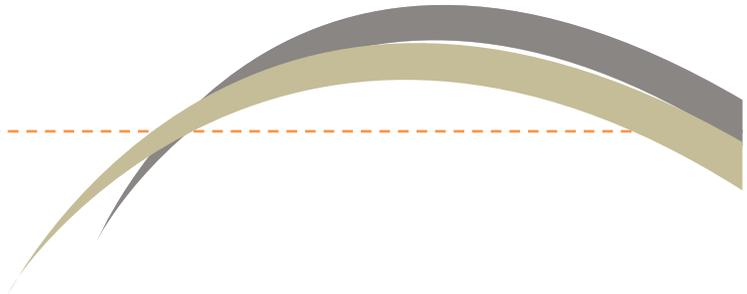


DEPARTMENT OF HISTORY



**GRADUATE
COURSE
DESCRIPTIONS**



SPRING 2021

GRADUATE COURSE LISTINGS

I. Courses for PhD and MA Students

First Year Courses:

HIS 525/527	CORE SEMINAR: History, Theory and Practice	Eric Beverley	M 4:30-7:30	ONLINE
<p>This is the second half of a year-long course that provides an introduction to graduate study in history in general, and Stony Brook's Graduate Program in History in particular. Core is designed to introduce new graduate students to prominent concepts, theoretical underpinnings, and shifts in historical scholarship over the last few decades; to examine influential texts from the thematic areas of our graduate program; and to explore some techniques and resources that are key to historical research and writing. Evaluation for Spring is based primarily on completion of a Core paper based on original research, in addition to readings, discussions, meetings, and presentations. For History MA and PhD students only.</p>				

Field, Theme, & Research Courses

FIELD:

500/ CEG 523	Historiography	Shirley Lim	M 2:30-5:20	ONLINE
<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. HIS MA/Ph.D. students register for HIS 500; MAT & MALS students register for CEG 523.</p>				

FIELD:

502/ CEG 524	Introduction to Late Modern Europe	Young-Sun Hong	TH 4:45-7:35	ONLINE
	<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. HIS MA/Ph.D. students register for HIS 502; MAT students register for CEG 524.</p>			

FIELD:

HIS 522/ CEG 522	U.S. Since the Civil War	Robert Chase	W 4:25-7:15	ONLINE
	<p>This course offers a historical survey of the United States from 1865 to the present. It examines major forces of historical change and evolution over time from two perspectives: First, what were the major state-centered and structural historical forces that shaped American politics and society from Reconstruction to the end of the twentieth century? Second, how did countervailing forces of labor, race, class, migration, gender, and sexuality respond to major structural changes in American politics and society?</p> <p>A course that covers so much of U.S. history in a single semester can only offer a survey of some of the most influential titles for each significant historical transformation. As such, the course considers major titles on foreign wars and U.S. imperialism, state-building, industrialization, corporatization and advertising, suburbanization, mass incarceration, and globalization. It also considers influential monographs on the labor movement, the civil rights revolution and Black Power, migration, ethnicity, the Chicana/o movement, and the feminist and gay liberation movements. Course assignments include weekly discussion and written critical reading responses, leading class discussion, a book review, and a final historiographical essay. HIS MA/PhD students register for HIS 522; MAT students register for CEG 522. Non-matriculated students must get permission from the instructor.</p>			

THEME:

HIS 532	Religious Tolerance and Intolerance	Sara Lipton	TU 4:30-7:30	ONLINE
	<p>It has become increasingly obvious in recent decades that religion, once thought to be on the decline in industrialized nations, continues to be a powerful -- even growing -- force in contemporary political culture. The intertwining of religion and politics can be seen across the globe, from the dominance of evangelical Christianity within U.S. conservatism, to the rise of Hindu nationalism in India, the election of a fundamental Muslim government in Turkey, the alliance of the Orthodox Church with Putin in Russia, the triumph of religious nationalism in Israel, and the influence of Pentecostal missionary churches in several Latin American presidential campaigns. These developments have raised pressing questions about religious freedom, the requirements and limits of religious tolerance, and the dangers of religious intolerance. Yet, unfortunately, very few students of modern political history have training in religious history, or in the long, complex historical relationship between Church and State.</p> <p>This course seeks to remedy that situation. It will examine how governments, polities, and states have interacted with religious authorities and communities in a range of periods and geographical regions. Topics to be covered include ancient, medieval, and early modern (primarily 'Western') approaches to religious tolerance/intolerance and Church-State relations, and then look at selected historical episodes relating to those issues from a range of regions and religious traditions.</p> <p>Requirements: Each student will lead discussion of one of the course readings. In addition, you will write two brief (ca. 5-page) reaction papers to assigned readings, and a final essay (ca. 5-8 pages) discussing how the course readings can be applied to your own field of study.</p> <p>Prerequisite: Enrollment in a graduate history program or MAT in Social Studies.</p>			

THEME:

HIS 553	Race & Nation In Post Colonial Latin America	B. Larson	TH 4:30-7:30	ONLINE
	<p>This seminar will examine the formation of racial, ethnic, and national identities across 19th and early 20th-century Latin America. We will consider how Latin American elites tried to come to terms with the entangled legacies of Iberian colonialism, slavery and other forms of labor degradation, and the heritage of racial diversity, as they set out to build modern, homogeneous nation-states in the mold of the industrialized, “civilized” West. Other studies will plot how certain nationalist projects pivoted away from Eurocentric ideals of whiteness to embrace more inclusive ideologies of blackness, indigeneity, and/or mestizaje at key historical moments.</p>			

	<p>This scholarly field is sprawling, so we will but sample the ways scholars have theorized and historicized the politics and representation of racial hierarchy and identification in postcolonial societies. As an introduction, we will consider how theories and concepts of “race” and “ethnicity” evolved since the apogee of positivism and scientific racism in the late 19th century. We will then turn to deep historical monographs, which highlight how local, national, or transnational contexts -- from Mexico and Cuba to Brazil and the Andes -- shaped the applied meanings of biocultural race-thinking in the forging of national identities and/or emergence of anti-racist and decolonial movements.</p> <p>The course is designed primarily for PhD and MA students in History or the allied Social Sciences and Humanities. Background in Latin American history is definitely helpful, but students from other fields are welcome. Short, weekly discussion papers will shape our seminar discussions, and students will take responsibility for occasional presentations of the assigned readings. Written requirements include a short (12-15 pp.) research paper for interested students within their own field of interest, OR a historiographical paper based upon 3 of the course’s recommended readings (and/or other thematically relevant books). Prerequisite: Enrollment in a graduate history program or MAT in Social Studies.</p>	
--	---	--

RESEARCH:

HIS 601	Culture In Motion	A. Masten	M 4:30-7:30	ONLINE
	<p>This seminar is designed to help train graduate students in the research and writing of graduate-level research papers. It looks at how historians frame a question, shape a research project, and present an argument, supporting points, and evidence in writing. Our readings will be works by scholars who are reimagining the ways various cultural goods, ideas, and practices traveled across geographical boundaries and social spaces in temporal contexts ranging from late antiquity to the twentieth century, letting go of the idea of place-rooted culture and replacing it with cultural routes, contests and collisions that generate translations and misunderstandings and systems of power that make imported things and customs potent forms of communication. After analyzing these works, each student will devise a research topic, bring in a document related to that project for general analysis, and share drafts of their paper for critique from the class. Prerequisite: Enrollment in a graduate history program or MAT in Social Studies.</p>			

PROSPECTUS

HIS 695	Dissertation Prospectus Workshop	P. Gootenberg	TH 4:30-7:30	ONLINE
	<p>This small, intensive, hands-on workshop is designed to help advanced History Ph.D. students prepare an outstanding dissertation proposal. Solid proposal-writing skills are crucial in defining and clarifying your upcoming thesis research. These same skills will serve you well for the rest of your career as historians, for example, in finding and winning research grants. The workshop meets once weekly, and revolves around a mix of strategic weekly group “exercises” that are meant to help students develop, clarify, and perfect their research problem, arguments, methods, and bibliography. The aim is to produce three kinds or sizes of basic proposals, one of which can be used to attain Ph.D. candidacy with your Orals. For History PhD students only.</p>			