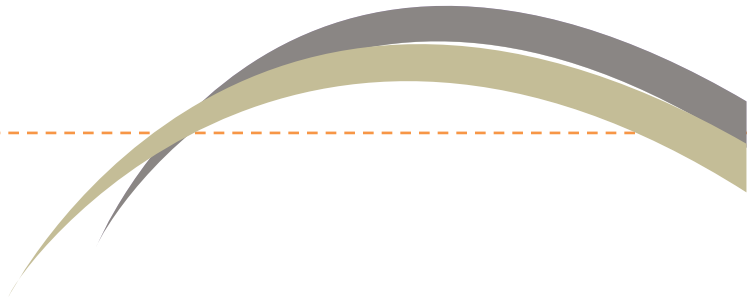


DEPARTMENT OF HISTORY



GRADUATE  
COURSE  
DESCRIPTIONS



FALL 2018

FALL 2018  
GRADUATE COURSE LISTINGS

## I. Courses for PhD and MA Students

<b>HIS 524/526</b>	<b>CORE SEMINAR: History, Theory and Practice</b>	<b>A. Masten J. Teplitsky</b>	<b>TH 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. The purpose of the CORE Seminar is to introduce new graduate students to the issues, questions, and theoretical underpinnings behind major shifts in the historical profession over the last century. It will also present key texts from the five thematic cluster areas of our department, as well as some of the methods and technologies needed to practice historical research and writing. Evaluation will be based on careful attention to assigned readings, active participation in class discussions, engaged oral presentations, clearly written review essays, and a research proposal idea for your work in the spring.</p>				

### Field, Theme, & Research Courses

**FIELD:**

<b>HIS 501/ CEG 516</b>	<b>Early Modern Europe</b>	<b>S. Lipton</b>	<b>TU 2:30-5:30</b>	<b>SBS S-326</b>
<p>This seminar introduces students to important issues and approaches in medieval and early modern European history. We will proceed both chronologically and topically, focusing on dominant themes and significant historiographical questions, including the transformations of late antiquity, the vexed question of “feudalism,” varieties of medieval religious experience, the rise of urbanism and bureaucratic monarchies, overseas expansion and contact with non-European peoples, inquisition and repression, ideologies and practices of absolutism, and the Scientific Revolution. We will read select primary sources as well as traditional and revisionist works of cultural, intellectual, political, and religious historiography.</p> <p>Requirements include one primary source response paper (ca. 5 pages) and one historiographical essay (7-8 pages). Students will be graded on the degree and quality of participation in class discussions/group work as well as on the written papers. HIS MA/Ph.D. students register for HIS 501, MAT students register for CEG 516.</p>				

**FIELD:**

<b>HIS 521/ CEG532</b>	<b>U.S. to the Civil War</b>	<b>J. Anderson</b>	<b>M 2:30-5:30</b>	<b>N-318</b>
	<p>In this graduate seminar, students will develop a strong foundation in American history, within the larger context of the Atlantic world, from the pre-colonial period to the U.S. Civil War. The purpose of this course is to introduce major themes, interpretations, and methods of inquiry that have characterized this field of study. We will cover a wide range of subjects including: Native American relations; cross-cultural encounters; labor (free and enslaved); imperialism; settler-colonialism; religion; wars and revolutions; changing social relations; political ideologies and movements; and, historical constructions of race, ethnicity, class, and gender. Readings will include a selection of both classic works and new scholarship.</p> <p><u>Required:</u> attendance, active participating in class discussion, oral presentations, much reading, short writing assignments and papers. HIS MA/Ph.D. students register for HIS 521, MAT students register for CEG 532</p>			

**FIELD:**

<b>HIS 542/ CEG 517</b>	<b>Modern Latin America</b>	<b>E. Newman</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 517.</p>			

**FIELD:**

<b>HIS 562/ CEG 534</b>	<b>Intro to Modern Africa</b>	<b>S. Shankar</b>	<b>TH 5:30-8:30</b>	<b>N-318</b>
	<p>Africa between the Atlantic and Indian Ocean Worlds This course places Africa centrally in global networks by exploring the continent's relationship to two regional systems shaped by long-distance trade in slaves and other commodities, diaspora migrations, and political and religious infrastructures. The readings will cover theoretical frameworks that historians have used to study transcontinental interconnections as well as empirical studies centered on Africans' shaping of local and regional histories. The broad outline of the course</p>			

	begins with the early modern era, starting roughly at 1500, with the Islamic and Euro-American slave trades, exploring European and Ottoman imperial expansions, and ending with more recent politics of remembering and recreating Africa’s historic global contacts in slave trade museums, music, and other cultural forms. Readings will include primary and secondary sources, and films and other kinds of resources will also be used. MA/Ph.D. students register for HIS 562, MAT students register for CEG 534.	
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**THEME:**

<b>HIS 554</b>	<b>Global Commodity Histories and Modern Capitalism</b>	<b>P. Gootenberg</b>	<b>M 4:30-7:30</b>	<b>N-303</b>
	This Theme Seminar (open to Ph.D. and MA students) uses the “new commodity history” as a means to examine larger themes in the history of capitalism, labor, consumption cultures, environmental history, globalization, and global empires and power regimes. Commodity studies lies at the active intersection of material culture and economic history and social history and cultural studies. The seminar will address some of the interdisciplinary trends (i.e., from social anthropology and economic sociology) converging in commodity studies. We then engage 10 or so key monographs and synthetic studies, from all parts of the globe, that exemplify new directions in the field. Their topics include such historical goods as sugar, rice, silver, chocolate, tobacco, rubber, cotton, oil, tequila, teas, white bread, Coca Cola, cocaine, bananas, and global guano.			

**THEME:**

<b>HIS 570</b>	<b>Culture and Identity</b>	<b>A. Cooper</b>	<b>TU 4:30-7:30</b>	<b>N-318</b>
	This theme seminar will investigate the ways in which, over the past several decades, cultural history has become arguably the most dominant approach within history, with still further new branches of it seeming to emerging every year. How have historians grappled with such seemingly all-encompassing concepts as “culture” and “identity”, and how have they used them to argue for the exploration of topics that might previously have seemed unthinkable as subjects/objects of serious historical inquiry? Drawing on a series of case studies from across the globe, the seminar will examine the historical emergence of modern fascinations with “popular” and “elite” cultures, visual, material, and textual cultures, and subcultures, as well as the many different ways in which concepts of identity have been framed (e.g. ascribed from without vs. within, in addition to based on religion, race, gender, class status, health/disability status, and many other factors). Requirements will include active participation in weekly seminar discussions, occasional in-class writing exercises, a brief oral presentation, a short analytical paper, and a final historiographical paper on a topic of one’s choice.			

## RESEARCH:

<b>HIS 601</b>	<b>Research: Gender, Religion &amp; Modernity</b>	<b>G. Marker</b>	<b>TH 4:30-7:30</b>	<b>S-309</b>
	<p>This is primarily a research course, intended for students in the doctoral program. We will run it as a workshop, in which everyone reads and responds to everyone else's work as it develops during the course of the term. Each student will write outlines, bibliographies, and early drafts, each of which will circulate within the class via Blackboard. By the end of the course students are expected to produce a research paper, based upon work in primary sources, generally equivalent in size and outline to a scholarly article. We will have some common reading at the beginning of the semester, focusing primarily on recent scholarship that dwells on the intersection of gender, religion and modernity (with 'modernity' being very loosely defined). We will interrogate these writings as models of research: how do they construct their archive? How do they analyze it? What sets of assumptions and theoretical outlooks do they bring to bear on their topics? And, what kinds of conclusions do they draw, vis-a-vis the literature that they address? Students from all geographic and chronological areas are welcome and, within the course's thematic parameters as well as in consultation with their primary advisors, they will have broad latitude in defining their research projects. Prerequisite: Enrollment in a graduate history program or MAT in Social Studies.</p>			

## TEACHING PRACTICUM:

<b>HIS 582</b>	<b>Teaching Practicum</b>	<b>M. Barnhart</b>	<b>TU/TH 1:00-2:20</b>	<b>N-310</b>
	<p>A course to teach teaching. It will cover topics including: determining course objectives, syllabus design, classroom deportment and conduct, student assignments and evaluations, writing and delivering lectures, leading discussions, group-based learning, uses of technology, the role of Teaching Assistants, and non-traditional teaching methods. While most of our time will be "hands-on," including your own delivery of lectures, leading mock seminars, and writing course syllabi, there will be a textbook of a sort: Marilla Svinicki &amp; Wilbert McKeachie, <i>McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers</i> and perhaps some supplements. Prerequisite: Enrollment in a graduate history program or MAT in Social Studies.</p>			

## II. Courses for MAT & SPD Students

### FIELD:

<b>HIS 501/ CEG 516</b>	<b>Early Modern Europe</b>	<b>S. Lipton</b>	<b>TU 2:30-5:30</b>	<b>SBS S-326</b>
<p>This seminar introduces students to important issues and approaches in medieval and early modern European history. We will proceed both chronologically and topically, focusing on dominant themes and significant historiographical questions, including the transformations of late antiquity, the vexed question of “feudalism,” varieties of medieval religious experience, the rise of urbanism and bureaucratic monarchies, overseas expansion and contact with non-European peoples, inquisition and repression, ideologies and practices of absolutism, and the Scientific Revolution. We will read select primary sources as well as traditional and revisionist works of cultural, intellectual, political, and religious historiography.</p> <p>Requirements include one primary source response paper (ca. 5 pages) and one historiographical essay (7-8 pages). Students will be graded on the degree and quality of participation in class discussions/group work as well as on the written papers. HIS MA/Ph.D. students register for HIS 501, MAT students register for CEG 516.</p>				

### FIELD:

<b>HIS 521/ CEG532</b>	<b>U.S. to the Civil War</b>	<b>J. Anderson</b>	<b>M 2:30-5:30</b>	<b>N-318</b>
<p>In this graduate seminar, students will develop a strong foundation in American history, within the larger context of the Atlantic world, from the pre-colonial period to the U.S. Civil War. The purpose of this course is to introduce major themes, interpretations, and methods of inquiry that have characterized this field of study. We will cover a wide range of subjects including: Native American relations; cross-cultural encounters; labor (free and enslaved); imperialism; settler-colonialism; religion; wars and revolutions; changing social relations; political ideologies and movements; and, historical constructions of race, ethnicity, class, and gender. Readings will include a selection of both classic works and new scholarship.</p> <p><u>Required:</u> attendance, active participating in class discussion, oral presentations, much reading, short writing assignments and papers. HIS MA/Ph.D. students register for HIS 521, MAT students register for CEG 532</p>				

**FIELD:**

<b>HIS 542/ CEG 517</b>	<b>Modern Latin America</b>	<b>E. Newman</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 517.</p>			

**FIELD:**

<b>HIS 562/ CEG 534</b>	<b>Intro to Modern Africa</b>	<b>S. Shankar</b>	<b>TH 5:30-8:30</b>	<b>N-318</b>
	<p>Africa between the Atlantic and Indian Ocean Worlds This course places Africa centrally in global networks by exploring the continent's relationship to two regional systems shaped by long-distance trade in slaves and other commodities, diaspora migrations, and political and religious infrastructures. The readings will cover theoretical frameworks that historians have used to study transcontinental interconnections as well as empirical studies centered on Africans' shaping of local and regional histories. The broad outline of the course begins with the early modern era, starting roughly at 1500, with the Islamic and Euro-American slave trades, exploring European and Ottoman imperial expansions, and ending with more recent politics of remembering and recreating Africa's historic global contacts in slave trade museums, music, and other cultural forms. Readings will include primary and secondary sources, and films and other kinds of resources will also be used. MA/Ph.D. students register for HIS 562, MAT students register for CEG 534.</p>			

## FALL 2018 HISTORY DEPARTMENT FACULTY

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