



**University at Buffalo**

**Department of History**

College of Arts and Sciences

**Fall 2020  
Undergraduate Courses**

**HIS 141LR Human Origins of Global Society**  
**Professor Schen**

Human origins mark the start of human history, when the world was bounded by oceanic separations. We will begin with the ancient past and consider how global connections are forged, ending roughly 1500. Among other topics, the course may consider: how humans meet the challenges of their environment, migrate, develop new social and political systems, secure necessities and acquire luxuries, create religions and intellectual ideas, produce art, music, and architecture, and make war and peace. [HIS 141](#) covers the Breadth requirement. Per the university repeat policy, [HIS 141](#) may be used to replace the grade for [UGC 111](#).

**HIS 144LR Introduction to Health, Medicine and Society**  
**Professor Handley-Cousins**

What are "health" and "illness"? What are their causes? What counts as "normal" or "abnormal"? Is anatomy, or genetics, destiny? These questions are fundamental to medicine, yet they involve much more than biological factors. This course explores the ever-changing relationships between bodies/biology and the social, cultural, political, environmental, and economic determinants of health, disease, illness, and normality. Physicians, health-care professionals, and policymakers, indeed, anyone who might interact with patients, need to understand how such social contexts affect our attempts to heal, cure, or live with disease or disability. Given their complex social roots, there is no substitute for historical perspectives to reveal the often hidden, and usually ignored, causes of health, illness, or disability: no substitute, as well, for the humanities as an integral partner with medicine in addressing what ails us. This course combines the history of medicine with histories of public health, disease, the body, sexuality, and disabilities to explore: who gets ill, and why; who gets labeled abnormal, and why; how societies construct and respond to illness and abnormality; the changing experience and meanings of health and illness; the historical forces shaping the physician-patient relationship; and the future of medicine and health-care. Examples will range from the ancient and medieval world to the present; from Asia and Africa to Europe and the Americas; from the bubonic plague to cholera, tuberculosis, alcoholism, cancer, AIDS, and mental illness. This course acknowledges that medicine is a social and humanistic

discipline, one requiring skills of interpretation and the ability to entertain multiple story-lines tracing complex webs of causality.

## **HIS 161LR US History 1**

**Section 1: Professor Casteel**

**Section 2: Professor Emberton**

This is not your high school history class. We won't ignore presidents and generals, but we will push beyond them to look at ordinary people, popular culture, and the ideas that shaped American history from the end of the Civil War to the present. From Robber Barons and Captains of Industry; to radical unionists and free-lovers; from the rise of Jim Crow to civil rights activism; from Victorian bustles to flappers and feminists; from the New Deal to the Tea Party; we cannot understand the present without understanding how these stories have both, and in any transformed America over the last century and a half. We will use film, music, and compelling stories about men and women living through the issues of their day to show that history is not just a list of names and dates. **\*\*NOTE:** [HIS 161](#) is not a prerequisite for [HIS 162](#). Students may register for one, order.

## **HIS 181LEC Asian Civilization I**

Professor Liu

Introduction to major themes and events in the histories of China, Korea, Japan, the Indian subcontinent, and Southeast Asia in early times. Considers the developments of ways of thought, the emergence of and interactions among states and empires, and artistic and literary movements. Our goal is to understand the historical forces and transformations shaping Asia before about 1600. This course is the same as [AS 181](#), and course repeat rules will apply. Students should consult with their major department regarding any restrictions on their degree requirements. [HIS 181](#) covers the AAL requirement.

## **HIS 199SEM UB Seminar-Handmade History**

**Professor Emberton**

Knitting! It's not just for grandmas anymore. More people knit or crochet than ever before — an estimated 53 million people worldwide. 1 in 3 women know how to knit, and men are joining those ranks every day. Studies show that knitting lowers blood pressure and eases anxiety and depression. Its popularity among millennials has sparked a revolution in fiber production, technology, and technique. And recent political upheavals have inspired a craftivist movement. Now you can knit a sweater and save the world!

In this course, we will explore the history of knitting and other forms of textile production through readings, podcasts, and films.

**Most importantly, we will KNIT! NO EXPERIENCE NECESSARY!!**

If you do not know how, you will learn how to read a pattern, choose the appropriate yarn for your project, cast on stitches, and create both functional and artistic handcrafted pieces.

If you have some experience knitting, this class will give you the opportunity to advance your skills and challenge your creativity.

### **HIS 199SEM UB Seminar** **Professor Herzberg**

#### **Bad Medicine: Race & Tuskegee**

In this course we will dig deeply into multiple dimensions of a single historical event: the Tuskegee syphilis study, which ran from 1932 to 1972. In the study, medical researchers with the U.S. Public Health Service recorded the natural history of syphilis by observing African American men suffering from the disease. The researchers did not inform the men of their illness, and did not provide medical treatment to them even as effective treatments became available. The study was widely known and its results published regularly in prestigious medical journals. Yet when it was exposed in 1972, the Tuskegee study immediately became a scandal that helped push reforms in research on human subjects. How and why did the study happen? What social changes led to the study becoming a scandal? What were the long-term consequences of America's troubled tradition of racist medical research how does the Tuskegee study, ended nearly half a century ago, continue to matter today? Through this academic exploration, students will not only gain critical thinking skills but also skills in studying and time management, research, writing, and speaking.

### **HIS 199SEM UB Seminar** **Professor Vardi**

The three credit UB Seminar is focused on a big idea or challenging issue to engage students with questions of significance in a field of study and, ultimately, to connect their studies with issues of consequence in the wider world. Essential to the UB Curriculum, the Seminar helps students with common learning outcomes focused on fundamental expectations for critical thinking, ethical reasoning, and oral communication, and learning at a university, all within topic focused subject matter. The Seminars provide students with an early connection to UB faculty and the undergraduate experience at a comprehensive, research university. This course is equivalent to any 199 offered in any subject. This course is a controlled enrollment (impacted) course. Students who have previously attempted the course and received a grade of F or R may not be able to repeat the course during the fall or spring semester.

## **HIS 199SEM UB Seminar-American Utopias**

### **Professor Wolcott**

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## **HIS 203LEC Greek Civilization**

### **Professor Teegarden**

Elements of Greek civilization analyzed from synchronistic and developmental views to produce a coherent image of that culture as a living and expanding entity. This course is the same as [CL 222](#), and course repeat rules will apply. Students should consult with their major department regarding any restrictions on their degree requirements.

## **HIS 240LEC Alcohol and Other Drugs in American History**

### **Professor Herzberg**

In the 21st century, Americans are debating whether to legalize marijuana. But how did marijuana get to be illegal in the first place? Who decided that some drugs are so dangerous we should fight a war against them, while others are so beneficial that entire industries should be devoted to encouraging their use? Why are American debates over drugs so intense and so complex, and why have they produced such a contradictory legal and cultural landscape? This course answers such questions by exploring the rich history of alcohol and other drugs in America: from the Pilgrims' beer riots to Prohibition, from cocaine Coca-Cola to crackheads, from Bayer's Heroin to Purdue Pharms OxyContin, from the Marlboro Man to vape lounges, from vipers to hippies to ravers. We will track the changing worlds of drug discovery and commerce; drug use and drug-using subcultures; drug regulation and policing (domestic and global); drug treatment and addiction science; and the shifting, racially-charged cultural politics of drugs.

## **HIS 243LEC Eugenics**

### **Professor Rembis**

This course is designed to give undergraduates an introduction to the history of eugenics and to situate American eugenics in a broader global context. The course begins in 1883 in England, with Francis Galton, the English aristocrat who created the

science of eugenics. It then focuses on the United States from the 1880s to the end of World War II. In the second part of the course we explore the expansion of British/American eugenics to Latin America, and Eastern and Western Europe, including Nazi Germany. In the third part of the course, we explore the history of eugenics after World War II, all the way down to the turn of the 21st century, when the mapping of the human genome and developments in genetic science and reproductive technologies fueled new concerns about eugenics in the United States and abroad.

### **HIS 252LR Power and Challenges in European History** **Professor Dewald**

European nations wielded power over the inhabitants within their own borders and exercised tremendous economic, intellectual or cultural, and imperial power over vast areas of the globe. How did Europe since roughly the eighteenth century exercise such influence: and what were the internal and external challenges to influence and power? Themes of the course may include, but are not limited to, interactions and exchanges with other parts of the world; colonization and decolonization; capitalism and alternative economic models; society, class, and gender; intellectual and cultural creativity; science and technology; industry and agriculture; political reform, revolution, and conservatism; and religion and secularization. MOD

### **HIS 293LEC The Second World War** **Professor Pack**

The Second World War was the most destructive and profoundly transformative conflict of modern world history. This course will examine the origins, key decisions, major turning points, and consequences of the war from several perspectives. Because war constitutes one of the most terrible and all-embracing aspects of the human experience, considerable time will also be devoted to non-military aspects: daily life, propaganda, culture, and some of the ethical and practical dilemmas faced by ordinary people and leaders alike. MOD

### **HIS 294LEC Holocaust: History, Culture and Memory** **Professor Pines**

How did the Holocaust happen? How was the Final Solution developed and executed? How have victims, perpetrators, and bystanders written and re-written the accounts of what happened? And how do we remember this today? This course places the Holocaust in the broad context of Western history, thought, and culture by focusing on a variety of sources that include survivor testimonies, novels, and political theory. We will study classic texts such as Elie Wiesel's *Night*, Hannah Arendt's *Eichmann in Jerusalem*, and Art Spiegelman's *Maus*. We will also view selected films, among them Claude Lanzmann's *Shoah*, and Alain Resnais' *Night and Fog*. This course is the same as [JDS 208](#), and course repeat rules will apply. Students should consult with their major department regarding any restrictions on their degree requirements.

## **HIS 301DIS Historical Writing**

**Section 1: Professor Barclay**

**Section 2: Professor Casteel**

**Section 3: Professor Handley-Cousins**

This course is designed to help students develop the essential skills of good historical writing: the ability to synthesize a wide variety of secondary information, construct nuanced interpretations of primary source material, formulate original historical arguments, and tell engaging, meaningful stories about the past. Students will practice these four foundational areas (synthesis, analysis, argumentation, and narration) through a variety of informal and formal writing assignments, including blog posts, in-class writing, book reviews, and a research essay. In addition, students will gain experience presenting their work orally and visually.

## **HIS 306LEC Special Topics: Imperial Russia**

**Professor K. Zubovich**

This course explores the history of the Russian Empire from 1682 to the fall of the Romanov dynasty in 1917. We will examine the modernizing efforts of Peter I and Catherine II, the expansion and consolidation of the country's vast and diverse empire, and the powerful ideas and movements that threatened to topple Russian autocracy in the nineteenth century. In the final weeks, we will explore the revolutions of 1905 and 1917.

## **HIS 322LEC Latin America: Culture and History**

**Professor Trumper**

This course is an introduction to the history and historiography of Ireland from the seventeenth century to the present, with an emphasis on Ireland's social, cultural and political history from the Cromwellian invasion to the Good Friday Peace accords. While the past is important to most modern cultures, it is particularly central to modern Irish society. The past (or various interpretations of the past) is so often used as ammunition in the on-going battle over the relationship between the Republic of Ireland, Great Britain and Northern Ireland. The goal of the class will be to untangle the intertwined threads of history, legend, propaganda, and folklore which comprise the Irish vision of the past. Topics covered include: the 1798 United Irishmen's Rebellion, the creation of the United Kingdom of Great Britain and Ireland, Catholic Emancipation, the Great Famine/An Gorta Mor, the Gaelic Renaissance, the Home Rule movement, the Troubles, the Irish Diaspora, and the roles of the religion, sport, music, drama and literature in the creation of the Irish nation. MOD

## **HIS 328LEC History of Brazil**

**Professor Langfur**

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 independence, and the contest between authoritarian rule and democracy. Considers Brazilian women's lives, race and ethnic relations, environmental controversies, and the cultural expressions of religion, music, and sport - all in historical perspective. Covers five centuries of social change, from the arrival of European colonists to the recent past. AAL

### **HIS 341LEC US Women's History (1<sup>st</sup> Half)**

**Professor Cahn**

This course will examine the history of women in colonial America and the U.S. through the 19th century. We will concentrate on social history, looking at how women of different races, ethnicities, classes, regions and ages experienced and shaped their daily lives under the constraints of a given era. Themes will include work, family relations, slavery, childbirth and motherhood, sexuality, and popular culture. We will also look at political issues, including changing notions of patriarchy, women's legal status, the meaning of the American Revolution for women, and women's political activism in the abolition, temperance, and woman's rights movements. The central questions will be: How can we understand these issues historically, and what relevance do they hold for more recent history and our own time. This course is the same as [GGS 252](#), and course repeat rules will apply. Students should consult with their major department regarding any restrictions on their degree requirements.

### **HIS 346LEC 19<sup>th</sup> Century Europe**

**Professor Daum**

This course is a survey on European history between the French Revolution in 1789 and the First World War. It covers the major political, social, and cultural developments of this "long nineteenth century." The course addresses the emergence of revolutionary and national movements as well as the recomposition of the European map through wars and state-building. It will pay equal attention to the fundamental transformations of society through industrialization, urbanization, and the emergence of a mass public. Cultural and ideological aspects include the rise of modern science, the changing role of religion, and the main ideologies of the century: nationalism, liberalism, socialism, and imperialism. MOD

### **HIS 369LEC Korean History up to 1800**

**Professor Nathan**

This course traces roughly two thousand years of Korean history, from tribal federations to the rise of early states that vied with one another for supremacy and the eventual establishment of political rule over the peninsula by a succession of dynastic states Silla, Kory, and Chos. The goal is to familiarize students with the major social, cultural, political, intellectual and religious developments in the Korean peninsula up to the start of the nineteenth century, while at the same time placing these historical developments within the wider regional context of Korea's relations with China and Japan. For most of East Asia's history, the people of Korea had more culturally extensive and historically

significant contacts with its two neighbors than they had with each other. For this reason learning about Korea's history provides a unique window onto premodern East Asia, and the history of these interconnections in turn reveals something important about the formation of a distinctive Korean identity. In addition to reading and being tested on primary and secondary sources on Korean history, students will be expected to demonstrate their ability to discuss and think critically about the material through written assignments. This course is the same as [AS 369](#) and course repeat rules will apply. Students should consult with their major department regarding any restrictions on their degree requirements.

### **HIS 391LEC China and the World**

**Professor Stapleton**

Survey of Chinese views of the world order, exchanges in material culture across China's borders, and the ways in which Chinese governments and people have interacted with the world from the imperial era to the present era of the rise of China. This course is the same as [AS 391](#), and course repeat rules will apply. Students should consult with their major department regarding any restrictions on their degree requirement

### **HIS 403SEM Special Topics: Russia and the West**

**Professor K. Zubovich**

This seminar examines the long history of encounter between Russia and "the West." In this course, we chart this important relationship from the sixteenth century to the present. Readings draw from a range of primary and secondary sources. Medieval travel logs, Catherine the Great's correspondence with Voltaire, John Steinbeck's Russian Journal, and Cold War-era films will inform our analysis and discussion of this complex past. In the final weeks of the semester, we will turn to more recent international events with an eye to historical precedent.

### **HIS 446SEM Topics in Diplomatic History: Human Rights and Humanitarianism**

**Professor G. Zubovich**

This course investigates the origins, proliferation, and transformation of human rights in world history from the 18th century to the present day. Often portrayed as timeless principles, human rights and humanitarianism have histories—ones that intersect with the birth of nation-states, colonialism, international organizations, media corporations, social movements, and America's "forever" wars. This course focuses on the heated debates among historians and public figures about the past, present and future of human rights and humanitarianism



## **HIS 447SEM Health and Illness in US**

### **Professor Rembis**

This course traces the experiences of health, illness, and medicine in American history in the 19th and 20th centuries. We will address the shift from traditional to scientific and professional medicine; the experience of being ill and of being a patient; the "medicalization" of everyday experiences; the health impact of modern commercial capitalism; and the use of medicine as a source of cultural authority in ongoing political battles over identity (e.g. citizenship, race, gender, sexuality). Students will have the opportunity to find and analyze historical documents in a substantial research project. USH

## **HIS 472SEM Topics in the History of Science**

### **Professor Daum**

What constitutes "science" in the modern era? What role do society and culture—including institutional support, ideological interests, political goals, and gender roles—play for generating and legitimizing scientific research? What happens when science enters the public sphere, becomes "popular," and serves as a reference point for political discussions? Our seminar pursues such questions by focusing on three themes:(a) Charles Darwin and Evolutionary Ideas in the 19<sup>th</sup> Century (b)Medicine and Public Health in Nazi Germany (c) Science and Technology in the Cold War. For given reasons, one session will be devoted to a special them: Pandemics in History. All participants are expected to read critically secondary literature and selected sources; write three essays throughout the semester; analyze and present selected films; and participate actively in the class discussion.

## **HIS 473SEM Society and Culture Technology in American**

### **Professor Casteel**

We live surrounded by technologies. We rely on them for much of our daily routine, but we often take the technologies for granted. What exactly is "technology?" And what is its place in both our past and our present? In this course we will be exploring the relationship between people (particularly in the United States) and technology. To do this we will examine technology from a variety of perspectives (makers, users, maintainers).

## **HIS 485SEM Twentieth Century Chinese Politics**

### **Professor Stapleton**

China changed more radically, arguably, than any other country in the twentieth century. This seminar explores these changes, which have had and will continue to have major impacts across the world. After a broad and rapid survey of Chinese social and political history in the 19th and 20th centuries, subsequent units examine particular topics in greater depth. Students will complete research projects based in part on primary sources in English translation. AAL

## **HIS 492SEM Poisons, Drugs, and Panaceas**

### **Professor Liu**

What is a poison? How do we understand the effects of poisons on our body? How do we make the best use of these potent matters that can benefit us and the society at large? These are some of the fundamental questions to the history of medicine, and driving ones for this course. Examining the history of poisons through twelve case studies, we will explore the complexity of poison materiality by contemplating the intimate relations between poisons, medicines, and foods. We will learn how the experiences of the body shaped the conceived values of poisons. We will examine the circulation of poison knowledge across social and geographical domains. Using specific poisons as the anchor of our analysis, we will explore the social fabric and cultural milieu in which particular ideas and practices of poisons emerged, flourished, or diminished. One key aspect of the course is to introduce a comparative perspective to the study of medical history. By studying above topics in both European/American and Asian contexts, we will identify surprising parallels, striking differences, and hidden connections between these traditions. Finally, we will ponder how knowledge of poisons in the past illuminates our notions and habits of ingesting and experiencing drugs today. This course is the same as [AS 492](#).

## **HIS 497SEM Honors Thesis 1**

### **Professor Schen**

All seniors in the History honors program are required to take this two-semester sequence. The first semester consists of weekly seminars that will help students choose a good topic and teach research strategies. The second semester involves a research project arranged with and carried out under the guidance of a faculty member.