

# HISTORY DEPARTMENT NEWSLETTER

## SPRING 2021

**PLEASE NOTE: Due to COVID-19 restrictions, class times and/or locations may change. Please consult [courses.unh.edu](https://courses.unh.edu) for the most up-to-date information.**

### COURSE REGISTRATION & ADVISING

The Spring course schedule is available here: <https://courses.unh.edu/>. **You must contact your History Academic Advisor** to receive your RAC # (Registration Access Code). You need this number in order to register for classes for the Spring. If you are unsure of who your advisor is, please check WEBCAT.

### REGISTRATION FOR HIST 500 & 797

In order to take **HIST 500** or **HIST 797** in the Spring, you will need permission to register. You won't be able to sign-up for either course on WebCat without receiving the permissions. If you're interested in taking either course, please email the history admin at [laura.simard@unh.edu](mailto:laura.simard@unh.edu) and provide your full name, UNH ID #, and which section you would like so you may be added to the list. *You will still need to officially sign-up for the course via WebCat when your registration window/R.A.C. time is open.*

### FACULTY ON LEAVE/NOT-TEACHING

Prof. Gullace  
Prof. Meiton  
Prof. Mellyn

### HONORS IN HISTORY

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. For further information, please visit <https://cola.unh.edu/history/honors-major> or contact Professor Mellyn at [elizabeth.mellyn@unh.edu](mailto:elizabeth.mellyn@unh.edu).

### PHI ALPHA THETA

Phi Alpha Theta, the history honor society at UNH, 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. For more information, please visit <https://cola.unh.edu/history/phi-alpha-theta-honor-society> or contact Professor Salyer at [lucy.salyer@unh.edu](mailto:lucy.salyer@unh.edu).

### INTERNATIONAL RESEARCH OPPORTUNITIES PROGRAM

The International Research Opportunities Program (IROP) at UNH offers grants (the recent awards have averaged \$6,000 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 [georgeann.murphy@unh.edu](mailto:georgeann.murphy@unh.edu).

### 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 considered 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 at [laura.simard@unh.edu](mailto:laura.simard@unh.edu).

## PRIZES

Prizes are awarded at the end of the Spring semester at our department's awards luncheon which will be held via Zoom in May. *This is an invitation-only event.* The call for papers will be sent to all History majors in April.

**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.

## J-TERM 2021 COURSES - ONLINE!

J-Term course registration has begun: <https://www.unh.edu/januaryterm>

### HISTORY OF THE MODERN UNITED STATES

406.1ON

ONLINE 4 credits PROF. K. DORSEY

History of the United States since the mid-19th century. Political, social and economic developments as well as relationships of the modern U.S. with other countries. Course meets the History major requirement for Group I. Attributes: HP

### A WORLD HISTORY OF BEER

2 sections available: 425.1ON

425.2ON

ONLINE 4 credits PROF. BACHRACH

One of the most popular drinks in the world, beer in its many forms has shaped the history of civilizations around the globe from the origin of human agricultural settlement to the present day. This J-Term course will explore the world history of beer and its impact on the social, religious, political, and economic practices of people ranging from the city-states of the ancient Near East, to medieval Western Europe, to the Inca Empire situated in early modern Peru. The class will cover topics including the connection between beer and ethnic identity, the importance of beer to social and class identity, the role played by beer in industrial organization and labor specialization, as well as its role in the creation of international markets. The course will follow a combined lecture and discussion format through zoom in synchronous class meetings. Students will be responsible for preparing daily reading assignments and writing a paper on a topic of their choice about any aspect of the history of beer.

Course meets the History major requirement for Group III. Attributes: WC

If you have questions about the course, contact Professor Bachrach at David.Bachrach@unh.edu

### WWII FROM D-DAY TO V-E DAY: The Great Crusade

595.1ON

Jan. 1-8 ONLINE 1 credit Instructor: Henry Saglio ([hts1009@wildcats.unh.edu](mailto:hts1009@wildcats.unh.edu))

Eisenhower called it the "Crusade in Europe:" the year-long campaign by America and its allies to liberate Western Europe from Nazi Germany. It was the most complicated endeavor in history, one that confronted the inexperienced American armed forces with unprecedented diplomatic, logistic, and military challenges. This online course will address the many aspects of the American experience in the European Theater of Operations, from the beaches of Normandy to the snows of Bastogne, from the command tent to the frontline, from the rigors of training camp to the traumas of combat. We will examine the strategy and tactics behind the largest and bloodiest battles ever fought by the United States Army. Above all we will consider how and why ordinary Americans embarked on a "crusade" that liberated Western Europe and brought about the total defeat of Hitler's Third Reich.

# SPRING 2021 ~ History Course Listings

## 405 HISTORY OF EARLY AMERICA

America from the early era of European discovery through the American Civil War. Emphasizes the interaction of European, Native American, and African peoples; the separation of the English colonies from Great Britain; and the establishment and early history of the US. Course meets the History major requirement for Group I. Attributes: HP

*Lecture (ONLINE):*

**TR 11:10-12 ONLINE PROF. ALEXANDER**

**-AND-**

**pick one Discussion Section (IN-PERSON):**

1SY R	2:10-3	HORT 422	Linzmeier
2SY R	3:10-4	HORT 422	Linzmeier
3SY R	4:10-5	HORT 422	Linzmeier
4SY R	2:10-3	HORT 445	Fletcher
5SY R	3:10-4	HORT 445	Fletcher
6SY R	4:10-5	HORT 445	Fletcher
7SY F	11:10-12	HORT 422	Roy
8SY F	12:10-1	HORT 422	Roy
9SY F	1:10-2	HORT 422	Roy

**-OR-**

**405.10N Stand-Alone Section:**

ONLINE Instructor: B. Remillard

## 406 HISTORY OF MODERN US

History of the United States since the mid-19th century. Political, social and economic developments as well as relationships of the modern U.S. with other countries. Course meets the History major requirement for Group I. Attributes: HP

*Lecture (ONLINE):*

**MW 2:10-3 HORT 210 PROF. FITZPATRICK**

**-AND-**

**pick one Discussion Section (IN-PERSON):**

1SY W	4:10-5	HORT 422	Saglio
2SY W	5:10-6	HORT 422	Saglio
3SY W	6:10-7	HORT 422	Saglio
4SY R	9:10-10	HORT 445	Dinsmore
5SY R	10:10-11	HORT 445	Dinsmore
6SY R	11:10-12	HORT 445	Dinsmore
7SY F	9:10-10	HORT 445	Wilson
8SY F	10:10-11	HORT 445	Wilson
9SY F	11:10-12	HORT 445	Wilson

**-OR-**

**406.10 Stand-Alone Section:**

TR 2:10-3:30 HORT 304 E. Trautman-Mosher

## 410.01 MAKING MONEY

It seems so simple, but what is money, really? Wampum, tobacco, gold, paper: these are just a few things that have served as a means of exchange at various points in American history. But why? How did we get to where we are today? This course explores the political, philosophical, and cultural histories of American money from European contact to the present. In particular, the class will discuss changing understandings of money as both a concept and a physical object. Course meets the History major requirement for Group I. Attributes: HP, WI. Instructor: A. Chin

**Rotational, In-Person:** MW 8:10-9 HORT 210

**AND Online:** F 8:10-9 ONLINE

## 421 WORLD HISTORY TO THE 16<sup>th</sup> 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. Attributes: HP

*Lecture (ONLINE):*

**MW 10:10-11 ONLINE PROF. LEESE**

**-AND-**

**pick one Discussion Section (IN-PERSON):**

1SY M	12:10-1	HORT 422	Rowe
2SY M	1:10-2	HORT 422	Rowe
3SY M	2:10-3	HORT 422	Irving
4SY M	3:10-4	HORT 445	Irving
5SY M	4:10-5	HORT 445	Irving
6SY M	5:10-6	HORT 445	Rowe

## 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 the emergence of new states and changing societies throughout the world. Course meets the History major requirement for Group III. Attributes: HP

MWF 1:10-2 ONLINE PROF. AFOLAYAN

## 435W ORIGINS OF EUROPEAN SOCIETY

The thematic focus of HIST 435 this semester will be on the institution of slavery in the western tradition. Slavery has played important economic, social, and political roles in societies ranging from the ancient Babylonians to modern times. Over the course of the semester, students will learn about the many different forms of slavery in the pre-modern West, including Western Asia, how contemporaries viewed slavery, and the day to day lives of slaves in numerous societies including classical Greece, the Roman Republic and Empire, and medieval Europe. Course meets the History major requirement for Group II. Attributes: HP, WI

MWF 10:10-11 HORT 210 PROF. BACHRACH

#### **440A HONORS/MARTIN LUTHER KING JR. AND THE STRUGGLE FOR RACIAL JUSTICE**

This course examines Martin Luther King's life, philosophy, and career on the front lines of the civil rights movement. In our study of King as well as the larger black freedom struggle, we seek an understanding of how certain questions related to racial justice played out in American history. We focus on issues of civil disobedience, just and unjust laws, love and hate, violence and non-violence. Students will read many of King's famous writings such as the Letter from Birmingham Jail, as well as his lesser-known speeches - among them King's 1967 address denouncing the Vietnam War. More generally, this seminar introduces students to the rudiments of historical thinking and asks broader questions about the role of individuals in history and how social change happens. Course meets the History major requirement for Group I. Attributes: Honors; WI; HP

MW 1:10-2:30 ONLINE PROF. SOKOL

#### **440G HONORS/REVOLUTIONS IN SCIENCE**

In this course, we study several examples of scientific revolutions, and consider whether a general model applies to them all. How have ideas about the universe and human beings' place in it changed dramatically at certain points in history? Do scientific revolutions have a common structure? Do they have any connection to political or social revolutions? Are we living through a scientific or technological revolution? These are among the questions we will examine. Course meets the History major requirement for Group II. Attributes: Honors; WI; HP

MW 10:10-11 HORT 215 PROF. GOLINSKI

*AND*

F 10:10-11 ONLINE PROF. GOLINSKI

#### **444J HONORS/GLOBAL CITIZENSHIP: In Pursuit of Liberty**

This seminar will explore the interrelationship of human rights, nationalism, and cosmopolitanism. Philosophers in the eighteenth century aspired to be at home everywhere and strangers nowhere. National borders in our own time not only limit our travel, but impede immigration. What are our obligations to others around the world? What global challenges defy national and local solutions? We will begin to imagine solutions, or at least new ways to think about them. Is democracy inherently a national system of government? Could there be a global system of governance? What might it look like? We will investigate these questions by following our interests in topics such as climate change, pandemics, wealth inequality, and migration. Course meets History major requirement for Group I or II. Attributes: Honors; WI; INQ; HP

TR 3:40-5 ONLINE PROF. POLASKY

#### **483 HISTORY OF WORLD RELIGION**

Introduces the religions of the world in terms of historical development, relationship to society, belief system, central texts, and ritual practices. Begins with the religions of small and tribal societies (e.g., African, Native American), moves through religions of complex societies (e.g., Hinduism), and then studies the various traditions that emanated from ancient revelations: Zoroastrianism, Buddhism, Judaism, Christianity, Islam, and certain new forms of Christianity. Course meets History major requirement for Group III. Attributes: HP MWF 12:10-1 ONLINE PROF. AFOLAYAN

#### **498 WORLD WAR II: A TOTAL CONFLICT**

From Adolf Hitler to Winston Churchill, from the Battle of Guadalcanal to the invasion of Normandy, from blitzkrieg to atomic warfare, from Lend Lease to the Marshall Plan, and from Hollywood to Glenn Miller, we will explore the breadth of World War II. Because it is the largest total war in modern history, we will examine some battles, and we will also investigate home fronts, popular culture, espionage, alliances, famous figures, propaganda, and more. This is a lecture and discussion course with activities during class time approximately once a week. Open to those who have studied World War II and those who are new to history. Come learn about the range of ways that World War II influenced the world and its legacy. Course meets History major requirement for Groups II or III. Attributes: HP

01 MWF 8:10-9 HORT 304 PROF. M. DORSEY

*OR*

01R MWF 8:10-9 ONLINE PROF. M. DORSEY

#### **498.2ON BONDAGE, REBELLION, & REVOLUTION: The Caribbean from First Contact to Independence**

Turquoise waters, white sand, and palm trees usually come to mind when thinking about the Caribbean, but there are rich histories and vibrant cultures, too. From Europe's first contact to the explosion of slavery on Caribbean sugar plantations, from the Haitian Revolution to the Morant Bay Rebellion, and on to the radical movements for voting rights and independence in the 1900s, this course explores the fascinating and inspiring history of the West Indies. Themes covered in this course will include labor, race, slavery, colonialism, and war. We will look at the history of colonialism and its legacies as we explore the often overlooked history of the Caribbean. Course meets History major requirement for Group I. Attributes: HP

ONLINE INSTRUCTOR: C. Richard

### **498.2SY HISTORY OF ANIMALS**

Do animals have histories? Despite a few rare exceptions of trained pigs, dogs, monkeys, and elephants, animals have left us no written sources to study. Nevertheless, the relationships between humans and other species of animals have changed dramatically over time. Humans have shaped animal lives to serve many purposes; at the same time, animals have served as agents of change in human history. Drawing on recent scholarship in environmental history, economic history, social history, military history, and cultural history, this course will focus on the history of animals as pests, pets, producers, and products. We will study the economic relationships between humans and animals from the ancient past to the present day. Course meets History major requirement for Group I. Attributes: HP

TR 11:10-12:30 ONLINE PROF. LEPLER

### **498.3SY VIETNAM WAR**

The Vietnam War changed how Americans viewed war, combat, American exceptionalism, and themselves. This course will examine Vietnam in the context of the Cold War. Our focus is U.S. foreign policy, how the war heightened existing social and political tensions within the U.S., and the enormous cultural implications of American involvement in Vietnam. We will use Mark Atwood Lawrence's *The Vietnam War* as well as novels and memoirs including Graham Greene's *The Quiet American*, Tim O'Brien's *The Things They Carried*, and Duong Thu Huong's *Novel Without a Name*. We will also examine protest music, key events, documents, and films including *The Quiet American*, *Apocalypse Now*, and *Full Metal Jacket*. This is a writing intensive course. Course meets the History major requirement for Group I. Attributes: HP

MWF 11:10-12 ONLINE INSTRUCTOR: M. Gent

### **500 INTRO. TO HISTORICAL THINKING**

#### ***\*PRE-REGISTRATION REQUIRED***

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. Attributes: INQ, WI

**Sec. 1SY** MW 9:10-10:30 ONLINE PROF. AFOLAYAN

**Sec. 02** M 1:10-2 HORT 445 PROF. GOLINSKI  
**AND** W 1:10-3 ONLINE PROF. GOLINSKI

### **505 AFRICAN AMERICAN HISTORY I: From the Slave Trade to Black Reconstruction**

African Americans shaped their own histories in slavery and freedom. This course is a survey of the first era of African American history from the trans-atlantic slave trade through the end of the Civil War. The course follows Africans' forced journeys from communities in West and Central Africa, traces Black experiences during slavery, and follows African Americans' fights for civil rights and freedom. In the process, it necessarily poses a series of big questions about the relationship between slavery and democracy, and the meaning of freedom in the United States. The course engages a range of critical subjects in African American history: African communities and the Middle Passage; the emergence of slavery in North America; African Americans and the American Revolution; African American life and resistance under slavery; the abolitionist movement; and African Americans in the Civil War. It ends with a look forward to the revolutionary potential of Reconstruction. Students will come away from this course with knowledge of important trends, concepts and interpretations related to African American history. What might the histories of anti-Blackness, resistance, and emancipation have to teach us about our current moment? How might these histories help us understand the national protests and new calls for abolition? Course meets History major requirement for Group I. Attributes: WI; HP

T 3:40-5 HORT 307 PROF. BRODERICK  
**AND**

R 3:40-5 ONLINE PROF. BRODERICK

### **532 MODERN LATIN AMERICA**

This course explores the history of the vast region known as Latin America and the Caribbean. We will consider the main social, political, economic, and cultural developments in Latin America since the Independence Wars of the early 1800s, whenever possible in larger global context. While there is no unified "grand narrative" of Latin American history, an examination of the main historical themes of the region is the first step to understanding this dynamic, diverse, often puzzling area. To this end, we will engage many different perspectives – through scholarly interpretations of Latin American history; primary sources such as first-hand accounts, government documents, newspapers, art, and film. Emphasis will be placed on the postcolonial era (1810-present), and a review of the colonial and independence periods will be included. While the course readings focus primarily on Argentina, Brazil, Mexico, and Cuba, we will also draw on comparative material from the Andean, Central American, and greater Caribbean regions.

Course meets the History major requirement for Group III. Attributes: WI; HP. It is also cross-listed with Latin American Studies, Native American and Indigenous Studies, and Women's and Gender Studies.

TR 9:40-11 ONLINE PROF. RODRIGUEZ



### **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 Groups I or II.

01 TR 8:10-9:30 HORT 304 PROF. M. DORSEY

**OR**

01R TR 8:10-9:30 ONLINE PROF. M. DORSEY

### **566 COMPARATIVE REVOLUTIONS: How to Make a Revolution in the World Before Marx**

HOW TO MAKE A REVOLUTION draws on novels, plays, films, declarations, and treatises left by revolutionaries from the Levellers and Sea Beggars to the Haitians and French Jacobins to Marx and Engels to Students in May-June '68.

Of course, we will also discuss the Russians, Vietnamese, Chinese, and the Arab Spring. We will look at the world through the eyes of the revolutionaries who built barricades over the course of three centuries. Along the way, you'll pause to read a novel of your choice and to pitch a film to your classmates. You should come away knowing not only what happened, but why it happened. Why did French revolutionaries reinvent the calendar, or Marx call on workers of the world to unite? What united the students in Berkeley, Paris, Prague and Durham? Do radical upheavals require bloodshed, violence, or even terror?

The foundation of this course is discussion, based on reading interspersed with some short background lectures. When our authors are still alive, we'll interview them. No background necessary, just a willingness to read, listen, watch, and discuss films, novels, political declarations, and some interesting history. Come prepared to ask questions, to challenge each other and me, and together build an understanding. Cross-listed with Political Science and Women's Studies. Course meets the History major requirement for Group II. Attributes: WI; WC

TR 11:10-12:30 ONLINE PROF. POLASKY

### **579 HISTORY OF CHINA IN MODERN TIMES**

This course introduces students to major historical developments in China from 1600 to the end of the twentieth century. Major themes include: ethnicity, alien rule, political reforms and revolution, industrialization, interactions with the rest of the world (such as cross-cultural relations and military conflict), social and cultural transformation. Readings for the course are a combination of secondary and primary sources in translation, including scholarly articles, memoirs, biography, fictions, and journalist reports, most of which are landmark works indispensable for the study of modern Chinese history. Course meets the History major requirement for Group III. Attributes: HP

TR 2:10-3:30 HORT 207 PROF. LU

### **595 INDIGENOUS HISTORY OF NORTH AMERICA**

What is the Indigenous history behind the BIPOC movement? Current issues surrounding Indigenous Peoples' Day, the use of Native Americans as sports team mascots, protests over water rights, conflicts over monuments from Mount Rushmore to Plymouth Rock, protests over violence against Native Americans and the ways the criminal justice system treats Indigenous Americans, all have been informed by the past. This course contextualizes many of these issues by providing an introduction to Native American history through the lens of identity and sovereignty. We will study how interactions between European nations and Indigenous peoples during the 16th and 17th centuries influenced policies of the United States after the American Revolution. The bulk of the course then explores changing US policies towards its native peoples from the beginning of the U.S. period to the present. U.S. federal policy and its precursors provides the chronological framework of the course, but Indigenous perspectives are an integral part of every unit. Students will read works written by Indigenous writers and watch videos by and featuring Native American perspectives for each topic covered.

This course counts for the Native American & Indigenous Studies Minor (NAIS Minor) and satisfies the Group I requirement for the History Major.

MWF 12:10-1 HORT 215 PROF. VAN ZANDT

### **600/800 BLACK AND INDIGENOUS IN NEW HAMPSHIRE**

Based on recently published research, it is clear that UNH's land grant status is directly tied to the seizure of Native American land. This history presents an opportunity for further archival research, and can serve as a jumping off point for broader investigations of histories of Indigenous life, colonization, UNH, and the state of New Hampshire more generally. In this research seminar, students will embark on independent research projects which will investigate an aspect of the history of Indigenous and/or Black peoples in New Hampshire. The ultimate goal of the project is the launch of a free downloadable smartphone app that will utilize augmented reality technology to illuminate aspects of New Hampshire's Indigenous history, and the history of slavery, that have been largely hidden for generations. Course meets History major requirement for Group I.

W 1:10-3 HORT 327 PROF. BRODERICK

**605/805 AMERICAN REVOLUTION, 1750-1800**

Examines the transformation of thirteen British colonies into the United States through the election of Thomas Jefferson as president in 1801. Topics include the revolution's origins, the social and political impact of war, the changing structure of the family, the role of religion, the drafting and ratification of the Constitution, and the revolution's consequences for Indians and African Americans. Course meets History major requirement for Group I.  
TR 2:10-3:30 ONLINE PROF. GOULD

**609/809 INTERNATIONAL LAW & HUMAN RIGHTS**

What are "human rights"? This course explores the development of international law and human rights from the late 1700s to the present, examining how the meaning of "human rights" has shifted over time. While the course is anchored in the United States, it will analyze broader global debates over "human rights" that were sparked by slavery, imperial conquest, migration, genocide, the law of warfare, the creation and disappearance of states, gender violence, and mass expulsions. Who defined human rights and what mechanisms were developed to address abuses? The course takes both a "bottom up" and a "top down" approach. It pays close attention to how individuals and groups--the victims of abuses--shaped international law and human rights. It also examines the responses of both governmental (the State Department, the United Nations, the World Court) and non-governmental organizations (e.g. Amnesty International) in negotiating treaties, holding trials and hearings, investigating and processing claims, and creating new international standards and conventions on human rights. Course meets the History major requirement for Group I. Attribute: WI  
TR 3:40-5 ONLINE PROF. SALYER

**615/815 THE RISE OF MODERN UNITED STATES, 1900-1945**

By 1900, the United States had emerged as the world's leading industrial power and leading destination for millions of immigrants and had begun to become a major player in world affairs. Americans enjoyed unprecedented prosperity and became eager consumers of new inventions and popular culture: cars, radios, jazz records, and the "motion pictures." But they also experienced the worst depression the country had ever known and struggled to make sense of a world that went to war twice within a generation. Women, African Americans, immigrants - all struggled to carve out their place in the new political order. By World War II, the United States assumed many of its "modern" characteristics. Using novels, movies, photographs, sporting events, political speeches and political debates, we will explore both the domestic and the international aspects of the development of modern U.S. Course meets the History requirements for Group I.  
TR 9:40-11 ONLINE PROF. SALYER

**618/818 ENVIRONMENTAL HISTORY**

Examines how nature has been a factor in American history and how Americans have wrestled with the concepts of nature and culture. Topics include industrialization, evolution, conservationism, environmentalism, and environmental diplomacy. Course meets the History major requirement for Group I.  
01 MW 5:10-6:30 HORT 207 PROF. K. DORSEY  
**OR**  
01R MW 5:10-6:30 ONLINE PROF. K. DORSEY

**662/862 ENGLAND IN THE TUDOR 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 9:10-10 HORT 215 PROF. VAN ZANDT

**676/876 CLASSICAL AND HELLENISTIC GREEK WORLDS**

Greek history from the Persian Wars of the early fifth century through the life of Alexander the Great and the creation of the Hellenistic world. Emphasizes original sources including Herodotus, Thucydides, the Athenian playwrights, and Plato. Examines the transformation from city-state political organization to large Hellenistic kingdoms, as well as discussion of Greek historiography, intellectual life, and social theory. Thorough discussion of types of available evidence and their integration into historical understanding. Course meets the History major requirements for Group II.  
MWF 12:10-1 ONLINE PROF. LEESE

**690.01/890.01 HISTORY OF U.S.-CHINA RELATIONS**

Is the so-called "Thucydides trap"—that is, war and conflict between a rising power and a declining one—inevitable in the U.S.-China relations? What wisdom can we gain from learning their complex relationships in the last two centuries? This course investigates Sino-American relations in history, focusing on the key moments when the two countries' relationship took shape and went through transformation. The bilateral relationship will be examined within the broad context of shifting global and regional orders from the age of gunboat diplomacy to the Covid-19 pandemic. Readings will be a combination of scholarly literature and primary documents. Course meets History department requirement for Group III.  
W 10:10-12 HORT 445 PROF. LU

### **690.02 /890.02 EARLY MEDIEVAL EUROPE**

This course is focused on the period between the dawn of the crusading age and the rise of national kingdom in Medieval Europe. For the first ten weeks of this course, students will read monographs, chosen from a list provided by Professor Bachrach, and write book reviews that will form the main basis of in-class discussions.

During the final third of the semester, students will meet independently with Professor Bachrach to work on historiographical essays on a topic of their choice that considers a question or theme connected with the history of high medieval Europe. Course meets History department requirement for Group II.

W 12:10-2 HORT 422 PROF. BACHRACH

### **690.1SY/890.1SY THE 1960s**

This seminar will examine one of the most tumultuous decades in modern U.S. history – the 1960s. We will begin by exploring the early 1960s when the nation elected its youngest and first “television” President - John F. Kennedy – and an era of liberal idealism seemed at hand. During Kennedy’s brief White House years came a growing challenge to racial segregation posed by the Civil Rights Movement, an arms race that led the nation to the brink of nuclear war, and the early escalation of U.S. involvement in the Vietnam War. Kennedy’s shocking assassination in 1963 ushered in further upheaval even as President Lyndon Johnson sought to broaden and fulfill liberal reform ideals. The struggle for racial equality moved from South to North, student protest activism took shape on college campuses, new movements including women’s and gay liberation emerged and a backlash against these changes altered the political landscape by the decade’s end. We will draw on first-hand accounts, television and film clips, interpretive works by historians and other critical commentators to gain a deeper understanding of this decisive decade. We’ll also reflect on its consequences for the times in which we live. Course meets History department requirement for Group I.

M 11:10-1 ONLINE PROF. FITZPATRICK

### **690.2SY/890.2SY DIGITAL HISTORY**

This seminar will focus on the process of creating, evaluating, and implementing digital history for teaching, research, museum, and public history purposes. The course readings, workshops, and discussions will expose students to the philosophy, practice, and controversies in the emerging field of digital history. It will also involve hands-on production and evaluation of digital history projects, including the UNH-produced HOSLAC website (History of Science in Latin America and the Caribbean, [www.hoslac.org](http://www.hoslac.org)), as well as original student projects. A central goal of the course is how to develop “best practices” with new technology, and to improve and expand access to narratives of the past. We also explore

*cont. 690.2SY/890.2SY DIGITAL HISTORY*

emerging career applications of this new field: for teaching, research, museums, and other forms of public history. Course meets History department requirement for Group III.

R 4:10-6 ONLINE PROF. RODRIGUEZ

### **695 INDEPENDENT STUDY**

- |                              |                            |
|------------------------------|----------------------------|
| 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) East Asia                 | S) History of Science      |
| J) Near East and Africa      | T) Maritime                |

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

### **698 INTERNSHIP IN MUSEUM STUDIES**

PERMISSION REQUIRED HRS ARRANGED  
DR. ALEXANDER

### **772/872 STUDIES IN REGIONAL MATERIAL CULTURE**

Introduces the theory and methodology of material culture, that is, the study of history through the analysis of buildings, human-created landscapes, and artifacts made and used in the United States, particularly in New England. May be repeated for credit with permission of undergraduate adviser. Course meets the History major requirement for Group I.

T 4:10-6 HORT 422 DR. ALEXANDER

### **796 RESEARCH INTERNSHIP**

Intensive collaborative experience in research for undergraduate majors. Students gain professional skills while assisting a faculty member on a continuing research project.

PERMISSION REQUIRED HRS ARRANGED



## HIST 797 SENIOR COLLOQUIUM

*\*PRE-REGISTRATION REQUIRED*

### Sec. 01 CITIES IN CRISIS

This course examines how cities have dealt with crisis and challenges. Although some of the focus is on war and natural disasters, much of the course concerns what happens to city populations in the name of development. As such, we examine why post crisis reconstruction often results in the erasure of the history of and opportunities for minority populations and the working class. We will also examine what make cities livable and what is the role of city in protecting the health and well being of its residents. While the initial focus is on U.S. and Middle Eastern cities, students will be able to focus on areas of their choice. Course meets History department requirement for Group III. Attribute: WI  
**M 3:10-4 HORT 422 PROF. WOLPER**  
**AND**  
**W 4:10-6 ONLINE PROF. WOLPER**

### Sec. 2SY THE SECOND AMENDMENT AND THE RIGHT TO BEAR ARMS

Few issues in American politics are more controversial — or less well understood — than the Second Amendment to the U.S. Constitution. Focusing on the Revolutionary era, this colloquium will examine the origins of the current controversies over the American right to bear arms. During the first half of the semester, we will discuss a series of specific topics, including the nature of military service in early modern Britain and colonial America, the prevalence and significance of gun ownership at the time of the Revolution, and the debates that culminated in the adoption of the Bill of Rights. During the second half, students will write a paper on a topic of their interest, the only requirement being that it should be related to some aspect of the colloquium's theme. This course counts towards the History major's Group I requirement. Attribute: WI  
**R 9:10-12 ONLINE PROF. GOULD**

### 799 SENIOR THESIS

Supervised research leading to the presentation of a major research paper. Open only to history majors. May not be used as a substitute for the required senior colloquium.  
PERMISSION REQUIRED HRS ARRANGED

## COURSES OPEN ONLY TO GRADUATE STUDENTS

### 898 INTERNSHIP IN MUSEUM STUDIES

Supervised position with a museum, historical society, archive, or other history related site. May be repeated for a total of 16 credits. Credit/Fail.

PERMISSION REQUIRED HRS ARRANGED  
DR. ALEXANDER

### 899 MASTER'S THESIS

May be repeated up to a max. of 6 credits. Credit/Fail.

PERMISSION REQUIRED HRS ARRANGED

### 939 READING IN EARLY AMERICAN HISTORY

Introduces the chief themes and issues in the secondary literature of early American history from European settlement through the Early Republic. Students write a series of short analytical papers. Expected of all graduate students preparing a field in Early America. Permission required for those not enrolled in History Graduate Program. 3 cr.

T 2:10-4 ONLINE PROF. LEPLER

### 970 GRADUATE SEMINAR IN TEACHING HISTORY

Introduction of fundamental issues in the teaching of history at the college level. Topics include basic pedagogical issues, such as leading effective discussions, evaluating students' work, and lesson planning, and also concerns related to history teaching, e.g., developing students' historical consciousness, use of media, and so forth. Required of all entering Ph.D. students and applicable to the Cognate in College Teaching. Course to be taken in the Fall and then repeated in Spring for a total of two credits. (Also offered as GRAD 981.) Credit/Fail. 1 cr.

SCHEDULE TBD PROF. RODRIGUEZ

### 990 RESEARCH SEMINAR IN MODERN AMERICAN HISTORY

Students write a lengthy research paper in any aspect of modern US history, roughly 1865 to the present. The course also includes professional preparation assignments. May be repeated with a different topic. Permission required for those not enrolled in History Graduate Program. 3 cr.

M 10:40-12:30 ONLINE PROF. SOKOL

### **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) East Asia                 | S) History of Science      |
| J) Near East and Africa      | T) Maritime                |

May be repeated for a maximum of 12 credits.

PERMISSION REQUIRED      HRS 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. Credit/Fail.

PERMISSION REQUIRED      HRS ARRANGED

### **998 DIRECTED READINGS IN MODERN UNITED STATES HISTORY**

Supervised readings for students preparing for Ph.D. examinations in Modern U.S. History. Credit/Fail.

PERMISSION REQUIRED      HRS ARRANGED

### **999 DOCTORAL RESEARCH**

Credit/Fail.