

## **GRADUATE COURSE DESCRIPTIONS, FALL, 2007**

**266759**      **TH**    **4:00 – 6:40**      **VARDI**  
**500**            **DOING HISTORY: METHOD & RESEARCH**      **532 PARK**

This course, reserved for History masters students, will introduce them to key concepts and historical schools they will encounter in their graduate work. They will also get to practice different aspects of historical research to prepare them for advanced papers and their masters project. A high premium will be placed on personal initiative and class participation.

**029490**      **W**      **1:00 – 3:40**      **YOUNG**  
**502**            **AMERICAN HISTORY CORE 1**      **532 PARK**

This course has several goals. It aims to familiarize students with the main outlines of American history from pre-contact through the Civil War; to introduce students to major historiographical trends in the scholarship; and to expose students to some of the most recent work in particularly active and innovative fields of inquiry. Readings will include articles, monographs, and synthetic works of scholarship; reading assignments are substantial but not unreasonable. Several brief essays and a longer (10-15 page) paper are required. Both class discussions and writing assignments will allow for the varied goals (teaching history to high school students, preparing for doctoral examinations, grasping the “shape” of the field, etc.) of class members.

**197131**      **T**      **1:00 – 3:40**      **BONO**  
**504**            **EARLY MODERN EUROPEAN**      **532 PARK**

This course is intended as an introduction to some of the major developments and historiographical issues within the field of early modern European history. Special emphasis will be placed on learning to read scholarly books and monographs critically. Through such critical reading, we shall explore the various configurations of beliefs, practices, and sociopolitical contexts and networks that collectively produced the distinctive institutions, artifacts, and experiences of early modern Europeans, including their imaginative projections of and interactions with the wider worlds of the Americas and Asia. We will aim to identify and begin developing tools and techniques necessary for historians to provide critical assessment of a wide range of such early modern phenomena, including visual materials. In order to prepare themselves for such critical examination of the past and of historiographical approaches, students are expected to be familiar with the broad outlines and major narratives of early modern European history before coming to class. (If you are not, you will be asked to acquire such knowledge by reading appropriate sections of a European History textbook, or of a general survey or encyclopedia of early modern Europe.) Active participation in seminar discussions is required of all students. Students will be required, in addition, to write frequent short papers and review essays; to prepare critical study questions on major reading assignments; to help kick-off class discussions; and to give a class presentation.

**326343**      **M**      **7:00 – 9:40**      **532 PARK**  
**510**            **MODERN MEDITERRANEAN**      **PACK**  
                  **Fifteenth to Twentieth Centuries**

This graduate seminar explores the Mediterranean region in the Early Modern and Modern eras. The Mediterranean region is home to diverse European, African, and Asian peoples linked together by several common historical patterns and experiences. Its history is essential to understanding the making of modern Europe and the origins of many of the Great-Power conflicts of the contemporary world. Fernand Braudel famously identified the Mediterranean as a discrete historical unit defined by contact and exchange, but the region is also characterized by an intensity of frontiers, religions, empires, peoples, and nations, with few parallels on Earth. This fundamental paradox has conditioned the region's history, characterized by various conflicting understandings of nationhood and race; by tumultuous transitions from empire to modern national statehood; and by persistent colonial and post-colonial conflicts with complex religious, ethnic, and nationalist dynamics. The seminar will explore these and other themes through classic and recent historiography, working toward a fuller understanding of the following questions: To what extent and how can the Mediterranean region be considered a historical entity? How should historians periodize its history? What was the role of the Mediterranean in shaping modern European and World history?

**274828 TH 1:00 – 3:40 ELLIS**  
**514 EARLY AMERICAN CONSTITUTIONAL HISTORY 532 PARK**

Readings seminar in the development of American Constitutional history from 1760 to 1860, studied through both primary and secondary materials. Particular emphasis will be placed on the intellectual roots of American constitutional thought; the revolutionary background and adoption of the Constitution and Bill of Rights; problems emerging from the early implementation of the Constitution; executive privilege, separation of powers, political parties, freedom of the press, judicial review and impeachment; the Constitution and American economic development; the contract and commerce clauses, relations between the states and federal government, and the problems of slavery and secession.

**029774 T 4:00 – 6:40 DEWALD**  
**520 HISTORY OF FRANCE 532 PARK**

From the Middle Ages into the nineteenth century, France was the largest European state, and as such it exercised a powerful, complex influence on all other European societies; though its political power waned after 1815, its culture and values continue today to affect societies around the world. Hence this seminar starts from the assumption that some understanding of France is necessary for making sense of the early modern and modern worlds. The orientation is to non-specialists. After some attention to the basic patterns of French development from about 1450 to about 1950, we'll focus on those political and cultural movements that have had the greatest resonance outside France. In the political realm, these include the absolutist system of government that emerged in the seventeenth century and the revolutionary tradition that began in 1789. In terms of culture, we'll consider the neo-classical movements that began in the sixteenth and seventeenth centuries, the Enlightenment ideas of the eighteenth, and the artistic and bohemian movements of the nineteenth and twentieth. The seminar will conclude by considering what France has meant specifically for the American imagination, as a source of influence, attraction, and indignation.

**Requirements:** This is primarily a seminar about reading historical work; the main requirement is careful preparation of the reading assignments and participation in seminar discussions of them. There will also be three short writing assignments, focused on the assigned readings and totaling about thirty pages. Insofar as possible, these will be tailored to the needs of individual students. Those for whom European history is a secondary or teaching field will be asked to prepare summaries of themes in the readings; students planning more intensive work in the field may choose to prepare more in-depth essays.



The syllabus may be viewed at

**<http://www.buffalo.edu/~seeman/534syllabus.html>**

Because of its interdisciplinary nature, this course is appropriate for graduate students in English, American Studies, Comparative Literature, and Anthropology.

Readings include Stephen Greenblatt, *Marvelous Possessions: The Wonder of the New World* (1991); Natalie Zemon Davis, *Women on the Margins: Three Seventeenth Century Lives* (1995); John Thornton, *Africa and Africans in the Making of the Atlantic World, 1400-1680* (1992); Aphra Behn, *Oroonoko; or, The Royal Slave* (1688); and Alvar Nuñez Cabeza de Vaca, *Castaways* (1555).

Cross-listed with ENG 585 (reg. # 421496)

**244413            M        7:00 – 9:40                            EMBERTON**  
**545                THE CIVIL WAR & RECONSTRUCTION        213 O'BRIAN**

This course will examine the major historiographical themes and debates regarding the coming of the Civil War, slave emancipation, and Reconstruction. The course will introduce students not only to some of the canonical works in these fields but also some of the most recent, pathbreaking works in the military, legal, and cultural history of mid-nineteenth century America. As such, students will be asked to evaluate the methodologies of these various approaches and consider how narratives of war, emancipation, and reconstruction are created. We will also consider how the demise of slavery in the United States evolved within a broader international context and make some comparisons with other moments of slave emancipation in the Caribbean and Latin America and liberal revolution in Europe.

Potential Readings:

David Potter, *The Impending Crisis*  
David Reynolds - John Brown, *Abolitionist*  
Carol Reardon, *Picket's Charge in History and Memory*  
Charles Royster, *The Destructive War*  
Drew Faust, *The Creation of Confederate Nationalism*  
Steven Hahn, *A Nation Under Our Feet*  
Michael Vorenberg, *Final Freedom*  
Rebecca Scott, *Degrees of Freedom: Louisiana and Cuba after Slavery*  
Tera Hunter, *To 'Joy My Freedom*  
David Blight, *Race and Reunion*

**490057**      **W**      **7:00 – 9:40**      **HALL**  
**550**      **COLONIALISM AND EMPIRE**      **532 PARK**

This is a graduate level seminar focused on some of the most important historiographical issues connected with European colonialism and empire. We will approach questions of colonialism from a thematic perspective, looking at a wide variety of cases that range in time from the early European expansion into the Atlantic in the fifteenth and sixteenth centuries to the various European and American colonial projects in the twentieth century. Our goal will be to develop a set of intellectual tools that we can use in approaching a particular colonial situation that interests each of us with more theoretical and comparative sophistication. We will focus on the following themes: colonial productions of knowledge and cultural change, political economy, colonial developmentalism, environmentalism, ‘racial’ science and anthropology, sex, anti-colonial nationalisms.

**VARIES**      **ARR**      **ARR**      **ARR**  
**552**      **ADVANCED READING**      **STAFF**

This course is intended to provide the graduate student with the opportunity to develop, with a faculty member, an intensive reading program in a specialized subject. Courses may be taken more than once; be mindful that it is not in your best interest to have more than 25% of your total credits in independent study—see the director of Graduate Studies for guidance. Variable credit to be recommended by instructor.

**278719**      **M**      **1:00 – 3:40**      **IGGERS**  
**591**      **HISTORIOGRAPHY**      **532 PARK**

The seminar will attempt a broadly comparative intercultural and interdisciplinary approach. The course comes at a time when historical thought and historical writing are undergoing fundamental changes. Since the early nineteenth century history has increasingly become a professional discipline which often tended to set itself apart from other fields of inquiry in the humanities and the social sciences. The close relationship between history and literature which had been characteristic of historical writing over the centuries was challenged. With the professionalization of historical studies, a number of assumptions governed the writing of history. One was the firm conviction that history was a science, albeit a humanistic science, able to obtain objective knowledge about the past. A second was the belief that the study of history revealed the continuous

development from allegedly primitive forms of culture and society to the high civilization of the modern West. The third was that political, social, and intellectual elites played a key role in this development and that politics and high culture therefore constituted the proper subject matter of history, leaving out broad segments of the population and important aspects of human experience. The past several decades have seen a fundamental reorientation in historical consciousness which has shaken these assumptions. This reorientation reflects basic structural changes in the conditions of modern life in a century of war and conflict which have called past certainties into question. The approach in the seminar will be both historical and analytical. Basic questions regarding the possibilities and limits of historical knowledge will be discussed. At the same time we shall seek, as well as this can be done in the very limited time at our disposal, to explore historical consciousness in a variety of cultures and ages. In the nineteenth and much of the twentieth century many historians and philosophers assumed that only the West was "truly" historically minded. We are now aware of long traditions of non-Western historiography -- in the Far East, in the Arab world, as well as in the ancient Near East -- but also of the concern with the past in non- or preliterate cultures. This occupation with one's traditions and origins may well be an anthropological constant present in all cultures. The seminar will address fundamental questions regarding the possibility of historical knowledge, the borderline between historical scholarship and historical literature, and conceptions of the meaning or meaninglessness of history, not only from an abstract perspective, but within the context of different cultures. This will raise the question of the cultural relativity of historical thought, but also that of elements of rational thought in the face of relativism

**REGISTER IN PARK 543 WITH GRADUATE PROGRAM ASSISTANT  
598 PROJECT FOR MA STUDENTS STAFF**

A department requirement is the completion of a special project by each person wishing to complete the MA program. This requirement consists of a written essay of graduate-level quality, representing the equivalent of the work of a one-semester course (3 credits). This essay may be a project based on primary source materials. The projects affords the student an opportunity to read and write extensively on a narrowed topic of special interest to him/her. The essay will be written under the supervision and with the approval of an advisor appointed by the Director of Graduate studies. This project may be carried out in a 600-level seminar, with the consent of the instructor, but often it will be done independently under the number 598 or 612, with the guidance of the assigned advisor.

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**VARIES            ARR    ARR**  
**700            THESIS GUIDANCE**

**ARR**  
**STAFF**

Writing and submission of dissertation chapters under the supervision of your major professor/committee chairperson. Variable credit. **YOU MUST BE A.B.D. TO REGISTER. PERMISSION OF INSTRUCTION REQUIRED.**