

GRADUATE COURSE DESCRIPTIONS, SPRING, 2008

255881 **W** **1:00 – 3:40** **HERZBERG**
503 **AMERICAN HISTORY CORE 2** **532 PARK**

This course will examine some of the central issues and problems in U.S. history since the Civil War. Concentrating predominantly on the 20th century, we will read books and articles in order to examine major debates, different methodologies, changing interpretations, and current shifts in the field. This is not an in-depth survey course; rather, class members can expect to come away with an overview of some of the major questions, subfields, debates, and changes in the practice of U.S. history. Towards this goal we will engage a mix of “classic” and more recent scholarship. In addition to readings and participation in class discussion, the course requires several short writing assignments and a longer final paper.

146981 **T** **1:00 – 3:40** **DAUM**
505 **MODERN EUROPEAN CORE** **532 PARK**

This course offers an introduction to some of the major issues in the field of modern European history, spanning the period from the French Revolution to the end of the Cold War and covering different geographical areas. HIS 505 aims at providing an understanding of European history and complementing the participants’ existing knowledge of Europe and its historical diversity. Through a close reading of monographs, we will try to understand some trends in the recent historiography of modern Europe. How have historians dealt with culture and intellectual life, with social and political developments in Europe since the late eighteenth century? How have they defined their topics, formulated their questions, and interpreted sources? Finally, this course is designed to train the participants in how to deal with historical sources from European history. The presentation and analysis of textual and visual sources--selected documents, novels, movies, images, and films --play an important role in our sessions. The seminar thus also aims at assisting participants who are planning to teach history themselves, be it on the high school or college level.

364156 **F** **9:00 – 11:40** **FRISCH**
526 **THE ROLE OF THE CITY IN AMERICAN HISTORY** **532 PARK**

This is an urban history reading seminar that considers cities and urbanization as both shaping and shaped by American social, political, economic, and cultural history. While evolving themes in this relationship will be studied over the course of American history, the seminar's focus will be on twentieth century patterns, with an eye to how these inform the challenges confronting American cities and urban life in the 21st century.

After initial overview material, the seminar will explore the history of distinct dimensions including political economy; social structure and differentiation; spatial and physical form, and government and public policy. We will then explore how these are intertwined in a series of historical topics including social and political reform; class, race, ethnicity, and conflict; suburbanization and regionalism, deindustrialization and redevelopment, urban planning, and community organizing.

There will be some core readings explored in common, ranging from general and theoretical works to city-specific histories and thematic case studies in cities and regions across the country. The syllabus will include a thread of readings on Buffalo and Western New York as well, and the seminar will also feature each student's development of an ongoing urban field observation journal, an exercise designed to make the local physical, social, and institutional region an active and explorable text, a resource informing and illuminated by the seminar's exploration of urban history. In the last portions of the seminar, we will divide into working-groups that will focus on deeper bibliographic exploration leading to individual term papers, grouped around a set of seminar-defined themes arising from the semester's work. (*Cross-listed with AMS 526 (reg. #358045)*)

026975 **W** **4:00 – 6:40** **GAYNOR**
549 **APPROACHES TO MARITIME HISTORY** **532 PARK**

This graduate seminar offers an introduction to recent scholarship on maritime history and aims to expose students to a variety of historical methodologies. The study of the maritime past has long included a focus on trade and on European expansion. Yet much recent work shifts the focus to non-Europeans and looks beyond the economics of trade to the dynamics and effects of interconnections and interactions mediated by the seas and oceans. One of the most striking characteristics of recent work on oceanic pasts is that spatial geographies receive great attention—in two senses. First, a growing body of scholarship examines how new social relations were built over disparate spatial scales. Such work, for instance, considers both the contexts from and to which people moved, as well as the dynamics of shipboard life. Second, much new work on oceans and littorals adopts a very self-consciously critical approach to the spatial frameworks of historical

research, destabilizing the presumption of land-oriented perspectives in a way that puts historiographic questions about region and scale at the center of analysis.

We will read a diverse selection of monographs and influential theoretical writings in order to gain broad exposure to an array of methods, practices and theories employed in historical investigations of seas, coasts and oceans. Materials from different times and areas, for instance, from Atlantic, Pacific and Indian Ocean worlds will also enable comparative perspectives that may broaden our understanding of both the limitations of, and the possibilities opened by, different approaches.

In our meetings, we intend to discuss how historians shape their narratives about maritime worlds, which methodological and theoretical tools they employ, and how we can engage their writings intellectually. Your preparation is, therefore, crucial. In addition to the required readings, over the course of the semester participants will submit six response papers of one to two pages in length containing your critical reflections, analytical insights and thoughtful questions about the week's readings. Once during the semester you will lead class discussion with a partner. For the final paper, you will initially create an abstract outlining your ideas. Then, in consultation during my office hours we will refine the intended content, discuss a strategy for writing and determine an appropriate page length for the topic.

167011 **TH** **1:00 – 3:40**
550 **REFORMATION**

SCHEN
532 PARK

This course will begin with the origins and impact of the Reformation in early modern Europe in order to understand religious change, conflict, and negotiation. We will expand the course, however, to study religious toleration and intolerance in the early modern period, within and outside European borders. We will pay special attention to Christianity, Islam, and Judaism and the motives for and effects of early imperialism.

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

ARR
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.

412155
556

T 4:00 – 6:40
APPROACHES TO WORLD HISTORY

DESFORGES
532 PARK

This course explores efforts to write the history of the world from early times to the present, it seeks to transcend the common dichotomies between “ancient” and “modern” and between “East” and “West.” It suggests that we historians (and others) can describe only the worlds known to us, that these worlds remain limited even in the age of so-called “globalism,” and that various regions of the world have been interacting for so long and so extensively that any effort to reduce them to two (or even five) is doomed to failure. Instead we need to look at the ways in which successive recognized exemplars of historiography have sought to come to terms with the dynamism and multiplicity of the human record and we need to assess to what degree and in what ways their achievements remain relevant to our needs today.

Members of the class will give two short oral presentations that they will write up as short papers. They will also write longer, more research-type papers critically evaluating recent texts in world history. Readings will include: Herodotus, *The History*; Sima Qian, *The Grand Scribe’s Records*; Augustine, *The City of God*; Ibn Khaldun, *The Muqaddimah*; Marx and Engels, *The Communist Manifesto*; Xu Jiyu, *China Charts the World*; Mc Neill, *Mythistory*; Hunt, *The New Cultural History*; Manning, *Navigating World History*; Hobson, *The Eastern Origins of Western Civilization*; Wang and Fillafer, *The Many Faces of Clio*.

Grades will be based one-third on class participation, one-third on the two oral/written reports, and one-third on the final paper.

484913
574

TH 3:00 – 5:40
AFRICA AND SLAVE TRADE

EKEH
210 NORTON

This course is designed to examine the history of the international slave trade from Africa by Arab traders (c. 950 -1850) and European nations and merchants (1450-1850). It will search for the international origins of the African slave trade from the larger historical context of the changes in the Old and New Worlds, including the strengthening of Western Europe and of Tsarist Russia and the relative weaknesses of Africa. It will evaluate the ideological and intellectual justification of the slave trade in Islam, Christianity and in secular Western scholarship. The course will also assess the social, political, economic, and psychological impact of the slave trade on Africa and Africans and trace the links between the slave trade and the origins of European imperialism in Africa. *Cross-listed with AAS 572 (reg. #337891)*

**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 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.

**ARR ARR PARK 532
599 SUPERVISED TEACHING VARDI**

Please see Director of Graduate Studies for information.

**VARIES ARR ARR ARR
REGISTER IN PARK 543 WITH GRADUATE PROGRAM ASSISTANT
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.**

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.

116101 **M** **4:00 -6:40** **LANGFUR**
606 **RESEARCH ON TRANSNATIONALISM** **532 PARK**

This seminar will cultivate research projects that move beyond our discipline's traditional emphasis on the nation-state as a predominant organizing principle and analytical context. Students will complete an article-length paper (approximately 25-pages long) that reaches across imperial or national borders, focuses on places or periods in which such borders were challenged or blurred, or explores trans-local or trans-regional processes and identities as alternatives to national histories. Final papers will meld extensive original research with mastery of relevant historiographies.

Students are strongly advised to plan their projects well in advance, choosing a topic that allows for the completion of an innovative paper within the span of a single semester. Foreign-language skills will be an important consideration in defining appropriate projects. Students should come to the seminar's first session having already identified a corpus of primary sources necessary for the task. Given these challenges, students are urged to discuss potential topics with the instructor before the end of the fall semester.

A preliminary set of common readings will provide practical examples of transnational research and familiarize students with basic theoretical and methodological approaches. A sequence of research and writing assignments will help students develop sophisticated projects in a systematic and efficient fashion. Much of the second half of the semester will be devoted to presenting work in progress and subjecting paper drafts to a peer-review and revision process.

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.

472840 **W** **7:00 -9:40** **RADFORD**
630 **20th CENTURY AMERICAN RESEARCH** **532 PARK**

This seminar aims to guide student research on individual topics in 20th century American History. At the outset, students will be asked to read and discuss materials related to conceptualizing historical questions and using evidence for making historical arguments. They will formulate projects early in the semester, present drafts later on, and finish an article-length paper by the end of the semester.

122847
637

F 12:00 – 2:40
PROBLEMS IN EUROPEAN HISTORY 1

MCDEVITT
532 PARK

This seminar requires the student to complete an article-length essay (25-30 pages) based on original, primary-source research in any area of European history. The course will serve different purposes for different students. Doctoral students usually use this opportunity to explore a potential dissertation topic or to produce an article for publication. MA students often use this seminar as a basis for their eventual thesis.

Class sessions will focus on research methodology, conceptualization of the topic, and written presentation of arguments and evidence. Peer review will be a major component of the course and papers must be completed well before the end of the semester to allow for adequate discussion. To insure the timely completion of the semester's work, students are strongly urged to have a topic defined before the beginning of the semester. Students should have a research topic (eg, "What was the affect of gender conceptions on notions of citizenship during the Chartist debates in England in the 1840s?") not just a research area (eg, Victorian England). Students should remember that the work needs to be original and feasible. Primary sources are the sine qua non of historical research, so be sure you have identified sources that you can reach and which are in a language you read and understand.

Please do not hesitate to speak with me before the semester begins if you would like to discuss possible topics.

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 INSTRUCTOR REQUIRED.**