

**SUMMER SESSION I
STATE UNIVERSITY OF NEW YORK AT BUFFALO
HISTORY DEPARTMENT
May 21 - June 29, 2007**

HIS 161

U.S. HISTORY I

Instructor Head

90 Alumni

T R

6:30-9:40

Reg. #055414

An overview of America from before contact to the Civil War, this course aims to introduce students to the major themes in American history during this period. Special emphasis will be given to religion, slavery, economics, and popular culture. The course strives to encourage students to think analytically, seeing how people's experiences are affected by differences in region, race, sex, and by changes over time. Finally, the course intends to develop the students' ability to express themselves with persuasiveness and civility. **USH**

HIS 162

U.S. HISTORY II

Instructor Lavarnway

250 Park

M W

6:30-9:40

Reg. #264939

This course is designed as an introduction to U.S. history since post-Civil War period attempts at reconstruction until the present. Due to time constraints, students should expect that certain topics will be emphasized over others, however, it is my hope that everyone leaves the course with a basic understanding of significant cultural, economic, political and social developments in U.S. history. Some topics which will be explored include emancipation and the institution of "Jim Crow," industrial growth, urbanization and the rise of progressivism, the Great Depression and the emergence of the welfare state, enduring struggles for civil rights, and the "hot" Cold War. The class will be encouraged to question historical interpretations by engaging with course content through critical reading and thinking. Students will be evaluated based on attendance and discussion, two creative assignments, and two exams testing knowledge of source material. The class will read both secondary source material including scholarly articles and primary source material such as excerpts from letters, autobiographies, and songs. **USH**

HIS 338

HISTORY OF THE BODY

Instructor Harris

250 Park

T R

12:00-3:10

Reg. 220595

The human body is both a natural and a cultural object. All human societies have, and have had, systems of medical beliefs for explaining the structure, origins, and functions of the human body. The beliefs are not solely based on impartial observation, but also on cultural values, symbols, and cultural expectations. This course is designed to make students familiar with how the human body was perceived,

understood and experienced in Europe and America between the Medieval Period and the late 19th Century.

Some of the themes that this course will address include: experiencing the body (e.g. pain and suffering, the patient's perspective, imagining the body), symbolic and cultural meanings of early anatomization, the body and the natural world, the body and the economy, body identity and sex (e.g. relation of sex and gender, the sexed body, inter and trans-sexuality), and the racialized body. **EAR**

HIS 458

JFK ASSASSINATION AND U.S. FOREIGN POLICY

Professor Michaels 222 NSC

T R 6:30-9:40 Reg. #266486

The death of President John F. Kennedy remains an enigma. Hundreds of books, articles, and films have covered this event. Oliver Stone's film JFK is shown at least monthly on cable TV.

This course will examine the events surrounding the tragedy. We will look closely at what Kennedy and his advisors were attempting to accomplish, especially in international policy. Topics covered will include: the CIA, J. Edgar Hoover and the FBI, the Vietnam War, U.S.-Soviet relations, defense appropriations, Latin American policy and Robert Kennedy's war on organized crime. The focus will be on the degree to which Kennedy was attempting to change the world role of the United States and modify the institutions that formulated international policies. The emphasis will be on identifying those who lost and those who gained from the President's death.

The course's secondary purpose will be to analyze the controversy surrounding the assassination itself. Major interpretations including the Warren Commission Report (1964), the U.S. Congressional House Select Committee Investigation (1974), and the works of Gerald Posner, Peter Dale Scott, Mark Lane, and David Scheim will all be examined both as to logic and each author's motivation. The class will also view and interpret Stone's influential JFK. **USH**

HIS 493

TOPICS IN AFRICAN/AMERICAN HISTORY

Professor Boston 337 Bell

M W 6:30-9:40 Reg. #306361

The American Civil Rights Movement along with the Black Power Movement profoundly altered the basic social structure of the United States. Throughout the nation, not only in the South, Americans were finally forced to confront a history of racial discrimination and social inequality they had tolerated since the nation's founding. The aftermath and current ramifications of these events continue to affect the basic structure of American life today.

This course examines the Civil Rights and Black Power movements of the 1950s, 1960s and early 1970s. It investigates the origins of these historical movements, their progression and relationship to one another, along with their accomplishments. The role of movement leaders such as Dr. Martin L. King Jr., Rosa Parks, and Malcolm X will be analyzed as well as the numerous unknown individuals and

institutions that help make these movements flourish. Cold War influences, nationalism, political power, gender roles, and media coverage are a few of many themes that will be highlighted. At some point, students will be able to assess whether or not African Americans have truly achieved civil rights.

This course will also make use of the PBS series Eyes on the Prize. This documentary series provides a thorough survey of the American Civil Rights movement and its various political, social, cultural, philosophical, and religious aspects. Moreover, it underscores and examines several key aspects of the Black Power Movement. **USH**

HIS 545

RACE, CULTURE AND POLITICS IN THE MODERN SOUTH

Professor Cahn

532 Park

M W

6:30-9:40

Reg. #417865

This seminar examines the tremendous changes in the American South over the past century. In 1900 the South was the poorest, most "backward" and violent region of the country known for its racial terrorism, racial segregation, and religious and cultural conservatism. A century later, three of the past five presidents have hailed from the South, the Civil Rights movement put an end to Jim Crow, and the Sun Belt became one of the nation's most dynamic economic areas. What caused such dramatic change? Conversely, how deep did these changes run: Have the inequalities of the past been rectified or have they just become more hidden? Has the South become more like the rest of the U.S. or has America been "southernized"? This seminar will investigate these questions by focusing on issues of race, gender and political economy in the South. We will read a combination of secondary and primary sources and students will write several short essays and a longer final essay on the topic of their choice. **USH**

SUMMER SESSION III
STATE UNIVERSITY OF NEW YORK AT BUFFALO
HISTORY DEPARTMENT
July 2 - August 10, 2007

HIS 161

U.S. History I

Instructor Miller

214 Norton

T R

6:30-9:40

Reg. #365726

This course will be a survey of the events, ideas, and actions of Europeans, Africans and Native Americans from the first landing of Columbus up to the crisis of disunion in the United States in the middle of the 19th Century. The objectives of the course will be to expose students not only to the history of this period, but also to the ways in which the history of this period have been used by journalists, politicians and historians to further particular ideas and/or agendas. In order to accomplish this, students will be expected to become familiar with some of the major events and issues of the period, but more importantly to form their own opinions about these events and issues. There will be no text book for this class. Students will be expected to purchase a few small books, but most readings will be posted on-line. In addition we will be viewing and listening to various speeches, video clips, news reports, as well as reading magazines and newspapers. Students will be graded on papers, in-class assignments and take home exams. Attendance and participation are mandatory in order to receive a passing grade. **USH**

HIS 162

U.S. HISTORY II

Instructor Ciehomski

214 Norton

M W

6:30-9:40

Reg. #264462

This course will examine topics in American history from the end of Reconstruction to the present. While the course will cover both economic and political history, the main theme will be the way in which race, gender and class relations shaped American life. **USH**

HIS 250

HISTORY OF IRELAND

Instructor McLean

209 Norton

T R

6:30-9:40

Reg. #339871

This course is an introduction to the history of Ireland from the eighteenth century to the present. The course will begin with an analysis of the events leading up to the Act of Union, which brought Ireland into the United Kingdom in 1800. Topics covered will include Catholic Emancipation, the Great Famine, the Home Rule movement, the Gaelic Renaissance, the 1916 Rebellion and the War for Independence/Civil War period. The course will conclude by examining the history of the Irish Free State and Republic up to the present, including an examination of the Troubles in Northern Ireland. Lectures will be supplemented with films and books which will help to illustrate the different eras in Irish History. Assignments include two papers and three tests. **MOD**

HIS 306**American Disaster History****Instructor Bergman****209 Norton****M W****6:30-9:40****Reg. #262584**

American Disaster History presents a survey of disasters—and “disaster”—in American history. From the earliest days of New England settlers weathering the “Great Colonial Hurricane of 1635,” to post-bellum Chicagoans enduring the “Great Fire of 1871,” to the devastation of the San Francisco earthquake of 1906, and the recent passage of hurricane Katrina on the Gulf Coast, disasters play an omnipresent role in the American experience. Disasters are more than implacable forces of nature; they are a unique construct of man-made and natural worlds. They are tools of historical analysis, agents of social change, means of political control, economic events, and environmental phenomena. Indeed, the importance of these events in American society, economy, politics, and the popular consciousness are not fixed; they are shaped by conditions peculiar to their age. Through the use of PowerPoint demonstrations, video clips, audio recordings, primary sources, and a dialogue with contemporary materials, we will interrogate the complexity and evolution of disasters—and “disaster”—in American society. There will be one (1) required text—Stephen Biel’s American Disasters (New York: New York University Press, 2001)—with the bulk of the materials coming from articles, audio and video clips, and primary sources either freely available through UB’s Library subscription service or provided by the instructor. Grading will be based on attendance, class participation, quizzes, one final, and one research paper. **USH**

HIS 356**SOCIAL HISTORY OF WOMEN FROM 1875 - PRESENT****Instructor Sinclair****213 Norton****M W****6:30-7:40****Reg. #120141**

This course will explore some of the broad questions involved in women's history. We will approach women's history topically, dealing with the Suffrage Movement, Second Wave Feminism, African American women's experience, and Women in Native American societies. One of the primary goals of the course will be to address the questions and problems historians grapple with when approaching women's history, as well as defining the importance of this history. Students will be exposed to a range of primary and secondary sources addressing race, ethnicity, class and gender and the relationship of these categories to women's experiences.

Students in the class will be expected to participate in weekly class discussions. Throughout the course students will be expected to turn in a series of reading notes and three two-page papers. Two take-home exams will also be given. **USH**