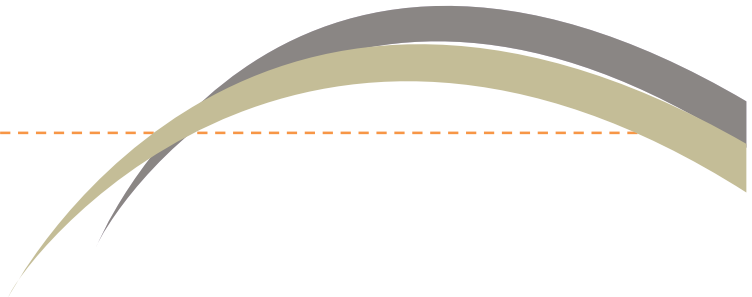


DEPARTMENT OF HISTORY



**GRADUATE  
COURSE  
DESCRIPTIONS**



**FALL 2015**

FALL 2015  
GRADUATE COURSE LISTINGS

## I. Courses for PhD and MA Students

### First Year Courses:

<b>HIS 524/526</b>	<b>CORE SEMINAR: History, Theory and Practice</b>	<b>S. Lim K. Wilson</b>	<b>M 1:00 – 4:00</b>	<b>SBS N-303</b>
<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>				

<b>HIS 582</b>	<b>TEACHING PRACTICUM</b>	<b>I. Man-Cheong</b>	<b>Tu 4:30-7:30</b>	<b>SBS S-326</b>
<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:

<b>HIS 501/ CEG 516</b>	<b>Early Modern Europe</b>	<b>S. Lipton</b>	<b>Th 5:30-8:30</b>	<b>SBS N-303</b>
<p>This seminar will introduce you to important issues and approaches in medieval and early modern European history. We will proceed both chronologically and topically, focusing on dominant themes and significant historiographical questions, including the transformations of late antiquity, the vexed question of “feudalism,” varieties of medieval religious experience, the rise of urbanism and bureaucratic monarchies, overseas expansion and contact with non-European peoples, Inquisition and repression, ideologies and practices of absolutism, artistic change, and the Scientific Revolution. We will read select primary sources as well as traditional and revisionist works of cultural, intellectual, political, and religious historiography, and pay particular attention to constructions of identity in medieval and early modern Europe.</p> <p>Requirements include one primary source response paper (ca. 5 pages) and one final historiographical essay (7-8 pages). You will be graded on the degree and quality of your participation in class discussions as well as on your written papers. For PhD, MA and MAT students. (MAT students must register under CEG 516)</p>				

### FIELD:

<b>HIS 521/ CEG 532</b>	<b>Introduction to US History to the Civil War</b>	<b>N. Landsman</b>	<b>W 5:30 – 8:30</b>	<b>SBS S-326</b>
<p>This is the first half of the graduate-level survey in American History focusing on the history and historiography of American society before the Civil War and on the larger histories of the Atlantic world and the American continent in the same era. We will pay particular attention to such major themes as the Colombian encounter, Native Americans, colonization, slavery and the Atlantic World, the American Revolution and Atlantic Revolutions, the creation of an American government, democratization, Civil War, emancipation and race. Oral and written reports, much reading, and class participation required.</p>				

### FIELD:

<b>HIS 550/ CEG 534</b>	<b>Modern Africa</b>	<b>S. Shankar</b>	<b>Th 5:30 – 8:30</b>	<b>SBS N-318</b>
<p><b>Africa between the Atlantic and Indian Ocean Worlds</b> This course places Africa centrally in global networks by exploring the continent’s relationship to two regional systems shaped by long-distance trade in slaves and other commodities, diaspora migrations, and political and religious infrastructures. The readings will cover theoretical frameworks that historians have used to study transcontinental interconnections as well as empirical studies centered on Africans’ shaping of local and regional histories. The broad outline of the course begins with the early modern era, starting roughly at 1500, with the Islamic and Euro-American slave trades, exploring European and Ottoman imperial expansions, and ending with more recent politics of remembering and recreating Africa’s historic global contacts in slave trade museums, music, and other cultural forms. Readings will include primary and secondary sources, and films and other kinds of resources will also be used.</p>				

**THEME:**

<b>HIS 516</b>	<b>The History of the Book: Objects, Agents, Writers, Readers</b>	<b>J. Teplitsky</b>	<b>W 4:30-7:30</b>	<b>SBS N-303</b>
	This graduate-level seminar offers students an entry into the interdisciplinary study of the book, a history at the nexus of literary studies, bibliography, sociology, and anthropology. Sources for the study of the book include archives, novels, news media, auction lists, and ephemera. Centered upon books as both bearers of information and objects of exchange, we will explore the cultural history of the book as it pertains to literacy, reception studies, and global commodity exchange. Thematic coverage will allow us to engage both with theoretical models for exploring a history of knowledge exchange as well as the political and social import of reading and literacy—both in “high culture” and for subaltern groups—as we examine questions of power, including (but not limited to) censorship, public spheres, and the pride and prestige of owning your own books.			

**THEME:**

<b>HIS 517/ CEG 566</b>	<b>Comparative Slavery</b>	<b>J. Anderson</b>	<b>Tu 5:30-8:30</b>	<b>SBS N-303</b>
	Comparative Cultures of Slavery -- From Caribbean plantations to the farms and cities of North America, enslaved African men and women played vital roles in building the Atlantic world. Although their experiences varied widely, slavery had profound consequences for all. In this course, we will investigate the history of slavery from a comparative perspective with an eye towards how people re-shaped their lives and cultural identities in the face of the ravages of the slave trade and exploitative systems of coerced labor. Delving into the vast historiography on this subject, we will consider how scholars have investigated and interpreted the role of slavery in different regions and cultural contexts from the colonial period to the early 19th century.			

**RESEARCH:**

<b>HIS 601</b>	<b>Advanced Methods in Historical Research</b>	<b>A. Cooper</b>	<b>M 4:30-7:30</b>	<b>SBS S-309</b>
	This seminar aims to further advance the research and writing skills of graduate students who have already taken the Core Seminar. The main purpose of the seminar will be to provide a setting in which these advanced graduate students can focus on researching, writing, and revising a graduate-level research paper of at least 20 pages on a topic of their choice, for example, trying out a possible dissertation topic. During the first six weeks of the semester, common readings on advanced historical methods will be assigned, and individual meetings will be held to discuss possible seminar paper topics; the remainder of the semester will be devoted to the actual writing process, with specific stages in which work will be handed in. The goal of the seminar will be, in addition to helping graduate students fulfill their Research Seminar requirement, to help guide them towards producing a research paper of potentially publishable quality.			

## II. Courses for MAT & SPD Students

<b>HIS 501/ CEG 516</b>	<b>Early Modern Europe</b>	<b>S. Lipton</b>	<b>Th 5:30-8:30</b>	<b>SBS N-303</b>
<p>This seminar will introduce you to important issues and approaches in medieval and early modern European history. We will proceed both chronologically and topically, focusing on dominant themes and significant historiographical questions, including the transformations of late antiquity, the vexed question of “feudalism,” varieties of medieval religious experience, the rise of urbanism and bureaucratic monarchies, overseas expansion and contact with non-European peoples, Inquisition and repression, ideologies and practices of absolutism, artistic change, and the Scientific Revolution. We will read select primary sources as well as traditional and revisionist works of cultural, intellectual, political, and religious historiography, and pay particular attention to constructions of identity in medieval and early modern Europe.</p> <p>Requirements include one primary source response paper (ca. 5 pages) and one final historiographical essay (7-8 pages). You will be graded on the degree and quality of your participation in class discussions as well as on your written papers. For PhD, MA and MAT students. (MAT students must register under CEG 516)</p>				

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<b>HIS 550/ CEG 534</b>	<b>Modern Africa</b>	<b>S. Shankar</b>	<b>Th 5:30 – 8:30</b>	<b>SBS N-318</b>
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