

UGC 112C**World Civilization II**

Professor Vardi 104 Knox

M W 2:00-2:50

Reg. # (recitation section)

In this class we will address major contemporary issues within an historical perspective. The problems I have chosen to focus on are globalization, relations between East and West, and genocide. We will begin with the balance of power and trade routes in the late Middle Ages and how and why these patterns altered in the next centuries. The text for this section will be Eric Wolf's *Europe and the People Without History*. The next section will continue this theme with discussions of exploration, conquest and empire and changing cultural perceptions, focusing on India and the Ottoman Empire. The text for this section will be Felipe Fernandez-Armesto, *Pathfinders, A Global History of Exploration*. For discussion of genocide in the twentieth century, the text will be *Crimes of War* a compendium for journalists edited by Roy Gutman and David Rieff. We will examine how the concept of crimes against humanity emerged and the legal implications of using terms like genocide for outside intervention.

There will three in-class tests after each of the three sections, based on lectures and three texts. In recitation, students will be expected to participate in discussions and short assignments on the history of food, on relations between Europe and another civilization, and on the nature of genocide.

The tests will count for 20% each; the work in recitation for the remaining 40%.

Recitation sections: (registration in a recitation section gives automatic registration in the lecture)

C1 R 12:00-12:50 Reg. #161468 (212 O'Brian)	C6 R 3:00-3:50 Reg. #072142 (111 Baldy)
C2 F 12:00-12:50 Reg. #214520 (219 Clemens)	C7 W 3:00-3:50 Reg. #015201 (105 Baldy)
C3 T 2:00- 2:50 Reg. #116065 (215 NSC)	C8 F 1:00-1:50 Reg. #260468 (117 Clemens)
C4 F 11:00-11:50 Reg. #497678 (139 Bell)	C9 R 9:00-9:50 Reg. #465169 (105 Baldy)
C5 W 12:00-12:50 Reg. #491536 (221 Clemens)	

UGC 112G**World Civilization II**

Professor Langfur 201 NSC

M W 2:00-2:50

Reg. # (recitation section)

In this course we will consider the broad social, cultural, and economic transformations that have shaped the modern world, while retaining an emphasis on the ordinary people who lived through these global changes. The world beyond the West will constitute the focus of the course, examined not in isolation but in interaction with Europe and, later, the United States. Concentrating first on the encounter of diverse peoples and cultures brought about by European expansion after 1400, we will proceed to analyze the historical forces set in motion by this meeting of civilizations, including colonialism, imperialism, industrialization, nationalism, and decolonization. These forces empowered some, while subjugating others. Of particular concern will be the ways in which individuals, groups, and nations responded to and struggled against economic, political, and racial inequality throughout the past five centuries. Our inquiry will also serve as an introduction to the study and practice of history.

Recitation sections: (registration in a recitation section gives automatic registration in the lecture)

G1 T 10:00-10:50 Reg. #249167(119 Baldy)	G6 R 12:00-12:50 Reg. #382476 (219 Clemens)
G2 T 11:00-11:50 Reg. #401356(121 Baldy)	G7 W 9:00- 9:50 Reg. #053752 (215 Clemens)
G3 T 12:00-12:50 Reg. #296153(109 Baldy)	G8 W 1:00- 1:50 Reg. #098755 (19 Clemens)
G4 R 10:00-10:50 Reg. #353733(219 Clemens)	G10 F 1:00- 1:50 Reg. #193900 (146 Park)
G5 R 11:00-11:50 Reg. #165155(221 Clemens)	

UGC 112N

World Civilization II

Professor Mazon 109 Knox

T R 12:30-1:20

Reg. # (recitation section)

This course outlines the major political, economic, social, cultural, and intellectual developments in the world since 1500. Featured topics include the rise of the West, the Industrial Revolution, nationalism, imperialism, the world wars of the 20th century, communism, and globalization. This course will examine these topics in relation to selected themes as they bear on the individual through the worlds of education, work, and war.

Students will be required to write three 2-page papers on particular reading assignments. There will also be a final paper (5-6 pages). Attendance and participation in the discussion section are required.

Course readings include War Trash, I, Rigoberta Menchú, and Persepolis I and II.

Recitation sections: (registration in a recitation section gives automatic registration in the lecture)

N1 R 9:00- 9:50 Reg. #390114(219 Clemens) N6 R 3:00- 3:50 Reg. #277989(109 Baldy)
N2 W 2:00- 2:50 Reg. #417876(221 Clemens) N7 F 1:00- 1:50 Reg. #169320(217 Clemens)
N3 W 3:00- 3:50 Reg. #142330(221 Clemens) N8 F 3:00- 3:50 Reg. #214291(105 Baldy)
N4 R 2:00- 2:50 Reg. #366501(212 O'Brian) N9 F 10:00-10:50 Reg. #007176(440 Park)
N5 M 12:00-12:50 Reg. #006539(114 Baldy) N10 M 1:00- 1:50 Reg. #060831(109 Baldy)

UGC 112V

World Civilization II

Professor Wise 109 Knox

M W 11:00-11:50

Reg. # (recitation section)

UB Undergraduate Catalog states that this course "concerns the peoples, forces and ideas that have shaped the way individuals have experienced (and still do experience) the world. The course's perspective is global and focuses on the origins and development, geographical context, and interactions of world cultures. All sections of the course share common goals. Different sections emphasize different themes and perspectives."

**After completion of this course, students will be able to:

1. Identify key events and developments in modern world history.
2. Explain how historical events and developments are the result of multiple and integrated causes.
3. Evaluate and prioritize the causes of historical events and developments.
4. Analyze and synthesize data from a variety of written and visual sources.
5. Evaluate the meaning of secondary and primary sources.
6. Display proficiency in written skills in paper assignments and essay exam questions.
7. Display proficiency in oral communication skills through recitation discussions.

***Required Reading*:** 1) Felipe Fernández-Armesto., */The World: A History/*.
Daily reading assignments from the Armesto textbook are listed below in the schedule of lectures. The numbers given refer to chapters of the text.* *2) Kevin Reilly, */Worlds of History: A Comparative Reader/*.
/Volume Two: Since 1400 /(3rd edition). Daily reading assignments from the Reilly reader are listed below in the schedule of lectures. The numbers given refer to the number of the document or excerpt in Reilly, not the page number. 3) Additional ***online readings*** are noted in the schedule of lectures. Some of these readings are ***required***, and can be found at the website addresses given.

Recitation sections: (registration in a recitation section gives automatic registration in the lecture)

V1 M 3:00-3:50 Reg. #288108 (221 Clemens) V6 W 4:00- 4:50 Reg. #457465 (221 Clemens)
V2 M 4:00-4:50 Reg. #398123 (221 Clemens) V7 T 2:00- 2:50 Reg. #195195 (109 O'Brian)
V3 W 2:00-2:50 Reg. #149995 (219 Clemens) V8 F 11:00-11:50 Reg. #308329 (114 Baldy)
V4 M 1:00-1:50 Reg. #050384 (217 Clemens) V9 F 3:00- 3:50 Reg. #384945 (109 Baldy)
V5 W 3:00-3:50 Reg. #478551 (219 Clemens) V10 F 12:00-12:50 Reg. #408842 (114 Baldy)

HIS 113

Myth and Religion in the Ancient World

Professor Woodard 20 Knox

M W F 10:00-10:50

Reg. #300150

In this course we will investigate mythic and religious traditions of ancient Greece and Rome. Our study of myth and religion will, however, be comparative in emphasis. We will thus have a twofold goal: (1) to encounter the Greco-Roman traditions themselves and (2) through our comparative investigations, to attempt to identify the mythic and religious traditions which the Greeks and especially the more conservative Romans inherited from their Indo-European ancestors. About midsemester, we will begin to turn our full gaze upon comparative materials, but even as we are engaged in discovering the mythic and religious traditions of the ancient Indic, Iranian, Celtic, Germanic and Hittite cultures, we will continue to encounter new materials and motifs from Greece and Rome.

The student will receive a broad exposure to comparative Indo-European myth and religion and internalize specific knowledge of the same. Successful realization of this objective will be demonstrated by student performance on each of the items detailed under Course grade. Academic excellence will be our aim. *Cross-listed with Cl113 (Reg. #082600) EAR*

HIS 161

U.S. History I

Professor Young 112 Norton

T R 9:30-10:20

Reg. # (recitation section)

This course analyzes the history of the United States to 1865, focusing specifically on those themes that have a continued resonance in contemporary American life and culture. The development and historical significance of race, religion, immigration and urbanization will all be treated in addition to other themes. Students will read relevant primary source materials and will be expected to analyze these sources in light of the larger issues discussed in the course. In addition, students will be exposed to some of the major debates in American history and will be encouraged to form opinions and convictions on these major issues. The course is interactive and includes sources from the real life experiences of Americans. Assignments will be designed to encourage students to read, write, and think critically.

USH

Recitation sections: (registration in a recitation section gives automatic registration in the lecture)

Y1 F 8:00-8:50 Reg. #163335 (213 O'Brian) Y4 F 9:00- 9:50 Reg. #086422 (148 Park)
Y2 F 8:00-8:50 Reg. #101228 (212 O'Brian) Y5 F 10:00-10:50 Reg. #299612 (152 Park)
Y3 F 9:00-9:50 Reg. #087547 (250 Park) Y6 F 10:00-10:50 Reg. #436880 (148 Park)

HIS 161**U.S. History I**

Instructor Beardsley 10 Capen
 M W 7:00-8:20 **Reg. #487574**

This course offers an overview of American history from the eve of colonization through the Civil War. We will focus on the ideas and attitudes of ordinary Americans, as well as on the contributions of better-known figures. Themes examined include: exploration and colonization, early America's relations with the British Empire; the American Revolution; establishing the new republic, Jacksonian Democracy, the technological and economic development of the young nation, social and cultural life, westward expansion, the sectional crisis, and the Civil War. **USH**

HIS 162**U.S. History II**

Professor Hart 107 Talbert
 M W 10:00-10:50 **Reg. # (recitation section)**

This course is designed to help students develop critical thinking and writing skills through an examination of United States history from 1877 to present. It focuses on social, cultural, political, and environmental changes that have shaped the nation's character. It also requires students to use a wide range of primary and secondary sources to interpret the impact of industrialization, modernization, consumerism, and military expansion on American society. **USH**

Recitation sections: (registration in a recitation section gives automatic registration in the lecture)

G1 W 12:00-12:50 Reg. #441810 (146 Park) G3 F 2:00-2:50 Reg. # 036546 (152 Park)
 G2 W 2:00- 2:50 Reg. #321768 (204 Clemens) G4 F 3:00-3:50 Reg. # 007745 (152 Park)

HIS 162**U.S. History II**

Professor Herzberg 104 Knox
 M W 9:00-9:50 **Reg. # (recitation section)**

This course is an introduction to the history of the United States from Reconstruction to the present. Because of the vast amount of material, my approach will be selective—emphasizing some events and issues but not necessarily leaving out others. By looking at major trends and key moments of history like industrialization, civil rights, popular cultures, and America's growing global role, we will analyze and interpret some of the central developments in U.S. political, economic, and social history. As a Cultural Pluralism course, we will constantly focus on issues of race, ethnicity and gender as they enter into and shape major historical developments. The class is designed for you to THINK about history—its interpretations, its significance, its contradictions and its relevance to you. You'll get various perspectives throughout the course—my own, the teaching assistants, and those of other historians. Part of your work for the course is to understand these explanations and to actively agree or disagree by articulating and supporting your own interpretations. With this in mind, in addition to attending lectures, you will be discussing a variety of primary sources as well as scholarly articles. You will also be asked to write regularly throughout the course as a way to deepen your own understanding and sharpen your views. **USH**

Recitation sections: (registration in a recitation section gives automatic registration in the lecture)

H1 W 10:00-10:50 Reg. #233954 (148 Park) H4 W 11:00-11:50 Reg.#246051 (213 O'Brian)
 H2 W 10:00-10:50 Reg. #037070 (213 O'Brian) H5 W 12:00-12:50 Reg.#170630 (213 O'Brian)
 H3 W 11:00-11:50 Reg. #431998 (216 Norton) H6 W 12:00-12:50 Reg.#241727 (212 O'Brian)

HIS 162

U.S. History II

Instructor Bergman 228 NSC

T R 7:00-8:20pm

Reg. #220175

U.S. History II (HIS 162) presents a historical survey of the United States from Reconstruction (1865) to the present. Since the breadth of American history is too vast to completely document, we will explore those key markers of the American experience—technology, politics, industry, society, and the changing concept of freedom to name a few. These disparate, yet interrelated, themes will be analyzed with an eye towards current trends in American society—and specifically, how we got from there to here. Through the use of PowerPoint demonstrations, video clips, audio recordings, primary sources, and a dialogue with contemporary materials, we will examine the complexity of American society, and its role as guarantor of freedom, conqueror of fascism and communism and beacon of liberty and development at home and abroad.

There will be one *textbook* assigned—Paul Johnson's *The History of the American People*—as a reference guide to “black letter” history with Alvin Toffler's *The Third Wave* used as a guide to meta-historical developments through the ages. Grading will be based on attendance (which is mandatory and will be taken every class), class participation, one midterm, one final, and a five-seven page “Politically Incorrect” book report. Preliminary readings, materials and the syllabus will be posted on **UBLearn**s BEFORE the first class so please log on and download any materials before our first meeting. See you in January! **USH**

HIS 182

Asian Civilization 2

Professor Gaynor 322 Clemens

M W F 11:00-11:50

Reg. #457476

This course is an introduction to major themes and events in the histories of China and Japan, the Indian subcontinent and Southeast Asia in modern times. We will consider the impacts of colonialism and imperialism, the emergence of nationalist and revolutionary movements, decolonization and the Cold War.

Our goal is to understand the historical forces and transformations shaping contemporary Asia, the common experiences that different areas of Asia have shared in the modern era, and what distinguishes the histories of particular Asian nations within a comparative perspective.

The course consists of lectures, films and discussions of the readings, as well as very brief weekly response papers, a midterm exam and a choice between a second paper and a final exam. **AAL**

HIS 202

Roman Civilization

Professor Coffee 322 Fillmore

M W F 11:00-11:50

Reg. #304256

A survey from Rome's mythical beginnings to the time of the emperors that covers the full spectrum of Roman cultural expression. Topics covered include not only literature, fine arts, and politics, but also the details of everyday life in the Roman world. Attention will be given to groups generally marginalized in the Roman historical record, including women, slaves, and foreigners. *Cross-listed with CL 223 (reg. #447985)* **EAR**

HIS 206

Contemporary Poland and Central Europe

Professor Slawomir Jozefowicz 123 Clemens
T R 12:30-1:50 **Reg. #367831**

This course will introduce students to the main issues of contemporary Polish and Central European politics as well as social, cultural and economic life. It will focus on the developments affecting post-communist Europe after 1989. The experiences of Poland, the Czech and Slovak Republics and Hungary's transition to liberal democracy and a market economy will be examined and compared to the post-Soviet experiences of Russia and other Eastern European societies (Ukraine and Byelorussia). The course will identify both positive and negative aspects of the transformations after the fall of communism, discussing such issues as the social and economic consequences of market oriented reforms; the development of civil society; the heritage of the old system; nationalistic, xenophobic and populist tendencies; and commercialization and westernization (as well as Americanization) of life. The role of the accession to the European Union in 2004 with its profound consequences will be thoroughly examined. We will also discuss the present dilemmas of Polish and Central European politics, the future of the European integration (European federation vs. Europe of homelands), relations with Russia and the US, and the direction of further internal reforms. *Cross-listed with PS 210 (Reg. #010900) MOD*

HIS 209

The American Civil War

Professor Emberton 114 Hochstetter
T R 3:30-4:50 **Reg. #018271**

This lecture course will serve as an introduction in to the causes of the American Civil War, its impact on the American nation, and its continued significance for American politics and society. Topics to be covered include: the role of slavery in antebellum politics and the crisis of the 1850s, army life, the changing nature of warfare and introduction of "total war" tactics, changes in gender relations and women's political activism, Abraham Lincoln and his assassination, slave emancipation, Reconstruction, and the memorialization of the war from the nineteenth century to the present day. We will read a variety of primary and secondary source documents, as well as literary treatments of the period and films, in order to obtain a fuller cultural understanding of this pivotal moment in American history. **USH**

Potential readings:

Solomon Northup, *Twelve Years a Slave*
James McPherson, *What They Fought For*
Tony Horwitz, *Confederates in the Attic*

HIS 213

African History 1800-Now

Professor Hall 322 Fillmore
T R 8:00-9:20am **Reg. #390045**

This is the second of two introductory surveys of African history offered by the Department of History. In this course, we will focus on African history in the nineteenth and twentieth centuries. The course covers the increasing encroachment on African by European colonialism and the historical responses of Africans to colonial rule. Among the larger themes that the course will focus on are the responses of African societies to the ending of the trans-Atlantic slave trade, Islamic reform and activism in the nineteenth century, colonial political economies, religious change, labor mobilization and migration, urbanization, African political mobilization, and anti-colonial nationalism. The course will also consider some of the historical outcomes in post-colonial Africa. **AAL**

HIS 216**Crime and Punishment in America**

Professor Thornton 322 Fillmore

M W F 1:00-1:50

Reg. #469652

In colonial America, practicing witchcraft was against the law. Beating your wife was not. Convicted wrongdoers faced hanging, flogging, even branding – but not prison. There has always been crime and punishment in America, but just what counts as crime, which crimes are committed, which are especially dreaded, how criminals are prosecuted, who they are and what kinds of penalties they face has changed from century to century. If you take this course, you'll learn how and why. **USH**

HIS 253**Poland and Europe: Cultural and Political Transformations**

Professor Slawomir Jozefowicz 108 Clemens

W 4:00-6:50

Reg. #037525

This course will introduce students to the main issues of the Polish presence in Europe – understood both as a cultural and political community of nations. It will focus on the international, intercultural and comparative aspects of the changing status of Poland in Europe. The history of Poland's relations with its neighbors – especially Russia, Byelorussia, Ukraine, and Germany – will be discussed. We will also consider the ways Poles perceive and represent their neighbors and, on the other hand, are perceived by them.

The course will examine the Polish re-integration with the West after the collapse of communism in 1989, the consequences of joining NATO in 1999 and the EU in 2004, as well as the present dilemmas of Poland's foreign and security policy. Special emphasis will be put on Poland's present eastern policy and the evolution of relations with Russia, Byelorussia and Ukraine. We will also consider Poland's special relations with the US in the contexts of US-EU controversies regarding the war on terrorism and Iraq, as well as the role of the "American factor" in Polish politics and social consciousness in general. The course will cover not only political but also social and cultural changes taking place in contemporary Poland after its historical "return" to Europe. *Cross-listed with PS 411 (Reg. #367955) & POL 223 (Reg. #388610) MOD*

HIS 280**Survey of African Studies**

Professor Ekeh 213 O'Brian

T R 11:00-12:20

Reg. #337562**A. Purpose of Course:**

This course is designed to provide an overview of African history and politics since the continent's contact with Western Europe in the late fifteenth century. The backgrounds leading to these contacts will be briefly discussed. (Earlier periods are examined in AAS315: Ancient African Civilizations.) The subject matter of the course will be covered in three phases: pre-colonial times; colonialism; and the postcolonial era. We shall seek to understand the scope and consequences of the Arab and European slave trade in Africa; examine the dynamics of European imperialism in Africa; and offer perspectives on current African problems.

B. Course Requirement:

The examinations for this course will be in three parts, two mid-terms and one final. They will be take-home essay examinations that will test the students' power in reasoning through the issues in the course. The three examinations will carry equal weight. Failure to take any one of three examinations may result in the award of an incomplete grade. Failure to take at least one of these examinations shall result in an "F" grade. *Cross-listed with AAS 280 (reg. #441876) AAL*

HIS 295

History of Poland and Central Europe

Professor Slawomir Jozefowicz 210 O'Brian
T R 9:30-10:50 **Reg. #016166**

To what extent is the history of the part of Europe between Germany and Russia different from the history of Western Europe? What made the Central European historical experience unique? What are the similarities and differences between Russia and Eastern Europe (Ukraine and Byelorussia) on the one hand and Central Europe on the other hand? The course will explore these questions, identifying the roots of the Central European identity and historical consciousness, analyzing its evolution through the centuries, starting from the very beginnings of Central European nationhood. The turning points in the history of Poland and Central Europe will be identified and the most important controversies arising from them will be discussed. The course will focus on the process of the national emancipation of the small and mid-size nations of the region from multi-national structures (such as the Habsburg empire), oppressive regimes (Nazi occupation and Soviet domination), up to the demise of the communist system in 1989. We will also compare and discuss the actual variety of Central European historical experiences and national perspectives. *Cross-listed with PS 211 (Reg. #305279) & ENG 281 (Reg. #352685) MOD*

HIS 303

US Constitution Origins & Development

Professor Ellis 440 Park
W 9:00-11:40 **Reg. #283012**

This course will focus on the following themes: 1) The Creation of the United States Constitution. The emphasis here will be placed on transplanting and transformation of English institutions in the period before 1787 and on the immediate ideological, social, and economic background of the Constitution during the years 1776-1787. 2) The next section will deal with the adoption of the Bill of Rights, the creation of a national judiciary system, the setting of early precedents, and the meaning of Freedom of the press in the years immediately following the Constitution's adoption. This section also will confront the relationship of the Constitution to the development of political parties and how these parties in turn effected the operation of the Constitution. 3) The impact of John Marshall and the Supreme Court. The major issues confronting the Court: judicial review, federal-state relations and the development of a legal framework for the growth of a national economy as well as the modifications in these areas imposed the Taney Court. 4) Slavery. The final section will deal with the problem of slavery as a constitutional question and the relationship of this issue to the coming of the Civil War. **USH**

HIS 310

Archaeology of Assyria

Professor Paley 322 Fillmore
T R 11:00-12:20 **Reg. #384514**

The course objectives are to trace the history and development of the culture of the ancient Assyrians; to help students see how individual strains of different cultures-the variegated peoples that make up the ancestry and contemporaries of the historical Assyrians-can be reworked by these ancient people to create (or force the creation of) a sense of common heritage; to introduce the specific character of the Assyrian Palace and its bureaucracy; to improve student skills in the analysis of both the written text and the visual record of an ancient culture for the purpose of writing history. *Cross-listed with CL 302 (Reg. #226433) EAR*

HIS 316

Early Modern Europe

Instructor Kiser 214 Norton
T R 6:00-7:20 **Reg. #038275**

This course serves as an introduction to European history from approximately 1400-1789, using several key themes. Many dramatic transformations-religious, political, economic, social, intellectual-played a role creating the modern world. This course examines transformations central to the development of the modern and encourages seeing the familiar elements brought about by these changes. This class also strives to show the complexity of this period, including the instability and uncertainty of the changes. Many things about the Early Modern are unfamiliar to us, and in many ways it is an alien culture. Early Modern Europe has a dual nature, and the readings of this course should be a tug-of-war between the familiar and odd; it should be recognizable and strangely distant at the same time. Ultimately, this course proposes that the birth of the modern world, as we know it, was not the only path, and the Early modern period offered many possibilities. **EAR**

HIS 319

World Between the Wars 1919-1939

Professor Pack 337 Bell
T R 3:30-4:50 **Reg. #028999**

This is an advanced level undergraduate survey of World history between World War I and World War II. Students will be introduced to interwar history as the great period of crisis in contemporary history. This concept will be considered from diverse perspectives, including the changing dynamics of international relations, rapid social and cultural transformations, and the radical new politics ushered in by World War I and its aftermath. The course will focus on the major conflicts of the period, particularly those resulting from World War I and leading to World War II. Considerable attention will be given to the formation of the Soviet Union; the formation of the modern Middle East; the revolutionary civil wars in Spain, China, and elsewhere; the crisis of liberal democracies; and the rise of an age of dictatorship across much of the globe. **MOD**

HIS 323

Chinese Diaspora

Instructor Zhen Li 115 Baldy
M W F 10:00-10:50 **Reg. #006255**

This course starts from the long history of Chinese migration overseas dated back to the early 19th century, the age of colonialism, when Chinese Diaspora began, and arrives at the political, economic, and cultural dimensions of the Chinese communities at present, ranging from Southeast Asia to Australia, from Europe to Americas. We will discuss notions such as globalization, nationalism, citizenship, indigenism, consumerism, the anxiety over authenticity, gender inflections and generational dynamics, among many others, in Chinese diasporic studies. The texts (memoir, fiction, film, art) chosen for this course will enhance our understanding of the diversity and disparity in the Chinese Diaspora. In addition, there will be general discussion of the works by leading theorists in (Chinese) Diasporic studies, including but not limited to, Rey Chow, Paul Gilroy, Lisa Lowe, R. Radhakrishnan, Edward Said, and Gayatri Spivak. This course attempts to explore the contemporary issues in the cultural politics and identities of "overseas Chinese," while conceiving Chinese Diaspora as a contested site. *Cross-listed with AS 393 (Reg. #253061) & ENG 372 (Reg. #176603) **AAL***

HIS 324

Roman Imperialism

Professor Dyson 322 Fillmore
T R 9:30-10:50 **Reg. #214224**

Growth and nature of Roman imperialism; Rome's involvement in the Greek East; career of Pompey the Great; foreign policy of Augustus, reign of Trajan. *Cross-listed with CL 331 (Reg. #257565) EAR*

HIS 330 (306)

Race, Religion & Sex in Early Modern Europe

Professor Schen 214 Norton
T R 11:00-12:20 **Reg. #192567**

We use modern categories of race, ethnicity, and gender to understand diversity in contemporary society. But how did people living between 1400 and 1800 understand differences? We will study how early modern Europeans used race, religion, the biological differences between men and women, and sexuality to write about or define differences among people. **EAR**

History 339

Pearl Harbor: Japan Goes to War

Professor Burkman 17 Clemens
M W F 3:00-3:50 **Reg. #360334**

The course will probe the historical circumstances in the decades of the 1920s and the 1930s which led Japan into war first on the Asian continent and then with the United States. Common assumptions about Japan's diplomatic and military aims will be critically reviewed, through analysis of Japanese documents of the time, in English translation. Students will learn how the United States and its allies tried to remold Japanese thought and society after the war. The course will also deal with postwar judgments on Japanese policy and actions, voiced in war crimes trials and the memories of Chinese and Korean victims of the war. Some of the issues addressed are:

- Competing concepts of world order
- Have- and have-not nations
- Naval disarmament
- Nationalism, militarism, imperialism, and colonialism
- Regime change and national reconstruction
- Rape of Nanjing
- Pearl Harbor
- Comfort women
- Allied Occupation of Japan
- War crimes
- War memory

History 339 is not military history in a narrow sense. It does not focus on strategies of warfare nor on the events of the battlefield. Situated not at Midway or even at Pearl Harbor, the course is a Tokyo-centered investigation of the diplomatic and intellectual framework of the road to war. Lecture, discussion of primary readings and a work of literature, film, essay assignments, and exams are on the agenda. **AAL**

HIS 359

Reformation

Professor Hoffman 103 Talbert
T R 9:30-10:50 **Reg. #417081**

This course explores the causes and development of the division of western Christianity into Protestant and Catholic communities. Following a general survey of social and religious tensions in the late Middle Ages, attention will be given to the contexts and political trends in fifteenth century Europe leading to the so-called "magisterial Reformation" under Luther and Calvin. The religious ideologies of the reformers will be examined against the background of Renaissance culture and developing ideas of the nation-state, the rediscovery and transformation of classical learning, the development of literary and historical criticism, the growth of populism and the power of the laity in the Radical Reformation, and the beginnings of anti-Trinitarian ideas among the Socinians. Some attention will be given to the conciliar and theological efforts to reform the Catholic Church, and to the dispersion of Reformation political ideals and theology to the New World, with special reference to New England.

Readings include selections from the writings of Erasmus, Luther, Calvin, Zwingli, and Jonathan Edwards; secondary texts: R. Bainton, *Here I Stand, A Life of Martin Luther*, 1990; Lindberg, *The European Reformations*, 1996; McGrath, *Reformation Thought: An Introduction*, 1993; J. Olin, *Catholic Reform*, 1990; G. Williams, *The Radical Reformation*, 5th ed., 1998. **EAR**

HIS 373

Mexico Diaz to Cardenas

Professor Michaels 440 Park
M W F 12:00-12:50 **Reg. #117362**

This class covers Mexican history from 1878 to the present. Emphasis will be on the year 1878-1940. We will analyze the Revolution of 1910 and the roles played by Pancho Villa, Alvaro Obregon and Emiliano Zapata. The course will end with classes on contemporary problems such as drugs, crime, immigration to the US and NAFTA.

Four essays will be required; there are no written exams. Texts will include novels and philosophy. The class also involves viewing some of the best films on Mexico including "Vamonos Con Pancho Villa", "Viva Zapata", "Herods Law", etc. **AAL**

HIS 379

African American 1877-present

Professor Young 90 Alumni
T R 12:30-1:50 **Reg. #407227**

This course analyzes the history of African-Americans from 1877 to the present. We will delve into the experiences of newly freed persons, only recently removed from the brutalities of slavery; the legal and socio-economic development of racial segregation; and the varied and persistent forms of resistance that African-Americans engaged in as avenues of redress. This period marks a shift for African-Americans from the threat of being lashed to the threat of being lynched; where a predominantly agricultural sharecropping class came to be an overwhelmingly urban underclass. We treat the massive migrations of African-Americans to westward lands and into northern cities, the strange career of 'Jim Crow', and the Civil Rights Movement. In addition, the course treats African-American artistic production throughout the period, linking, for example, the rise of the Blues and Jazz to the Harlem Renaissance and the Black Arts Movement. Students will be encouraged to work with primary source documents in order to develop a better sense of history as lived experience. **USH**

HIS 386

New Deal America

Professor Radford 88 Alumni
M W F 2:00-2:50 **Reg. #470177**

When the bottom dropped out of the economy and huge dust storms blew across the prairies in the 1930s, it seemed as if the social world and nature alike had turned against Americans. But the country fought back against depression and drought in this creative and conflict-filled period. In this course we will explore the ferment of experimentation in politics and culture that marked this era, when ordinary people as well as national leaders forged new directions for American life that continue to affect our lives today. We will consider the implications of the "New Deal coalition," the rise of a strong national government, the development of the Social Security system, the construction of public works, the impact of protest movements and massive strike waves, and the response of artists, writers, and the commercial entertainment industry. **USH**

HIS 387

The Greek City - Polis, Chora & Oikos

Professor Ault 355 Fillmore
M W F 11:00-11:50 **Reg. #338370**

This course will examine the nature of ancient Greek civic and domestic life through the archaeology of urbanism, regional and rural settlement patterns, and houses and households. For the city and its territory we consider the rise of the polis; the types, design and placement of public spaces and buildings, including sanctuaries; orthogonal planning and Hippodamos of Miletus; and the relationship between the city and its countryside. Turning to the household, we take up issues ranging from the use, functions and decorative elaboration of domestic space; to the domestic economy; to issues of status, ideology, and gender in the ancient house. *Cross-listed with CL 422 (Reg. #290522) EAR*

HIS 391

China and The World

Professor DesForges 103 Talbert
T R 11:00-12:20 **Reg. #000226**

Ever since a World Bank report concluded in 1993 that the Chinese economy is likely to surpass that of the United States by the middle of the twenty-first century, observers have begun to wonder just what kind of a global role China is likely to play. Opinions vary widely from those who believe that China will become the world's preeminent military power to those who think that China's entrance into the World Trade Organization will result in widespread unemployment and social misery that may precipitate the collapse of the People's Republic with unforeseeable consequences for all of us. Others wonder if China is likely to follow the paths of Germany, Japan, and the Soviet Union that challenged American preeminence in the twentieth century and suffered the consequences or will instead pursue a vision of world order that might provide a more effective alternative to the American superpower. This course seeks to cast some light on such issues by surveying the history of China's relations with the rest of the world from the Qing dynasty (1644-1911), that established most of the territorial and ethnic baselines of today's China, through the Republic (1911-), when the U.S. became deeply involved in China's domestic affairs, and into the People's Republic (1949-), that is widely presumed to be seeking to recover China's "rightful place in the world" (but what is that?). Readings will include a set of documents titled *The Search for Modern China: A Documentary Collection* (but who is searching and what is modern?), and choices between Jonathan Spence's *The Death of Woman Wang* (how typical was it?) and Shen Fu's *Six Chapters* from a

Floating Life (how could an arranged marriage work?), between Ning Lao Taitai's Daughter of Han (why was life hard in nineteenth century China?) and Ba Jin's novel Family (how did Chinese youth define freedom in the early twentieth century?), and between Yue Daiyun's To the Storm (how did intellectuals get along under Mao Zedong?) and Peter Seybolt's Throwing the Emperor from his Horse (how have villagers fared under Deng Xiaoping?). Videos will include selections from "A Day with The Emperor on the Grand Canal," selections from "China in Revolution," "Return from Silence," "The Gate of Heavenly Peace," "China After Tiananmen," and "Not One Less." Grades will be based three fifths on class participation, two short papers, and a mid-term examination, and two-fifths on a longer final paper. **There will be no final examination. AAL**

HIS 394

Medieval Civilization 2

Instructor Glodzik 209 Norton

M W F 9:00-9:50am

Reg. #417207

This course forms the second semester of a year-long sequence devoted to an exploration of the medieval European world. It is not necessary that students have previously taken History 393: Medieval Civilization I. History 394 will consider the period from c. 1100 to c. 1500. This course will focus on several historical themes. The main purpose of the course is to understand the culture and society of the medieval world. The course will explore the organization of society and the values expressed within it both from the popular and elite viewpoints. We will also spend significant time focusing on the role of Christianity in medieval society. In considering these matters, less attention will be paid to a narrative of events than to a scrutiny of key developments and transformations. The readings for this course will include both recent interpretive studies and primary sources. In addition to participation in class discussion, two take-home essay exams and a term paper are required. **EAR**

HIS 403

The Spanish Civil War

Professor Pack 532 Park

R 9:00-11:40

Reg. #388938

More than six decades after its conclusion, the Spanish Civil War remains highly controversial and passionately debated. From 1936 to 1939, Spain was in the cockpit of world affairs. Military rebellion against a democratic government sparked a two-and-a-half year civil war in which Stalin, Hitler, and Mussolini all contributed military aid, leading many subsequently to consider it the opening round of World War II. Depending on their politics, outside observers viewed the Spanish war as a clash between democracy and fascism, or between civilized order and Communist barbarism. Yet, despite its status as an international *cause célèbre*, few at the time understood the political, religious, economic, and social causes of the war. Historians continue to debate them, often with the intensity of political activists rather than the detachment of scholars. This course takes up the many debates surrounding the causes of the war, the explanations for its outcome, and its legacy in Spanish and world affairs. Readings will include personal war memoirs, historical novels, and political tracts, in addition to conventional historical texts. From an in-depth study of the Spanish Civil War, students should gain perspective on the relationship between local and international, as well as the long-term and immediate causes of civil conflict. **MOD**

HIS 405

What is History

Professor Mazon 532 Park
M 1:00-3:40

Reg. #414204

Taught as "Autobiography and European Women in the 20th Century."

This class will touch on major themes in 20th-century European history, such as war, politics, and the struggle for social equality, through the experiences of women, many of them intellectuals and public figures. Structured around seven women whose lives span the years from the First World War through the fall of communism, the course is an excursion into biography, gender, and history. We will read autobiographies and use books and films to put the autobiographies into a larger historical context.

Students will submit three 2-page papers on the reading. The final paper will be 10-12 pages long. At least one class presentation is required.

Readings for this course include: Simone de Beauvoir, Memoirs of a Dutiful Daughter; Vera Brittain, Testament of Youth; Slavenka Drakulic, How We Survived Communism and Even Laughed; and Ruth Klüger, Still Alive : A Holocaust Girlhood Remembered. We will also view some films, among them "Hiroshima Mon Amour." **MOD**

HIS 413

Topics in American Political History: Market Revolution

Professor Ellis 152 Park
W 2:00-4:40

Reg. #095989

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**

HIS 416

European Immigrant Lives

Professor Gerber 217 Clemens
T 9:00-9:50

Reg. #179093

This seminar seeks to understand the aspirations and experiences of the millions of ordinary men and women who immigrated to the USA from Europe in the century of the European mass migrations between 1820 and 1920, and the influence of the presence of these immigrants on the shaping of American society. Students also will gain insights into the central debates among historians of immigration about the nature of these immigrants' experiences in leaving Europe and resettling in the United States. Also, some part of the course will be spent comparing historical and contemporary immigrations into the USA. Finally, the course will consider historical and contemporary debates about whether mass immigration has been---and is---a good or a bad thing for American society.

The readings will consist of histories, novels, and sociological studies. Grades will be based on two oral presentations, several two-page papers, and a final essay of approximately ten pages. **USH**

HIS 419

Environmental Disasters in American History

Professor Newman 146 Park

F 2:00-4:40

Reg. #342774

The term "Environmental disasters" covers a range of horrific events? From floods and fires to hurricanes and landslides? And has a tight hold of humans? psyche. Think of Noah and his arc and you get the idea. But what role has disaster played in American history? And are all disasters natural -- Acts of God? In this class, we will study both the global and local dimensions of Environmental disasters, from natural catastrophes like Hurricane Katrina to "man-made" ones like WNY's own Love Canal. We'll look at the history of environmental change as a backdrop to environmental disaster, examine private, government and religious responses to the problems associated with disasters, and consider the impact of disasters on American government and reform. The seminar will feature weekly discussion and debates on these issues and will also include a field trip Love Canal. Grades will be based on shorter essays as well as longer final paper or project. **USH**

HIS 420

Race, Gender and the Law

Professor Emberton 532 Park

T 9:00-11:40

Reg. #484140

This research seminar will focus on how ideas of race and gender inform the legal process and vice versa. We will use the tools of Critical Race Theory investigation how race and gender historically have operated together within the law to legitimize exclusionary practices, such as workplace or housing discrimination, as well as define the very meaning of citizenship in the United States. We will also explore how the law has been used as a tool to dismantle racist and sexist institutions and evaluate its effectiveness in that capacity. Topics to be covered include: slavery, Jim Crow segregation and its demise, affirmative action, marriage and sexuality, crime and the "war on drugs," Native American sovereignty, and immigration. We will read a variety of historical source material, including judicial opinions and case law, to understand how legal understandings of race and gender have changed over time. Students will write one major seminar paper exploring a topic of their choice. **USH**

HIS 422

Topics in American Intellectual Cultural History:

Professor Seeman 532 Park

Early American Religious Cultures

R 4:00-6:40

Reg. #180234

Early American religion was not simply about the Puritans. From the beginning, America was home to a stunning array of religious cultures, some of which are familiar to us today, others of which seem unusual indeed. Examining groups like the Immortalists, who believed they would never die, and Spiritualists, who believed they could communicate with the dead, this class will ask students to come to terms with the diversity that has always been a hallmark of American religious life.

In this class we will seek to answer questions that are increasingly relevant today: is it possible to reconcile fervent religious belief with tolerance? What were the original intentions of the framers of the First Amendment? What is it about religion that has always attracted more women than men? What are the origins of the distinctive cadences of African-American Christianity?

For all of these questions, examples from the past will serve to illuminate the dilemmas of the present.

Readings will include numerous primary sources in order to help us understand how ordinary people conceived of their religious beliefs. Students will write several short papers in response to the readings and a longer paper on a topic of their choosing. **USH**

HIS 423

Problems in Modern Europe

Professor Mazon 112 Baldy

W 1:00-3:40

Reg. #239381

Taught as "War and Society in Modern Germany."

This course is meant to acquaint students with some of the broad questions in the history of modern Germany. We will read classic accounts as well as the latest research; we will also examine some primary sources.

Some of the main themes we will explore have to do with Germany's encounter with modernity. Is Germany different than other nations, or "special?" Is the fact that Germany was unified only in 1871 significant? What implications do war and genocide have for the construction of political identity? Why have Hitler and the Holocaust taken on a certain moral dimension in the American political universe?

Students are required to write three critical book reviews, each 2 pages. A final paper will be 10-12 pages long and address an issue arising from the course materials. Students will give at least one brief class presentation.

Here are some of the books we will read: Wolfgang Iser, The Man Outside; Christopher Browning, Ordinary Men; Jürgen Habermas, A Berlin Republic; Ernst Jünger, Storm of Steel; and Detlev Peukert, Inside Nazi Germany. **MOD**

HIS 424

Topics in American Social History: The American Military Experience

Professor Kotlik 250 Park

R 7:00-9:40pm

Reg. #023109

The military history of the United States has traditionally been explored through "material and operational" frameworks that investigate the development and use of weapons and the activities of armies. While these aspects are crucial and cannot be ignored, this course seeks to go beyond the traditional political and economic contexts and specifically examine the American military experience through a social historical perspective. This focus on the "New Military History" will specifically investigate whether there is an American way of war. Topics that will be explored include the study of battlefield culture where the choices made by both officers and soldiers have tremendous impact on the outcome of events. This course will also explore the impact war has on society, especially the home front. Both soldiers and civilians exert agency during war through their expectations about possible outcomes. Finally, this course will also explore the importance of memory in the historical interpretation of war. Again, both civilians and veterans are important in shaping our understanding of war and battles through efforts to either preserve historic battlefields or present their particular views to future generations. These various themes will be investigated through an examination of the French and Indian War, the American Revolution, the Civil War, World War II, and Vietnam. **USH**

HIS 426

Global Genealogies of "Race": Different Histories of the Same Idea?

Professor Hall 532 Park
M 9:00-11:40 **Reg. #189880**

This course aims to help us develop a more complex idea of "race" as a global phenomenon. Much of what we know, or think we know, about "race" is derived from our particular history and experience in the United States. But American ideas and enactments of "race" are by no means universal. The origins of the idea of "race" have often been located in Europe in the early nineteenth century when scientific methodology was first applied to the study of apparent human difference. So-called "scientific racism" served as an ideological justification for European imperial expansion in Africa and Asia, and for maintaining slavery and other forms of exploitation and social exclusion in the Americas. There can be little doubt that the European, and later American, appropriation of science in developing racial theories was crucial for the spread of ideas of "race" across the globe. However, racial theories were not unique to Europe and European settler colonies; ideas about "race" existed in many parts of the world, including in Africa, Asia and Europe, long before European colonial expansion and the development of "scientific racism" in the West. Our project in this class is twofold: to explore how ideas about "race" developed historically in a wide variety of settings; and to understand how, in the era of European imperial expansion, different traditions of racial thinking became articulated to each other. In this way, we will be in a position to discern the extent to which European and American ideas about "race" were adopted in different parts of the non-Western World, and the degree to which non-Western racial notions influenced European and American constructions of "race." **AAL**

HIS 446

Topics in Diplomatic History: Nixon and Kissinger in the Search for a Stable Structure for Peace

Professor Michaels 148 Park
M 1:00-3:40 **Reg. #321519**

Lyndon Johnson was arguably the most disastrous president in American history. He left his successors with an unwinnable war in Vietnam, a deteriorating position in the Middle East and Latin America, a dramatically weakened economic position, a Cold War with mainland China and the USSR, and an American public bitterly divided over the United States' world role. Nixon and Kissinger successfully confronted most of these disasters and led a greatly strengthened United States into a new era. This seminar begins with an examination of Nixon's early views on foreign policy and the historical writings of Kissinger. The rest of the course focuses on the major foreign policy problems of 1968-1976 including: withdrawal from Vietnam, the US responsibility for the Cambodian holocaust, opening of China, détente with the Soviet Union and the overthrow of Salvador Allende in Chile. Two major questions will be examined: Were Nixon and Kissinger brilliant or just lucky? Did Kissinger's study of history really help him to formulate foreign policy?

Texts: Henry Kissinger, A World Restored, Henry Kissinger, Bismark, and Walter Isaacson, Kissinger.

Assignments: 1 short (5 page) essay, 1 class presentation, and 1 long (10 page) essay. **USH**

HIS 449

American Cold War History

Professor Radford 532 Park
M 7:00-9:40

Reg. #479096

This seminar will deal with the history of the U.S., both internationally and domestically, from the end of the Second World War to the dissolution of the U.S.S. R. in the early 1990s. Topics will include the post-war competition in Europe between the Americans and the Soviets in the immediate post-war years, the Korean War, the Red Scare, the nuclear arms race and protests against nuclear testing, the Civil Rights Movement, Vietnam and the anti-war movement, and the roles of Gorbachev, Reagan, and the nuclear freeze movement during the arms race of the 1980s. Grades will be based on short papers, discussion, a research paper, and a class presentation. **USH**

HIS 454

History of American Landscape

Professor Thornton 532 Park
W 9:00-11:40

Reg. #118590

Why does America look the way it does? What factors account for the ways Americans have shaped the man-made environment, from colonial farmsteads to urban parks to Niagara Falls Boulevard? This course encourages students to think of the human-made landscape as the historical artifact of human activity and human choices, shaped by a shifting mix of cultural values, economic patterns, technological developments, and government policies. Among the topics we will cover are the nature of Native American and colonial settlement patterns; the layout, division, and sale of land; the development of towns, cities, and suburbs; industrial landscapes; and the impact of the automobile. You will read important books and essays in the field of American landscape history, but you will also learn how to "read" the landscape itself, through study of visual materials and the places you grew up and live in. Special emphasis will be put on Buffalo and its surroundings. Expect a class that covers everything from the Northwest Ordinance of 1785 to Forest Lawn Cemetery to gas station architecture. **USH**

HIS 489

A History of Reconciliation (Historiography)

Professor Burkman 532 Park
T 7:00-9:40pm

Reg. #497087

Historians often analyze wars. Less frequently do they grapple with the subject of this advanced undergraduate seminar, reconciliation. The course is premised on the assumption that history provides cases of successful human efforts to address the causes of conflict, work out solutions, and establish civil society on a national or international basis.

Through readings, discussion, and writing, members of the seminar will deal first with noteworthy historical writings by theorists of reconciliation, including M. Gandhi, M.L. King, D. Tutu, and the Dalai Lama. It will then treat several historical cases where a measure of reconciliation has been achieved. These may include Truth and Reconciliation projects, non-retributive postwar settlements, and the establishment of civil society after regimes of violence and terror in such places as Germany, Japan, Chile, and Ireland.

We may discover lessons of history that are applicable to present-day conflicts. Students will conduct research on a historical instance of reconciliation. **AAL**

HIS 496

Public History Internship

ARR

In this course students learn to connect their historical studies with the world outside the academy by doing an internship at a historical site or museum. Students may get credit for one three-credit course by participating in a semester-long public history internship. The internship site must have a strong connection to history. Typical local examples include the Buffalo and Erie County Historical Society, Old Fort Niagara, the Amherst Museum, and the Roosevelt Inaugural Site, though others are possibilities. Students must arrange the internship themselves. Students must work 8-10 hours per week for the duration of the semester and submit a 7-10 page paper at the end of the internship detailing the intern's responsibilities and the connections between the internship and the student's program of study. The intern also must submit a letter from a supervisor describing the intern's responsibilities. The student will receive a letter grade based on the quality of the work and the paper. This course does not count toward one of the two 400-level seminars required for History majors. To register, contact the History Department's Director of Undergraduate Studies.

HIS 497

Honors Thesis 2

ARR

This three-credit course is the second semester of the two-semester honors thesis sequence. Students register for this course under the name of their faculty mentor. Students complete a research paper of roughly thirty pages based on primary sources. This course does not count as one of the three 400-level seminars required for the honors program.

HIS 498

Undergraduate Research

ARR

This class (usually three credits) is aimed at History majors who wish to do research in primary sources but who are not in the History honors program. Unlike HIS 498SEM, this course does not meet regularly. Instead, meetings are by arrangement with a faculty mentor. Students write a research paper on a topic of their choosing under the direction of a faculty mentor. The main requirement for the course is a roughly 15-page research paper based on primary sources. This course does not count toward the two 400-level seminars required for the History B.A.

HIS 499

Independent Study

ARR

Students register for this course (usually three credits) when they wish to do a semester-long reading project with a faculty member. Students ordinarily read a number of books and articles, meet occasionally with the faculty member, and write a paper of roughly 15 pages based on secondary sources (all requirements at the discretion of the professor). This is not a course in which to do a research paper in primary sources. For that, please register for HIS 498 TUT. This course does not count as one of the two 400-level seminars required for the History major.