

HISTORY DEPARTMENT NEWSLETTER

SPRING 2022

PLEASE NOTE: Due to COVID-19 restrictions, class times and/or locations may change. Please consult 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 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. Broderick Prof. Polasky
Prof. Lepler Prof. Rodriguez

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.

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 Mellyn at elizabeth.mellyn@unh.edu.

IROP

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.

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.

PRIZES

Prizes are awarded at the end of the Spring semester at our departmental awards luncheon. This event is typically held during one of the Reading Days in May and 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.

HARRIS PRIZE: Awarded for the best multimedia or digital history project (e.g. websites, blogs, interactive maps, digital exhibits, podcasts, video documentaries, etc.) completed by a history major in a history course. Students should attach a copy of the course assignment and include a short description of the project, explaining what your project is and what you tried to achieve. The project description can either be written (about a paragraph) or in video format. If it is impossible to upload a copy of the project, please provide the URL/link with your submission.

J-TERM 2021 – HISTORY COURSE LISTINGS – ONLINE!

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

HIST 425.10N ENERGY & SOCIETY: A GLOBAL HISTORY

ONLINE 4 credits PROF. MEITON

The course explores the historical relationship between human societies and energy. Consider the contemporary United States, for instance. Its citizens make up some 5 percent of the world's population but account for a quarter of the world's energy consumption. Why? Is there something in American society that predisposes it to high energy consumption, or did the high consumption make American society? In other words, what is the relationship between the political, economic, and cultural evolution of modern America, and the evolution of its energy systems? And what does that relationship look like in other parts of the world? Over the course of the semester, we will examine the history of energy production, distribution, and consumption around the world, together with the varied and evolving sociotechnical systems built up around those activities. We will grapple with questions of technological and social determinism – whether certain technologies make certain societies inevitable, or whether perhaps it is the other way around. Each week, we will explore one or two sources of energy, and look at their impact on the societies and people involved in its generation, distribution, and consumption. We will see how energy can shed light on topics as varied as geopolitical power relations, war, labor organizing, gender roles, leisure activities, and the climate. Course meets the History major requirement for Group III. Attributes: WC

HIST 498.10N VIKINGS!

ONLINE 4 credits PROF. BACHRACH

The Vikings spread terror and destruction for hundreds of years throughout modern Britain, northern France, Belgium, Netherlands, and Russia. They also developed remarkable art forms and cutting edge naval technology, constructed important new cities (such as Dublin) and new kingdoms, including Novgorod and Kiev, and explored the New World half a millennium before Columbus. So who were these fierce warriors, intrepid explorers, and famed poets? In this course, we will investigate the origins of the Vikings in Scandinavia, the impetus for their explosion onto the European stage, as well as their culture, technology, and art. Students will read scholarly articles about the Vikings as well as source materials produced by the Vikings, themselves, and their enemies. Students will write short response papers to scholarly articles and participate in live discussions via Zoom about important sources such as the Norse Sagas. Course meets the History major requirement for Group II. Attributes: HP

HIST 498.20N TO VAX OR NOT TO VAX: VACCINES IN HISTORY

ONLINE 4 credits PROF. MELLYN

Humans have long used various methods to induce immunity against disease. For just as long they have hotly debated whether it's a good idea, whether it's unnatural or a sin, whether it harms the body, or whether it impinges on individual rights. What we now call vaccination is one of the most effective medical interventions for reducing the morbidity and mortality of some of the most terrifying infectious diseases and yet, even now, it remains controversial. To inform and deepen our current understanding of the Covid-19 pandemic, this course examines key episodes in the history of vaccines with a special focus on the social and cultural contexts that generated such heated debates about the process. Course meets the History major requirement for Group III. Attributes: HP

SPRING 2022

History Course Listings

404 INTRO. TO ROMAN CIVILIZATION

A broad historical exploration of Roman civilization. Topics include: architecture, art, law, literature, philosophy, poetry, politics, religion, society, warfare, and their legacy to the modern worlds. Open to all students. No prior knowledge of the ancient world assumed; all readings are in English. Ideal background for students of English, philosophy, history, Latin, Greek, the arts, music, modern languages. Course meets the History major requirement for Group II. Attributes: HP. Cross-listed with CLAS 404.
MWF 11:10-12 MURK G17 PROF. SMITH

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. This course counts for the Native American & Indigenous Studies Minor and meets the History major requirement for Group I. Attributes: HP
MWF 9:10-10 HORT 215 A. CHIN

405W 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: WI; HP
TR 3:40-5 HORT 307 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 PROF. FITZPATRICK

-AND-

pick one Discussion Section (IN-PERSON):

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

406 HISTORY OF MODERN US

Stand-alone courses (no discussion sections):

10 MW 5:10-6:30 HORT 204 E. Trautman-Mosher
11 TR 8:10-9:30 HORT 201 A. Roy

410.01 ROAD TRIP THROUGH AMERICAN RELIGIOUS HISTORY

This course is an introduction to the religious history of America. In it we will map the many sacred beliefs and practices of the ever-changing American people all the way from pre-European contact through to 21st century faith. Along this highway of religious beliefs we will make pit stops in some of the most fascinating and important historical periods and events. You'll learn about Puritan New England in Colonial America and explore their errand into the wilderness. We'll discover the rich history of African religion as it was forced across the Atlantic, how it changed in response to European and Native American beliefs and in turn changed them. We will even make some detours through the strange but beautiful countryside of magic, science, and cults. Buckle up as we tour through American Churches, Mosques, and Synagogues; pick up Witches, Shakers, and Spiritualists; and wave at Mormons, Christian Scientists, and Televangelists. We won't be able to pick up everyone and see everything, but after this class, you'll at least be familiar with the map. Course meets the History major requirement for Group I. Attributes: HP, WI.
TR 5:10-6:30 HORT 201 I. WILSON

421 WORLD HISTORY TO THE 16th CENTURY

The global experience of human communities with special emphasis on the development of the major civilizations and their interactions. Comparisons of social, cultural, religious, and political life and the emergence of distinctive and diverse human societies are examined. Course meets the History major requirement for Group III. Attributes: HP
MWF 12:10-1 HORT 201 PROF. LEESE

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 10:10-11 HORT 210 PROF. MEITON

425.01-.06 HISTORY OF BEER

One of the most popular drinks in the world, beer in its many forms has shaped the history of civilizations from the ancient Chinese, Africans, Sumerians, Indigenous Americans, Europeans, and Egyptians, up to the present day. In this course, students will learn about the origins of beer, and its impact on the social, religious, political, and economic practices of people across the world over the past 5000 years. We will also consider the influence beer has continued to exert in modern times. Among the many topics we will discuss in class are beer and religious belief, beer's relationship to war, beer and political movements, the connections between beer drinking and social, ethnic, and class identities, and the way that beer spurred industrialization, labor specialization, the history of markets, and globalization. Course meets the History major requirement for Group II or III. Attributes: WC.

Lecture:

MW 9:10-10 HORT 210 PROF. BACHRACH

-AND-

pick one *Discussion Section:*

01	M	10:10-11	HORT 445	Paez
02	M	11:10-12	HORT 445	Paez
03	M	12:10-1	HORT 445	Paez
04	M	1:10-2	HORT 445	Martinez
05	M	2:10-3	HORT 445	Martinez
06	M	3:10-4	HORT 445	Martinez

425.10 ISLAMIC CULTURE & CIVILIZATION

Welcome to History 425! This course introduces you to the cultures and civilizations of the Islamic world. It teaches you how to understand the rise of Islam and the associated geographies, artifacts, and nation states associated with the Islamic world. We will study the rise of Egypt, Turkey and Persia through a selection of historical novels, poetry and graphic novels. In our final unit we will address questions about the role of Islam in the contemporary world. Course meets the History major requirement for Group III. Attributes: WC

TR 9:40-11 HORT 215 PROF. WOLPER

437H HONORS/THE MAD AMONG US: A GLOBAL HISTORY OF MENTAL DISORDER

Mental disorder is a universal and persistent condition in human history. Every society has struggled to make sense of it; every society has struggled to address it. But, what is mental disorder? Is it a disease? If so, of what? The body? The brain? The soul? Is it a chemical imbalance? Genetic destiny? Is it the wage of sin? The mark of the devil? The curse of a god? Or is it a social label or cultural construct - a name slapped on thought, feeling, or behavior that defies a society's definition of "normal?" This course seeks to answer these questions by exploring the great range of beliefs human societies, ancient to modern and from across the globe, have developed to identify and define mental disorder as well as the methods they have employed to treat or contain it. Course meets the History major requirement for Group III. Course is part of the Medical Humanities, Society and Ethics Minor. Attributes: Honors, HP

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

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

This course examines the history of the civil rights movement, with a focus on Martin Luther King's life, philosophy, and career. In our study of King and 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 some 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 and racial change happens. Our course begins with King, but it does not end with him. We study many other local civil rights struggles, read autobiographies by participants in those movements, and examine the historical roots of current developments – including the struggle for voting rights and American democracy. Course meets the History major requirement for Group I. Attributes: Honors; HP

MW 11:10-12:30 KING N133 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

MWF 10:10-11 HORT 422 PROF. GOLINSKI

444H HONORS/FROM BEIJING TO BAGHDAD: OBJECTS ALONG THE SILK ROAD

The Silk Road, often characterized as the world's first great superhighway, played a vital role in spreading forms of art and in developing new technologies for their production. The peoples along the Silk Road traded luxury goods such as silk and jade as well as culinary and musical traditions. Through lectures, readings, films, and podcasts we will explore the trade links between East and West and the material objects traded along the way. Course meets History major requirement for Group III. Attributes: Honors; WI; FPA; INQ

TR 2:10-3:30 HORT 201 PROF. WOLPER

498.01-.06 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

Lecture:

TR 11:10-12 HORT 210 PROF. M. DORSEY

-AND-

pick one Discussion Section:

01	T	2:10-3	HORT 445	Vorce
02	T	3:10-4	HORT 445	Vorce
03	T	4:10-5	HORT 445	Vorce
04	R	8:10-9	HORT 445	Irving
05	R	9:10-10	HORT 445	Irving
06	R	10:10-11	HORT 445	Irving

498.07 WITCHCRAFT & WITCH HUNTS IN EARLY AMERICA

Who was a witch in Early America? This course explores the world of magical practices and the fear of sorcery and witchcraft in Early America, from the pre-United States period through the Early U.S. Republic. The class will consider magical beliefs and practices, and we will examine a series of case studies of witchcraft accusations and witch hunts. We'll consider why so many accused witches belonged to groups marginalized by their societies and why witchcraft panics erupted during times of crisis. Belief in magic and witch panics were prevalent in many different communities in Early America; we'll study examples from Indigenous cultures, from English and Spanish colonies, and from enslaved African communities. Students will complete short research projects on a witch or witchcraft case of their choosing. Course meets History major requirement for Group I. Attributes: HP

MW 1:10-2:30 PARS NB24 PROF. VAN ZANDT

498.08 THE ROARING '20s: BECOMING MODERN IN THE US

"The world broke in two in 1922 or thereabouts." So said the novelist Willa Cather, capturing the view of many Americans that the 1920s ushered in a distinctly modern age. Everything seemed new and exciting: automobiles, radios, 'moving pictures', Harlem jazz clubs, flappers, speakeasies, skyscrapers. But not all Americans embraced modernity. The resurgence of the Ku Klux Klan, racial violence, the Scopes "Monkey" Trial, the Red Scare, massive immigration restrictions, a widening generation gap, debates over the "new woman" – all revealed deep cultural divides in what some have called an "age of anxiety." In this course, we will explore the tensions and contradictions of the 1920s as Americans struggled over what becoming "modern" meant for their personal lives, and for the nation as a whole. Course meets History major requirement for Group I. Attributes: HP

TR 9:40-11 HORT 201 PROF. SALYER

498.09 PODCASTING PANDEMICS: FROM THE BLACK DEATH TO COVID-19

This course examines the complex role infectious disease has played in human history by studying key moments in which people and pathogens have collided. We'll investigate how the world's most fearsome epidemics--the Black Death, Smallpox, Malaria, Yellow Fever, Cholera, Flu, Polio, HIV, Ebola, and of course Covid--shook economies, altered the course of wars, fueled some imperial dreams while dashing others, transformed social relations, seized politics and culture, and of course irrevocably changed medicine and its role in societies. Course meets the History major requirement for Group II or III. Course is part of the Medical Humanities, Society and Ethics Minor. Attributes: HP
TR 2:10-3:30 HORT 304 PROF. MELLYN

500.01 INTRO. TO HISTORICAL THINKING

PRE-REGISTRATION WITH THE HISTORY DEPT IS 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. 01 W 9:10-12 HORT 445 PROF. AFOLAYAN

500.02 INTRO. TO HISTORICAL THINKING: WRITING THE HISTORY OF EVERYMAN AND EVERYWOMAN

PRE-REGISTRATION WITH THE HISTORY DEPT IS 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. Attributes: INQ, WI
Sec. 02 R 9:10-12 HORT 422 PROF. ALEXANDER

575 ANCIENT NEAR EAST

From the Neolithic revolution to the time of Alexander the Great. Rise of civilization; nature of human artistic and intellectual development in the earliest civilizations of Mesopotamia and Egypt; Judaism in its historical setting. Course meets the History major requirements for Group III. Equivalent to CLAS 575.
MWF 11:10-12 HORT 215 PROF. MCMAHON

595.01 INDIGENOUS PEOPLES, SOVEREIGNTY, & THE UNITED STATES

The United States has at various times depended upon Indigenous Peoples, traded with Indigenous Peoples, fought wars against them, acknowledged Native Americans as belonging to sovereign nations and signed treaties with them, forced them off their lands, revoked treaty agreements, forced and encouraged Native Americans to set aside their cultures and ways of life to assimilate to western lifestyles, and faced court challenges over Indigenous rights, resources, and sovereignty. It is a contradictory, sometimes confusing, and often tragic history. And yet it is also the history of Indigenous resilience and cultural and political survival.

This course provides an introduction to the history of U.S. Federal Indian policy and to the often-contradictory ways that U.S. policy has changed over time. Understanding the history of U.S. policy towards Indigenous Americans helps to explain many other aspects of American history, including natural resources, including land, water, gold, and uranium; the role of the courts; the power of the federal government, and the power of identity. It is also an introduction to Native American history and culture, primarily through the lens of identity and sovereignty. Students will read works written by Indigenous writers and will watch interviews and films by and featuring Indigenous perspectives. For each topic, we will explore Indigenous perspectives as well as Euro-American perspectives. By the end of the course students will be able to explain how current issues surrounding Indigenous People's Day, Indians used as sports mascots, protests over water rights, protests over violence against Native Americans, monuments from Mount Rushmore to Plymouth Rock, all are informed by the past. This course counts for the Native American & Indigenous Studies Minor and satisfies the Group I requirement for the History Major.

MWF 10:10-11 HORT 215 PROF. VAN ZANDT

595.02 MODERN AFRICA IN FILMS & LITERATURE

Using a wide range of historical and literary sources (fiction, autobiography, drama, poetry) as well as films (drama and documentaries), drawn from across the continent, this course will introduce students to the history and culture of modern Africa. Among the themes to be explored are: tradition and modernity; colonialism and resistance; nationalism and nation-building; power and politics; gender and sexuality; art, music, and religion; memory and trauma; postcolonial identities; health, economy, and the environment; as well as migration and globalization. By showing how much of what we know about Africa is loaded with stereotypical representations and misconceptions, the course will challenge students to think critically and globally about a continent whose creativities and overall contributions to contemporary arts, as well as to global identities and cultures, are often ignored. The course will demonstrate how Africans have used aesthetics, styles, and humor to tell their own story and to demonstrate the cultural richness and the dynamism of the oldest and the most diverse continent in the world. Course meets the History major requirements for Group III.

MWF 1:10-2 HORT 201 PROF. AFOLAYAN

600/800 HISTORY OF CITIES

Over fifty percent of the world's population lives in cities. This course analyzes different types of cities as they have evolved over time. It introduces changes from market and shrine cities to colonial and global cities ending with the emergence of mega-cities in Asia and Africa. A major theme of the course is how cities have dealt with crisis and challenges. While some of the focus is on war and natural disasters, the course also concerns what happens to city populations in the name of development and examines why post crisis reconstruction often results in the erasure of the history of and opportunities for minority populations and the dispossessed. Course meets History major requirement for Group III.

W 3:10-5 HORT 422 PROF. WOLPER

620/820 FOREIGN RELATIONS OF THE UNITED STATES

This course will cover US foreign policy from Wilson to Trump, an era in which the United States had the opportunity to be the most influential nation but did not always exercise that power. We will consider the changing definition of power as well as the shifting motivations of the United States to engage with problems outside of North America. Readings will include primary sources, monographs, and novels. Course meets History major requirement for Group I.

MWF 8:10-9 HORT 201 PROF. K. DORSEY

654/854 WEATHER AND CLIMATE IN HISTORY

Storms, blizzards, floods, hurricanes, droughts ... These weather emergencies can greatly disrupt people's lives. Are they also signs that the climate is changing? How would we know? In this class, we turn to history for answers. We will examine episodes of extreme weather in Europe and America in the last three centuries and consider how the climate has changed over that period. We will focus on people's attempts to adapt to and understand the atmospheric changes that affect their lives. Knowing more about this history will help us appreciate why climate change is now such a crucial and contested issue, one that bears upon the future of humanity as a whole but also reflects our divergent opinions and interests. Course meets the History major requirement for Group II.

MW 12:10-1:30 HORT 215 PROF. GOLINSKI

675/873 HISTORY OF ANCIENT GREECE

Discover the exciting, turbulent, and innovative world of the Greeks through their history, from the emergence of small cities in the archaic period to the empire of Alexander the Great. Special focus will be on the political, economic and social developments in the rise of the polis (city), the Persian and Peloponnesian Wars, the rise of Macedon and Alexander the Great's conquests. Course meets the History requirements for Group II.

MW 3:40-5 HORT 307 PROF. LEESE

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

690.02/890.02 LATE MEDIEVAL HISTORY

This course will provide students with an opportunity to engage with major questions in the history of later medieval Europe from c. 1200-c.1500 on a wide range of topics, and to improve their skills in writing book reviews and historiographical essays. For each of the first ten weeks of the course, students will choose monographs, in consultation with Professor Bachrach, dealing with the history of later medieval Europe, write a book review, and present their books in class. During the final third of the semester students will write a historiographical on a topic of their own choice, in consultation with Professor Bachrach. Course meets History department requirement for Group II.

W 11:10-1 HORT 422 PROF. BACHRACH

690.03 /890.03 THE WORLD OF THE AMERICAN REVOLUTION

To most Americans, the Revolution’s main significance lies in its impact on politics and society within the thirteen colonies that became the United States. Yet the American Revolution was also an international transformation of the first importance – both for Americans and for their relations with other people in Britain and the British Empire, Western Europe, West Africa, Spanish America, the Caribbean, and India and China. These wider, trans-Atlantic ramifications will form the theme of this seminar. Topics will include European involvement in the Revolutionary War, the Revolution’s impact on African American slavery and the slave trade, and its implications for Native Americans, who had their own free and independent nations. We will also discuss the United States’ origins as a confederation of sovereign states, whose relations with each other were often as fluid and contested as relations between the Federal government and foreign countries in Europe and, eventually, the Americas. The course requirements will include weekly discussions of the assigned readings, short response

690.03 /890.03 cont.

papers, and a final paper and seminar presentation on a topic that each student chooses in consultation with the instructor. Course meets History department requirement for Group I.

W 12:10-2 HORT 445 PROF. GOULD

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

780/880 SPECIAL TOPICS IN MUSEUM STUDIES & MATERIAL CULTURE

Study of a selected topic related to museum studies or material culture. May be repeated for course credit with permission of the undergraduate adviser. Course meets the History major requirements 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 sec. 01
SENIOR COLLOQUIUM**

**PRE-REGISTRATION FROM THE HISTORY DEPT REQUIRED **

**PEOPLE ON THE MOVE: MIGRATION IN THE
MODERN ERA**

People on the move: that phrase sums up much about the modern world. Since the 1840s, over 60 million Europeans have left their homes, but so, too, have over 100 million Asians, Southeast Asians, Africans, and Latin Americans. Some migrants left voluntarily; others left as a last resort, becoming “refugees” fleeing war, natural disasters, political oppression, and even genocide. The U.S. – a “nation of immigrants” – became home to many who took part in the “exit revolution” but migrants headed for other destinations as well, and often *kept* moving. The US has also been home to major *internal* migrations: the westward migration of white colonial settlers; the forced migration of Native Americans; the Great Migration of African Americans from south to north in the early 20th century; the “Dust Bowl” migration during the 1930s; the relocation and internment of Japanese Americans in WW2.

Why do people leave their homes? Where do they go, and why? How does migration shape their identities and their ties to their homelands? What kinds of communities do migrants create? What kind of welcome have they received in their new homes? How do governments shape migration patterns, not only through their immigration laws but also through their foreign and commercial policies? How do race, gender, ethnicity, and sexuality shape the migrant experience? These are some of the questions that we’ll explore together.

All students will devise and carry out research projects that investigate some aspect of the migrant and refugee experience between the mid-19th century and the present. While much of our focus will be on migrations to and within the US, students are welcome to explore other regions as well. The course will focus on migrants’ experiences, but also investigate major policy shifts at the local and international level. Hopefully, we will include at least one field trip to explore the local history of migration. Course meets History department requirement for Group I. Attribute: WI

M 3:10-6 HORT 422 PROF. SALYER

**HIST 797 sec. 02
SENIOR COLLOQUIUM**

**PRE-REGISTRATION FROM THE HISTORY DEPT REQUIRED **

**MODERN IRELAND: FROM THE GREAT FAMINE
TO BREXIT**

This seminar focuses on the turbulent history of Ireland, covering the catastrophe of the Great Famine, the struggle for independence, and the quest for identity in a still divided nation. Many individuals made this History: peasant women and their starving families, Fenian revolutionaries, artists & playwrights, Boston-Irish politicians, Catholic and Protestant terrorists, and bureaucrats attempting to negotiate a “back-stop” before Great Britain’s dramatic exit from the European Union. Each student will undertake a major research project, based on a combination of primary sources and secondary readings. Students should expect to engage actively in class discussions, focused on major readings in Irish Studies, and to work diligently on their Capstone Research Project outside of class. The best essays will be selected for presentation at UNH’s signature Undergraduate Research Conference in the spring. Course meets History department requirement for Group II. Attribute: WI

T 9:10-12 HORT 422 PROF. GULLACE

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**

GRAD COURSES cont.

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.

W 4:10-6 HORT 310 PROF. GOULD

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. M. DORSEY

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.

W 1:10-3 HORT 422 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.