

Course Descriptions – Fall 2007

UGC 111

World Civilization 1

Professor DesForges

104 Knox

W F

2:00-2:50

Reg. # (recitation section)

This course attempts to understand continuities and changes in the human experience by tracing the origins and development of global civilization from earliest recorded times through the fifteenth century of the common era. It suggests that we may usefully divide these many millennia into three sub-periods, each dominated by its own principal center that interacted in various ways with different peripheries. It argues that each successive period made contributions to world civilization that were distinctive in kind, equal in value, and universal in significance. In the first period of some hundred thousand years, human beings (*homo sapiens sapiens*) first appeared in what is known today as sub-Saharan Africa, developed various hunting and gathering communities and cultures, and, in one or two migrations, spread to the rest of the globe. In the second period of some ten thousand years, humans multiplied in the region around the Tigris and Euphrates Rivers (Mesopotamia), the Nile, and the Mediterranean Sea by engaging in agriculture, trade, and pastoralism, developing theistic religion, metallurgy, and writing, and forming cities, states, and empires, social and political units that spread to—or were independently invented in—much of the rest of the globe. In the third period of about two thousand years, people concentrated in the Yellow and Yangzi River and the Indus and Ganges River valleys developed technologies, concepts, and institutions that enabled them to unify large numbers of disparate peoples into congeries of successive or contemporary polities that produced new levels of peace, order, and prosperity and that attracted the interest, admiration, and appetites of much of the rest of the world.

The course includes: reading in a single volume of historical documents and three “classic” books, one from each of the three major world regions; slides, videos, and lectures by the principal instructor and a guest or two; a mid-term examination; and a final paper comparing and contrasting the three chosen classics. Grades will be based one quarter on participation in class, one quarter on the mid-term, and one half on the final paper.

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

B1	W	10:00 -10:50	Reg. #099825 (109 Baldy)	B6	W	12:00-12:50	Reg. #444595 (139 Bell)
B2	T	11:00 -11:50	#114701 (217 Clemens)	B7	W	4:00 - 4:50	#380316 (107Clemens)
B3	T	2:00 - 2:50	#076408 (109 Baldy)	B8	F	10:00-10:50	#144274 (219 Clemens)
B4	T	3:00 - 3:50	#166510 (126 Baldy)	B9	F	11:00-11:50	#018828 (217 Clemens)
B5	F	12:00- 12:50	#202822 (217 Clemens)	B10	M	10:00-10:50	#091930 (106 Baldy)

UCG 111

World Civilization I

Professor Dewald

104 Knox

T R

9:30-10:20

Reg. # (recitation section)

This course explores a handful of societies, spread across the globe, as they developed in the two millennia before 1500. As such the course is necessarily selective, describing a series of moments in these societies’ development rather than attempting a full overview of them. Two themes stand at the center of the course. On the one hand, the societies that we will examine differed profoundly from our own. Some practiced human sacrifice, and most had one form or another of slavery. None of them understood the natural world very well, and none had more than a limited, hesitantly developing awareness of other cultures’ existence. One task of the course, then, is to understand the nature of these differences from ourselves, to become aware of our distance from the past. This means understanding the specific logic according to which these other peoples thought and lived.

On the other hand, these same peoples produced ideas and images that continue to shape modern life. Texts and rituals from this period govern the world’s major religions. Though often in indirect ways, art and literature from the period still affect modern sensibilities. Even modern science owes surprising debts to the discoveries and reasoning of these earlier societies. Alongside the theme of difference, then, we need to consider the theme of continuity and influence. We need to ask how cultural forms remained powerful even as conditions of life changed – in other words, we need to ask how culture and social life intersected in different contexts.

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

F1	T	1:00- 1:50	Reg. #482126 (110 Baldy)	F6	T	11:00-11:50	Reg. #135717 (215 Clemens)
F2	T	4:00- 4:50	#034260	F7	R	3:30 - 4:20	#179231 (123 Clemens)
F3	R	12:30- 1:20	#111208	F8	F	2:00 - 2:50	#140827 (152 Park)
F4	T	3:00- 3:50	#021776	F9	F	11:00-11:50	#129866 (123 Baldy)
F5	R	2:00 -2:50	#091123	F10	F	12:00-12:50	#080879 (109 Baldy)

UGC 111
World Civilization I

Professor Bono 110 Knox
M W 1:00-1:50 **Reg. # (recitation section)**

This course will introduce students to the major contours of world history and to a number of different societies and cultures by concentrating particular attention upon the role played by ideas of nature and the body, and of health and illness, in the shaping of individual civilizations. The development of ancient Greece, of medieval and Renaissance Europe of China, of India, of Islam, and of African and Native American civilizations evidences continuing engagements with nature, illness, and the demands placed upon human life by humankind's physical, biological, and social environments-demands that lead to specific cultural beliefs and practices. This course will use the ideas of nature, the body, health, and illness developed by specific cultures as lenses through which we can bring into sharp focus the foundational beliefs and values of different societies. In addition, this course will pay particular attention to the role of religion and to the stories produced by particular civilizations. Thus, we shall read a good deal of "literature"-selections from the Epic of Gilgamesh, Homer's Odyssey, Dante's Inferno, Boccaccio's Decameron, and Shakespeare's The Tempest, for example-and religious and philosophical texts from a variety of cultures. Toward the end of the course, we shall also examine how the cultural beliefs and "models" provided by literature and other imaginative texts shaped the encounters between different cultures in places like the "New World." To pass this course (and to have any chance of passing the exams), students must attend all lectures and recitation sections and also complete all readings and assignments on time.

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

R1 M 4:00 - 4:50	Reg. #457681 (109 Baldy)	R6 M 9:00 - 9:50	Reg. #370789 (221 Clemens)
R2 T 3:00 - 3:50	#282577 (109 Baldy)	R7 M 11:00 -11:50	#499114 (109 Baldy)
R3 W 3:00 - 3:50	#291125 (202 Clemens)	R8 F 10:00 -10:50	#465852 (106 Baldy)
R4 W 10:00 -10:50	#325999 (215 Clemens)	R9 T 9:00 - 9:50	#124576 (210 O'Brian)
R5 W 11:00 -11:50	#033178 (221 Clemens)	R10 F 11:00 -11:50	#497441 (109 Baldy)

UGC 112
World Civilization 2

Professor Wise 109 Knox
T R 2:00-2:50 **Reg. # (recitation section)**

The 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."

In this section, we will focus on two key themes of modern world history:

- 1) the ways in which global connections have developed; and
- 2) the ways in which different peoples at different times have resisted homogenization, instead seeking to preserve their distinct cultural traditions.

Student Learning Objectives: 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) Robert Tignor, et al., Worlds Together, Worlds Apart.
- 2) Kevin Reilly, Worlds of History: A Comparative Reader. Volume Two: Since 1400 (2nd edition).

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

B1 R 9:30- 10:20	Reg. #227310 (106 Baldy)	B6 R 12:00-12:50	Reg. #075849 (106 Baldy)
B2 M 11:00- 11:50	#169717 (215 Clemens)	B7 M 9:00 - 9:50	#045649 (210 O'Brian)
B3 M 9:00- 9:50	#207714 (123 Clemens)	B8 W 12:00-12:50	#216759 (209 O'Brian)
B4 M 4:00- 4:50	#254700 (106 Baldy)	B9 W 10:00-10:50	#417796 (217 Clemens)
B5 W 11:00- 11:50	#112594 (215 O'Brian)	B10 R 4:00 - 4:50	#120652 (109 Baldy)

HIS 113

Myth and Religion in the Ancient World

Professor Woodard

M W F 12:00-12:50 225 NSC

Reg. # 444108

Earliest mythologies of several ancient civilizations, especially Greek, Indic, Germanic, and Semitic, studied as a source for early interpretations of the relations among the divine, the cosmos, society and the individual. *Cross listed with CL 113 (reg. #481750) and RSP 113 (reg. 405769) EAR*

UE 141

Catholicism and the Oppressed: A Historical Introduction to Liberation Theology

Professor McDevitt

W 12:00-12:50 532 Park

Reg. #257087, Section M

NOTE: this is a one-credit, special seminar for freshmen and sophomores which will meet once a week for 50 minutes. It is part of the Discovery Seminar Series.

Liberation theology, a sometimes-controversial strain of progressive Catholicism that developed in post-World War II Latin America, inspired various social justice campaigns around the world, as well as political movements throughout Latin America before it fell out of favor with Pope John Paul II and his theological watchdog Cardinal Ratzinger (now Pope Benedict XVI). This seminar—which takes a historical, rather than philosophical or theological approach—will focus on the relationship between religion, society, and economics as interpreted by liberation theologians, who argued that poverty is inherently oppressive and that it is the obligation of Christians to work (and sometimes fight) to eliminate or alleviate it. To this end, they argue that Christians should choose the side of the poor against the interests of the wealthy, which often put them in conflict with their own hierarchy within the Catholic Church.

HIS 161

U.S. History I

Professor Kotlik

T R 7:00-8:20 14 Knox

Reg. #367819

This is an introductory course exploring the major themes of United States History from the colonial period through the Civil War. The course will investigate colonial society, the events leading to the Revolution, the War of Independence, the formation of a new nation, the Old South, and events leading to and including the Civil War. We will explore these themes and others as we confront American History from a social, political, cultural, and economic perspective. To accompany these broad themes it will be vital to understand how individual Americans faced these challenges and wove a national identity. Throughout the semester this course will focus on several themes by going beyond a mere “survey” of American history. The semester will begin by looking at American history through the conceptual framework of the Atlantic World from the 16th century through the 18th century. During the middle of the semester the course will examine the American Revolution by incorporating the events of the revolution within the broader theme of the Atlantic World that was stressed in the beginning of the semester. Finally, during the end of the semester the course will conclude by exploring the events that led to the Civil War, the war itself, and its aftermath. In addition, this course will also help students develop their critical reading and writing skills. ***USH***

HIS 161

U.S. History I

Professor Seeman 114 Hochstetter
M W 9:00-9:50

Reg. # (recitation section)

This course will provide students with a foundation for better understanding the origins of the country in which we live. Many of the themes we will cover resonate throughout the history of America: the interactions—sometimes cooperative, sometimes conflictual—among people of different races and ethnicities; the growth of a society in which religion plays a central role; the creation of a distinctly American form of government in which ordinary people have a say; and the place of the family in negotiating changes occurring in the workplace and economy. These themes will be explored as we examine early America chronologically, beginning with the native societies that lived here before European contact, continuing through the early colonization by the English, French, and Spanish, and through the era when America declared its independence from England. The second half of the semester will consider the consolidation of slavery as the dominant labor organization of the South and its ultimate result in the Civil War.

Requirements for this class include faithful attendance at lectures and discussions, several one-page papers, one three-page paper, a mid-term, and a final examination. *USH*

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

S1 F 8:00- 8:50	Reg. #060079 (146 Park)	S4 R 12:30- 1:20	Reg. #013390 (113 Talbert)
S2 F 8:00- 8:50	#152401 (213 O'Brian)	S5 F 10:00-10:50	#029956 (210 O'Brian)
S3 R 12:00-12:50	#104287 (118 Baldy)	S6 F 10:00-10:50	#312643 (152 Park)

HIS 161

U.S. History I

Professor Ellis 110 Knox
T R 9:30-10:20

Reg. #(recitation section)

This is a survey of American history to 1865. Stress will be placed on the interaction of social, political, intellectual, and constitutional developments. No attempt will be made to cover every aspect of the period. Instead, certain topics will be treated with some depth: seventeenth-century New England, the American Revolution and the United States Constitution, the growth of democracy and capitalism, the Old South, slavery, and the coming of the Civil War. *USH*

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

E1 F 8:00 - 8:50	Reg. #220404 (152 Park)	E4 F 3:00 - 3:50	Reg. #249612 (204 Clemens)
E2 F 8:00 - 8:50	#216328 (148 Park)	E5 F 10:00-10:50	#227730 (148 Park)
E3 F 11:00-11:50	#247109 (148 Park)	E6 F 10:00-10:50	#165871 (440 Park)

HIS 162

U.S. History II

Professor Radford 97 Alumni
M W 2:00-2:50

Reg. #(recitation section)

This course is a survey of the history of the United States from Reconstruction to the present. The focus will be on national politics, the economy, race relations, and foreign policy. *USH*

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

R1 F 12:00-12:50	Reg. #202708 (210 O'Brian)	R3 F 2:00-2:50	Reg. #081950 (148 Park)
R2 F 12:00-12:50	#436175 (209 O'Brian)	R4 F 2:00-2:50	#063436 (212 O'Brian)

HIS 162

U.S. History II

Instructor Bergman

M W 7:00-8:20 14 Knox

Reg. #072551

U.S. History II (HIS 162) presents a historical survey of the United States from Reconstruction (1865) to the present. Since the breadth and depth of American history during these years is too vast to completely document, we will explore those key markers of the American experience—technology, politics, industry, and culture, 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 investigate the complexity of American society and its varied evolutions.

There will be one textbook assigned as a reference guide to “black letter” history—i.e., names, dates, places, and events—with the bulk of the materials coming from articles, audio and video clips, and primary sources provided by the instructor. Grading will be based on attendance, class participation, one midterm, one final, and one paper. **USH**

HIS 203

Greek Civilization

Professor Barry

M W F 2:00-2:50 170 Filmore

Reg. #050340

Elements of Greek civilization analyzed from synchronistic and developmental views to produce a coherent image of that culture as a living and expanding entity. *Cross-listed with CL222 (Reg. #219730) EAR*

HIS 212

Ancient Near East and Egypt

Professor Paley

T R 9:30-10:50am 322 Filmore

Reg. #059703

Topical survey of the contribution of ancient Near Eastern and Egyptian cultures to Western history and thought, from the “invention” of writing to the fall of the Assyrian Empire. *Cross-listed with CL 211 (Reg. #157166) EAR*

HIS 218

African History to 1880

Professor Hall

T R 3:30-4:50 103 Talbert

Reg. #393559

This is the first of two introductory surveys of African history offered by the Department of History. In this course we will focus on African history before ca.1880, the threshold of full-scale European colonization of the continent. As such, our focus will be on what is often called “pre-colonial” African history. Among the larger themes we will focus on are environmental change, technological innovations, the formation of complex societies and states, and the ideologies that organized different African social and political formations. **AAL**

HIS 248

War in Ancient Mediterranean World

Professor Ault

M W F 12:00-12:50 322 Filmore

Reg. #060126

Offers a historically anchored survey of warfare in the ancient world, especially the Mediterranean civilizations of Greece and Rome. Not simply a history of strategies and battles, our intent will be to look at the wide range of issues influencing and impacted by armed conflict: for example, religious and political ideologies, the economy, and technology and the arts. *Cross-listed with CL 228 (Reg. #022868) EAR*

HIS 279

Survey of African American Experience

Professor Griffler

T R 9:30-10:50 10 Capen

Reg. #081756

NOTE: Fulfills General Education Requirement (UGC 211)

This course surveys the history of African Americans from African origins to the present. The course focuses on the often overlooked but crucial role of African Americans in shaping US and world history. Topics include: West African civilizations, the slave trade and slavery, abolitionism and the Underground Railroad, Emancipation, post-slavery migrations and labor systems, the rise of Jim Crow, the Harlem Renaissance, the Civil Rights Movement and Black Power. *Cross-listed with AAS 261 (Reg. #204573) USH*

HIS 295

US in the World: Truman to Nixon

Professor Michaels

M W F 11:00-11:50 114 Hochstetter

Reg. #139299

This course, which will examine the United States and the World 1944-1968, is a survey of the post-World War II world from Yalta to the United States election of 1968. Issues covered will include the Cold War and its origins, Arab-Israeli relations, the war in Vietnam, DeGaulle and Algeria, Fidel Castro and the Cuban Revolution, and Soviet politics. The basic texts are Paul Johnson, *Modern Times*, Robert Divine, *Since 1945*, and Walter Lafeber, *America, Russia, and the Cold War*. Grades will be based on three take-home analytical essays. **USH**

HIS 305

Modern Spain, Italy & Portugal (Revolution and Nationalism in Spain, Portugal, and Italy)

Professor Pack

M W F 12:00-12:50 214 Norton

Reg. #258839

Typically neglected in general surveys of modern European history, the three countries of Southwestern Europe present an array of distinctive social cleavages, mass movements, and political traditions. This course will examine in detail the successes and failures of liberal nationalism, the dynamics of revolutionary movements, and the triumph of three variants of right-wing dictatorship in the twentieth century. The final weeks of the semester will be dedicated to patterns of development and democratization in all three countries in the second half of the twentieth century. In addition to understanding the principal historical events and themes, students should be able to identify points for transnational comparison among the three countries. Through in-depth examination of these three national case studies, students should attain a fuller conceptual understanding of the definition, causes, and historical context of modern nationalism, revolution, and dictatorship. **MOD**

HIS 306

Culture, Memory & the Uses of the Past

Professor Gaynor

T R 11:00-12:20 250 Park

Reg. #092726

People imagine the past as knowable through a variety of means. Through different methods of recording and remembering they make the past usable, capable of speaking to what matters in the present. History is not something that simply happened but is produced, crafted and contested in different ways throughout the world. Such variety reflects not only different practices of recording and recalling, but also points to alternative frames of reference and different notions of what history should take as its proper subject or focus. This course explores how the past is produced, who its practitioners are, and what counts as evidence and proof. Our examination will extend from state archives and other written sources such as letters and diaries, tabulations and trials, to monuments, photographs, furnishings and paths through the forest. Each source may reflect different notions of a "usable" past, and different cultural and political reasons why a particular past is worth remembering.

HIS 308**History of Brazil**

Prof. Langfur

T R 2:00-3:20 209 Norton

Reg. #436017

This course examines major topics in Brazilian history, including the conquest of Amerindians, the consolidation of Portuguese colonial society, the role of slavery and abolition, the interplay of political independence and economic dependence, and the contest between authoritarian rule and democracy. Students will also consider Brazilian women's lives, race and ethnic relations, environmental controversies, and the cultural expressions of religion, music, and sport—all in historical perspective. The course covers five centuries of social change, from the arrival of European colonists to the recent past. **AAL**

HIS 314**Ancient African Civilization**

Professor Ekeh

T 3:00-5:40 258 Capen

Reg. #268648

Provides an intensive examination of humans and society in ancient Africa, stretching back to humankind's evolution and including an analysis of early forms of African state formations. Ancient Africa will include the following themes: (1) prehistoric ancient Africa; (2) the desiccation of the Sahara and its consequences; (3) African and Mediterranean civilizations; (4) Christianity and Islam in ancient Africa; (5) Africa's ancient state formations; (6) the Bantu migration hypothesis; (7) the mystery of the Great Zimbabwe; (8) the international slave trade and Africa's misfortunes. All of these will lead to an examination of the dynamics of civilizations in ancient Africa, including their failed forms, using Arnold Toynbee's perspectives on the rise and fall of civilization as a theoretical point of departure. *Cross-listed with AAS315 (Reg. #146425)* **AAL**

HIS 317**Early Modern Britain**

Professor Schen

M W F 10:00-10:50 337 Bell

Reg. #477425

This course surveys British history between c. 1485 and c. 1800, between the end of a civil war and the dawn of an industrial and imperial world power. We will study topics from among the following: social changes that affected women, the family, and household; political transformations that shaped the relationship of monarch and Parliament, government and people; religious reformations that made Britain an officially Protestant country; cultural developments that contributed to philosophy, science, the arts, and literature; and economic revolutions that impacted agriculture and spurred industry. **EAR**

HIS 321**Victorian History 1832-1901**

Professor McDevitt

T R 9:30-10:50 88 Alumni

Reg. #040939

In 1851, when the Great Exhibition opened in the new Crystal Palace in London, Britain's position as the pre-eminent great power in the world seemed unrivaled. The Crystal Palace was a massive glass structure that covered almost nineteen acres of ground and showcased some of the most spectacular examples of British ingenuity produced by a century of industrial growth in canals, railways, and factories. HIS 321 will look at both the self-congratulatory and hopeful world of Great Britain and the British empire during the reign of Queen Victoria as well the underside of that world that included new depths of Dickensian poverty, famine in Ireland and the grisly East End of Jack the Ripper. We will explore a range of themes, including: urbanization, class tensions, industrial change, imperialism, gender, socialism, rural nostalgia. In particular, the class will chart the rise of industrial wealth, the problems of urbanization, the expansion of the British empire, and the development of an interventionist state. There will be both tests and papers. **MOD**

HIS 329

US History Since 1945

Professor Herzberg

T R 9:30-10:50 117 Baldy

Reg. #061252

A survey of modern United States history from World War II to the millennium--and a peek after that, too. Its been a busy half-century, encompassing the Cold War and Vietnam; freedom rides and rock music; the fall of the Berlin Wall and the rise of the new right; and much more. We'll examine popular culture, social movements, foreign and domestic politics, and economic developments in three broad units: the Cold War and superpower America; civil rights movements and cultural rebellions; and society, culture, and politics in the post-industrial economy. Through scholarly histories and historical materials (novels, music, film, etc.), we'll seek to understand how diverse groups of Americans have transformed the nation through conflict and cooperation in the decades since World War II. **USH**

HIS 331

The Old South

Professor Emberton

M W F 11:00-11:50 209 O'Brian

Reg. #173597

The supposed social, political, and economic peculiarities of the Old South fascinated Americans in the antebellum period and continue to animate historians who debate the question of southern distinctiveness. This class will explore those debates as we endeavor to understand the position of the Old South within America and the world. We will interrogate the very idea of "the South" and explore how that concept both illuminates and obscures the relationship between the region and the nation. Indeed, one major argument of this course is that to understand American history one must first comprehend the rise (and fall) of the Old South. Furthermore, this class places the experiences of black southerners, both slave and free, at the center of southern history. Other topics to be covered include: the expansion of slavery in the Deep South, the intersection of class and race in the yeoman world, sex and gender on the plantation, the law of slavery, the secession crisis, and the growth of Confederate nationalism. **USH**

Tentative Readings:

Drew Faust, James Henry Hammond and the Old South
Roark & Johnson, Black Masters
Melton McLaurin, Celia-A Slave
David Robertson, Denmark Vesey
Paul Finkelman, Defending Slavery
Freehling & Simpson, eds. Secession Debated

Tentative Assignments:

Midterm, Final Exam, Research Paper

HIS 342

History of Modern South Asia, 1650-1950

Professor Sreenivasan

M W F 11:00-11:50 214 Norton

Reg. #269478

This course provides an introduction to the history of modern South Asia and three of its nations, India, Pakistan and Bangladesh. We will acquaint ourselves with significant events in the region's history, including the decline of the Mughal Empire, the establishment of colonial rule, the growth of nationalist resistance, and decolonization. We will explore the impact of these historical transformations upon South Asian politics, society and cultures in the last three centuries. **AAI**

HIS 346**19th Century Europe****"The Birth of Modern Europe, 1789-1914"**

Professor Mazon

T R 12:30-1:50 337 Bell

Reg. #442435

What was the "long nineteenth century" in Europe, and why should we study it today? This course traces the radical transformation of Europe from a traditional agrarian society with vast poor and illiterate regions in 1789 to the industrialized continent that plunged the world into war in 1914. We will look at cultural, political, and social developments during this period using first-hand accounts, novels, classic intellectual texts, and films.

Students will submit four 2-page papers as well as a midterm paper and final paper. There are no exams. *MOD*

HIS 362**American Cultural History 2**

Professor Thornton

T R 3:30-4:50 213 Norton

Reg. #100589

What made America modern? Was it the cigarette-smoking, fun-loving Flapper elbowing aside the respectable Victorian matron? Was it leaving the farm for the assembly line or office skyscraper? Was it putting the overstuffed furniture on the curb and redecorating with the latest streamlined look? Or was it leaving the parlor piano behind for the movie palace and the television set?

This class will look at the transformation of American culture from the Civil War through the Cold War, examining the way in which American values, attitudes, and ideas changed as the shape of our society did. We'll look at issues ranging from the impact of war on American culture to coping with changing race, class, and gender relations, to the rise of mass and consumer cultures. Course reading is tilted toward "best-sellers" of that hundred years, from Horatio Alger's novel Ragged Dick to Edgar Rice Burrough's classic Tarzan to True Confessions of the 1950s. Course assignments will consist of papers and tests. *USH*

HIS 368**Modern Japanese History**

Professor Burkman

T R 8:00-9:20am 6 Clemens

Reg. #066677

The course will begin with the institutions and vibrant cultural life of the Tokugawa Period, and the transformations which took place in a context of commercial activity, urbanization, and ideological reorientation. Then it will move forward to the internal and external factors that brought about the modern nation-state, industrialization, imperialism, and major nation standing in the world. Secondary writings, historical documents in translation, literature, and film will all contribute to historical understanding. *AAL*

HIS 376**African-American History to 1877**

Professor Young

T R 9:30-10:50 337 Bell

Reg. #427765

This course analyzes the history of African-Americans to 1877. We are interested in a number of themes including the trans-Atlantic slave trade, the development of particular notions of race in the United States, as well as the methods of slave resistance. The student will be exposed to relevant primary source documents and will be asked to assess and analyze these sources in light of the larger issues in the course. In addition, the student will be exposed to some of the major debates in African American history and will be encouraged to form opinions and convictions on these major issues. The course is interactive and will include sources from the lived experience of African Americans including songs, folktales, and visual culture. *USH*

HIS 378

Nazi Germany 1933-1945

Professor Daum

M W F 10:00-10:50 214 Norton

Reg. #241830

This class is recommended for students with some background in European and German history. It provides a survey of Nazi Germany, but will also deal with newest research, analyze sources, and discuss some controversies surrounding this era.

We will focus on the following issues: Why could the Nazis seize power in Germany, and does this process attest to peculiarities of German history? How did the Nazis consolidate their power and deal with dissent? How did the German people react to and participated in this process? How did the Nazis' racial vision of society--coupled with an expansionist foreign policy--develop, and how could the Holocaust happen? Finally, how have the crimes and the very existence of Nazi Germany continued to impact Germany after 1945? What do both tell us about the ambiguities of modernity?

Participants are required to read general and specialized literature and to analyze textual and visual sources. Grades will be based on active participation in class, take-home-essays, and two exams. **MOD**

HIS 393

Medieval Civilization I

Professor Stinger

M W F 9:00-9:50 440 Park

Reg. #160161

History 393 forms the first semester of a two-semester sequence devoted to an exploration of the medieval European world. This course examines the earlier Middle Ages, from c. 450 to c.1100 AD, that is from the collapse of the Roman Empire in the West and the disintegration of classical civilization to the First Crusade. This course will focus on certain kinds of historical themes and issues and will adopt a certain approach to historical inquiry. The main purpose is to understand the culture and society of the medieval world. How was society organized? What was the mental outlook? What values were assumed or articulated? In particular, what was the role of Christianity, and how did Christianity as a set of beliefs and as a set of institutions influence, and in turn become influenced by, 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. We will look at the barbarian world, the Carolingian Empire, the Vikings, the development of feudalism, and the circumstances that led to the First Crusade. Primary readings will include works of history from the period, such as Gregory of Tours' History of the Franks, biographies of Charlemagne, and Chronicles of the First Crusade; and literary sources, such as the great Icelandic text, Njal's Saga, and The Song of Roland. Course requirements will include mid-term and final examinations and a term essay. **EAR**

HIS 395

The 1920's in Europe

Instructor Scaglia

M W 8:00pm-9:20pm 114 Hochstetter

Reg. #242831

This course is a survey of major political, cultural, intellectual, and social developments in Europe during the 1920s. Throughout the semester, various themes will be focused upon, such as the formation of the League of Nations as an effort of establishing a system to guarantee perpetual peace, the European fascination for the American economic model of mass production, and experiments in government and political ideologies such as fascism and communism. As well, we will explore changes in fashion, music, and art, and the shifting notions of masculinity and femininity throughout the 1920s. Each topic will be approached by examining a wide variety of primary sources from the time. We will pay particular attention to visual materials, analyzing in depth posters, motion pictures, artworks, and advertisements. Students will be expected to attend lectures, to complete carefully the assigned readings and assignments, and to participate actively in classroom discussions. **MOD**

HIS 401

Alcohol & Other Drugs in US

Professor Herzberg

R 1:00-3:40 250 Park

Reg. #366669

Alcohol and other drugs have always been ubiquitous and controversial in America. The early U.S. was so thoroughly soaked with booze that one historian has labeled it "The Alcoholic Republic." The 19th century's Temperance movement--the nation's first anti-drug crusade--pitted native-born Protestant middle class "teetotalers" against largely immigrant working class "topers." The anti-narcotic campaigns of the 20th century followed a similar line, marshalling state police power to combat a drug menace blamed on (usually nonwhite) "dangerous classes" and foreigners. Starting in the 1960s, new drug cultures flourished: "counter-culture" youths embraced drugs as a rebellion against "conformity," and millions of Americans (especially women) took Miltown, Valium, Prozac, and other prescription medicines each year. This course examines these "drug wars" as an important but often overlooked element of American cultural, political, and economic history. From "Demon Rum" to Listening to Prozac, we will explore the worlds of drug users and traffickers; the cultural politics of anti-drug campaigning and enforcement; the central and changing role of organized medicine; and the impact of globalization on drug trade and control. *USH*

HIS 403

Folk Heroes and Historical Martyrs

Professor Gaynor

T R 3:30-4:50 115 Baldy

Reg. #255256

In this seminar we will examine historical figures who have also become folk heroes. What sorts of people were they to have captured the popular imagination, motivating others to conceive of themselves in novel, special ways, and inspiring them to take action – in some cases against the odds? What makes them so memorable that their names continue to evoke powerful associations? And how have the iconographies and ideas connected to them been appropriated and re-worked in subsequent social and political moments?

From ancient Britain to contemporary Chiapas, including social bandits and critics of colonial power, we will compare folk heroes by looking at them in two ways. First, we will consider the historical contexts from which they emerged, and second, we will examine how they were later taken up in popular discourses and practices.

HIS 407

Church & State

Professor Gerber

T 9:00-11:40 532 Park

Reg. #430419

This seminar is a survey of the history of the legal and constitutional issue arising from the religion clauses of the first amendment to the constitution, which states that congress should make no laws establishing religion or prohibiting the free exercise of religion. The course surveys the historical background to the framing of the religion clauses, and analyses the place of religion in American public life produced by the evolving legal and constitutional order the clauses have created.

About half of the course is spent reviewing significant Supreme Court decisions relating to Church-State relations. These include, for example, school prayer, state aid to denominational schools, Christmas displays in public buildings, and cases arising out of the claims to religious liberty of a variety of minority faiths and religious dissenters. Students will debate these cases in simulated court hearings. Students will write several short essays, keep a brief book outlining the issues in individual court cases, and do a final essay. There are no examinations or quizzes. *USH*

HIS 409

Voyages of Discovery

Professor Vardi

F 12:00-2:40 532 Park

Reg. 326978

Europeans have always been on the move, visiting or trading with other parts of the world, or bent in conquest as during the medieval Crusades. With the discovery of the New World, a new era nonetheless opens when the accumulation of territory and goods would appear boundless, inciting further voyages to find places as yet “undiscovered” and “unclaimed.” Through primary readings of explorers’ accounts and through secondary analyses, we will chart the changing aims and justifications for such explorations: what drove them, what stimulated the individuals who undertook them, who financed them and to what ends. The individual voyages will be those of Jacques Cartier, Captain Cook, Charles Darwin, Henry Stanley, and Ernest Shackleton, secondary books will include Mary Campbell, *The Witness and the Other World: Exotic European Travel Writing, 400-1600*; Adam Hochsfield, *King Leopold’s Ghosts*, The Marshall Sahlins-Gananath Obeyesekere debate on Captain Cook, Patrick O’Brian’s biography of Joseph Banks, and for variety’s sake, *Frankenstein* by Mary Shelley. Students will be required to write three 7-10 page-papers. **EAR**

HIS 415

Topics in Renaissance History: Gender and Sexuality in Renaissance Europe

Professor Schen

W 1:00-3:40 115 Baldy

Reg. #461392

In this course we will study gender and sexuality in Renaissance Europe, within the context of political, economic, and social change and continuity. Using primary and secondary sources, we will analyze how contemporaries defined masculinity and femininity, and the appropriate roles for women and men, and understood and even regulated sexuality. We will also view modern film adaptations of Renaissance and early modern life. **EAR**

HIS 420

Topics in Colonial Latin American History

Professor Langfur

R 9:00-11:40 532 Park

Reg. #445892

This course examines specific aspects of the struggle for dominion and survival among indigenous peoples, European colonists, and African slaves and their descendants in colonial Latin America between roughly 1500 and 1800. During the current semester, focusing on social and cultural themes, students will explore how warfare, violence, hierarchy, ethnocide, and ethnogenesis shaped indigenous societies, destroying some, transforming others, and giving rise to still others. **AAL**

HIS 423

Problems in Modern Europe

Professor Daum

W 1:00-3:40 146 Park

Reg. #058393

In the class we will discuss some major issues of modern European history, chronologically ranging from the French Revolution to 2000. These include the development of nationalism, modern culture and gender roles, European societies under the conditions of world wars, the establishment of authoritarian regimes in the twentieth century, and the experience of genocide, and--finally--the restructuring of the European continent after the end of the Cold War. Examples will be taken from different European countries. Visual documents, such as paintings and films, will play an important role in our class discussions.

Participants are required to read books and articles, participate actively in class, and submit three essays and/or review papers. **MOD**

HIS 426**Women in Latin America**

Professor Thomas

T R 9:30-10:50 90 Alumni

Reg. #204095

Focus on women's political mobilization and its effects. The focus of the class is on women's participation in the national movements, revolutions, rebellions, and social movements that have dominated Latin America's political, social, and economic development during the past 200 years. Readings illustrate the variety of women's participation by examining women's activism across time, space and political position. In particular, women's struggles to improve the quality of their lives and the lives of others are a central component of the course. Analyzes why women have been involved in political movements, the effects of women's activism on women's position within these societies, the changing relationship between men and women, contested understandings of gender relations, and the overall impact of these struggles on Latin American and Caribbean countries. *Cross-listed with WS 247 (Reg. #485641) AAL*

HIS 441**Africa Diaspora: Social Evolution**

Professor Griffler

T R 12:30-1:50 115 Talbert

Reg. #353142

A *diaspora* not merely a spreading of a particular people, but literally a forced dispersal, touched off by some great cataclysmic event or process. Africa has experienced no fewer than two such processes (both at the hands of Europe): the slave trade and imperialism (or colonialism). There are, then, not merely one, but two major African diasporas – the African Diaspora of the slave trade, and the African Diaspora of imperialism, each forcing millions of Africans from their homeland. These diasporas have profoundly shaped the world we live in today, though Africa and its diasporas have largely been treated as an afterthought in the study of world history. One major goal of this course is to study the processes of the African diasporas to understand how Africans and their descendants have impacted world history – a world historical agency that has generally been ignored or denied. Another major goal of this course concerns the understanding not so much of the past but of our world today. At the same time the world has become ever more culturally African, the plight of Africans, and a large portion of both African diasporas, has become ever more acute. Our goal in this course is to explain that process by focusing on key moments of the diaspora experience. *Cross-listed with AAS 358 (Reg. #356645) AAL*

HIS 458**The Assassination of President John F. Kennedy and Its Implications for U.S. Foreign Policy**

Professor Michaels

W 1:00-3:40 139 Bell

Reg. #381704

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 468

Black Women in US History

Professor Williams

T 4:10-6:50 216 Norton

Reg. #181837

This reading and research seminar will examine the history of black women in the United States from the slave era through the reform movements that occurred after World War II. It will focus upon the range of demands placed on black women during the Gilded and Progressive eras—the founding of the National Association of Colored Women in 1896, their participation on the women's suffrage movement, black struggles for liberation in the United States and in the African Diaspora, cultural movements, war, labor force participation, and health. It also will explore black women's interaction with male-dominated groups and feminists from other racial and ethnic groups. Students will analyze black women as leaders, their leadership styles and their impact. *Cross-listed with AAS 558 (Reg. #150567) & AAS 460 (Reg. #294184) & WS 402 (Reg. #464544) USH*

HIS 475

The Great War, 1914-1918: European Society and the Crisis of Modernity

Professor Patricia Mazon

R 5:00-9:40 532 Park

Reg. # 339564

This class will examine the causes of World War I and its consequences for European society and culture. Students will learn to evaluate a variety of historical sources and will become acquainted with different historical analyses and interpretations of the war. The first two parts of the course will explore the causes and course of the war, as well as the political upheavals that followed in the war's wake. Finally, we will turn to WWI's impact on European culture and the way in which the memory of the war has been shaped.

Readings include the classic memoirs of Vera Brittain and Robert Graves. We will also view films, among them Jean Renoir's "Grand Illusion."

Assignments include three short papers and one longer paper (10-12 pages). Students will get a chance to engage in (and benefit from) peer review of the longer paper.

Questions? Contact Prof. Mazon, mazon@buffalo.edu

HIS 481

A Chinese Dynasty: The Qing, 1644-1911

Professor DesForges

W 9:00-11:40 532 Park

Reg. #170834

This seminar traces the rise, flourishing, and fall of the Qing polity in an effort to discover its significance in the context of Chinese, Asian, and world history. It argues that the Qing succeeded in unifying a fifth of the world's people in a single state and in attaining a high degree of peace, prosperity, and social justice. It begins with a recent debate over whether these achievements are best explained by the Qing adoption and development of long-standing Chinese traditions or the Manchus' establishment of an empire that ruled the Han Chinese and neighboring peoples (including the Mongols, Uighurs, and Tibetans) with greater sensitivity and skill than did any previous or subsequent Chinese political orders. The course attempts to transcend this debate by examining the ways in which successive reigns, or generations, of Qing people situated themselves in time and space. We shall attempt to use those self-images, developed in close interaction with neighboring peoples, as keys to the cultural, political, social, and economic evolution of the system from the mid-seventeenth century to the early twentieth century.

Members of the class will make two brief (ten to fifteen minute) oral presentations, using extra readings to comment on (i.e. compare and contrast with) the common readings. They will write up their findings in light of the ensuing class discussion in short papers (seven to ten double-spaced pages) due within two weeks of the oral reports. They will also write one longer (fifteen to twenty page) research paper on some particular aspect of the Qing not already addressed in the two short reports. Participation in class discussions will constitute twenty percent of the credit in the course; the oral reports and short papers will be worth another twenty percent each; and the final research paper will be evaluated for the remaining forty percent of the credit. *AAL*

HIS 491
US in 1920's & 1930's

Professor Radford
M 10:00-12:40 532 Park
Reg. #435141

This course will focus on changes that occurred in American society and politics in the 1920s and 1930s, and will guide students through the steps involved in completing a polished historical essay based on primary documents (i.e., materials produced during the period under analysis). Seminar participants will read and discuss some recent books that put forward interpretations of the interwar period, and will write a research paper based on a set of congressional hearings that took place during this era. With help from the instructor, each student will chose a topic to investigate that relates to a subject that she or he finds personally intriguing. Through the first-hand experience of writing historical narratives and discussing these with other students, seminar participants will become more aware of the kinds of choices scholars and other writers make when they produce historical accounts. *USH*

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 1 Seminar

Professor McDevitt
F 9:00-11:40 532 Park
Reg. #260888

This weekly seminar is required for all seniors in the history department honors program. It serves as the first of the two-semester honors thesis process and will help students choose and a develop a thesis topic. Students will learn about research strategies and working with primary and secondary sources. Writing assignments will include short papers, bibliographies, and a 15-page historiographic essay/prospectus for the honors thesis. This prospectus, which will include a review of relevant secondary literature and a preliminary examination of primary sources, may be included in part or in whole in the honors thesis.

This course counts as one of the three 400-level seminars required for the honors program. To register, email Gloria Paveljack <gep@buffalo.edu> (the course will show up as "closed" on the computer). In addition to registering, by the second week of the Fall semester you are required to get written confirmation (email is fine) from a UB History faculty member in your area of interest who agrees to be your faculty mentor. Mentors will help students choose their topics and locate sources and will direct independent research and writing in the second semester.

HIS 497
Honors Thesis 2 Tutorial
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 Seminar
Professor McDevitt
F 9:00-11:40 532 Park
Reg. #436700

This class meets concurrently with HIS 497 and is aimed at History majors who wish to do research in primary sources but who are not in the History honors program. Students will write a research paper on topics of their choosing under the direction of the professor leading this class and a faculty mentor. Writing assignments will include short papers, bibliographies, and a 15-page research paper based on primary sources.

To register, email Gloria Paveljack <gep@buffalo.edu> (the course will show up as “closed” on the computer). In addition to registering, by the second week of the Fall semester you are required to get written confirmation (email is fine) from a UB History faculty member in your area of interest who agrees to be your faculty mentor. Mentors will help students choose their topics and locate sources.

This course counts as one of the two 400-level seminars required for the History B.A.

HIS 498
Undergraduate Research Tutorial
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. (This course used to be numbered HIS 499, Independent Study.)

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.