DEPARTMENT OF HISTORY - FALL 2016

CUBA

GRADUATE COURSE DESCRIPTIONS

STATE UNIVERSITY AT BUFFALO
This course seeks to introduce M.A. and Ph.D. students to the history and historiography of America to 1865. That is, this course will help students master a basic narrative of American history through the Civil War. At the same time, it will introduce them to the main historiographical trends of the past twenty-five years or so.

This seminar examines Europe from the fifteenth century to the French Revolution of 1789. During these centuries, Europe underwent a series of dramatic transformations: Europeans encountered other regions of the globe and came to dominate several of them; printing increased the speed with which ideas circulated and evolved; other new technologies changed the nature of warfare, enhanced government power, and began the processes that would culminate in the Industrial Revolution. The seminar seeks to provide students with an overview of these changes, and to sketch the main lines of current historical thinking about them.

For this reason, seminar readings will be drawn from recent monographs and other scholarly studies of the period; no textbook will be assigned, but students whose knowledge of the period is weak will be expected to acquire such background knowledge on their own, through reading in standard textbooks and/or Wikipedia. Three short (about ten pages each) essays on the assigned reading will be required, each counting for about 30 percent of the course grade. The remaining 10 percent of the final grade will be based on contributions to seminar discussions.

The Black Atlantic as a unit of scholarly analysis has gained some considerable currency in recent years. New investigations into the economic, geographical, and cultural relationships that developed around the Atlantic rim during the era of the trans-Atlantic slave trade and New World slavery have revealed a wonderfully complex world of race, slavery and resistance. In this course, we will investigate these discrete relationships while analyzing the larger conceptual and theoretical models that help define the field as more than the sum of those links. The readings for this course include a wide variety of treatments of the Black Atlantic in various disciplines including History, Fiction, Cultural Studies, and Art History. Students will be challenged to develop their own models—theoretical, methodological, conceptual and otherwise—of the Black Atlantic as a unified and useful unit of historical analysis.
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.

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.

This seminar guides students in producing an original research paper of approximately 30-35 pages based on primary sources and engaged with relevant historiographical and methodological debates in the scholarly literature. Unless given advance permission by the instructor, topics should be related to the long 20th century (1877-2000) United States. Students will also develop their critical reading and engaging skills by providing peer feedback on others’ written work.

This goal of this seminar is to familiarize students with a variety of approaches to the study of religion in history. Students will be expected to produce an article-length essay based on primary research in their particular area of study or interest that engages in some way with the theoretical frameworks introduced in the course. Exploring the writings of both classical thinkers and more recent theorists, we will consider the utility of their ideas for the study of history. Religion is understood broadly in this course, meaning students working on subjects pertaining to the sacred-secular divide, individual or collective religious beliefs and practices of any kind, as well as the more familiar institutional forms of religion, should feel welcome.