

DEPARTMENT OF HISTORY



**GRADUATE
COURSE
DESCRIPTIONS**



SPRING 2019



GRADUATE COURSE LISTINGS

I. Courses for PhD and MA Students

CORE II:

HIS 527	History, Theory and Practice	A. Masten	M 4:30-7:30	SBS N-303
	<p>In the first half of the CORE Seminar you were introduced to the issues, questions, and theoretical underpinnings behind major shifts in the historical profession over the last century. We also discussed the methods and technologies needed to practice historical research and writing. Your goal for this second semester is to keep up with deadlines for your work-in-progress, present that work during your assigned class sessions, actively participate in discussions of each other's work, and complete your research paper by May.</p> <p><i>Prerequisite: His 525; restricted to History PhD and MA (Academic Track) students.</i></p>			

FIELD:

HIS 500/ CEG 523	Historiography	S. Lim	M 5:30-8:30	SBS N-318
	<p>This seminar will explore major themes in the writing of history. Topics will include race/ethnicity, imperialism and colonialism, gender and resistance, and global culture. This semester we will focus in-depth on particular moments in history. For example, we will examine the Vietnam War from a variety of perspectives: classic and recent scholarly works, U.S. State Department documents, Maya Lin's Vietnam War memorial in Washington D.C., Vietnam War protesters, and Vietnamese refugees and migrants. This multi-perspective focus will enhance our understanding of how history can be discussed and written. Students will be expected to read the equivalent of one scholarly monograph a week, lead discussion at least once during the semester, produce a historiographical essay, and conduct original primary source research, possibly in the cookbook collection at SBU's Special Collections.</p> <p><i>History MA students register for HIS 500; MAT and MALS register for CEG 523.</i></p>			

FIELD:

HIS 522/ CEG 522	U.S. Since the Civil War	Robert Chase	W 5:30-8:30	SBS N-318
	<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? 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. Assignments include weekly discussion and written critical reading responses, leading class discussion, a book review, and a final historiographical essay. <i>History MA/PhD students register for HIS 522; MAT students register for CEG 522.</i></p>			

FIELD:

HIS 563/ CEG 536	Introduction to South Asian History	E. Beverley	TH 5:30-8:30	N-318
	<p>This course provides an advanced introduction to South Asian history and historiography from the early modern period to the present. We cover major works on key themes, including precolonial cultural relations, colonialism and imperialism, the politics of religious identity, anti-colonialism and nationalism, decolonization and partition, and postcolonial developments. Classic books and recent scholarship in the field will be supplemented with selections from relevant primary sources. This is not a survey course, and does not attempt to provide comprehensive coverage. No prior knowledge of the field is prerequisite, and the course will begin with a rapid thematic survey of South Asian history. This course is jointly designed for PhD/MA students in History and related disciplines for whom a knowledge of South Asian history will be useful in their research and teaching, and MAT students interested in teaching South Asian and World History at the advanced secondary level. Requirements include preparation and participation, a series of short response or feedback papers, project presentation, and either a topical historiographical essay (for HIS 563 students), or a lesson plan (for CEG 536 students). <i>History MA/PhD students register for HIS 563; MAT students register for CEG 536.</i></p>			

THEME:

HIS 517	The Global 1960s	E. Zolov	W 2:30-5:30	N-320
	<p>This theme seminar approaches the upheavals of the 1960s from a global framework. Recent literature has denominated this period the Global Sixties to encompass the ideological, cultural, and geopolitical crosscurrents that produced a simultaneity of “like” responses across disparate geographical contexts. The course will explore the power dynamics and transnational connections between presumed “centers” and “peripheries” of global unrest through theoretical readings and case studies. In turn, we will try to disentangle the intersections of leftwing politics, consumptive practices and aesthetics (architectural, visual, sonic), and cold war geopolitics in an effort to establish a conceptual framework and research agenda for interpreting the 1960s globally and regionally, as well as in historical memory. Among the works we will discuss (in part or whole) are Richard Wolin, <i>The Wind From the East: French Intellectuals, the Cultural Revolution and the Legacy of the 1960s</i>; Andrew Ivaska, <i>Cultured States: Youth, Gender, and Modern Style in 1960s Dar es Salaam</i>; Patrick Barr-Melej, <i>Psychedelic Chile: Youth, Counterculture and Politics on the Road to Socialism and Dictatorship</i>; Odd Arne Westad, <i>The Global Cold War</i>; Patrick Iber, <i>Neither Peace Nor Freedom: The Cultural Cold War in Latin America</i>; and Quinn Slobodian, <i>Foreign Front: Third World Politics in Sixties West Germany</i>. In addition to short analytical assignments and presentations of materials, students will produce a historiographical paper on a course-related theme.</p>			

THEME:

HIS 553	Memory, Public Space, and the Production of History	D. Rilling	TU 4:30-7:30	N-318
	<p>This course melds two intersecting approaches: an exploration of memory, commemoration and heritage; and an introduction to the methods, practice and intellectual foundations of public history. We will examine relationships between history and collective memory, current cultural and political controversies, and real-world issues surrounding monuments, memorials, exhibitions and other forms of historical representation and interpretation, discerning ways that the study of the past is remembered and shaped by and into the present. In addition, we will consider how public history engages and influences its audiences, and shapes public knowledge and interpretations. How do public historians—in contrast to academic historians—communicate historical knowledge and interpretations to general audiences? What forms do these narratives take? While approximately half of the common readings will focus on public history in the U.S., students focusing on other geographic areas will be expected to read, present, research and write on public history projects in their areas of interest.</p>			

THEME:

HIS 557/ SOC 514.02	The Sociology of Human Rights	D. Levy	W 10:00-1:00	N-403
<p>This is a course for graduate students with an interest in the sociological significance of Human Rights norms and their various effects on international and domestic politics. A potential corollary of the political and cultural implications of the Human Rights Regime is the emergence of new forms of solidarity. Given the centrality of solidarity for sociological theorizing, this class seeks to explore whether and how the basic premises of national solidarity are circumscribed by global developments. Identity politics, worldwide webs of affiliation driven by technological advances and related developments, to name but a few, should propel sociologists to rethink concepts that have been so foundational that they have morphed into un-reflected assumptions. Since the end of the Second World War, we observe the consolidation of a Human Rights Regime that manifests itself along three central dimensions: through the formation of nation-transcending legislation (e.g. International Tribunals and the institutionalization of supra-national Courts); a politics of restitution that seeks to compensate former victims; and the institution of truth and reconciliation commissions. The latter modes of coming to terms with difficult national pasts are particularly salient to states facing transitional conditions, but can also be found in the context of established democracies. The aforementioned proliferation of Human Rights Regimes and their institutionalization will serve as an analytic prism to explore their relative impact on: migration patterns, war crime tribunals, genocide prevention and the monitoring of ethnic cleansing and other aspects of restitution politics. We will also analyze how these developments relate to the potential reconfiguration of state-society relations, and the role both non-state actors (such as NGOs, INGOs, TSMs) and supranational organizations play in this emerging constellation. Last but not least, we will explore whether and how these developments circumscribe emerging forms of solidarity. <i>History MA/PhD students register for HIS 557; Sociology students register for SOC 514.02.</i></p>				

RESEARCH:

HIS 601	Research: Race & Conflict in American History	P. Kelton	M 4:30-7:30	S-309
<p>This course focuses on the individual research of each student with some common reading on the theme of race and conflict in American history. Participatory activities and assignments are scheduled along the way that model good graduate-level scholarship: from choosing a topic, selecting sources, structuring an argument, and writing effectively, to presenting one's findings with clarity and professionalism. In the end, each student is to produce a research paper</p>				

	of 25 to 30 pages that approaches publishable quality. Papers are to be well-written, display substantial research in primary sources, have a clear thesis, and engage with current historiographical issues and debates. Students from all geographic and chronological areas are welcome and, with consultation with their primary advisers, they will have broad latitude in defining their research projects.	
--	---	--

PROSPECTUS

HIS 695	Dissertation Prospectus Workshop	B. Larson	TU 4:30-7:30	SBS S-309
	<p>In this required workshop, third-year PhD students will work collaboratively to develop their respective dissertation research projects. Through readings and discussions, and in consultation with your own advisors, you will produce a full-length dissertation research project proposal (~14-15 pages). The prospectus will present the dissertation's scope and argument; situate the project within the appropriate historiographic literature(s); identify and discuss the principal kinds of primary/archival sources you will examine; and draw out the wider significance or implications of your research project. Students should come into the workshop with their dissertation topics already well defined. In addition, we will talk about the peculiar art of grant-writing, as well as what to expect in "life-after" Prospectus. In May, you will make a short presentation (10-12 min.) of your project to the History faculty and graduate students.</p>			

II. Courses for MAT & SPD Students

FIELD:

HIS 500/ CEG 523	Historiography	S. Lim	M 5:30-8:30	SBS N-318
	<p>This seminar I explore major themes in the writing of history. Topics will include race/ethnicity, imperialism and colonialism, gender and resistance, and global culture. This semester we will focus in-depth on particular moments in history. For example, we will examine the Vietnam War from a variety of perspectives: classic and recent scholarly works, U.S. State Department documents, Maya Lin's Vietnam War memorial in Washington D.C., Vietnam War protesters, and Vietnamese refugees and migrants. This multi-perspective focus will enhance our understanding of how history can be discussed and written. Students will be expected to read the equivalent of one scholarly monograph a week, lead discussion at least once during the semester, produce a historiographical essay, and conduct original primary source research, possibly in the cookbook collection at SBU's Special Collections. <i>MAT and MALS register for CEG 523.</i></p>			

FIELD:

HIS 522/ CEG 522	U.S. Since the Civil War	Robert Chase	W 5:30-8:30	SBS N-318
	<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? 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. Assignments include weekly discussion and written critical reading responses, leading class discussion, a book review, and a final historiographical essay. <i>MAT students register for CEG 522.</i></p>			

FIELD:

HIS 563/ CEG 536	Introduction to South Asian History	E. Beverley	TH 5:30-8:30	N-318
	<p>This course provides an advanced introduction to South Asian history and historiography from the early modern period to the present. We cover major works on key themes, including precolonial cultural relations, colonialism and imperialism, the politics of religious identity, anti-colonialism and nationalism, decolonization and partition, and postcolonial developments. Classic books and recent scholarship in the field will be supplemented with selections from relevant primary sources. This is not a survey course, and does not attempt to provide comprehensive coverage. No prior knowledge of the field is prerequisite, and the course will begin with a rapid thematic survey of South Asian history. This course is jointly designed for PhD/MA students in History and related disciplines for whom a knowledge of South Asian history will be useful in their research and teaching, and MAT students interested in teaching South Asian and World History at the advanced secondary level. Requirements include preparation and participation, a series of short response or feedback papers, project presentation, and either a topical historiographical essay (for HIS 563 students), or a lesson plan (for CEG 536 students). <i>MAT students register for CEG 536.</i></p>			

SPRING 2019 HISTORY DEPARTMENT FACULTY

NAME	OFFICE	PHONE	EMAIL	SECTION #
Anderson, Jennifer Graduate Director	S-315		jennifer.anderson@stonybrook.edu	33
Backfish, Charles	S-653		charles.backfish@stonybrook.edu	
Barnhart, Michael,	N-321		michaelbarnhart@stonybrook.edu	23
Beverley, Eric	S-359		eric.beverley@stonybrook.edu	4
Chase, Robert	S-339		robert.chase@stonybrook.edu	9
Cooper, Alix	S-345		alix.cooper@stonybrook.edu	51
Farmer, Jared	N-331A		jared.farmer@stonybrook.edu	49
Flores, Lori	S-337		lori.flores@stonybrook.edu	45
Frohman, Lawrence	S-651		lawrence.frohman@stonybrook.edu	30
Gootenberg, Paul Department Chair	N-309	632-7510	paul.gootenberg@stonybrook.edu	10
Hinely, Susan	S-351		susan.hinely@stonybrook.edu	19
Hong, Young-Sun	N-311		youngsun.hong@stonybrook.edu	20
Kelton, Paul	S-329		paul.kelton@stonybrook.edu	15
Landsman, Ned	S-353		ned.landsman@stonybrook.edu	35
Larson, Brooke	S-333		brooke.larson@stonybrook.edu	18
Lim, Shirley	N-327		shirley.lim@stonybrook.edu	48
Lipton, Sara	N-301		sara.lipton@stonybrook.edu	47
Man-Cheong, Iona	N-315		iona.mancheong@stonybrook.edu	26
Marker, Gary	N-329		gary.marker@stonybrook.edu	25
Masten, April	S-313		april.masten@stonybrook.edu	43
Miller, Wilbur	S-325		wilbur.miller@stonybrook.edu	06
Mimura, Janis UG Director	N-325		janis.mimura@stonybrook.edu	12
Newman, Elizabeth	S-341		elizabeth.newman@stonybrook.edu	17
Rilling, Donna	S-311		donna.rilling@stonybrook.edu	08
Rosenthal, Joel	S-349		joel.rosenthal@stonybrook.edu	24
Roxborough, Ian	S-449		Ian.roxborough@stonybrook.edu	
Sellers, Christopher	N-301A		christopher.sellers@stonybrook.edu	46
Shankar, Shobana	S-323		shobana.shankar@stonybrook.edu	11
Teplitsky, Joshua	S-317		joshua.teplitsky@stonybrook.edu	61
Tomes, Nancy	N-323		nancy.tomes@stonybrook.edu	28
Wilson, Kathleen	N-313		kathleen.wilson@stonybrook.edu	16
Zimansky, Paul	N-317		paul.zimansky@stonybrook.edu	5
Zolov, Eric	N-331B		eric.zolov@stonybrook.edu	22
Roxanne Fernandez Grad Coordinator	S-303	632-7490	roxanne.fernandez@stonybrook.edu	
Grumet, Susan UG Coordinator	S-307	632-7480	susan.grumet@stonybrook.edu	