

DEPARTMENT OF HISTORY



**GRADUATE
COURSE
DESCRIPTIONS**



FALL 2016

GRADUATE COURSE LISTINGS

I. Courses for PhD and MA Students

HIS 524/526	CORE SEMINAR: History, Theory and Practice	J. Anderson L. Frohman	M 1:00 – 4:00	SBS N-303
<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, Theme, & Research Courses

FIELD:

HIS 501/ CEG 516	Early Modern Europe	S. Lipton	TH 5:30-8:30	SBS N-318
<p>This seminar will introduce you 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, artistic change, and the Scientific Revolution. We will read select primary sources as well as traditional and revisionist works of cultural, intellectual, political, and religious historiography, and pay particular attention to constructions of identity in medieval and early modern Europe.</p> <p>Requirements include one primary source response paper (ca. 5 pages) and one final historiographical essay (7-8 pages). You will be graded on the degree and quality of your participation in class discussions as well as on your written papers.</p>				

FIELD:

HIS 521/ CEG 532	Intro to US History to the Civil War	TBA	W 5:30-8:30	SBS N-318
	This course is a graduate reading seminar in the literature of early North American/U.S. history. Its purpose is to introduce students to major themes, interpretations, and methods of inquiry. It is intended to provide a broad command of the field.			

FIELD:

HIS 565/ CEG 565	Intro to Modern Japan	J. Mimura	TU 5:30 – 8:30	SBS N-303
	This reading-intensive graduate seminar surveys important topics and themes in modern Japanese history since 1868. We will examine a number of recent approaches and debates on the nature of the Meiji state, Japanese capitalism and mass culture, Japan’s colonial empire, the role of the emperor, Japanese fascism, and war memory. Requirements for the course include active class participation, oral presentations, several short writing exercises, and a longer interpretive essay.			

THEME:

HIS 516	Historicizing Regimes of Difference	E. Beverley	W 4:30 – 7:30	SBS N-303
	Ideas of biological difference between groups of people have been central to the exercise of political and social power in much of the modern world. Race and similar idioms (caste, creed, and ethnicity) provide key frameworks for defining hierarchies, producing marginality, and policing boundaries. Contemporary popular and scholarly discourses often take for granted the existence of racial regimes and their categories, even as they recognize their contingency as products of social and political dynamics. To undermine this 'common sense,' the seminar historicizes ideas and practices of fundamental cultural difference, tracking the emergence and consolidation of regimes of race across time and place. The course introduces scholarly concepts and approaches to studying race and related idioms, then traces early modern trends, modern imperial consolidations of racial thinking, and racist and anti-racist projects and agendas. Topics range from slavery and civilizing missions to scientific racism and colonial knowledge systems. The course is interdisciplinary, incorporating historical and theoretical writings and selections from primary sources; and transnational, examining particular themes via close consideration of connected empirical contexts in the Americas, Europe, Africa, and Asia. Readings will include books or articles by scholars such as Ania Loomba, Catherine Hall, Cornel West, David Brion Davis, David Nirenberg, Gerald Horne, Maria Elena Martinez, Michael Adas, Nicholas Dirks, and Andrew Zimmerman.			

THEME:

HIS 532	The State	W. Miller	TU 4:30-7:30	SBS N-303
	Students doing work on any topic that involves activities of the state, anywhere in the world, are welcome to this theme seminar. Readings will be on "State building" in general, and specific areas of state activity. The second part we can tailor to your research interests. Students will be discussion leaders for sessions of interest to them. Paper of approximately 20 pp. due at end of course.			

TEACHING PRACTICUM

HIS 582	Teaching Practicum	G. Marker	TH 4:30-7:30	N-303
	History 582 Teaching Practicum. This course is required for all first-time TAs and is open to other doctoral students who wish to enroll. TAs from other departments may also enroll with permission of the instructor. Organized as an intensive workshop, it provides a forum for discussing issues that arise in the classroom and in undergraduate student evaluation as they arise. The course also introduces students to the resources available to them on campus, and I invite representatives from the Counseling Center, Teaching and Learning Center, ESL, Academic Judiciary, Community Standards, Writing Center, Library, et al. to the course to discuss the types of services that they can offer to TAs especially when dealing with potentially problematic situations. Articulating and maintaining your authority in the classroom is one such issue that invariably arises for many TA's. Each student will also conduct a mock teaching session, either a discussion (for which the rest of us will be expected to have done the reading beforehand) or a lecture. Grading for this course is done on an S/U basis.			

RESEARCH:

HIS 601	Connecting Research & Writing	S. Shankar	M 4:30-7:30	S-309
	<p>This seminar provides graduate 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. Readings and class discussion will focus 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.</p> <p>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 who read it? 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?</p> <p>Besides writing several drafts of their papers, students will be asked to discuss examples of their primary sources in class and to provide constructive feedback on their fellow student's work.</p>			

II. Courses for MAT & SPD Students

HIS 501/ CEG 516	Early Modern Europe	S. Lipton	TH 5:30-8:30	SBS N-318
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