GRADUATE COURSE DESCRIPTIONS, SPRING, 2013

12462 W 4:00 – 6:00 HERZBERG
503 AMERICAN HISTORY CORE SEMINAR 2 532 PARK

The graduate core is a survey of U.S. historiography in the long 20th century (i.e., since the Civil War). We will read books and articles that introduce us to some of the major topics and fields, themes and issues, and research and analytical methods from this time period.

Our goal is not primarily to increase your factual knowledge of U.S. history, but to get a sense of the relationship between history and historians. What kinds of questions do historians ask of the past? How do they go about answering them? What kinds of evidence do they look at, how do they choose, and how do they interpret it? How do historians build on and/or challenge each others’ work and interpretations? If history only happened once, why does history as written by historians change over time? What are some of the most active and exciting subjects and approaches today? These kinds of questions are central to critical reading and thinking, that is, figuring out how to take apart and (hopefully) put back together again the kinds of historical narratives—stories—that we are all familiar with as the stuff of “history.”

12690 M 7:00 – 9:40 MAZON
505 MODERN EUROPEAN CORE 532 PARK

This class will provide an overview of the historiography of modern Europe, defined as the historical period following the French Revolution. There will be several short writing assignments and a final longer paper, as well as at least one presentation. For questions, please contact the instructor at mazon@buffalo.edu.
This course will introduce students to the rapidly growing field of the Atlantic world. Within the historical profession, the term “Atlantic World” is often applied to the North Atlantic in the early modern period. This course will engage with that material while also expanding the concept to include the South Atlantic and the post-colonial era. Students will gain an understanding of how the field has been defined, how the field has changed over time, and how the field might evolve in the future. This course is required for those History Ph.D. students who wish to offer the “North and South Atlantic” as the major field of their oral examinations. It is highly recommended for those who wish to offer a minor oral examination field in the Atlantic World, and for anyone who wishes to employ transnational or comparative perspectives on the past.

Because this field covers so much geographical and chronological ground, collaboration is essential. Students will also collaborate on their own edited collection, contributing essays to a volume that will be compiled and bound at the end of the semester. Assignments include a five-page analysis of a required book, a ten-page introduction to the edited collection, and a twenty-page historiographical essay on a topic of the student's choosing.

This seminar will provide an intensive introduction to major historiographical issues and approaches in scholarly work on the history of science and medicine, including recent attempts to write cultural histories of specific facets of science and medicine. The course is intended to serve the needs of a broad range of students from history and from disciplines such as anthropology and literature, who have an interest in science, medicine, technical knowledge and practices, the body, sexuality, disability studies, or related topics and their relationship to culture and society.

We shall focus chiefly upon the cultural history of medicine, with special attention given to the history of the body and sexuality from antiquity to postmodern cybertulture. We'll address such topics as the body in ancient Greek and Chinese medical traditions; medicine, natural philosophy, and notions of sexual difference in ancient, medieval, and Renaissance Europe; the female body, the saintly body, and the criminal body in late medieval, Renaissance, and early modern Europe; monsters, marvels, and monstrous bodies from the 13th through the 18th centuries; the new cultural history of Renaissance anatomy; women, gender, and the birth of modern political economy; race, gender, and “other” bodies in European and American scientific and medical discourses; hermaphrodites and the scientific study of sexuality from the late Renaissance to the 20th century in Europe and America; Foucault's History of Sexuality; and such issues as virtual surgery, technoscientifically altered human bodies and disability studies, informatics, and the "posthuman" body.
This course provides a critical, methodological and creative examination of the stakes of research in the history of the book and print culture. We will examine the early modern period from the advent of the printing press and incunabula to printed books up to the late 18th century. We will reevaluate claims of the printing press as an agent of change, discuss the persistence of manuscript culture, and approach the problems of the circulation of knowledge and information among the different literate and semi-literate communities of early modern Europe by observing their production, use and circulation of texts. We will learn and become proficient in the basic notions of the material conditions of text production, such as the presses themselves, the characters, the workers in specialized labor, as well as in ancillary fields such as engraving, paper fabrication, binding, etc. Students will learn about the circulation and consumption of texts in the early modern period and the uses and functions of texts (and practices of reading) as markers of economic status, as vehicles for propaganda and the conduits for clandestine activity within the república litteraria. Students will also become critically aware of the efforts of governments, groups and institutions to censure texts, impede access to them, prohibit them and influence their content and scope. (crossed listed w/RLL525 – 19928) http://rll.drupalgardens.com/content/history-book

This course will examine the history of Chinese cities, with a focus on the last thirty years of explosive growth. How has that growth been possible and how have public officials managed it? In what ways, if any, have earlier urban practices in China affected contemporary cities? What special relationships between government and private investors have made this growth possible? Are Chinese cities becoming culturally less distinctive in a global context—or are Chinese cities setting architectural and development directions that others will follow? These are some of the questions we will consider.

Research and writing assignments will be shaped, to the extent possible, to the needs and interests of the students who enroll. Topics to be investigated may include concepts of land tenancy and ownership, urban governance, the pursuit of economic development, domestic in-migration, displacement of urban populations, pollution and farmland disputes, large infrastructure and capital investment projects, and connections between Chinese cities and the world beyond China.

The course is cross-listed in History and Urban and Regional Planning, and will also be appropriate for graduate students in other disciplines, such as Geography, Economics, Architecture, Political Science, and Global Gender Studies. Depending on the class make-up, we may form interdisciplinary teams to undertake extensive study of particular Chinese cities. (cross listed w/PD576 – 16408)
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.

22838 M 4:00 – 6:40 NEWMAN
556 THE ENVIRONMENTAL REPUBLIC: READING THE AMERICAN LANDSCAPE, NATURE AND REFORM 532 PARK

This class will familiarize students with key works and trends in environmental history. How has the study of nature, broadly conceived, reframed our understanding of the American past? And where is environmental history going in the future? To answer these questions, we will range widely over American environmental history. Though we will consider classic literature by Leo Marx and William Cronon, our weekly discussions will revolve around recent books on such topics as the impact of colonial nature study on Atlantic slavery and freedom, environmental change in urban America (Boston, Chicago, and Seattle) during the industrializing 19th century, and the meaning of environmental reform struggles during the Progressive and New Deal eras. We'll also focus on landscape histories, from well-known places (Thoreau's Walden and John Muir's Hetch-Hetchy) to lesser-known locales (including African American sacred spaces in the antebellum South and Lois Gibbs' Love Canal, right around the corner in Niagara Falls). Students should walk away from the class better prepared to teach and do research in the field of environmental history.

Grades will derive from weekly class discussions and two seminar papers, one medium length (5-7 pages) and the other a longer term paper (roughly 12-15 pages).

22839 T 4:00 – 6:40 CAHN
557 AMERICAN WOMEN'S HISTORY 532 PARK

This seminar will explore the history of women in the United States Seminar readings will begin with the colonial period and continue through the latter twentieth century. Topics of focus include women's work and family lives; involvement in political movements; differences and conflicts across race and class; the expression and regulation of female sexuality; changing definitions of femininity and womanhood; and women's relationship to the state. We will also explore historiographical trends in women's history, discuss research methods, and read feminist theory that is relevant to historical interpretation regular short papers and a longer final paper are required.
The purpose of this course is to introduce students to the study of modern European imperialism and its aftermath since the 17th century. It will not be a survey course and therefore “coverage” will not be the aim. Rather it will be a sampling of different approaches to the rise, fall, continuation of imperialism. By examining the way the history of imperialism has been written and discussing the major issues of the literature, it is hoped that students will gain a broadened understanding of the complex process of imperial expansion and retraction.

This course is an introduction to the field of disability history. It is a chronological survey of disability history from antiquity to the present and as such offers students a broad overview of relevant texts in the field. It places disability and impairment in historical context, exploring changes and continuities in the ways in which people in different times and locations have thought about both concepts in law and policy, in scientific, medical, political, and social discourse, and in popular and high culture. A critical analysis of the lived experience of those individuals perceived to be disabled/impaired, as well as the intersection of disability with race, ethnicity, nationality, religion, age, class, gender, and sexuality are central to this course.

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. REGISTER IN PARK 543 WITH GRADUATE PROGRAM ASSISTANT

Please see Director of Graduate Studies for information.
VARIES ARR ARR
600 GENERAL EXAM READINGS ARR
STAFF

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

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.

22843 T 4:00 – 6:00
606 RESEARCH TRANSNATIONALISM PACK
545 PARK

Students in this seminar will develop a research question and complete a paper of article length (roughly 7,000-10,000 words) on a transnational topic – that is, one that examines historical processes taking place across the boundaries of nations and states. During the early part of the semester, students will be exposed to various transnational methodologies and begin the work of assembling bibliographies for their individual topics. Subsequent class sessions will be dedicated to presenting research in progress and exchanging drafts with classmates for critical review. The major paper will be due at the end of the semester.

22844 TH 4:00 – 6:40
607 RESEARCH ON RACE EMBERTON
545 PARK

This course serves as a graduate-level research seminar for students interested in pursuing topics related to race broadly considered. The course is open not only to Americanists but also students in other geographical areas, although the readings will focus primarily on the U.S. context. In the first six weeks of the course, we will meet as a class to examine the study of race from an interdisciplinary perspective. Collectively, we will discuss how race has been defined across space and time and how racial politics have influenced not only the production of historical knowledge. Therefore, the class serves not only as a methodological survey of some of the best work in critical race and indigenous studies, but also as entry point for students to begin their own independent research projects. To that end, students will produce a substantial primary source-based research paper (25-30 pages) that may serve as a first draft of their master’s thesis or dissertation prospectus.