

DEPARTMENT OF HISTORY



**GRADUATE
COURSE
DESCRIPTIONS**



SPRING 2020

GRADUATE COURSE LISTINGS

I. Courses for PhD and MA Students

First Year Courses:

HIS 525/527	CORE SEMINAR: History, Theory and Practice	S. Lipton	M 4:30-5:30	SBS N-303
	<p>The second half of year-long course is your introduction to graduate study in history in general, and Stony Brook's Graduate Program in History in particular. It has three goals: 1) to introduce new graduate students to the issues, questions, and theoretical underpinnings behind major shifts in the historical profession over the last century; 2) to present key texts from the five thematic cluster areas of our graduate program; and 3) to explore some of the methods and technologies needed to practice historical research and writing. Evaluation will be based on careful attention to assigned readings, active participation in class discussions, engaged oral presentations, clearly written review essays, and a research proposal idea for your work in the spring.</p>			

Field, Theme, & Research Courses

FIELD:

500/ CEG 523	Historiography	S. Hinely	W 5:30-8:30	SBS S-326
	<p>This course will explore the writing of history from two organizing principles: first, as a historical subject that raises complex questions of epistemology and even political philosophy; and secondly, as a craft with its own set of techniques that must be practiced to be mastered. From the former perspective, we will examine history historically, consider how the very meaning of the term has evolved, look at the changing ways historians have presented the past and ask what made their accounts believable at the time, take a particularly close look at the many different ends, including political, to which history has been put, consider the postmodern challenges to objectivity, causation, and historical “truth” that have rocked the very foundations of the profession in our time, and sample and evaluate some of today’s leading approaches to the past. At the same time, we will study and practice history as a set of skills, as the craft of determining “facts”, and deriving from those facts true and meaningful conclusions about the past. We will look at the variety of primary sources that are the historian’s raw materials, and practice finding, verifying, and interpreting them, identifying along the way fallacies of logic and evidence that historians are prone to commit. Requirements include energetic participation, short reading summaries and assignments, and a final research project or paper. HIS MA/Ph.D. students register for HIS 500; MAT & MALS students register for CEG 523.</p>			

FIELD:

502/ CEG 524	Introduction to Late Modern Europe	Young-Sun Hong	TU 5:30-8:30	SBS N-318
<p>This course will provide students with an advanced introduction to the history and historiography of modern Europe from the French Revolution to the present. It will focus as much on the conceptual categories and historiographical debates that shape the writing of modern history as it will on the actual history of the period, and it will try to strike a balance between the needs of those of students who have previously studied the history of modern Europe and those of students who have no particular knowledge of the region. The course will begin with the French Revolution and then explore such issues as the process of industrial development and the debate over the Industrial Revolution; class, gender and citizenship in the 19th-century and their interaction with nationalism and imperialism; the legacy of World War I, the crisis of democratic politics, and the rise of Stalinism and National Socialism in the interwar years; politics and culture in the Cold War; and recent trends in the historiography of postwar Europe. HIS MA/Ph.D. students register for HIS 502; MAT students register for CEG 524.</p>				

FIELD:

HIS 522/ CEG 522	U.S. Since the Civil War	Lori Flores	W 5:30-8:30	SBS N-318
<p>This course, intended for masters and Ph.D. students in U.S. history, exposes students to some of the “greatest hits” of post-1865 American historiography and more recent scholarship that reconceptualizes the American past. Readings will cover topics such as imperialism, migration, race, gender, sexuality, reform, urbanization and suburbanization, political movements, labor, transnationality, and globalization. Our discussions of texts will build necessary skills in critical reading and understanding the elements of argument, interpretation, methodology, sources, and historiographical significance. This course will also require students to design innovative and practical ways of teaching American history in their own classrooms. HIS MA/PhD students register for HIS 522; MAT students register for CEG 522.</p>				

FIELD:

HIS 541/ CEG 517	Colonial Latin America	B. Larson	TH 5:30-8:30	SBS N-303
<p>This field seminar engages both classic and recent texts on colonial Latin America. Discussions move between history and historiography, so it is essential for students to have a solid background in the history of colonial Latin America. (Those folks who need to get up to speed on their basic knowledge of the field should read a standard historical text, such as Peter Bakewell’s History of Latin America: Empires and</p>				

	<p>Sequels or Henry Kamen’s Empire. How Spain Became a World Power, 1492-1763.)</p> <p>In the course, we will sample a diversity of historical themes and conceptual approaches. Authors and topics might include: 1) Todorov, Greenblatt, Seed, and Hulme on cross-cultural (mis)encounters and the problems of imperial power, knowledge, and representivity; 2) Rama, Mignolo, González Casanova, and Adorno on la ciudad letrada as symbol, instrument, and enclave of colonialism and its civilizing missions; 3) Schwartz, Stern, Clendinnen, and Larson on regional theaters of Indian resistance and colonial formations; 4) Stern, Wallerstein, and Blackburn on the transatlantic workings of the pre-industrial ‘capitalist world system’; 5) Van Young, Thomson, and Serulnikov on late colonial crisis and Indian rebellion; 6) Geggus, Dubois, and Trouillot on Haiti and the Black Atlantic in the ‘Age of Revolution’.</p> <p>Course grade is based on class participation and 3 writing assignments: two historiographical papers that grapple with broad questions from the course readings and discussions and one interpretive paper that introduces and analyzes (your own choice of) a published primary source or archival document. (A reading knowledge of Spanish is helpful, but not essential for this course.) HIS MA/PhD students register for HIS 541; MAT students register for CEG 517.</p>	
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FIELD:

HIS 552	Outside the Archives: Public History in Practice	E. Newman	W 4:30-7:30	SBS N-303
	<p>Outside the Archives is a practice-based course that will explore alternative career choices and non-traditional modes of communication for historians. Students will survey non-academic venues for writing and speaking about history, and they will build skills in communicating complex academic content in accessible ways. Guest lecturers will talk about the ways in which historians can build careers outside the academy in museums, publishing houses, policy institutes, etc. Over the course of the semester, students will compile a portfolio that presents their academic research to a variety of non-academic audiences. Portfolio content may vary depending on the research and on the #alt.ac interests of each student. Grades will be based on participation along with the portfolio of public presentations, museum exhibit proposals, a non-academic resume, and/or a series of short writing assignments. HIS MA/PhD students or MAT in Social Studies.</p>			

FIELD:

HIS 565/ CEG 565	Introduction to Japanese History: Japan in an Eurasian-Pacific Context	J. Mimura	TU 5:30-8:30	N-303
	<p>This seminar introduces students to important themes, approaches, and recent historiographical debates in the history of modern Japan within the broader context of the Eurasia-Pacific region. In addition to providing a solid foundation in modern Japanese history, it will explore a wide range of topics such as the US-Japan relationship, Japanese imperialism in China and Southeast Asia, Japanese geopolitical ties the Russian Far East, Japanese fascism, and pan-Asianism. Students will develop skills in critical reading and analysis of argument, method, and sources through active reading, discussion, and regular short writing assignments. Other requirements include in-class presentations, a teaching plan, and a longer historiographical essay on a topic of their choice. HIS MA/PhD students register for HIS 565; MAT students register for CEG 565.</p>			

THEME:

HIS 517/ CEG 566	Comparative History of Slavery in the Americas: 17th to 19th Centuries	J. Anderson	M 5:30-8:30	TBA
	<p>From Barbadian sugar plantations to Northern cities, enslaved Africans figured prominently in the history of the early Atlantic world. In myriad ways, they contributed to the economic, social, and cultural formation of European colonies and later of independent nations. In the process, they developed new survival strategies, social relations, and cultural identities amidst the ravages of the slave trade, exploitative systems of coerced labor, and the inherent violence that characterized slave societies. In this class, we will take a comparative approach to consider how slavery—both as an institution and as a lived experience—differed across regions and periods from the Caribbean to New England. We will explore a wide range of relevant topics, including changing labor systems, transatlantic and internal slave trades, plantation and non-plantation economies, early capitalism, cultural continuities and creolization, religion and spiritual beliefs, resistance and revolution, free black communities, anti-slavery activism and abolition. In addition, we will consider how various scholars have interpreted the influence of slavery on intersectional constructions of race, gender, and class. HIS MA Ph.D. students register for HIS 517; MAT Social Studies students register for CEG 566.</p>			

THEME:

HIS 554	Global Carceral Regimes	R. Chase	W 5:30-8:30	TBA
	<p>This graduate readings seminar analyses global regimes of punishment, policing, prisons, and surveillance through a transnational lens across the twentieth century. In the past decade, there has been a vibrant and new approach to understanding the twentieth century through the study of what historians have called the “carceral state” and the “punitive turn.” The purpose of this course is to provide a sample of the most interesting, most complex, and most significant work on the carceral state and the methodological tools of this “punitive turn.” Broadly conceived, the carceral state is the state’s apparatus to monitor, surveil, control, punish, and discipline its citizens through state functions that are obviously punitive (such as police, prisons, immigration detention/deportation, and jails) and those that are less obvious (such as systems of education, mental health, health care, and welfare).</p> <p>The organization of the course centers around three parts: Part One--theoretical approaches to the carceral state and racial formation; Part Two--the construction of the carceral state in the U.S.; Part Three--the carceral state’s formation through transnational perspective, including case histories of carceral states in Europe, Asia, and Latin America. The three-part course organization will allow us to analyze global carceral regimes in other regions and nations while also reflecting upon the ways in which the “punitive turn” has offered historians new methodological tools and interdisciplinary approaches.</p> <p>Although this course offers a broad theoretical framework, specific themes that we will address include: how prisons, policing, and surveillance upheld racial regimes (from Jim Crow to South Africa’s apartheid); how systems of surveillance and punitive measures in the fields of education, medical care, psychiatric care, and welfare have contributed to carceral states; how people living within these regimes resisted; how to recover the voice and experience of the “subaltern;” policing borders and immigration detention/deportation; the role of gender and sexuality within carceral regimes; the global “War on Drugs”; how carceral states have shaped national politics; and, how global struggles (Cold War and Globalization) and insurgent revolutions (from Vietnam to Central America) shaped carceral regimes. This course is open to all regional fields and it is applicable to the study of a wide variety of historical fields and thematic subjects. Course assignments include an oral presentation, four one-page book précis (summaries), a longer book review, and a final historiographical paper on a subject related to your field of study.</p>			

RESEARCH:

HIS 601	Writing History of Spaces & Places	E. Beverley	TU 4:30-7:30	S-309
	<p>This research seminar is designed to facilitate research and writing of an original, full length, pithy and polished (potentially publishable) research paper related to students' dissertation work. The course is open to doctoral students working on any topic in any world area or time period. The seminar is organized around the theme 'space and place,' and we will consider conceptually-driven approaches to analyzing and writing about geographical setting and environment as historical forces. This theme, loosely applied, will provide a common touchstone for discussions of shared readings and research projects. In approaching the 'spatial turn' in historical scholarship, we will consider a range of scholarship on topics such as landscape and environment, built form, capitalism and infrastructure, transnational and regional scales, geographic imaginaries, borderlands, and urbanization, and planning, drawn from history and a variety of adjacent fields (geography, anthropology, sociology, cultural studies, literature). Our coverage will not attempt to be comprehensive, but rather will endeavor to open up a broad pallet of approaches to draw from in conceiving historical scholarship that takes seriously particularities of space and place. We will spend the first few weeks of the semester reading and discussing examples of such approaches (many of which students will have encountered in previous History graduate seminars), then begin defining topics followed by a series of incremental writing and revision assignments. The middle of the semester will be dedicated to intensive research and writing weeks alternating with individual student— instructor and seminar meetings to discuss the process of writing and revising, as well as professionalization matters (navigating the dissertation process, fellowships and grants, journals and publication). The final weeks of the semester will be dedicated to presentations and feedback leading up to final revisions. Prerequisite: Enrollment in a graduate history program or MAT in Social Studies.</p>			

PROSPECTUS

HIS 695	Dissertation Prospectus Workshop	N. Landsman	M 4:30-7:30	SBS S-309
	<p>This is a required course for Ph.D. students and will normally be taken in the spring of their third years. The purpose will be to work towards the preparation of a full-length prospectus for a dissertation, c. 15 pages in length. Students will work together as a group and with their advisors in the preparation of the documents, which will involve discussions of the relevant historiographical works, theoretical literature, research methods, primary and secondary sources, and historical content. We will also work on the writing of grant proposals as well as such topics as seeking research support and finding research materials.</p>			

II. Courses for MAT & SPD Students

500/ CEG 523	Historiography	S. Hinely	W 5:30-8:30	SBS S-326
<p>This course will explore the writing of history from two organizing principles: first, as a historical subject that raises complex questions of epistemology and even political philosophy; and secondly, as a craft with its own set of techniques that must be practiced to be mastered. From the former perspective, we will examine history historically, consider how the very meaning of the term has evolved, look at the changing ways historians have presented the past and ask what made their accounts believable at the time, take a particularly close look at the many different ends, including political, to which history has been put, consider the postmodern challenges to objectivity, causation, and historical “truth” that have rocked the very foundations of the profession in our time, and sample and evaluate some of today’s leading approaches to the past. At the same time, we will study and practice history as a set of skills, as the craft of determining “facts”, and deriving from those facts true and meaningful conclusions about the past. We will look at the variety of primary sources that are the historian’s raw materials, and practice finding, verifying, and interpreting them, identifying along the way fallacies of logic and evidence that historians are prone to commit. Requirements include energetic participation, short reading summaries and assignments, and a final research project or paper. HIS MA/Ph.D. students register for HIS 500; MAT & MALS students register for CEG 523.</p>				

502/ CEG 524	Introduction to Late Modern Europe	Young-Sun Hong	TU 5:30-8:30	SBS N-318
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HIS 522/ CEG 522	U.S. Since the Civil War	Lori Flores	W 5:30-8:30	SBS N-318
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HIS 541/ CEG 517	Colonial Latin America	B. Larson	TH 5:30-8:30	SBS N-303
<p>This field seminar engages both classic and recent texts on colonial Latin America. Discussions move between history and historiography, so it is essential for students to have a solid background in the history of colonial Latin America. (Those folks who need to get up to speed on their basic knowledge of the field should read a standard historical text, such as Peter Bakewell’s <i>History of Latin America: Empires and Sequels</i> or Henry Kamen’s <i>Empire. How Spain Became a World Power, 1492-1763</i>.)</p> <p>In the course, we will sample a diversity of historical themes and conceptual approaches. Authors and topics might include: 1) Todorov, Greenblatt, Seed, and Hulme on cross-cultural (mis)encounters and the problems of imperial power, knowledge, and representivity; 2) Rama, Mignolo, González Casanova, and Adorno on la ciudad letrada as symbol, instrument, and enclave of colonialism and its civilizing missions; 3) Schwartz, Stern, Clendinnen, and Larson on regional theaters of Indian resistance and colonial formations; 4) Stern, Wallerstein, and Blackburn on the transatlantic workings of the pre-industrial ‘capitalist world system’; 5) Van Young, Thomson, and Serulnikov on late colonial crisis and Indian rebellion; 6) Geggus, Dubois, and Trouillot on Haiti and the Black Atlantic in the ‘Age of Revolution’.</p> <p>Course grade is based on class participation and 3 writing assignments: two historiographical papers that grapple with broad questions from the course readings and discussions and one interpretive paper that introduces and analyzes (your own choice of) a published primary source or archival document. (A reading knowledge of Spanish is helpful, but not essential for this course.) HIS MA/PhD students register for HIS 541; MAT students register for CEG 517.</p>				

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HIS 517/ CEG 566	Comparative History of Slavery in the Americas: 17th to 19th Centuries	J. Anderson	M 5:30-8:30	TBA
<p>From Barbadian sugar plantations to Northern cities, enslaved Africans figured prominently in the history of the early Atlantic world. In myriad ways, they contributed to the economic, social, and cultural formation of European colonies and later of independent nations. In the process, they developed new survival strategies, social relations, and cultural identities amidst the ravages of the slave trade, exploitative systems of coerced labor, and the inherent violence that characterized slave societies. In this class, we will take a comparative approach to</p>				

	<p>consider how slavery—both as an institution and as a lived experience—differed across regions and periods from the Caribbean to New England. We will explore a wide range of relevant topics, including changing labor systems, transatlantic and internal slave trades, plantation and non-plantation economies, early capitalism, cultural continuities and creolization, religion and spiritual beliefs, resistance and revolution, free black communities, anti-slavery activism and abolition. In addition, we will consider how various scholars have interpreted the influence of slavery on intersectional constructions of race, gender, and class. HIS MA Ph.D. students register for HIS 517; MAT Social Studies students register for CEG 566.</p>	
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RESEARCH:

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SPRING 2020 HISTORY DEPARTMENT FACULTY

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Anderson, Jennifer	S-315		jennifer.anderson@stonybrook.edu	33
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Beverley, Eric Spr'20 Graduate Director	S-359		eric.beverley@stonybrook.edu	4
Chase, Robert	S-339		robert.chase@stonybrook.edu	9
Cooper, Alix Interim Grad. Director F'19	S-345		alix.cooper@stonybrook.edu	51
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Flores, Lori	S-337		lori.flores@stonybrook.edu	45
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Larson, Brooke	S-333		brooke.larson@stonybrook.edu	18
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