

DEPARTMENT OF

**GRADUATE
COURSE
DESCRIPTIONS**

SPRING 2011

I. Courses for PhD and MA Students

CORE:

HIS				SBS
-----	--	--	--	-----

525/527	Core Seminar	Wilson/Lim	M 4:30-7:30	
	<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: Field, Theme, & Research Courses

HIS 522/ CEG 522	Intro to US History Since the Civil War	W. Miller	TU 5:20-6:40	SBS
	<p>Field seminar in U.S. history from the Civil War to the Cold War. Surveys classic and new Interpretations of Reconstruction, the Gilded Age, Progressive and New Deal eras, the two wars and cold war, and into the current regressive era. Emphasis in the course is a mix of social and political history. Reading --- approximately a book a week (ca. 300pp). Written work -- three review essays. Active student participation is assumed, and includes role as discussion leaders. For MA and PhD students only. MAT students must register under CEG 522.</p>			

THEME:

HIS 516	Globalization & the City	T. Chronopoulos	W 4:30-7:30	SBS
	<p>This graduate theme seminar examines how global processes have</p>			

	<p>affected world cities and their populations in the twentieth century. The readings and discussions focus on citizenship, democracy, global political economy, colonial resistance, public space, neoliberalism, urban representation, spatial fortification, as well as race and class. The cities explored include Buenos Aires, Dakar, Johannesburg, Kingston, Madrid, Mexico City, New York City, Santo Domingo, and São Paulo.</p>	
--	---	--

THEME:

HIS 515	Borders & Habitats in a New World	J. Farmer	TH 4:30-7:30	SBS
	<p>This colloquium will explore recent noteworthy monographs on the colonial and post-colonial history of North and South America (and, to some extent, the Atlantic World and the Pacific Rim). All of the readings foreground ecological factors. Students will be thinking a lot about the role of plants, animals, pathogens, climate, and soil in human history. The semester will be framed as a long debate about the influence—good and bad—of two “classic” works, Alfred Crosby’s <i>The Columbian Exchange</i> and Jared Diamond’s <i>Guns, Germs, and Steel</i>. The time period is roughly the sixteenth century to the present. The reading load will be heavy—one book per week, plus periodic assigned articles. Evaluation based on two papers, group presentations, individual presentations, and class discussion.</p>			

THEME:

HIS 554	Nation, Empire and Space	J. Mimura	TU 4:30-7:30	SBS S-309
	<p>This theme seminar considers the problem of nations and empires from a variety of geographical perspectives concerning territorial borders, frontiers, networks, and cartographic and spatial configurations of power. Our readings will include studies of specific countries and regions as well as transnational and interdisciplinary studies that introduce new spatial approaches toward history. We will examine the classic works of Fernand Braudel, Immanuel Wallerstein, and G. William Skinner as well as more recent themes and theories about history and geography taken up by postmodern theorists, sociologists, historians, and geographers. Students will be evaluated on their mastery of weekly readings, in-class presentations, and a 12-15 page theoretical or historiographical essay.</p>			

THEME:

HIS 557/ SOC 514.04	Revolutions & Revolutionary	I. Roxborough	M 7:00-10:00	SBS
--------------------------------	--	----------------------	---------------------	------------

	Movements		
	<p>This is a course designed to introduce you to the theoretical and historical approaches to the study of revolutions and insurgencies. 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. I have also had to make a choice between a broad but shallow coverage of several revolutions, and a detailed focus on a few. The detailed focus allows us to concentrate on different theoretical and historiographical approaches, and so I have elected to look at four revolutions: the Chinese, Nicaraguan and Cuban revolutions, and the Irish struggle for independence. Finally, I had to make a choice between works of theory and comparative studies, on the one hand, and detailed and in-depth studies of particular revolutions, on the other hand. There are two weeks on the general theoretical issues; the balance of the course is on the detailed analysis of the four revolutions. 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:

HIS 601	Advanced Methods in Historical Research	N. Tomes	M 4:30-7:30	SBS
	<p>This seminar provides students with advanced training in the methods of historical research and writing. Our main goal is for each participant to produce a 30-35 page paper suitable for publication in an academic journal. Students should come to the first class with an idea in mind for that paper and a head start toward the archival research necessary to complete it. As a class we will do short readings in common on methods of historical research and the craft of writing, as well as critique drafts of each other's papers. Emphasis will be placed on developing and illustrating an argument of interest to a broad group of scholars. Although topics must be historical in nature, theoretical perspectives and methods from other disciplines are very welcome. As part of our discussion, we will reflect on what makes historical work distinctive. Questions to be considered include: 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 by whom was it read? What were its modes of circulation? Who does it privilege and who exclude? How could different groups or communities of meaning-makers alter its use and importance? What were the social, cultural, political and intellectual contexts of its production? Besides writing several drafts of their papers, students will be asked to discuss examples of their primary sources in class and to provide constructive feed back on their fellow student's work.</p>			

PROSPECTUS WORKSHOP:

HIS 695	Dissertation Prospectus Workshop	H. Lebovics	TH 4:30-7:30	SBS
<p>In this workshop, for students who have completed their course work and are ready to begin on their dissertation, students will research and write up a full-scale plan for a book-length original contribution to historical scholarship. Students need their advisors’ approval to enroll, and should expect to work closely with their advisor in preparing their proposals. Work in the course will consist of exercises, presentations, write-ups and discussions, through which students will hone their initial ideas into a project statement that is clear about the historiography it addresses, the central questions it poses, the sources on which it will draw. The prospectus should contain: an explanation of the research problem under investigation; a summary of the relevant secondary literature; a statement of hypothesis; an outline of both research sources (especially primary materials) and methods the student expects to employ. The prospectus must be acceptable both to the instructor of the workshop and to the students Ph.D. committee. This course is graded S/U; a satisfactory grade is required for advancement to candidacy.</p>				

II. Courses for MAT & SPD Students

HIS 500/ CEG 523	Historiography	J. Rosenthal	M 5:20-6:40	SBS
<p>The purpose of this seminar is to emphasize that “history” is not a fixed and undisputed set of “facts.” Rather, it is a moving dialogue – carried out by historians with each other and with the reading public, centering on changing and contested views of historical interpretation and historical events and with new or reinterpreted sources and data To work toward this end the seminar will read an introductory volume that deals with historical interpretation- Margaret MacMillan, <Dangerous Games: The Uses and Abuses of History> and then a wide selection of readings that look at contested historical problems and at surveys of changing interpretations. Some of the issues and case studies will be in the rather esoteric world of academia; changing interpretations of the French Revolution, of the emergence of women’s history and feminist studies, US slavery. Others will be closer to what we think of as public policy – that is, the way in which “history” is</p>				

	<p>used to justify or explain decisions about our world: the Cuban missile crisis of 1962, the US wars in the Middle East, the controversy about history textbooks in public schools, and the like. As part of our inquiry we will delve into such issues as the role and purpose of museums, of public holidays, and of family (and immigration) history. We will also spend some time looking at some major academic or popularizing historians of recent years.</p> <p>To satisfy the requirements of the seminar there will be numerous short papers and one long paper that can either examine a specific controversy of historical interpretation or the work of a major historian and the influence and reception of her or his contribution to public debate and to the academic historical profession. No exams in the course. The subject of the long paper and the line of approach adopted for this paper will be determined on an individual basis and we will do this around the middle of the semester, much of the thinking-out for the choice of a topic will be done in class with a lot of advice from each and every one at the table. Active participation in class is assumed. If you don't want to talk, don't register.</p>	
--	---	--

CEG 517	Introduction to Modern Latin America	Kevin Young	TH 5:20-8:10	TBA
	<p>This course is specially designed for high school teachers seeking to broaden their perspectives on modern Latin American history. The course will assist teachers in collecting vital teaching materials for their students while enhancing their own knowledge of a critical field of history that is inseparable from the history of the United States. We will explore the meanings of race, ethnicity, class, gender, and nationality in our attempt to better understand how modern Latin America has evolved over the last two centuries. We will directly confront problems of political instability, violence, and economic underdevelopment in the region from a number of angles, looking at patterns of elite rule and interactions with US and European governments and commercial capital, but also at the histories of social movements that have sought progressive changes in their societies. Students will make weekly presentations on books dealing with Mexico, Central America, the Andes, the Caribbean, the Southern Cone, and immigration to the US. Students will also be able to explore their own interests in specific themes through book reviews and a short research paper. The ultimate goal of this course is to empower high school teachers with the knowledge to complicate their own perceptions and to encourage critical perspectives among their students regarding modern Latin America and US-Latin America relations. Students will conduct a lesson, write several book reviews, and write a final paper.</p>			

HIS 522/ CEG 522	Intro to US History Since the Civil War	W. Miller	TU 5:20-6:40	SBS
<p>Field seminar in U.S. history from the Civil War to the Cold War. Surveys classic and new Interpretations of Reconstruction, the Gilded Age, Progressive and New Deal eras, the two wars and cold war, and into the current regressive era. Emphasis in the course is a mix of social and political history. Reading --- approximately a book a week (ca. 300pp). Written work -- three review essays. Active student participation is assumed, and includes role as discussion leaders. For MA and PhD students only. MAT students must register under CEG 522.</p>				

CEG 534	Modern Africa	T. Nicholson	W 5:20-8:10	TBA
<p>Designed for secondary school teachers, this seminar will explore Africa's social and political history up to the end of twentieth century. It will examine the major themes that have shaped the formation of the modern African state since the trans-Atlantic slave trade. An overview of African communities before advent of the European colonial rule will form the basis of our examination the pre-colonial era, while the scramble and partitioning of Africa, resistance to early colonialism, and decolonization in the context of the two world wars and rise of African nationalism will all be examined in the context of colonial Africa. We will examine the postcolonial state of Africa in view of the enduring legacies of the transition from colonial rule. Relevant themes here include the impact of the major world powers on African sub-regions in the Cold War and post-containment era, and African state and society in the period of globalism and neo-liberal reforms. A mixture of historical narratives and primary sources will enable the students to gain insights into the ongoing economic and socio-political struggles in contemporary Africa. A general familiarity with African history is helpful but not required. Students will give two presentations, write weekly response papers, and complete a substantial final assignment.</p>				

HISTORY DEPARTMENT FACULTY

NAME	OFFICE	PHONE NUMBER	SECTION #	EMAIL
Anderson, Jennifer	S-319	632-7485	33	jlaanderson@notes.cc.sunysb.edu

Barnhart, Michael, Chair	N-321	632-7508	23	mbarnhart@notes.cc.sunysb.edu
Beverley, Eric	S-339	632-7492	4	ebeverley@notes.cc.sunysb.edu
Chronopoulos, Themis	N-331A	632-7515	22	tchronopoulo@notes.cc.sunysb.edu
Cooper, Alix	S-345	632-7494	51	acooper@notes.cc.sunysb.edu
Farmer, Jared	N-325	632-7511	49	jfarmer@notes.cc.sunysb.edu
Frohman, Lawrence	S-651	632-7686	30	lfrohman@notes.cc.sunysb.edu
Goldenberg, Robert	S-359	632-7484	45	rggoldenberg@notes.cc.sunysb.edu
Gootenberg, Paul	N-319	632-7507	10	pgootenberg@notes.cc.sunysb.edu
Hinely, Susan	S-351	632-7496	19	shinely@notes.cc.sunysb.edu
Hong, Young-Sun	N-311	632-7561	20	yhong@notes.cc.sunysb.edu
Knights, Christine	S-337	632-1897		cknights@notes.cc.sunysb.edu
Ned Landsman	S-353	632-7497	35	nlandsman@notes.cc.sunysb.edu
Larson, Brooke	S-333	632-7489	18	blarson@notes.cc.sunysb.edu
Lebovics, Gene	S-323	632-7486	15	hlebovics@notes.cc.sunysb.edu
Lemay, Helen	S-317	632-7485	17	hlemay@notes.cc.sunysb.edu
Lim, Shirley	N-331A	632-7515	48	sjlim@notes.cc.sunysb.edu
Lipton, Sara	N-301	632-7501	47	slipton@notes.cc.sunysb.edu
Man-Cheong, Iona	N-315	632-7505	26	imancheong@notes.cc.sunysb.edu
Marker, Gary	N-329	632-7513	25	gmarker@notes.cc.sunysb.edu
Masten, April UG Director	S-349	632-1341	43	amasten@notes.cc.sunysb.edu
Miller, Wilbur	S-325	632-7487	6	wrmiller@notes.cc.sunysb.edu
Mimura, Janis	S-349	632-1341	12	jmimura@notes.cc.sunysb.edu
Rilling, Donna	S-311	632-7482	8	drilling@notes.cc.sunysb.edu
Rosenthal, Joel	S-341	632-7493	24	jrosenthal@notes.cc.sunysb.edu
Schäfer, Wolf	S-329	632-7488	21	wschafer@notes.cc.sunysb.edu
Sellers, Christopher	N-301A	632-1412	46	csellers@notes.cc.sunysb.edu
Tomes, Nancy	N-309	632-7510	28	ntomes@notes.cc.sunysb.edu
Wilson, Kathleen	N-313	632-7504	16	kawilson@notes.cc.sunysb.edu
Zimansky, Paul Grad. Director	N317	632-7506	5	pzimansky@notes.cc.sunysb.edu
Roxanne Fernandez Grad. Coordinator	S-303	632-7490		rofernandez@notes.cc.sunysb.edu
Grumet, Susan UG Coordinator	S-307	632-7480		sgrumet@notes.cc.sunysb.edu