

DEPARTMENT OF HISTORY



**GRADUATE  
COURSE  
DESCRIPTIONS**



**FALL 2017**

GRADUATE COURSE LISTINGS

**I. Courses for PhD and MA Students**

<b>HIS 524/526</b>	<b>CORE SEMINAR: History, Theory and Practice</b>	<b>L. Flores S. Shankar</b>	<b>M 4:30 – 7:30</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>				

**Field, Theme, & Research Courses**

**FIELD:**

<b>HIS 501/ CEG 516</b>	<b>Intro to Early Modern Europe</b>	<b>A. Cooper</b>	<b>TH 2:30-5:30</b>	<b>SBS N-303</b>
<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:**

<b>HIS 521/ CEG 532</b>	<b>Intro to US History to the Civil War</b>	<b>D. Rilling</b>	<b>W 5:30-8:30</b>	<b>SBS N-303</b>
<p>This course is a graduate reading seminar in the literature of early North American/U.S. history. Its purpose is to introduce students to major themes, interpretations, and methods of inquiry. It is intended to provide a broad command of the field.</p>				

**FIELD:**

<b>HIS 564/ CEJ 502</b>	<b>Intro to the History of China</b>	<b>I. Man-Cheong</b>	<b>TH 5:30 – 8:30</b>	<b>SBS N-303</b>
	<p>This course provides an advanced introduction to the history and historiography of China from the early modern period to the present. We cover major works on key themes: imperialism, economic development, revolution, socialism, and the reform era. Readings also include key works on historiographical trends in globalism and China, new Qing history, the Cambridge School, Republican China, the Cultural Revolution, and China in the world. In addition, we examine examples of Chinese primary sources (translated from the Chinese). This course is not a comprehensive survey of China, but prior knowledge of Chinese history is not expected. The course is designed with PhD, MA and MAT students in mind with written assignments ranging from lesson plans for MAT students to historiographical research and analytical papers for PhD and MA students. All students will make presentations and take turns organizing and leading discussions.</p>			

**THEME:**

<b>HIS 532</b>	<b>Religion and the State</b>	<b>S. Lipton</b>	<b>W 4:30-7:30</b>	<b>SBS N-318</b>
	<p>This course examines how governments, polities, and states have interacted with religious authorities and communities in a range of periods and geographical regions, with an emphasis on the western (European) tradition and its heirs. We will start by examining ancient, late antique, and medieval theory, and then look at selected historical episodes in which church-state relations entered into crisis, or were rethought or reconfigured.</p>			

**THEME:**

<b>HIS 553</b>	<b>Imperial Peripheries and Contact Zones</b>	<b>G. Marker</b>	<b>TU 4:30-7:30</b>	<b>N-318</b>
	<p>This course will explore key topics in the experiences of populations within the geographic peripheries of empires during the early modern and modern eras (roughly 1450-1914), i.e.: the territories at the edges of imperial states, typically populated by groups ethnically or religiously distinct from those in the metropolitan center. What did empire mean in such places? How did local populations--mostly elites--interact with the center in pursuit of local agency or subjectivity? Did these residents of imperial borderlands play a particular role in inter-imperial relations especially vis-a-vis populations just across the border with whom, more often than not, they shared a common language, religion, economy or ethnicity, not to mention kinship ties? Discussions will be organized topically and thematically rather than geographically. Examples include commodity production and traders; multi-confessionalism and religious domination on the periphery; peripheries as engendered spaces; the impacts of capitalism and nationalism. In addition to a few relatively recent works on the</p>			

	significance and typologies of empire in general (Barkey, Burbank and Cooper, etc.), most of the reading will be drawn from scholarship on the Russian, Ottoman, and Austrian empires, but there will also be some material on South Asia and perhaps the Americas. Students will be asked to write two papers at least one of which will focus on their own area of geographic concentration.	
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**THEME:**

<b>HIS 557/ SOC 514.01</b>	<b>Revolutions and Revolutionary Movements</b>	<b>I. Roxborough</b>	<b>TH 10:00-1:00</b>	<b>N-403</b>
<p>This is a course designed to introduce you to the theoretical and historical approaches to the study of revolutions and insurgencies. Because I see revolutions as contentious struggles, I have taken some time to examine counter-revolution as well as revolution. In addition to the classic “great revolutions,” the course will also take a look at “smaller” or less apparently consequential revolutions, at certain kinds of “revolutionary” religious and nationalist movements, and at guerrilla movements. This will hopefully enable us to get a better fix on what we mean by “revolution.”</p> <p>I have tried to select a broad range of readings, with different approaches. It is a course that focuses on reading, rather than on the production of a research paper. We will look in some detail at five revolutions or revolutionary movements: the Chinese and Russian revolutions, the Irish struggle for independence, Sendero Luminoso (Shining Path) in Peru, and the Mau-Mau revolt in Kenya. The course aims to provide an introduction to a range of theoretical and historiographical approaches. History students may take this course either as a theme seminar or as a research seminar. The reading will be the same, but the requirements are different.</p>				

**RESEARCH:**

<b>HIS 601</b>	<b>Developing Research Projects</b>	<b>N. Landsman</b>	<b>M 4:30-7:30</b>	<b>S-309</b>
<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</p>				

	advancing our work on the papers. Full participation will entail doing the assignments on time, coming to class prepared to talk about them, and contributing to the discussion of your classmates' papers and assignments as well.	
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## II. Courses for MAT & SPD Students

### FIELD:

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### FIELD:

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