

DEPARTMENT OF HISTORY



**GRADUATE  
COURSE  
DESCRIPTIONS**



**SPRING 2017**

GRADUATE COURSE LISTINGS

## I. Courses for PhD and MA Students

### First Year Courses:

<b>HIS 525/527</b>	<b>CORE SEMINAR: History, Theory and Practice</b>	<b>J. Anderson L. Frohman</b>	<b>M 1:00 – 4:00</b>	<b>SBS N-303</b>
<p><b>The second semester of this year-long course will be devoted to researching and writing a substantial research paper.</b> 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. 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.</p>				

### Field, Theme, & Research Courses

#### FIELD:

<b>500/ CEG 523</b>	<b>Historiography</b>	<b>S. Hinely</b>	<b>M 5:30-8:30</b>	<b>SBS N-303</b>
<p>This course will explore the writing of history from two organizing principles: first, as a theoretical and historical subject that raises complex epistemological and political questions; and secondly, as a craft with its own set of techniques and tools that must be practiced to be mastered. From the first perspective, we will examine history historically, both Western and non-Western, modern and pre-modern, asking in all cases what made these stories about the past believable at the time. We’ll carry this inquiry into the postmodern challenges to objectivity, causation, and historical “truth” that have rocked the very foundations of the profession in our time. From the second perspective, we will review and practice the technical skills of historians, focusing on the forms, translation and uses/misuses of primary sources. At every session we will consider the relationship of our subject to the larger community, and ask ourselves—as professional historians, as public school teachers, as citizens in a democracy—how historical knowledge can remain a widely shared and vital public resource. We will read 3-4 theoretical texts, another 3-4 monographs illustrating some of today’s leading approaches to the past, and a number of excerpts on Blackboard that illustrate non-academic histories. Every student will lead at least one discussion, and all are expected to participate in an informed and energetic manner. The writing requirement will vary</p>				

	depending upon the student’s degree plan and professional goals, but most students will produce a 10-15 page historiographical essay on a contemporary approach to history writing. MA/Ph.D. students register for HIS 500, MAT students register for CEG 523.	
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**FIELD:**

<b>HIS 502/ CEG 524</b>	<b>Intro to Late Modern Europe</b>	<b>Y-S. Hong</b>	<b>TH 5:30-8:30</b>	<b>SBS N-318</b>
	<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 19<sup>th</sup>-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:**

<b>HIS 522/ CEG 522</b>	<b>US Since The Civil War</b>	<b>L. Flores</b>	<b>TU 5:30-8:30</b>	<b>N-303</b>
	<p>American History Since 1865  This course, intended for masters and Ph.D. students in American history, exposes students to both 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. MA/Ph.D. students register for HIS 522, MAT students register for CEG 522.</p>			

**FIELD:**

<b>HIS 542/ CEG 535</b>	<b>Modern Latin America</b>	<b>E. Zolov</b>	<b>W 5:30-8:30</b>	<b>N-318</b>
	<p>This Field Seminar introduces students to central thematic areas of research and the key historiographical debates within those areas across Latin American history, with a particular focus on the modern era (c. 1830-1980s). It is designed for graduate-level students whose research or teaching focus is Latin American history, although students from other geographic concentrations and disciplines are also welcome. While not inclusive of all historical approaches, the course aims to introduce students to many of the most relevant historiographical discussions across as broad a temporal and geographic range as possible. Students will write several short papers and a longer final historiographic paper on a topic of their choosing, as well as to present on a set of readings. MA/Ph.D. students register for HIS 542, MAT students register for CEG 535.</p>			

**THEME:**

<b>HIS 553</b>	<b>Methods &amp; Works in Cultural History</b>	<b>H. Lebovics</b>	<b>TU 4:30-7:30</b>	<b>N-318</b>
	<p>I intend this course as 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> <p><b>Work.</b> Students in the seminar will do an <b>oral report</b> of no more than 10 minutes on a piece of cultural history writing, chosen in consultation with me. The <b>paper</b>, 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><b>Reading.</b> Various theorists useful to historical work: we will read and discuss Gramsci, the Frankfurt School, Bourdieu, Baudrillard, McCloskey, as well as work by Stanley Fish, maybe a piece of my own work. If interested, you can check with me later this semester on exact syllabus.</p>			

**THEME:**

<b>HIS 570</b>	<b>Global Environmental History</b>	<b>J. Farmer</b>	<b>TH 4:30-7:30</b>	<b>N-303</b>
	<p>This intensive readings course for graduate students will explore recent and classic scholarship on "global change." Along the way, we will discuss historiographical and spatial concepts such as "environmental history," "world history," "transnational history," "global history," and "planetary history," and temporalities such as "longue durée," "long-term," "deep," "slow," and the "Anthropocene." Most of the assigned</p>			

	<p>monographs will concern the era of fossil-fuel capitalism, which is, more or less, also the era of the nation-state and its imperial discontents. Requirements: heavy reading, discussions and presentations, a historiographical paper, a book review, and a scholarly opinion essay. Students from all disciplines and subfields are welcome.</p>	
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**RESEARCH:**

<b>HIS 601</b>	<b>Historical &amp; Global Connections</b>	<b>P. Gootenberg</b>	<b>M 4:30-7:30</b>	<b>S-309</b>
	<p>This small seminar for advanced doctoral students will guide them in writing an original high-quality 20-page research-based essay related to their evolving dissertation topic. The guiding theme is “global connections”: the multiplicity of methods and metaphors historians and others now use to grasp interconnected histories and kindred questions of scale (flows, chains, contact zones, diasporas, frictions; transnational, global, multi-sited and multi-scalar, borderlands, comparative, international histories, world history, world systems, etc.). We will want to concretely address the specific research challenges in doing global connecting history. We will spend the first five weeks or so reviewing a wide variety of such approaches before defining our writing topics and then the step-by-step writing and group discussions of the research papers. Besides writing several drafts of their papers, students will be asked to discuss examples of their primary sources in class and to provide constructive feedback on their fellow student’s work.</p>			

**PROSPECTUS**

<b>HIS 695</b>	<b>Dissertation Workshop</b>	<b>K. Wilson</b>	<b>TH 4:30-7:30</b>	<b>SBS N-309</b>
	<p>This small, intensive, hands-on 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 your upcoming thesis research. These same skills will serve you the rest of your career as a historian. Our workshop will meet once per week, and revolve around group exercises. Everyone will reads everyone else's drafts and offer comments. By the end of the course, each student will have three versions (short, medium, long) of the prospectus, with the full version submitted to your advisor 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:**

<b>500/ CEG 523</b>	<b>Historiography</b>	<b>S. Hinely</b>	<b>M 5:30-8:30</b>	<b>SBS N-303</b>
<p>This course will explore the writing of history from two organizing principles: first, as a theoretical and historical subject that raises complex epistemological and political questions; and secondly, as a craft with its own set of techniques and tools that must be practiced to be mastered. From the first perspective, we will examine history historically, both Western and non-Western, modern and pre-modern, asking in all cases what made these stories about the past believable at the time. We'll carry this inquiry into the postmodern challenges to objectivity, causation, and historical "truth" that have rocked the very foundations of the profession in our time. From the second perspective, we will review and practice the technical skills of historians, focusing on the forms, translation and uses/misuses of primary sources. At every session we will consider the relationship of our subject to the larger community, and ask ourselves—as professional historians, as public school teachers, as citizens in a democracy—how historical knowledge can remain a widely shared and vital public resource. We will read 3-4 theoretical texts, another 3-4 monographs illustrating some of today's leading approaches to the past, and a number of excerpts on Blackboard that illustrate non-academic histories. Every student will lead at least one discussion, and all are expected to participate in an informed and energetic manner. The writing requirement will vary depending upon the student's degree plan and professional goals, but most students will produce a 10-15 page historiographical essay on a contemporary approach to history writing. MA/Ph.D. students register for HIS 500, MAT students register for CEG 523.</p>				

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	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.	
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## FALL 2016 HISTORY DEPARTMENT FACULTY

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