History Department

Spring 2011

Graduate Course Descriptions
State University of New York at Buffalo
118909    T  7:00 – 9:40
503  AMERICAN HISTORY CORE SEMINAR 2
      532 PARK
      RADFORD
This course is designed to introduce graduate students to some of the main issues and
methodological approaches in the literature on U.S. history since the Civil War. The primary
aim of the course is to introduce students to the historiography of particular topics in an effort to
make it apparent how fairly recent books fit into ongoing conversations among professional
historians. A secondary aim is to show how historians and others draw upon their
understandings of history to try to influence public opinion.

238937    TH  7:00 – 9:40
505  MODERN EUROPEAN CORE
      532 PARK
      PACK
This seminar introduces students to some of the major questions and debates in the
historiography of Europe in the nineteenth and twentieth centuries. Students will absorb
extensive weekly readings and be expected to engage them critically in the context of the
scholarly literature surrounding each topic. Students will write a final paper reviewing the
scholarship and debates in a relevant field of their choosing.

146618    T  4:00 – 6:40
506  NORTH AND SOUTH ATLANTIC CORE
      532 PARK
      MULLER
This course will serve as a broad based introduction to Atlantic World History and scholarship.
Traditionally, Atlantic studies as a field emphasized the movement of people, commodities and
ideas between Europe and North America. In the past couple of decades, however, the field has
been expanded to include exchanges between four continents and various islands including,
Africa, South America, North America, Europe and the Caribbean. Although students will have
the opportunity to read classic works of North Atlantic scholarship, the class will be largely
dedicated to recent publications that focus on cis, circum and South Atlantic worlds. This a
required course for History Ph.D. students who plan to select “North and South Atlantic” as
the major field for their oral examinations. I also strongly recommended that those students who
are planning to prepare a minor field in the Atlantic World also take this class.
This seminar invites participants to explore some of the best works in American cultural history written during the last decade or so as well as to exercise their analytical skills in close readings of primary sources. The period under study includes the early republic and antebellum era. Student assignments include two brief response papers; the selection and presentation of two brief primary sources in class, one to be accompanied by a five-page paper; and a final 10-12-page synthesizing and reflecting upon one or more major themes raised by the readings encountered during the semester.

This course introduces students to the rich history and historiography of health and illness in America. Topics may include epidemics; the medical professions; medical commerce; alcohol, drugs, and pharmaceuticals; medicine and empire; alternative and folk therapeutics; popular and scientific cultures of medicine; medicine and state authority; medical constructions of race, gender, sexuality; health-related activism; and more. Texts are selected with non-specialist students in mind, and will introduce new and intriguing perspectives on familiar topics in social, political, and cultural history.

This course explores the history and politics of food and hunger in the Americas from a cross-disciplinary and comparative perspective. Topics include, but are not limited to food and colonialism, nation-state formation, globalization, immigration, and contemporary environmental politics and social justice movements. Our focus will be on Latin America, but we will take a hemispheric and comparative approach to our main objective: understanding the study of food production and consumption as a key aspect of critical social theory and the historical analysis of race, class, gender and state formation. Our focus will be on the intersection of food and power in a historical perspective, but we will also explore the role food and hunger in the formation of ‘subaltern’ identities and radical political movements.

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.
This course examines individuals and groups at the margins of religious practice in the early modern Anglo-Atlantic world. Starting with the Protestant Reformation and continuing through the Second Great Awakening of the early nineteenth century, religion became an even more highly charged arena of contestation than it had been before. Out of this religious ferment, some people embraced beliefs considered problematic or bizarre by the orthodox mainstream. This includes well-known groups such as Quakers and Spiritualists, along with less familiar groups such as Swedenborgians and Immortalists. This course seeks to understand these individuals on their own terms, as well as to understand the reactions—alternately mocking and violent—against them. This course will pay special attention to the role of women in pushing the boundaries of acceptable religious expression. And it will focus on how the desire to communicate with the dead underlay a wide variety of radical religious practices.

Readings include classics such as Christopher Hill, *The World Turned Upside Down: Radical Ideas During the English Revolution* and more recent works such as Susan Juster, *Doomsayers: Anglo-American Prophecy in the Age of Revolution*. The final assignment is a twelve-page research or historiographical paper on the radical group or individual of the student’s choice.

This course will explore the history of women in the United States. Seminar readings will begin with the colonial period and continue through the 1970s. The course is designed to familiarize students with the field of women’s history, surveying major issues and debates, while also exploring some topics in greater depth. Topics of focus include women’s work and family lives; differences and conflicts across race and class; the expression and regulation of female sexuality; women’s involvement in political movements; and the role of the state in shaping gender relations. Assignments for the class include short response papers, a longer book critique, and a final paper (15 pages).

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.
VARIES ARR ARR ARR
600 GENERAL EXAM READINGS REGISTER IN PARK 543 WITH GRADUATE PROGRAM ASSISTANT

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.

007756 W 4:00 – 6:40 532 PARK
603 RESEARCH GENDER HISTORY MAZON

This new research seminar will focus very broadly on the subject of gender across time and place. It is open to history graduate students with any specialization.

We will begin the course with a few common readings on theories of gender and sexuality. Students will have the middle of the semester to pursue their work and also to meet individually with me. The end of the term will bring one or two sessions of peer review of drafts. The final paper should be 18 to 20 pages long.

To make the best use of our time, students need to begin to hone in on a topic early, preferably before the term starts. I am happy to see students in my office in November or December just to bat around topics. My office hours this semester are Mondays 3-5 p.m. and by appointment. If you have any questions, please email me at mazon@buffalo.edu.
This research seminar will explore the connections between and among transnational, frontier, and borderland histories. Focusing on frontier and border regions throughout the Americas, we will seek to move beyond our discipline’s traditional emphasis on European empires and, later, American national states as predominant analytical frameworks. We will consider the limitations of and devise alternatives to these conventions by concentrating on zones that lay outside the consolidated limits of empires and nations, highlighting peoples, places, and processes not entirely or even primarily defined by them.

Seminar participants will complete an article-length paper (approximately 25-pages long) examining the history of a frontier or border region. 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. During our first session, be prepared to describe in detail not only a proposed topic but also a corpus of accessible primary sources adequate to the task. Given these challenges, students are urged to discuss potential topics with me before the end of the fall semester (hlangfur@buffalo.edu).

A preliminary set of common readings will provide practical examples of transnational, frontier, and borderland research and familiarize students with current theoretical and methodological approaches. A sequence of research and writing assignments will help students develop significant projects in a systematic 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
612 ADVANCED RESEARCH

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. PERMISION OF INSTRUCTOR REQUIRED.

VARIES ARR ARR
700 THESIS GUIDANCE

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.