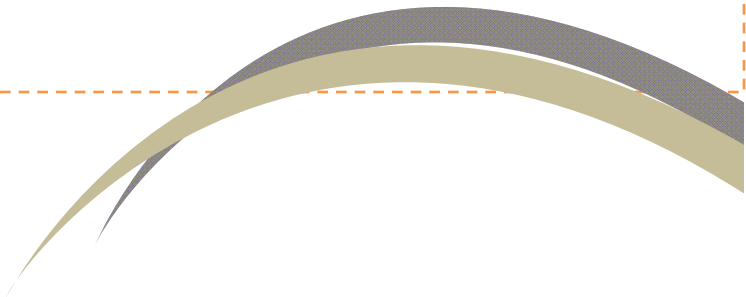


DEPARTMENT OF HISTORY



GRADUATE
COURSE
DESCRIPTIONS



SPRING 2013



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GRADUATE COURSE LISTINGS

I. Courses for PhD and MA Students

First Year Courses:

HIS 525/527	CORE SEMINAR	B. Larson J. Anderson	M 4:30-7:30	SBS N-303
	<p>History, Theory and Practice: 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, Theme, & Research Courses

FIELD

HIS 522/ CEG 522	US History Since the Civil War	W. Miller	W 5:30-8:30	SBS N-303
	<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. 3 credits, ABCF grading</p>			

FIELD

HIS 542 / CEG 517	Modern Latin American History Seminar	P. Gootenberg	Th 5:30-8:30 pm	SBS N-320
	<p>This Field Seminar introduces some of the major patterns, debates, and historical literatures about modern Latin American history since 1820. It is designed for MA/Ph.D. students. Students will learn teachable parameters of the region and of major nations, such as Mexico, Peru, Brazil, and Argentina, but the approach is historiographical. We critically engage--via intensive readings, weekly discussions, and dynamic debate--some ten model monographs in the field. The main specific theme will be the “transnational” turn in Latin American history, the ways in which recent historians connect Latin America to hemispheric and global currents of politics, economy, and culture. Requirements include participation, a common analytical paper (10 pages), and additional 5-page critical book essays.</p>			

FIELD

HIS 555 / SOC 555	War and the Military	I. Roxborough	M 5:30-8:30 pm	SBS N-403
	<p>This course is cross-listed between History and Sociology. It is designed to meet the needs and interests of both sets of students, and to provide a general introduction to the subject. Assessment will be either through a number of short reaction papers (usually for those taking this to gain an introduction to the topic) or term paper (for those who wish to go into more depth on some issue.)</p> <p>We begin with five weeks where we look at sociological theories of war and the historiography of war. The first session asks, “what is war?” We will take a quick look at Clausewitz and alternative approaches. We will then read a brisk overview of the historiography: Jeremy Black, <u>Rethinking Military History</u>, 2004, followed by one of the more important books that introduced the “cultural turn” to military history: John Lynn, <u>Battle: a history of combat and culture</u>, 2003. We end this section with a panoramic view of global military history: John Darwin, <u>After Tamerlane: The Rise and Fall of Global Empires, 1400-2000</u>, 2008.</p> <p>This broad introduction is then followed by a slightly more in-depth look at a particular set of conflicts. From about the 1930s to about the 1970s various parts of Asia were caught up, in different ways and at different times, in a cluster of wars: the Japanese invasion of China, the Chinese revolution and civil war, various American incursions into Asia (the Spanish-American War in the Philippines, the Second World War, Korea and Vietnam), and the collapse of the British Empire (India, Malaya, Burma, etc) and the French Empire in Indochina. The period ends with the occupation of Japan, the Cold War, U.S. efforts to prevent the expansion of communism in the region, and a series of local wars and counterinsurgencies, most notably Korea, Malaya and Vietnam. The topic is war, revolution and the collapse of empire. Books in this section include: Richard Frank, <u>Downfall: the End of the Imperial Japanese Empire</u>, 2001; Christopher Bayly and Tim Harper, <u>Forgotten Armies: The Fall of British Asia, 1941-1945</u>, 2004; Michael Hunt and Steven Levine, <u>Arc of Empire: America’s Wars in Asia from the Philippines to Vietnam</u>, 2012; Edward Drea, <u>Japan’s Imperial Army</u>, 2009</p>			

THEME:

HIS 516	Transnationalizing History/Historicizing the Global	Y-S. Hong	Tu 4:30-7:30	SBS S-326
Empire, Modernity	<p>By now, it has become widely accepted that History (with a capital H) was deeply implicated in naturalizing the territorially delimited nation-state as one of the fundamental categories of historical analysis and narration. This recognition of the radical historicity of their own disciplinary knowledge is leading many historians to take the “transnational turn.”</p> <p>This research seminar will examine the emergent field of transnational studies. Doing transnational history means deconstructing the nation-state as one of the fundamental categories through which Western modernity has long been narrated and doing so by showing how the national intersects with or is imbricated in sub- and supra-national phenomena whose repression or forgetting first makes possible the political and cultural construction of the nation.</p> <p>However, the task of transnational inquiry is not simply that of excavating traces of violence and selective remembering that are always part of the nation-building project. In the seminar we will also learn how to articulate the transnational conditions of human experiences and histories. Most importantly, we will all learn that transnational perspective affects historical narratives and the making of alternative possibilities.</p>			

THEME:

HIS 554	Markets, Consumers & Capitalist Transitions	D. Rilling	Tu 4:30-7:30	SBS N-303
Nation, State & Society	<p>This theme seminar will explore economic transformations (with an emphasis on their relationship to social transformations) in a variety of places, and over a range of time from the early modern period to the nineteenth century. Readings will address concepts such as the “market economy,” the “transition to capitalism,” and the “consumer revolution,” as well as recent cultural approaches to economic change, bourgeois identity formation, and racialized and gendered labor. We will also explore slavery’s place in the history of capitalism and the development of an Atlantic economy, relationships between legal regimes and free and unfree labor, and questions of power and production within the household economy. Students will write one short paper on common readings, as well as a longer essay that enables them to apply concepts and knowledge acquired from the common materials, to topics in their own fields.</p>			

THEME:

HIS 570	Science, Technology & Planetary History	J. Farmer	Th 4:30-7:30	SBS N-303
Environ,Sci, Hea	<p>This intensive readings course for graduate students will explore recent and classic scholarship that relates to history of science, history of technology, science and society studies, and environmental history—and the area where all of these subdisciplines overlap. With the help of students, I want to examine the concept of "planetary history," and figure out if it is a worthy addition to other large-scale approaches such as "long durée," "macrohistory," "big history," "world history," and "global history." Temporal emphasis on the modern period. Requirements: heavy reading, discussions and presentations, a historiographic paper, a book review, and a scholarly opinion essay.</p>			

RESEARCH:

HIS 601	Advanced Methods in Historical Research	G. Marker	M 4:30-7:30	SBS S-309
	<p>This seminar provides students with advanced methods in historical research and allows them to pursue original research in their own area of specialization in a workshop environment. The goal is to produce an article-length research paper (about 30-35 pages), based on extensive primary source work, by the end of the semester. We will have some common readings in the first few weeks (all of which are TBA), with an eye toward understanding the links between narratives, sources, and methodologies. We will work together on selected documents as exercises to pursue different modes of reading and analysis so as to unravel the many layers of possible meanings in given texts. How do we determine what constitutes a source or an archive? How do we go about analyzing the material we compile, and how do we decide how sources fit together as an archive? Students should come to class with at least an idea of their area of research, a sense of the specific questions they want to pose, and possibly a very preliminary set of hypotheses. Each student will make periodic presentations, and all of us will read each other's work as it progresses. Each student will also bring a document relevant to his/her research to class and walk us through its significance, its meaning, and the most fruitful modes of analysis for it.</p>			

HIS 695	Dissertation – Prospectus Workshop	April Masten	Th 4:30-7:30	SBS S-309
	<p>This workshop is for students who have completed their courses and are ready to begin working on their dissertations. Approval for enrollment in the course must be obtained from your advisor, who will also work closely with you in preparing your proposal. Over the course of the semester, each student will research and write up a full-scale plan for a book-length manuscript that contributes original historical scholarship to the field. The course will be broken up into assignments, presentations 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, and the sources on which it will draw. The prospectus should contain an explanation of the research problem under investigation; a summary of relevant secondary literature and positioning of the topic within it; a statement of hypothesis; the theories and methods that will be employed; and an outline of research sources (especially primary materials and archives). In the end, the prospectus must meet the standards of the instructor of the workshop and the student's 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 5:30-8:30	SBS S-326
	<p>Historiography is the study of the writing of history – how, what, why and when historians have written what they have written.</p> <p>The goal of this course is to bring home the important idea that “history” is not a closed book of facts. Interpretations of and perspectives on the past change; new schools of analysis arise; new issues in our society alter how we view the past. Furthermore, when historians write they bring their own view of the world into their professional work and becoming aware of this personal element or agenda in “objective” historical writing is a key to a sensitive and sophisticated reading of a work of history. This is particularly important because the views of those who write historical works – especially if they look at the 20th and 21st centuries, can influence the way the general public views the past. We will consider the dangers of getting hung up on “the lessons of history.”</p> <p>There will be several required books and a good deal of material on blackboard. We will look at historical issues and controversies, at some changing views of a person or event, at the work and credo of some major historians. You will be expected to lead some of the class discussions. Work for the grade: 4 or 5 short papers, longer one (on a topic of your choice, about 2500 words).</p>			
HIS 522/ CEG 522	US History Since the Civil War	W. Miller	W 5:30-8:30	SBS N-303
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HIS 562/ CEG 534	Intro to Modern African History	Staff	Tu 5:30-8:30	SBS Earth & Space 181
	Field seminar in modern African history. Surveys major topics such as nationalism, anticolonial movements, and modernization. Note: MAT and MA/LS students must register under CEG 534; crosslisted with HIS 562.			

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