

DEPARTMENT OF HISTORY



**GRADUATE
COURSE
DESCRIPTIONS**



SPRING 2018

GRADUATE COURSE LISTINGS

I. Courses for PhD and MA Students

First Year Courses:

HIS 525/527	CORE SEMINAR: History, Theory and Practice	L. Flores/ S. Shankar	M 4:30-7:30	SBS N-303
<p>The second semester of this year-long course will be devoted to researching and writing a substantial research paper. This 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.</p>				

Field, Theme, & Research Courses

FIELD:

500/ CEG 523	Historiography	S. Hinely	M 5:30-8:30	SBS N-318
<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. MA/Ph.D. students register for HIS 500, MAT students register for CEG 523.</p>				

FIELD:

HIS 502/ CEG 524	Intro to European History	Y-S. Hong	TH 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. MA/Ph.D. students register for HIS 502, MAT students register for CEG 524.</p>			

FIELD:

HIS 522/ CEG 522	US Since The Civil War	M. Barnhart	W 5:30-8:30	N-303
	<p>An advanced survey of American history from Reconstruction to the present. This is a reading-intensive course designed to familiarize the student with most major issues of this period, with special emphasis on the intersection of politics and society. Assignments will average over 300 pages per week of core readings. In addition, each student will deliver at least two presentations over the course of the semester on books of his or her choosing in consultation with the instructor. A final, interpretive essay is also required. For MA and PhD students only. MAT students must register under CEG 522.</p>			

FIELD:

HIS 541/ CEG 535	Colonial Latin America	B. Larson	TH 5:30-8:30	N-318
	<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,</p>			

	<p>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.) MA/Ph.D. students register for HIS 541, MAT students register for CEG 535.</p>	
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

THEME:

HIS 535	Body Politics: Medicalization and Biomedicalization as Historical Process	N. Tomes	W 4:30-7:30	N-318
	<p>This course will explore the many ways historical bodies have figured in both theoretical debates and political controversies over the past three decades. As our point of entry, we will look at the evolution of the terms “medicalization,” “biomedicalization,” “somaticization” and “pathologization,” concepts that are widely used in the humanities and social sciences to track the rise (and fall) of medical knowledge and expertise as a form of “biopower.” We will explore the theoretical evolution of those terms in the work of Michel Foucault and his later interpreters such as Nikolas Rose; then we will sample historical works that apply those perspectives. I am particularly interested in exploring the dynamics of medical authority: how it is accepted, resisted, and/or subverted. Common readings may include books such as Kathleen Brown’s <i>Foul Bodies</i>, Jennifer Lambe’s <i>Madhouse</i>, Joanne Meyerowitz’s <i>How Sex Changed</i>, and Laura Briggs’s <i>How All Politics Became Reproductive Politics</i>. In addition to the common readings, students will have the chance to do further reading on topics that interest them. Although work on medicalization tends to focus on the 19th c. and onward, the ideas we will be discussing can be applied to earlier periods, so students with those interests are very welcome. Course requirements will include several in-class presentations, one short book review, and a critical review and annotated bibliography (approximately 10-15 pages total) on a topic of the student’s choice.</p>			

THEME:

HIS 557/ SOC 514.02	Sociology of Solidarity	D. Levy	W 10:00-1:00	TBA
	<p>This is a course for graduate students with an interest in the changing historical and sociological significance of solidarity. Solidarity a foundational principle of the social sciences has received scant</p>			

	<p>theoretical attention since its pervasive modern use dating to the 19th century. This class seeks to explore whether and how the basic premises of national solidarity are circumscribed by global developments. Identity politics, worldwide webs of affiliation driven by technological advances, transnational social movements and related developments, are some of the phenomenon that should prompt us to rethink solidarity. Instead the notion of solidarity has been so foundational that it has morphed into un-reflected assumptions rather than exploring the malleability of solidarity itself.</p> <p>National solidarity was seen as a primary response to the risks and uncertainties of modernity. Global culture and political norms from human rights to environmentalism have catalyzed a reimagining of solidaristic groups. This course will explore theoretical avenues of solidarity and their historical-empirical manifestations. Particular attention will be on the link between the Global Human Rights Regime and the way it informs new practices of solidarity.</p>	
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

THEME:

<p>HIS 570</p>	<p>Carceral States and Global Regimes of Surveillance, Punishment, Policing, and Prisons</p>	<p>R. Chase</p>	<p>TU 4:30-7:30</p>	<p>N-303</p>
<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 the Soviet Union, West Germany, Kenya, South Africa, Mexico, Peru, Argentina, and Brazil. By having a third of our readings on the construction of the carceral state in the U.S., the course traces the development of what some have termed the “New Jim Crow” and an “American prison empire” by viewing twentieth century American history through the lens of the carceral state and how it shaped societal ideas of “race,” upheld racial regimes, formed anti-immigration policy, and turned the gains of the civil rights movement into an age of racial disparity.</p> <p>Beyond the U.S., the course organization will allow us to analyze global carceral regimes in other regions and nations while also</p>				

	<p>reflecting upon the ways in which the “punitive turn” has offered historians new methodological tools and interdisciplinary approaches. 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, six 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	Advanced Methods in Historical Research	A. Masten	M 4:30-7:30	S-309
	<p>Stalking and Digesting the Unusual Source This seminar provides graduate students with advanced training in the methods of historical research and writing. The main goal of the course is for each participant to produce a 30-page paper suitable for publication in an academic journal. Readings and class discussion will focus on developing and illustrating an argument of interest to a broad group of scholars. Everyone’s topic must be historical in nature, but theoretical perspectives and methods from other disciplines are welcomed.</p> <p>During our discussions we will reflect on questions such as, what makes historical work distinctive? What are the possibilities and limitations inherent in any historical archive? What constitutes a historical source? Are all texts potential documents? Why was a record or text produced and who read it? What were its modes of circulation? Who did it privilege and who exclude? How might different groups or communities of meaning-makers have altered its use and importance? What were the social, cultural, political and intellectual contexts of its production?</p> <p>Students will be responsible for writing several drafts of their papers, bringing to class and discussing examples of their primary sources, and offering constructive feedback of their fellow students’ work.</p>			

PROSPECTUS

HIS 695	Dissertation Workshop	E. Beverley	TH 4:30-7:30	SBS N-309
<p>This workshop is for advanced History Ph.D. students at or near the end of their course work. The goal is to prepare an outstanding dissertation proposal. Solid proposal-writing skills are crucial for guiding historical research. These same skills remain critical throughout the career of the historian. The workshop meets once weekly, and revolves around group exercises and writing assignments designed to help students develop and refine key areas of the prospectus (research agenda, historiography survey, approach and methodology, preliminary arguments, source base, scholarly interventions). Everyone will read everyone else's drafts and offer comments. By the end of the course, students will have three versions (short, medium, long) of the prospectus, with the full version submitted to Ph.D. advisors for approval. The course concludes with student presentations to the entire department. A satisfactory grade is required for advancement to candidacy.</p>				

II. Courses for MAT & SPD Students

FIELD:

500/CEG 523	Historiography	S. Hinely	M 5:30-8:30	SBS N-318
<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. MA/Ph.D. students register for HIS 500, MAT students register for CEG 523.</p>				

FIELD:

HIS 502/ CEG 524	Intro to European History	Y-S. Hong	TH 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. MA/Ph.D. students register for HIS 502, MAT students register for CEG 524.</p>			

FIELD:

HIS 522/ CEG 522	US Since The Civil War	M. Barnhart	W 5:30-8:30	N-303
	<p>An advanced survey of American history from Reconstruction to the present. This is a reading-intensive course designed to familiarize the student with most major issues of this period, with special emphasis on the intersection of politics and society. Assignments will average over 300 pages per week of core readings. In addition, each student will deliver at least two presentations over the course of the semester on books of his or her choosing in consultation with the instructor. A final, interpretive essay is also required. For MA and PhD students only. MAT students must register under CEG 522.</p>			

FIELD:

HIS 541/ CEG 535	Colonial Latin America	B. Larson	TH 5:30-8:30	N-318
	<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,</p>			

	<p>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.) MA/Ph.D. students register for HIS 541, MAT students register for CEG 535.</p>	
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--