

GRADUATE COURSE DESCRIPTIONS, FALL, 2008

021403 **M** **7:00 – 9:40**
500 **DOING HISTORY**

VARDI
532 PARK

This course, reserved for History master's 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 master's project. A high premium will be placed on personal initiative and class participation.

347508 **W** **7:00 – 9:40**
502 **AMERICAN HISTORY CORE 1**

EMBERTON
532 PARK

This graduate readings seminar explores the history of early America from the era of colonization through the Civil War. Topics to be covered include: Puritan identity and colonial religion, the rise of chattel slavery, the American Revolution, the Constitutional moment, urbanization, market revolution, abolitionism and moral reform, sectional conflict, and secession. We will explore the contours of American nationalism, culture, and identity through the thoughts and actions of prominent political leaders and thinkers as well as everyday Americans – slaves, women, and working people.

Potential Readings:

Edmund Morgan, *American Slavery, American Freedom*
Kathleen Brown, *Good Wives, Nasty Wenches, and Anxious Patriarchs*
Bernard Bailyn, *The Ideological Origins of the American Revolution*
Linda Kerber, *Women of the Republic*
Charles Sellers, *The Market Revolution*
Sean Wilentz, *Chants Democratic*
Christine Stansell, *City of Women*
Walter Johnson, *Soul by Soul*
Elizabeth Fox-Genovese, *Within the Plantation Household*
Stephanie McCurry, *Masters of Small Worlds*
Mary Ryan, *Cradle of the Middle Class*
David Roediger, *Wages of Whiteness*

**118421
504**

**T 1:00 – 3:40
EARLY MODERN EUROPEAN CORE**

**BONO
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.

**301015
522**

**TH 7:00 – 9:40
ORAL HISTORY**

**FRISCH
532 PARK**

Oral history is becoming indispensable to many dimensions of research in history, and its use raises questions that link history to cultural studies and fields including education, the social sciences, urban studies, informatics, media, and documentary. Oral history has also provided a major point of connection between scholarship and the public interest in—and practice of-- history.

The seminar offers a graduate level introduction to the interdisciplinary theory, practice, and historical interpretation of oral history. It is unique in combining a conventional reading course and a project-focused research workshop, offering both methodological training and intensive exploration of orality and historic interpretation, with emphasis on the cultural meanings of memory, the construction of narrative, and issues of multicultural agency and authority.

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061058 **M** **4:00 – 6:40**
549 **HISTORIES OF MADNESS**

CAHN
532 PARK

This course is a Humanities Institute graduate seminar, planned to coincide with the HI annual conference, “The Other Side of Reason: The History of Madness Today” (Oct. 31-Nov.1, 08), extending interdisciplinary conversation about histories of madness from one weekend to an entire semester. One starting point for this course is the recent publication of *History of Madness*, the first full English translation of Michel Foucault’s *Folie et Dérailson* (1961). After some engagement with Foucault’s methodological innovation on the subject of madness, the course will focus on histories of mental illness beginning in the late nineteenth century and continuing through the present, with particular emphasis on the US context. Topics for consideration include: implications of thinking about madness or mental illness as historically variable phenomena; histories of treatment; history of institutionalization and confinement; role of *DSM* & the pharmaceutical industry in shifting definition of mental disorders; madness and art/literature; madness as a source of aesthetic creativity; the relationship between madness and sense.

Cross listed with ENG 575 (reg. #461438)

320494 **W** **1:00 – 3:40**
550 **MARKET REVOLUTION**

ELLIS
532 PARK

This course will examine the period 1776-1840 with emphasis on the economic or political developments that led to the advent of capitalism in the United States. On the economic level stress will be placed on the role of international trade, the vote of money and banking, the economy, the transformation of the law, urban growth, changes in transportation, the growth of slavery and the development of middle class values. On the political level we will examine the movement for the U.S. Constitution during the 1780’s, the Federalist-Republican struggle of the 1790’s, the Jeffersonian Ascendancy (1819-1829), the origins and triumph of the Jacksonian’s (1819-1840), the role of the Whig party before 1840 and the emergence of slavery as a political issue. USH

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.

492162 **F** **12:00 – 2:40** **MCDEVITT**
564 **IMPERIALISM & DECOLONIZATION** **532 PARK**

The purpose of this course is to introduce students to the study of European imperialism and the process of decolonization, with a particular but not exclusive emphasis on British imperialism. The class will focus on the historiography of imperialism since the 17th c. It will not be a survey course and therefore “coverage” will not be the aim. Rather it will be a somewhat eclectic sampling of different approaches to the rise and fall of imperialism. By examining the way the history of imperialism has been written and discussing the major issues of the literature, it is hoped that students will gain a broadened understanding of the complex process of imperial expansion and retraction. Students will be evaluated on both class discussion and written work. Each student will be required to produce six papers on a given week’s readings over the course of the semester. Response papers will be 800-1000 words in length. In addition, a 5,000-6,000 word final paper. A draft of this paper will be handed in and an oral presentation will be given to the class.

VARIES **ARR** **ARR** **ARR**
598 **PROJECT FOR MA GRADUATES** **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 project 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.
REGISTER IN PARK 543 WITH GRADUATE PROGRAM ASSISTANT

ARR **ARR**
599 **SUPERVISED TEACHING**
Please see Director of Graduate Studies for information.

532 PARK
MCDEVITT

VARIES **ARR** **ARR**

ARR
STAFF

600 **GENERAL EXAM READINGS**

This course is intended to prepare graduate students to take their Ph.D. qualifying/general exams. This is an intensive reading program in a specialized subject with a faculty member. Variable credit to be recommended by instructor; may be taken more than once. **PERMISSION OF INSTRUCTOR REQUIRED.**
REGISTER IN PARK 543 WITH GRADUATE PROGRAM ASSISTANT

NOTE: HIS 600 CAN ONLY BE TAKEN BY Ph.D. students who have completed all course work and are preparing for qualifying/general exams—this replaces the use of HIS 552 only in this instance.

272633 **W** **4:00 – 6:40**
607 **RESEARCH ON RACE**

SEEMAN
532 PARK

In the past several decades race has become a central category of analysis for historians, yet race is often ill-defined in historical studies. This course introduces students to some recent literature on what race is and how it operates in historical studies. But the course is primarily a research seminar, with students working in primary sources in order to produce a 25-page paper. The geographical and chronological parameters of the paper are open, as long as the topic engages the issue of race, broadly defined. The research paper should interact with theoretical and historical works on race in order to frame the findings of the primary source research.

Because it is very difficult to write a good research in one semester, students are urged to contact the instructor at seeman@buffalo.edu to work on selecting a topic before the semester begins.

VARIES **ARR** **ARR** **ARR**
612 **ADVANCED RESEARCH** **STAFF**

This course is designed to allow a graduate student to receive training in advanced research in history under the tutelage of a member of the History Department. See the Director of Graduate Studies for guidance. Variable credit to be recommended by instructor.

PERMISSION OF INSTRUCTOR REQUIRED.

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

