

DEPARTMENT OF
HISTORY

GRADUATE
COURSE
DESCRIPTIONS

FALL 2013

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GRADUATE COURSE LISTINGS

I. Courses for PhD and MA Students

First Year Courses:

HIS 524/526	CORE SEMINAR: History, Theory and Practice	E. Zolov N. Tomes	M 4:30-7:30	SBS N-303
<p>This year-long course is your introduction to graduate study in history in general, and Stony Brook's Ph.D. Program in History in particular. It has three goals: 1) to familiarize you with the techniques and resources of historical research; 2) to provide an overview of the four thematic areas emphasized by our graduate program; and 3) to explore some important historiographical and theoretical concepts that inform historical writing. The first semester will combine a series of hands-on workshops in interpreting primary sources with selective reading of important and interesting scholarship that represents the four themes of our graduate curriculum, and also offers instructive examples of using sources. Requirements for the first semester include active participation in class discussion of assigned readings, three or four short writing/analytical exercises, and a preliminary research proposal. The second semester will be devoted to researching and writing a substantial research paper.</p>				

HIS 582	TEACHING PRACTICUM	I. Man-Cheong	Tu/Th 11:-30-12:50	SBS S-326
<p>This course is designed to help you learn how to plan and organize a course; to offer you advice on how to deal with classroom situations arising from teaching; and to prepare for the teaching side of a job search. To reach those goals we will discuss, practice and write about the dynamics of the pedagogical experience. We will also benefit from the experience of speakers from department faculty and the University Administration who are experts in particular academic and pedagogical issues and methodologies. Each meeting will begin with a short workshop session where we lay out issues derived from our ongoing teaching experience or reflections on teaching practice. There is a minimum amount of required reading material and the fulfillment of a variety of pedagogical exercises.</p>				

Field, Theme, & Research Courses

FIELD:

HIS 501/ CEG 515	Intro to Early Modern Europe	A.Cooper	Th 5:30-8:30	SBS N-303
<p>This seminar will survey important topics and approaches in the history of early modern Europe (1450-1789). The aim will be both to present an overview of the history of this era, and to discuss recent debates among historians about it. Themes we will discuss include changing attitudes towards knowledge and belief in Renaissance and Reformation Europe; the impact on Europe of cross-cultural encounters both before and after Columbus; the rise of the witch-hunts; conflicts over emerging state power; the relationship between elite and popular cultures; and the significance of the Enlightenment. Course requirements will include active participation, occasional in-class writing assignments, and several short papers.</p>				

FIELD:

HIS 521/ CEG 532	Intro to US History - Civil War	A. Masten	W 5:30 – 8:30	SBS N-318
<p>This course is designed as an introduction to American history and historiography to the Civil War. The purpose of the course is to discuss key concepts and arguments in the literature, and to explore the ways different historians interpret events, activities, and ideas from the past. We will proceed through the course in roughly chronological order, with each session examining a conceptual approach, methodology, or debate that has been of particular interest to American historians.</p>				

FIELD:

HIS 541/ CEG 535	Colonial Latin America	B. Larson	Tu 5:30 – 8:30	SBS S-326
<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>) 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.)</p>				

FIELD:

HIS 565/ CEG 565	Intro to Japan	J. Mimura	Tu 2:30-5:30	SBS S-326
	<p>This reading-intensive graduate seminar surveys important topics and themes in modern Japanese history since 1868. We will examine a number of recent approaches and debates on the nature of the Meiji state, Japanese capitalism and mass culture, Japan’s colonial empire, the role of the emperor, Japanese fascism, and war memory. Requirements for the course include active class participation, oral presentations, several short writing exercises, and a longer interpretive essay.</p>			

THEME:

HIS 515/ CLT 609/ CST 609	Topics in Cultural Theory: “Empire & After”	I. Kalinowska-Blackwood	M 4:00-6:50	HUM 2052
	<p>This seminar invites its participants to revisit postcolonialism as a field of theoretical inquiry by reviewing some of the canonical texts of colonial/postcolonial studies. At the same time, it offers to expand the established territorial reach of postcoloniality by focusing on the production of a quasi colonial/post-colonial visual culture within the realm of Soviet and post-Soviet cinema. It follows from the assertion of historians like Dominic Lieven who contend that, due to its dominance over vast territories inhabited by peoples of many religions and ethnicities, representing various levels of economic development, its power, and the role it played in international relations throughout the 20th century, the Soviet Union possessed the trappings of an empire. While the style of imperial domination and the mechanisms of accommodation vary from empire to empire, this seminar will investigate the issues that are common to most, such as cultural perceptions of difference and similarity, relationships between imperial peripheries and the metropolitan center, and the emerging paradigms of cultural decolonization. For their final papers, seminar participants may choose to develop research topics outside the field of Soviet and post-Soviet cinema.</p> <p>Readings may include: V.I. Lenin, “Imperialism, the Highest Stage of Capitalism.” Frantz Fanon, <i>The Wretched of the Earth</i>. Edward Said, <i>Orientalism</i>. Benedict Anderson. <i>Imagined Communities</i>. Gayatri Spivak, “Can the Subaltern Speak?” Homi Bhabha, <i>The Location of Culture</i>. Michael Hardt and Antonio Negri, <i>Empire</i>. David Chioni Moore, “Is the Post- in Postcolonial the Post- in Post-Soviet? Toward a Global Postcolonial Critique.” Jane Burbank and Frederick Cooper. <i>Empire in World History. Power and the Politics of Difference</i>. Madina Tlostanova, Walter Mignolo, <i>Learning to Unlearn. Decolonial Reflections from Eurasia and the Americas</i>. Terry Martin, <i>The Affirmative Action Empire</i>. Dominic Lieven, <i>Empire. The Russian Empire and its Rivals</i>.</p>			

THEME:

HIS 516	Material Culture: History through “Things”	E. Newman	Th 4:30-7:30	SBS S-326
<p>This course will examine material culture or “things” as primary sources. Drawing from the disciplines of history, anthropology, sociology, and art history, we will begin with a theoretical overview of the ways in which “things” acquire and transmit meaning and mediate social interactions, and we will explore how we as historians may interpret those meanings and mediations. With this foundation, we will survey different classes of material culture, from landscape design to the human body, in a series of case studies drawing on both classic and recent literature from around the world. Students should be prepared to read a book a week along with the occasional short supplemental article or book chapter. Requirements include regular participation, discussion, and presentation, two short papers (one book review and one object-based paper), and a longer final research paper on a topic of your choosing.</p>				

THEME:

HIS 553	Methods and Means in Cultural History	H. Lebovics	W 4:30-7:30	SBS S-326
<p>The intention of this course is:</p> <ol style="list-style-type: none"> 1) an introduction to some of the theoretical and history literature in cultural history; 2) as an opportunity for you to learn more about a major theorist or group of theorists and/or the cultural history literature in your field; 3) and to help you learn how to move between historical research and cultural theory. This last point is the most important: I wish to assist you in learning to read and to use historical evidence in a theoretically-informed way and to read theory with an eye to its utility in historical work. <p>Work. Students in the seminar will do an oral report of no more than 10 minutes on a piece of cultural history writing, chosen in consultation with me. The paper, about 20 pages, will either 1) explore a school of cultural history or an area of history enriched by the new work, or 2) study of an especially rich theoretician or theoretical school which might prove interesting or valuable for your later graduate work, possibly your thesis. The paper is due on the last day of class.</p> <p>Reading. Various theorists useful to historical work. At least, Gramsci, the Frankfurt School, Bourdieu, Baudrillard, McCloskey, and others under consideration.</p>				

RESEARCH:

HIS 601	Advanced Research Methods	N. Landsman	M 4:30-7:30	SBS S-309
	<p style="text-align: center;">SEMINAR ON READING AND WRITING HISTORY</p> <p>This is a seminar in the reading and, especially, writing of history. There will be no general subject other than the ways one conceives an historiographically significant topic, develops a strategy, finds relevant sources, reads those sources in a way that addresses the most important questions raised by the topic, carries it out, and – last but not least – presents the material in a way that persuades readers to care. While we will do a small number of readings at the outset to set up a few of those problems, the main materials we discuss over the course of the semester will be yours – the historiography and sources relating to your projects, your efforts to turn them into a paper, and the way you carry them out. This will be done through a series of weekly assignments, some of which are still to be defined. It will be a workshop course, developed as we go, depending on what seems most useful for advancing our work on the papers. Full participation will entail doing the assignments <u>on time</u>, coming to class prepared to talk about them, and contributing to the discussion of your classmates’ papers and assignments as well.</p>			

II. Courses for MAT & SPD Students

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