and near bookstore.
- Computer center
- Gender neutral bathroom
- Games-room with pool tables

#### Second Floor:

Food Court: mainly fast-food vendors with some vegetarian entrees available. Also includes Granite State Room and Stafford Room.

### Third Floor:

- Lounges: mainly tables and chairs in the lobby and the Rockingham Lounge (although few people refer to it by its formal name) with a fireplace and several couches.
- Information Desk: General campus information and maps, off-campus house/apt rental list (\$5.00), and general assistance.
- Coffee Counter: Coffee, muffins, fruit, etc.
- Ticket Office: MUB and Whittemore Center events tickets are available here. Theaters 1 and 2: Durham's only movie house. Generally, shows films at a slight discount and occasionally an "independent film." Frequently the site of sponsored lectures.

Basement: Various Student Org offices and MUB Entertainment Center

## **6. General Information**

### Transportation:

Local Bus: Wildcat Transit & Campus Connector: Regular buses around campus and from Durham to Dover, Portsmouth, Rochester, and Newmarket, free with your UNH ID card.

COAST Bus System: The system provides regional public transit bus service to seacoast New Hampshire. Traveling on a COAST bus is free with your UNH ID. For more information, [www.coastbus.org](http://www.coastbus.org).

Train: Daily Amtrak service runs from the Durham campus to Boston and Portland (and points en route) <http://www.amtrakdowneaster.com/station/durham-unh> . The station is at the UNH Dairy Bar, next to the Whittemore Center.

Bus: C&J Motorcoach provides hourly bus service from Dover and Portsmouth to Boston, stopping at South Station and Logan Airport. They also have daily bus from Portsmouth to New York City. Visit [www.ridecj.com](http://www.ridecj.com) for more information.

Car Rentals: UNH has Zipcar, an on campus car rental facility that allows you to rent cars by the hour or by the day. Additionally, Enterprise Car Rentals will rent to students who are 21 or older and have a major credit card. For more information, call (603) 862-3228.

### Telephone numbers of use to UNH Grad Students: using off campus phones dial "862-"

Payroll: 2-1400

Financial Aid: 2-3600

Business Office: 2-2230

Student Health Center: 2-1098

Registrar: 2-1505

Library Main Desk: 2-1535

History Department Office 2-1764/2-1765

History Fax: 2-1502

History Director of Graduate Studies Professor Cynthia Van Zandt 2-2018

IT Help Desk: 2-4242

ID Card Office: 2-1793

Graduate School: 2-3000

### General Information about UNH:

UNH's central web site is a good place to find specific information about programs, departments and services on-campus or within the central university system in NH. <http://www.unh.edu/>

### Graduate Schools Website:

The Graduate School's website contains useful information about deadlines, requirements, and events.  
<http://www.gradschool.unh.edu/>

### History Department Website:

The department website has useful information and contact links to other graduate students, faculty and staff. It also has current term schedules and announcements.  
<http://www.unh.edu/history/>

### ID cards:

Your ID card is necessary for library and other services. Obtain your ID card in the ID office located in Holloway Commons.

## **7. Veterans Services**

Veterans Services is committed to providing support and assistance for veterans, active duty military, Guard/Reserves, and their dependents. The office is staffed by professional student affairs staff and student veterans; we encourage you to contact us or visit (301 Thompson Hall) for assistance with any student or military-related concern: <http://www.unh.edu/veterans/>.

## **VII. DEPARTMENTAL SERVICES**

### **1. Grad Room**

All graduate students are welcome in the Grad (aka TA) room (Horton 428). In addition to desk space for 13 teaching assistants, amenities include a couch, small fridge, microwave, and a PC. Non-teaching graduate students are welcome to bring their lunches or stop in between classes. If the door is locked, see Laura or Lara in the department office (Room 423).

### **2. Teaching Assistant's Mail**

Teaching Assistants have individual mailboxes in the fourth floor mail room (438). Campus and United States postal delivered mail can be received here. **Check your mail often.**

### **3. Graduate Representatives**

Two students are elected annually to serve as representatives to faculty committees. Self-nominations are encouraged. Graduate representatives also produce the semi-annual newsletter and can often be a good source of information for new students.

### **4. Miscellaneous Information for Grad Students**

Notices of UNH and outside funding opportunities are posted in the T.A. room, on the fourth floor bulletin boards or will be emailed.

## **VIII. GRADUATE SCHOOL RESOURCES**

The Graduate School offers a variety of resources for students, including the following professional development opportunities. Current information, including workshop dates, is available on the [Graduate School's website](#).

### **Preparing Future Faculty & Preparing Future Professionals Programs**

The [Preparing Future Faculty Program \(PFF\)](#) is a national initiative that transforms the way doctoral programs prepare aspiring faculty members for their careers. It emphasizes an education that is informed by the kinds of responsibilities faculty members actually have at a variety of institutions.

The [Preparing Future Professionals Program \(PFP\)](#) is designed to provide all graduate students with professional development workshops, speakers and other events focused on professional skills and preparation for successful job searches and career advancement (workshops on preparing CV's, interviewing for positions, etc.).

For current PFF and PFP information visit <http://gradschool.unh.edu/pff.php> or contact the Graduate School office at (603) 862-3009.

### **UNH Summer Program on College Teaching**

The UNH Graduate School and the Center for Excellence in Teaching and Learning co-sponsor the Summer Program on College Teaching. The program features both on-campus courses and electronic, asynchronous courses. Course offerings are available at the [Summer Program on College Teaching website](#).

### **Thesis and Dissertation Workshops**

The Graduate School holds monthly information sessions on the rules and processes for formatting and submitting final theses and dissertations. Dates are posted on the Graduate School homepage ([gradschool.unh.edu](http://gradschool.unh.edu)).

### **Graduate Research Conference**

Each April, over 200 UNH graduate students from all academic disciplines present at the GRC, or during their program's research symposia. The presentations showcase the results of graduate research at UNH's Durham and Manchester campuses. <https://www.gradschool.unh.edu/grc.php>

### **Graduate Student Senate**

Graduate students are encouraged to participate in the Graduate Student Senate (GSS), the official voice of UNH's graduate student body. The GSS advocates for graduate students and meets bi-weekly throughout the academic year. It also fosters community and social engagement among graduate students via an array of activities. Information and the calendar of GSS events is available at <http://www.unh.edu/gss/>.

## **IX. ACADEMIC INTEGRITY**

Both the University of New Hampshire and the History department maintain a strict policy regarding academic honesty. All work that students turn in must be their own. Plagiarism- the uncredited borrowing of another's ideas or language- should be carefully avoided. By this point of a student's academic career, it should be obvious that copying *verbatim* from another source without quotation marks and a citation is plagiarism. So, too, rephrasing another's ideas or opinions without crediting the source constitutes

plagiarism. Finally, students should take special care to avoid paraphrases which use another author's wording. This is, perhaps, the most frequent unintentional form of plagiarism.

The examples below illustrate acceptable and unacceptable uses of sources:

[from Frederick Crews and Sandra Schor, *The Borzoi Handbook for Writers*, 2d. Ed., New York: Knopf, pp. 459-61]

Consider the following source and three ways that a student might be tempted to make use of it.

**Source**

The joker in the European pack was Italy. For a time hopes were entertained of her as a force against Germany, but these disappeared under Mussolini. In 1935 Italy made a belated attempt to participate in the scramble for Africa by invading Ethiopia. It was clearly a breach of the covenant of the League of Nations for one of its members to attack another. France and Great Britain, as great powers, Mediterranean powers, and African colonial powers, were bound to take the lead against Italy at the league. But they did so feebly and halfheartedly because they did not want to alienate a possible ally against Germany. The result was the worst possible: the league failed to check aggression, Ethiopia lost her independence, and Italy was alienated after all.

- JM Roberts, *History of the World*.

**Version A:**

Italy, one might say, was the joker in the European deck. When she invaded Ethiopia, it was clearly a breach of the covenant of the League of Nations; yet the efforts of England and France to take the lead against her were feeble and halfhearted. It appears that those great powers had no wish to alienate a possible ally against Hitler's rearmed Germany.

*Comment:* Clearly plagiarism. Although the facts cited are public knowledge, the stolen phrases are not. Note that the writer's interweaving of his own words with the sources does *not* make him innocent of plagiarism.

**Version B:**

Italy was the joker in the European deck. Under Mussolini in 1935, she made a belated attempt to participate in the scramble for Africa by invading Ethiopia. As J.M. Roberts points out, this violated the covenant of the League of Nations (Roberts 845). But France and Britain, not wanting to alienate a possible ally against Germany, put up only feeble and halfhearted opposition to the Ethiopian adventure. The outcome, as Roberts observes, was "the worst possible: the league failed to check aggression, Ethiopia lost her independence, and Italy was eliminated after all" (Roberts 845).

*Comment:* Still plagiarism. The two correct citations of Roberts serve as a kind of alibi for the appropriating of other, unacknowledged phrases.

**Version C:**

Much has been written about German rearmament and militarism in the period 1933-1939. But Germany's dominance in Europe was by no means a foregone conclusion. The fact is that the balance of power might have been tipped against Hitler if one or two things had turned out differently. Take Italy's gravitation toward an alliance with Germany, for example. That alliance seemed so very far from inevitable that Britain and France actually muted their criticism of the Ethiopian invasion in the hope of remaining friends with Italy. They opposed the Italians in the

League of Nations, as J. M. Roberts observes, “feebly and half-heartedly because they did not want to alienate a possible ally against Germany” (Roberts 845). Suppose Italy, France, and Britain had retained a certain common interest. Would Hitler have been able to get away with his remarkable bluffing and bullying in the later thirties?

*Comment:* No plagiarism. The writer has been influenced by the public facts mentioned by Roberts, but he has not tried to pass off Roberts’s conclusions as his own. The one clear borrowing is properly acknowledged.

Plagiarism has serious consequences. It can result in failure on an assignment or in the class, or, in particularly egregious cases, in dismissal from the graduate program.

Avoid plagiarism by being scrupulous in your note-taking. Indicate clearly when you are using another’s language or ideas so you can credit authors properly.

*APPENDIX*

Evaluation of Graduate Student Performance

History Department  
Graduate Student Evaluation  
Semester\_\_\_\_\_

COURSE WORK

Graduate Student\_\_\_\_\_

Instructor\_\_\_\_\_

Course\_\_\_\_\_

- \_\_\_ research semester
- \_\_\_ grad/undergrad
- \_\_\_ reading seminar
- \_\_\_ independent study

1. How often did the course meet?
2. How many papers and of what length did the student write?
3. Please comment on the student's research skills. Does s/he know how to use the basic bibliographic tools in the field? Did you observe unusual strengths or resourcefulness in tracking down materials? Or particular weaknesses?
4. In comparison with other students at this level, how well does s/he write?
5. Please comment on the student's oral contributions to the class. If this was a dual enrollment course, was the student respectful of the needs of undergraduates?
6. In terms of overall performance, how would you rank this student? Was his/her performance about as strong as the rest of the class or significantly stronger or weaker?

## **AREA RESEARCH RESOURCES**

The following institutions offer many resources for primary research including court records, local diaries and account books, town histories, etc. Because some of these libraries require a letter of introduction or verification of graduate study, call ahead for this information as well as business hours.

Portsmouth Area: (within 30 minutes of Durham); Portsmouth Atheneum, Strawberry Banke Museum Library, Strafford County Courthouse (Dover, NH); Old York Historical Society Library (York, ME).

Other New Hampshire Areas: NH State Records and Archives; New Hampshire Historical Society (Concord, 1 hour); Dartmouth College Library (Hanover, 2 hours).

Maine Area: York County Courthouse (Alfred, 1 hour); Brick Store Museum (Kennebunk, 1 hour); Maine Historical Society (Portland, 1-1/2 hours); Maine State Archives (Augusta, 2-1/2 hours).

Boston Area: Peabody Institute (Salem, 1 hour); Essex County Courthouse (Salem); American Antiquarian Society (Worcester, 2 hours); Regional Branch, National Archives and Record Service (Waltham, 1-1/2 hours)

Boston/Cambridge (1-1/2 hours): Boston Public Library, Boston Atheneum, Massachusetts Historical Society, Massachusetts State Archives; Schlesinger Library of Women's History (Harvard University).



**LIST OF FACULT E-MAIL ADDRESSES**

<b>Funso Afolayan</b>	<b><a href="mailto:funso.afolayan@unh.edu">funso.afolayan@unh.edu</a></b>
<b>David Bachrach</b>	<b><a href="mailto:david.bachrach@unh.edu">david.bachrach@unh.edu</a></b>
<b>Kurk Dorsey</b>	<b><a href="mailto:kurk.dorsey@unh.edu">kurk.dorsey@unh.edu</a></b>
<b>Ellen Fitzpatrick</b>	<b><a href="mailto:ellen.fitzpatrick@unh.edu">ellen.fitzpatrick@unh.edu</a></b>
<b>Cathy Frierson</b>	<b><a href="mailto:cathy.frierson@unh.edu">cathy.frierson@unh.edu</a></b>
<b>Molly Girard-Dorsey</b>	<b><a href="mailto:marion.dorsey@unh.edu">marion.dorsey@unh.edu</a></b>
<b>Jan Golinski</b>	<b><a href="mailto:jan.golinski@unh.edu">jan.golinski@unh.edu</a></b>
<b>Eliga Gould</b>	<b><a href="mailto:eliga.gould@unh.edu">eliga.gould@unh.edu</a></b>
<b>Nicoletta Gullace</b>	<b><a href="mailto:nicoletta.gullace@unh.edu">nicoletta.gullace@unh.edu</a></b>
<b>Michael Leese</b>	<b><a href="mailto:michael.leese@unh.edu">michael.leese@unh.edu</a></b>
<b>Jessica Lepler</b>	<b><a href="mailto:jessica.lepler@unh.edu">jessica.lepler@unh.edu</a></b>
<b>Lu Yan</b>	<b><a href="mailto:ylu@unh.edu">ylu@unh.edu</a></b>
<b>Fredrik Meiton</b>	<b><a href="mailto:fredrik.meition@unh.edu">fredrik.meition@unh.edu</a></b>
<b>Elizabeth Mellyn</b>	<b><a href="mailto:elizabeth.mellyn@unh.edu">elizabeth.mellyn@unh.edu</a></b>
<b>Janet Polasky</b>	<b><a href="mailto:janet.polasky@unh.edu">janet.polasky@unh.edu</a></b>
<b>Julia Rodriguez</b>	<b><a href="mailto:julia.rodriguez@unh.edu">julia.rodriguez@unh.edu</a></b>
<b>Lucy Salyer</b>	<b><a href="mailto:lucy.salyer@unh.edu">lucy.salyer@unh.edu</a></b>
<b>Ethel Sara Wolper</b>	<b><a href="mailto:esw@unh.edu">esw@unh.edu</a></b>
<b>Jason Sokol</b>	<b><a href="mailto:jason.sokol@unh.edu">jason.sokol@unh.edu</a></b>
<b>Cynthia Van Zandt</b>	<b><a href="mailto:cynthia.vanzandt@unh.edu">cynthia.vanzandt@unh.edu</a></b>
<b>Kimberly Alexander</b>	<b><a href="mailto:kimberly.alexander@unh.edu">kimberly.alexander@unh.edu</a></b>
<b>Gregory McMahon</b>	<b><a href="mailto:gregory.mcmahon@unh.edu">gregory.mcmahon@unh.edu</a></b>
<b>Laura Simard</b>	<b><a href="mailto:laura.simard@unh.edu">laura.simard@unh.edu</a> Student Services Academic Assistant</b>
<b>Lara Demarest</b>	<b><a href="mailto:lara.demarest@unh.edu">lara.demarest@unh.edu</a> Graduate Administrative Assistant</b>

## CURRENT DISSERTATIONS IN PROGRESS

**Dissertator:** Anchors, William Zachary

**Dissertation title:** "Environmental History of Casco Bay, Maine"

**Advisor:** Bolster, Jeffrey

**Dissertator:** Benz, Todd

**Dissertation title:** "Presidential Leadership and War Powers: A History"

**Advisor:** Fitzpatrick, Ellen

**Dissertator:** Kline, Rachel

**Dissertation title:** "Women and Nature"

**Advisor:** Dorsey, Kurk

**Dissertator:** Teeters, Lila

**Dissertation title:** "20<sup>th</sup> Century Native American History"

**Advisor:** Salyer, Lucy

**Dissertator:** Schaffer, Benjamin

**Dissertation title:** "Colonial Naval Defenses"

**Advisor:** Gould, Eliga

**Dissertator:** Smith, Amy B.

**Dissertation title:** "Capitalism and Religion in the Early Republic"

**Advisor:** Lepler, Jessica

**Dissertator:** Varuolo, Michael

**Dissertation title:** "Resettlement of Refugees Following World War II"

**Advisor:** Salyer, Lucy

## **RECENTLY COMPLETED DISSERTATIONS**

**Dissertator:** Coulombe, Jordan

**Dissertation title:** "Mules, Fuels, and Fusion: Energy, Entropy, and the Crossing of the Panamanian Transit Zone, 1848-1990"

**Advisor:** Dorsey, Kurk

**Completed:** May 2019

**Dissertator:** Deily-Swearingen, Susan

**Dissertation title:** "Rebel Rebels: Reconsidering the Issues of Race, Resistance, and Remembrance in the "Free State of Winston" "

**Advisor:** Harris, J William

**Completed:** May 2019

**Dissertator:** Oliva, Justine E

**Dissertation title:** "The Circles of Anne C. Lynch Botta: Friendship and Power in the Nineteenth Century"

**Advisor:** Lepler, Jessica

**Completed:** May 2018

**Dissertator:** Nelson, Derek

**Dissertation title:** "Shipworms and the Making of the American Coastline"

**Advisor:** Dorsey, Kurk

**Completed:** May 2018

**Dissertator:** Demmer, Amanda

**Dissertation title:** "The Last Chapter of the Vietnam War: Normalization, Nongovernmental Actors and the Politics of Human Rights, 1975-1995"

**Advisor:** Dorsey, Kurk

**Completed:** May 2017

**Dissertator:** Lacroix, Patrick

**Dissertation title:** "John F. Kennedy and the Politics of Faith, 1960-1963"

**Advisor:** Fitzpatrick, Ellen

**Completed:** May 2017

**Dissertator:** Weinman, Kevin

**Dissertation title:** "Invisible Suburbs: Privatized Growth in Suburban Metropolitan Denver, 1950-2000"

**Advisor:** Dorsey, Kurk

**Completed:** May 2017

**Dissertator:** Verney, Michael A

**Dissertation title:** "'A Great and Rising Nation': American Naval Exploration and the Forging

of a Global Maritime Empire”  
**Advisor:** Gould, Eliga Hayden  
**Completed:** August 2016

**Dissertator:** Melia, Timothy  
**Advisor:** Dorsey, Kurk  
**Dissertation title:** “The Swift Water Place: Water Quality, Fish Ecology, And Hydropower In The Merrimack River Since The Time Of Thoreau”  
**Completed:** August 2016

**Dissertator:** Boddy, Molly Gallaher  
**Advisor:** Salyer, Lucy  
**Dissertation title:** “Beyond Boston: Catholicism in the Northern New Borderlands in the Nineteenth Century”  
**Completed:** May 2015

**Dissertator:** Fansler, Jordan A. P.  
**Advisor:** Gould, Eliga Hayden  
**Dissertation title:** “A Serious and Jealous Eye: Federal Union in New England, 1775 - 1821”  
**Completed:** May 2015

**Dissertator:** Peone, Tricia  
**Advisor:** Van Zandt, Cynthia  
**Dissertation title:** "'Strange Shall be the Wonders': Preternature in the Early Modern English Atlantic World"  
**Completed:** May 2015

**Dissertator:** Kilinc, Aykut  
**Advisor:** Dorsey, Kurk  
**Dissertation title:** "U.S. Foreign Policy towards Cyprus, 1960-80"  
**Completed:** May 2014

**Dissertator:** Finan, Barbara  
**Advisor:** Harris, J. William  
**Dissertation title:** "The Barre Wool Combing Co. Ltd."  
**Completed:** May 2014

**Dissertator:** Jeschke, Kristen  
**Advisor:** Harris, J. William  
**Dissertation title:** “Shaker Indenture Agreements in the Welfare of Nineteenth-Century Children”  
**Completed:** May 2014

**Dissertator:** Batterson, Sarah A.  
**Advisor:** Gould, Eliga Hayden  
**Dissertation title:** “‘Chasing a Sail’: The United States and the Transatlantic Slave Trade”  
**Completed:** August 2013

**Dissertator:** Rioux, Paula N.  
**Advisor:** Dorsey, Kurk  
**Dissertation title:** “Shifting Alliances and Fairweather Friends: Luso-American Relations, 1941-51”  
**Completed:** September 2012

**Dissertator:** Parr, Jessica  
**Advisor:** Gould, Eliga Hayden  
**Dissertation title:** “‘Under God the Colony Will Flourish’: the Americanization of George Whitefield”  
**Completed:** May 2012

**Dissertator:** Aebel, Ian James  
**Advisor:** Gould, Eliga Hayden  
**Dissertation title:** “The Origins of American History in the Early Modern English Atlantic World”  
**Completed:** December 2011

**Dissertator:** Pastore, Christopher  
**Advisor:** Bolster, W. Jeffrey  
**Dissertation title:** “From Sweetwater to Seawater: An Environmental History of Narragansett Bay, 1636-1849”  
**Completed:** September 2011

**Dissertator:** Fuhrer, Mary B.  
**Advisor:** Bolster, W. Jeffrey  
**Dissertation title:** “‘This Wilderness World’: The Evolution of a New England Farm Town, 1820-1840”  
**Completed:** 2010

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**Dissertation title:** “Making a ‘Black Beverly Hills’: The Struggle for Housing Equality in Modern Los Angeles”  
**Advisor:** Harvard Sitkoff  
**Completed:** 2010

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**Advisor:** J. William Harris  
**Dissertation title:** “Slavery Exacts an Impossible Price: John Quincy Adams and the Dorcas Allen Case, Washington, D.C.”  
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**Advisor:** Cynthia Van Zandt  
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**Completed:** 2010

**Dissertator:** Seifert, Erica  
**Advisor:** Kurk Dorsey  
**Dissertation title:** “Campaigning for Authenticity”  
**Completed:** 2010

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**Advisor:** Gould, Eliga H.  
**Dissertation title:** “Prodigal Sons: Indigenous Missionaries in the British Atlantic World, 1640-1780”  
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**Advisor:** Salyer, Lucy  
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**Completed:** 2009

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**Advisor:** Bolster, W. Jeffrey  
**Dissertation title:** “‘The Maritime Revival’: Antimodernity, Class, and Culture, 1870-1940”  
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**Advisor:** Salyer, Lucy  
**Dissertation title:** “The Taxpayer as Reformer: ‘Pocketbook Politics’ and the Law, 1860-1940”  
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