

**HISTORY NEWSLETTER  
UNDERGRADUATES AND GRADUATES  
SPRING 2009/2010**

Please contact your advisor to receive your RAC number, if you have any questions on this process please come to the History Office in Horton 445.

**HONORS IN HISTORY**

This is an opportunity for majors to demonstrate their abilities. A student with an overall grade point average of 3.4 or better and a grade point average of 3.4 or better in history courses may seek to earn "Honors in History." This is a departmental program; it is NOT restricted to students in the university honor's program.

To be awarded "Honors in History" a student must complete sixteen credits of honor's course work within the department. A student must take a course, Senior Honors Thesis, during one's senior year besides History 797, the Senior Colloquium. In addition, a student must take one of the following 700-level courses: Historiography, Historical Methods or Quantitative Methods. The student in cooperation will select the remaining two courses with one's advisor. Professor Lucy Salyer is the faculty advisor.

**PHI ALPHA THETA**

Phi Alpha Theta, the history honor society at the University of New Hampshire, is an international scholastic organization dedicated to promoting historical study on the undergraduate and graduate levels. Admission to the UNH Psi Pi chapter is open to undergraduate and graduate history students who are elected based on demonstrated competency in course work. Phi Alpha Theta sponsors annual awards for undergraduates and graduate papers in history submitted as course requirements in the History Department, sponsors symposia on the local and regional levels, and publishes a distinguished national scholarly periodical, The Historian. The Psi Pi chapter at the University of New Hampshire also sponsors lectures and colloquia in which student members participate and holds its initiation of new members during the reading period each May. Our faculty advisor is Prof. Lucy Salyer.

**INTERNATIONAL RESEARCH OPPORTUNITIES PROGRAM**

The International Research Opportunities Program (IROP) at UNH offers grants (averaging around \$3,800 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 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 Georgean Murphy, the coordinator of IROP, as soon as possible, at 862-1933.

**SCHOLARSHIPS**

**PHILIP M. MARSTON SCHOLARSHIP**

The Philip M. Marston Scholarship, an award of \$500, is awarded in alternate years (last awarded in 2007/08) and is available to students who are interested in Colonial or New England history and who have demonstrated financial need. You may apply for this scholarship if you have taken any two of the following courses: History 405, History 410, History 511, History 603, History 605, History 610, History 623, History 695A, INCO 404H, History 497 or 797 if the major topic of the particular semester's offering is in early American history. If you intend to apply for the scholarship you should obtain from the Financial Aid Office the necessary forms to establish financial need and see the department chair in Horton 405.

**PRIZES**

**WILLIAM GREENLEAF PRIZE**

The 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 Prof. Allen Linden who taught China and Japan and retired from the department in 1995.

## CHARLES CLARK PRIZE

The Clark Prize is for the best essay or research paper submitted by a history major. These prizes are awarded in the spring at the Phi Alpha Theta luncheon.

## GRADUATE STUDENTS

Graduate students should remember to consult with Prof. Cynthia Van Zandt, Graduate Director, prior to registration. For more information on registering thru WEBCAT please go to the Web-Cat Registration Information Page.

## COURSE LISTINGS FOR SPRING 2009/2010

### 405 HISTORY OF EARLY AMERICA

America from the early age of European discovery to the mid-19th century. Emphasis on the interaction of European, native American, and African peoples, on the separation of the English colonies from Great Britain, and on the establishment and early history of the United States.

#### SECTIONS 01-09 PROF. JEFFREY BOLSTER

MAIN LECTURE: MW 10-11 HORT 210

01 T 9-10 HORT 301 STAFF

02 T 10-11 HORT 301 STAFF

03 T 11-12 HORT 301 STAFF

04 T 2-3 HORT 301 STAFF

05 T 3-4 HORT 301 STAFF

06 T 4-5 HORT 301 STAFF

07 R 9-10 HORT 301 STAFF

08 R 10-11 HORT 301 STAFF

09 R 11-12 HORT 301 STAFF

#### SECTION 10

MWF 1:10-2:00 HORT 201

Prof. Ted Andrews

#### SECTION 11

MW 7:10-8:30 HORT 210

STAFF

#### SECTION 12

TR 5:10-6:30 HORT 201

STAFF

### 406 HISTORY OF MODERN UNITED STATES

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.

#### SECTION 1

MW 7:10-8:30 HORT 201

STAFF

#### SECTION 2

TR 5:10-6:30 HORT 304

STAFF

#### SECTIONS 1W - 9W

PROF. KURK DORSEY

MAIN LECTURE: MW 8:10-9:00 HORT 210

01 M 11-12 HORT 301 STAFF

02 M 12-1 HORT 301 STAFF

03 M 1-2 HORT 301 STAFF

04 W 11-12 HORT 301 STAFF

05 W 12-1 HORT 301 STAFF

06 W 1-2 HORT 301 STAFF

07 W 2-3 HORT 301 STAFF

08 W 3-4 HORT 301 STAFF

09 W 4-5 HORT 301 STAFF

H.01 W 10-11 HORT 301 DORSEY

### 422 WORLD HISTORY IN THE MODERN ERA

Emergence of major global human interactions due to the growth of major civilizations. The global context for the rise of the modern West. The rise and decline of Western global domination and emergence of new states and changing societies throughout the world.

MWF 12:10-1:00 HORT 201

PROF. FUNSO AFOLAYAN

### 425 ISLAMIC CULTURE AND CIVILIZATION

History of Islamic culture and civilization. This interdisciplinary course introduces students to Islamic culture and civilization through a history of the main movements and monuments of the Islamic world. It is divided into historical segments beginning with the time of the prophet and ending with the contemporary world.

TR 9:40-11:00 HORT 201

PROF. SARA WOPLER

### 435 WESTERN CIVILIZATION

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

MAIN LECTURE MW 9-10 HORT 210

SECTIONS 01-06 PROF. GREGORY MCMAHON

01 F 9-10 STAFF HORT 301

02 F 10-11 STAFF HORT 301

03 F 11-12 STAFF HORT 301

04 R 9-10 STAFF HORT 445

05 R 10-11 STAFF HORT 445

06 R 11-12 STAFF HORT 445

### 436 WESTERN CIVILIZATION

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

436.01 MWF 2:10-3:00 HORT 215

PROF. JONATHAN COUSER

436.02 MWF 1:10-2:00 HORT 215

PROF. ADDIS MASON

### 500 INTRODUCTION TO HISTORICAL THINKING

#### REQUIRED COURSE FOR HISTORY MAJORS.

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.

SECTION 1 W 9:10-11:00 HORT 445

PROF. NICOLETTA GULLACE

SECTION 2 F 10:10-12:00 HORT 445

PROF. TED ANDREWS

SECTION 3 W 11:10-1:00 HORT 445

PROF. JONATHAN COUSER

### **506 AFRICAN AMERICAN HISTORY**

A survey of African American history from the Civil War to the present. The course will cover major developments in the political, economic, and social life of African Americans, and their place in U. S. history as a whole. Topics include Reconstruction, the establishment of the system of segregation and its destruction in the Civil Rights Movement, the Great Migration of African Americans to the North and West, African American influences on American popular culture, and the evolving role of African Americans in politics, including the election of Barack Obama to the Presidency. The course pays particular attention to debates and controversies among African American intellectual and political leaders.

TR 11:10-12:30 HORT 210

PROF. WILLIAM HARRIS

### **509 LAW IN AMERICAN LIFE**

Investigates the role of law in American social, political, and economic life from the European settlements to the present. Traces the development of legal institutions, but focuses on the various functions of law (e.g., in structuring social relationships, allocating resources, defining governmental authority, expressing social and moral values, and as a mechanism for control).

TR 9:40-11:00 HORT 215

PROF. LUCY SALYER

### **521 ORIGINS OF MODERN SCIENCE**

This course covers the new ideas about the universe and the natural world which emerged in Europe in the 16th and 17th centuries. In this period, science assumed something like its modern form, through the works of pioneers like Copernicus, Kepler, Galileo, Harvey, and Newton. Against the background of fundamental changes in European culture, from the Renaissance to the Enlightenment, ideas about nature and the place of human beings in it underwent profound transformations. Our aim will be to understand what is frequently called "the Scientific Revolution" in the context of other forms of belief, such as religion and magic, and changes in society at large.

MWF 10:10-11:00 HORT 215

PROF. JAN GOLINSKI

### **587 AFRICA SOUTH OF THE SAHARA**

From ancient time to the present. From prehistoric times to 1870. African migrations, kingdoms, and societies; African responses to the slave trade; Islam; European imperialism, colonialism, and industrialization; African nationalism, independence, and post-independence problems.

MWF 8:10-9:00 HORT 215

PROF. FUNSO AFOLAYAN

### **595 MEDICINE AND SOCIETY IN MEDIEVAL EARLY MODERN EUROPE**

This course explores the history of medical theory and practice in Europe from the twelfth to the early seventeenth century. The themes of this course include: 1) varieties of healing strategies, including naturalistic, magical, astrological, religious, and supernatural; 2) attitudes to the body, health, and disease; 3) the broad range of healers who practiced healing arts, including learned physicians, surgeons, barbers, midwives, wise women, saints, and even charlatans; 4) the kinds of institutions devoted to promoting health, including the home, the hospital, and the monastery. Readings are drawn from a variety of primary and secondary sources. No prior knowledge of medieval or early modern European history is assumed.

TR 6:40-8:00 HORT 215

PROF. ELIZABETH MELLYN

### **600/800.01 HISTORY OF MEDICINE IN THE UNITED STATES**

Have you been a patient, a nurse, or a holder of insurance? Almost everyone in the United States has a role in health care. We will study the growth and development of the field of American medicine from colonial times to the present, examining the changing relationships between patients, health care professionals, technology, government, and others. The focus will be shifts in responsibility and authority over time from patients, to doctors, and even to businesses.

TR 8:10-9:30 HORT 201

PROF. MOLLY GIRARD

### **600/800.02 CROSS CULTURAL CONTACTS IN WORLD HISTORY**

This course examines a range of issues surrounding a series of cross cultural contacts in world history before 1500. We will address the political, religious, and cultural significance of the pre-Islamic and post-Islamic Silk Road as well as the role of the Crusades in promoting new movements in the Middle East. Department of Education students will be asked to write on the events surrounding 1492 while other students can choose research topics of their own.

TR 2:10-3:30 HORT 201

PROF. SARA WOLPER

### **600/800.03 HISTORY OF CHILDHOOD**

Historical studies have shown us that the meaning and experience of childhood are constructed daily, and differently, around the world. This course will look at the dramatic changes in children's lives in Europe, the United States, and Latin America. We will also consider political, philosophical, medical, educational, and legal debates over children's capacities and rights.

TR 2:10-3:30 HORT 304

PROF. JULIA RODRIGUEZ

### **603/803 EUROPEAN CONQUEST OF AMERICA**

Study of the social consequences of colonization, migration, and war in American, 1500-1775. Emphasis on the interaction of British colonists with competing European cultures (French, Dutch, Portuguese, and Spanish), with Native Americans, and with African American slaves.

TR 11:10-12:00 HORT 304

PROF. CYNTHIA VAN ZANDT

**606/806 HISTORY OF EARLY REPUBLIC, 1750-1788**

Explores the histories of the people and institutions that transformed the new United States from a coastal republic of largely independent freeholders to a transcontinental democracy increasingly driven by class. Topics include slavery, the family, reform movements, and the formation of national identity.

TR 5:10-6:30 HORT 215

PROF. JESSICA LEPLER

**616/816 UNITED STATES SINCE WWII**

This course stresses the major cultural, social, and political developments in modern American life. It emphasizes the consequences of the Cold War and postwar prosperity, the unraveling of America's confidence in itself during the 1960s, the alternations in patterns of life triggered by the civil rights, antiwar, and counterculture movements, and the impact of recent economic and demographic trends.

MWF 2:10-3:00 HORT 201

STAFF

**619/819 FOREIGN RELATIONS**

This course covers the development of the United States from a collection of weak seaboard colonies to the rank of world power. The search for economic markets, national greatness, and national security will be one focus, as will rivalries with native tribes, Great Britain, Mexico, Spain, and other powers.

MWF 9:10-10:00 HORT 215

PROF. KURK DORSEY

**623/823 EARLY AMERICAN SOCIAL AND CULTURAL HISTORY**

Give students the opportunity to explore some of the recent findings of scholars who have studied Early American social and cultural history. Focuses on the experiences of Anglo-Americans and on the experiences of many of the other people with whom Anglo-Americans were frequently in contact, and who also shaped Early America. Includes consideration of the pan-Atlantic context of Early America, cross-cultural contacts, family and gender, labor systems, religious observations, crime, and other themes explored in recent social and cultural theory.

MW 4:40-6:00 HORT 204

PROF. EDWARD ANDREWS

**624/824 TOPICS IN MODERN US SOCIAL HISTORY  
"Crossing Borders: Immigration in Modern U.S. History, 1840-2000"**

In his classic work, *The Uprooted*, Oscar Handlin declared, "Once I thought to write a history of the immigrants in America. Then I discovered that the immigrants *were* American history." This course takes Handlin's perspective as our starting point, exploring the history of immigration as key to understanding modern America. We will look at the construction of the United States as an "immigrant nation" and ask the extent to which immigration shaped core American identities and institutions. The course will focus on the immigrants' experiences, analyzing the many different journeys of diverse peoples to America and the multi-faceted aspects of immigrants' lives in the United States – the communities they have created, the work they have done, and their incorporation into American society and politics. It will also explore shifts in American attitudes towards immigrants, as reflected in popular culture, political movements and major immigration and citizenship policies. Course assignments include an 8-10 page research paper, several short response papers, a

midterm and a final exam.

TR 2:10-3:30 HORT 207

PROF. LUCY SALYER

**634/834 MEDIEVAL EMPIRES**

EMPIRES OF THE MIDDLE AGES: BYZANTINES, ABBASIDS AND CAROLINGIANS

This course is a comparative study of three empires of the early Middle Ages: the East Roman, or Byzantine, Empire of the eastern Mediterranean; the Islamic Abbasid Empire of the Middle East; and the Frankish Carolingian Empire of Western Europe. The course will study aspects of each empire in parallel, including political institutions, courtly culture, religion, economy, military organization, and social structure. Assessments will be based on discussion, take-home midterm and final exams, and research projects.

MW 4:40-6:00 HORT 207

PROF. JONATHAN COUSER

**641/841 EUROPE AFTER THE BLACK DEATH**

Explores the dramatic changes that characterized Western Europe as it rebounded in the fifteenth through the seventeenth centuries from the ravages of the Black Death of 1348. Examines the social, political, and artistic developments in late medieval and Renaissance Italy before "crossing the Alps" to trace the expansion of Renaissance culture in Northern Europe. Topics include the humanist movement; new patterns of social organization; the revival of classical antiquity in the arts, architecture, religion, and political theory; the effects on European society of the encounter with the "New World"; shifting roles for men and women in early modern European societies; religious war and conflict.

TR 3:40-5:00 HORT 304

PROF. ELIZABETH MELLYN

**647/847 EARLY MODERN FRANCE**

An exploration of French history from the sixteenth through the eighteenth centuries that will range from peasants who turned the world upside down in carnivals, to Louis XIV who cast himself as the sun king, to French revolutionaries who burned nobles' chateaux and declared the week to have ten days. Moliere wrote plays about women who knew too much, and we will watch them. Voltaire envisioned an ideal world with streets paved of gold governed by scientists, and we will read it. Both inspired revolution, and we will study it. No background is necessary, but students must be willing to read, write and discuss.

MWF 11:10-12:00 HORT 304

PROF. JANET POLASKY

**664/864 RUSSIA: MODERNIZATION THROUGH THE SOVIET EMPIRE**

This course adopts a chronological approach, following the major developments in politics, economy, and society in Russia and the Soviet Union from 1900-2000. This course will consider the major events of Russia's twentieth century, while considering the central contradiction in Russia's triumphs and tragedies as a major power and modern society. Course materials will include: textbook, interpretative studies by Western and Russian authors, literary works, films, and primary documents (laws, diaries, speeches). Midterm exam, research paper, final exam.

MW 3:10-4:30 HORT 307

PROF. CATHY FRIERSON

### **677/877 THE ROMAN REPUBLIC**

Covers pre-Roman Italy, the Etruscans, and the foundation of the Republic, Rome's expansion through the Punic Wars, relations with the Hellenistic kingdoms, and disintegration and final collapse of the Republic. Includes discussions of Roman art, engineering, and political theory. Emphasis on Latin sources in philosophy, history, and literature.

MWF 11:10-12:00 HORT 215  
PROF. GREGORY MCMAHON

### **691 HISTORY INTERNSHIP**

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

PERMISSION OF DEPARTMENT CHAIR REQUIRED.

### **695 INDEPENDENT STUDY**

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

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.

### **698/898 INTERNSHIP IN MUSEUM STUDIES**

Supervised position with a museum, historical society, archive, or other history-related site. Permission of instructor required. Information and permission slips available in Horton 405.

PROF. ROBERT MACIESKI  
HOURS ARRANGED

### **701/801 PRACTICUM IN NEW MEDIA HISTORY**

This seminar will focus on the process of creating, evaluating, and implementing digital history for teaching, research, and museum purposes. The course readings, workshops, and discussions will expose students to the philosophy, practice, and controversies in the emerging field of History and New Media. The course will

also involve hands-on production and evaluation of digital history projects, including the UNH-produced HOSLAC website (History of Science in Latin America and the Caribbean, [www.hoslac.org](http://www.hoslac.org)), as well as original student projects.

T 9:10-12:00 HORT 445  
PROF. JULIA RODRIGUEZ

### **775/875 HISTORICAL METHODS**

An examination of several kinds of historical methods through a close reading and discussion of major monographs and articles. For example, in past years, the class has dealt with intellectual, social, military, and psychohistory. A number of short papers and a larger final paper will be required. For undergraduates History 500 is a prerequisite, and undergraduates should normally be considering going onto graduate study in history

### **PERMISSION REQUIRED - COME TO HORTON 405.**

M 4-6 HORT 445  
PROF. JEFFRY DIEFENDORF

### **780/880 SPECIAL TOPICS IN MUSEUM STUDIES**

#### **The Historic House Museum and its (Dis)contents**

This course asks several questions about New England history, the most general or pressing being "Why are there so many historic house museums and sites here?" To answer this question we will examine the ways in which preservation and patriotism shaped the historic house as it emerged as a distinct element in the history of American museums. Course material will address the historiography and scholarship about architecture of the "First Period" (colonial in style) and other American architectural styles such as the Colonial Revival of the late nineteenth century. We will also explore decorative arts aspects of this topic such as wallpaper design and the emergence of the dining room to help us understand furnishing plans and interpretive issues such as ideas of 'the served' and servants. Other class sessions will be devoted to the settlement house movement, to housing reform, to folk art, and other trends in collecting. Students will be reading from two key texts about the history of homes and housing in the United States from about 1600 to about 1990 and critiquing other periodical literature. As always we will be making trips beyond the classroom, conducting fieldwork and engaging in assignments that will help identify current trends in material culture studies that seek to explore alternatives to the traditional house museum model. One example would be the Lower East Side Tenement Museum.

#### **Course textbooks:**

Domesticating History  
Gwendolyn Wright, Building the Dream: A Social History of Housing in America  
T 5:10-7:00 HORT 445  
HENRIETTA M. STARTUP

### **796 RESEARCH INTERNSHIP**

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

Hours arranged.

**PLEASE COME TO THE HISTORY OFFICE IN HORTON 405 TO RECEIVE PERMISSION TO REGISTER FOR A COLLOQUIUM. SENIOR STATUS WILL HAVE PRIORITY.**

**HISTORY 797.01**

**PANIC!: FINANCIAL CRISIS BEFORE THE GREAT DEPRESSION**

As America's financial system tottered on the edge of collapse in the fall of 2008, journalists, economists, and many others compared conditions to those of 1929 and discussed failed regulatory policy and economic indicators devised since the Great Depression. This course looks farther back for the history of dramatic economic events in America's past in order to make sense of how the experience of panic has changed over time. The term "panic" itself is rooted in the intellectual history of the economy and has changed meaning throughout American history. It has come to refer both to the brief periods of acute financial uncertainty that terrified individuals involved in financial markets and to the lingering experience of economic hardship that shaped generations of Americans from all walks of life. We will read a variety of article- and book-length studies of financial crises that focus on economic, cultural, legal, political, social, and intellectual causes and effects. At the same time, we will find within the UNH library's digital and archival collections primary sources that allow students to apply these historical approaches to the particular circumstances of 1819, 1837, 1839, 1873, 1893, and 1907. Students will be responsible for mastering an approved body of primary sources, as well as providing historical and historiographical context for their work through appropriate secondary sources. Assignments consisting of both shorter projects and lengthy research papers (20-25 pages) will help students continue to develop their abilities to write clear, concise, and convincing arguments that make an original contribution to historical scholarship.

T 2:10-4:00 HORT 445.  
PROF. JESSICA LEPLER

**HISTORY 797.02**

**Revolution in Modern Europe**

An exploration of revolutionary Europe from the French Revolution of 1789 to the present. As a class, we will read women's testimony from the bread march to Versailles in 1789, eye-witness accounts of the battles at the barricades of the 1848 Revolutions, Karl Marx's analysis of the Paris Commune, and watch films on May-June 1968. We will consider the sources historians use such as novels (News from Nowhere by William Morris), plays (The Mother by Bertolt Brecht), newspapers, police reports, and political treatises (Rosa Luxemburg).

For your colloquium papers, students will focus on a particular revolution or revolutionary...or the brave may compare. No previous background in European history is required, just a willingness to ask questions and to read and to write and to revise and to rewrite. Professor Polasky is on leave spring semester, but happy to answer questions about the colloquium on e-mail, Janet.Polasky@unh.edu.  
W 1:10-3:00 HORT 445  
PROF. JANET POLASKY

**HISTORY 797.03**

**SOVIET LIFE AND CULTURE UNDER JOSEPH STALIN'S LEADERSHIP**

This colloquium will explore daily life and cultural developments under Joseph Stalin, who ruled the Soviet Union 1928-1953. We will focus on the domestic, as opposed to the international, experience of Soviet citizens during these years. Some of the topics will be the rise of the GULAG system of forced labor settlements/camps, state terror, family life, education and youth organizations, life on the home front during World War II, the fate of minority "enemy nations," science, and major "display projects" of the Stalinist regime. Students will be able to write a senior colloquium research project without reading ability in Russian. Primary sources will include memoirs, government documents, personal letters, oral history interviews, photographs, posters, film, and literature. Secondary sources will include studies by U.S. European, and Russian scholars.

M 12:10-2:00 HORT 445  
PROF. CATHY FRIERSON

**799 SENIOR THESIS**

Supervised research leading to the presentation of a major research paper. Open only to students in honors in history program. Permission of department chair required. May not be used as a substitute for the required senior colloquium.  
STAFF

**GRADUATE SEMINARS**

**879 WORKSHOP IN HISTORY AND HISTORICAL METHODS**

2 credits hours arranged Permission required.  
PROF. JUDITH MOYER

**940 READINGS IN MODERN AMERICA**

In this course students will read examples of influential and/or recent work on U. S. history since the Civil War. Most of the readings will be taken from a master list of books commonly required for the Modern U. S. History doctoral examination, although M.A. students are welcome in the course. Students should expect to read at least one book each week. The main writing requirement is a substantial historiographical essay on a topic chosen by the student.

R 2:10-4:00 HORT 445  
PROF. WILLIAM HARRIS

**970 GRADUATE SEMINAR IN TEACHING HISTORY**

This course will introduce graduate students to fundamental issues in the teaching of history at the college level. The course is required for all PhD students in the History Program.  
Arranged.

**989 RESEARCH SEMINAR IN AMERICAN HISTORY**

This research seminar is designed to socialize graduate students to the historical profession, and to allow them to work on drafts of a paper for publication. Our goals include conceptualization – and constant refinement - of an early American history project. We will strive to gain familiarity with a wide range of sources. We will consider rules of evidence, using evidence in creative ways, and generalizing from evidence. We will also explore current lines of questioning, conceptual frameworks and debates within the profession. Much of the reading in the seminar will suggest how

other practitioners conceptualize and execute history research projects. As we read we will be less concerned with content than with scholars' structure, argument, sources, methods, and assumptions. Refining our writing, including developing consciousness about economy of expression and the production of clear, engaging prose will be among our primary goals. Good historians always walk a tightrope, exercising their historical imaginations while scrupulously adhering to evidence. Take the challenge. Each student will design his or her research project, work on it in stages, and present it to the seminar.

M 2:10-4:00 HORT 445

PROF. JEFFREY BOLSTER

#### 995 TUTORIAL READING AND RESEARCH

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

#### 997 DIRECTED READINGS IN EARLY AMERICAN HISTORY

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

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

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

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