

DEPARTMENT OF  
HISTORY

GRADUATE  
COURSE  
DESCRIPTIONS

SPRING 2010

## I. Courses for PhD and MA Students

### CORE:

HIS 525/527	Core Seminar	A. Masten W. Schafer	M 4:30-7:30	SBS N303
<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 second semester will be devoted to researching and writing a substantial research paper.</p>				

### FIELD: Field, Theme, & Research Courses

HIS 502/ CEG 524	Late Modern Europe	L. Frohman	TU 5:20-8:10	SBS N318
<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 19<sup>th</sup>-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. For PhD and MA students. MAT students must register under CEG 534.</p>				

**FIELD:**

HIS 522/ CEG 522	US Since the Civil War	M. Barnhart	F 1:00-4:00	SBS N303
	An advanced survey of American history from Reconstruction to the present. This is a reading-intensive course designed to familiarize the student with most major issues of this period, with special emphasis on the intersection of politics and society. Assignments will average over 300 pages per week of core readings. In addition, each student will deliver at least two presentations over the course of the semester on books of his or her choosing in consultation with the instructor. A final, interpretive essay is also required. For MA and PhD students. MAT students must register under CEG 522.			

**FIELD:**

HIS 542	Modern Latin America	P. Gootenberg	TH 4:30-7:30	SBS N320
	This Field Seminar introduces major debates and literatures about Latin American history since 1820. This year's version focuses on a broad cross-disciplinary theme permeating much recent historiography: nation-building, nationalisms, nationality, and the construction of national identities in the region. After analyzing some broader writings on nation-building (Anderson et. al.), the seminar closely and critically evaluates 8-10 recent monographs on diverse Latin American "nationalisms": from the cultural, peasant, revolutionary, literary and ethnic nation to the economic, gendered, political, scientific, or even culinary kind. For Ph.D./M.A. students only (but you don't need to be a "Latin Americanist" to profit from this material).			

**FIELD:**

HIS 564/ CEJ502	Introduction to Chinese History and Culture	I. Man-Cheong	TU 5:20-8:20	SBS S309
	This seminar is a survey of Chinese history and culture. The course will cover the key dynasties of China's imperial history. Themes included are: the origins and development of China's humanist philosophical traditions; the structure and mechanisms of imperial rule; China's medieval and early modern social and cultural transformations; and a focus on the Qing dynasty. Requirements include short responses to the reading assignments, two papers and presentations.			

**FIELD:**

HIS 515.01/ CEG 566	Comparative Cultures of Slavery in the Atlantic	J. Anderson	W 5:20-8:10	SBS S328
<p>From plantations in the Caribbean to the farms and households of North America, enslaved African men and women played vital roles in building the Atlantic world. In this graduate course, we will investigate the history and culture of slavery from a comparative perspective. Delving into the vast historiography on this subject, we will discuss how scholars have investigated and interpreted the role of slavery in different regions and cultural contexts from the colonial era to the early 19th century. Required: attendance, active class participation, readings (approx. 100 pages per week), short writing assignments, an in-class presentation, and 1 term paper.</p>				

**THEME:**

HIS 532	History/Culture of Consumerism	N. Tomes	W 4:30-7:30	SBS N303
<p>This course will look at the history of “modern” consumption patterns with particular emphasis on gender identities. We will look at changing conceptions of “producers” (traditionally represented as male) and “consumers”(traditionally gendered as female) and explore the ideas (“rational consumption”), practices (shopping), and institutions (department stores, advertising agencies) that intertwine to create local and national cultures of consumption. We will also look at forms of resistance and critique, particularly those from feminist and environmental perspectives. Readings will introduce students to the theoretical and interdisciplinary diversity of this field, along with interesting new examples of historical work on the topic. Although readings will focus on the period 1880-1960, students interested in other time periods are very welcome. In addition to a set of common readings, participants will have the chance to do in depth work on their own specific interests. Course requirements are regular attendance, participation in class discussion, and a review essay and annotated bibliography on a topic of the student’s choosing. Readings will include Kristin Hoganson, <u>Consumers’ Imperium: The Global Production of American Domesticity, 1865-1920</u>; Susan Strasser, <u>Waste and Want: A Social History of Trash</u>; Lisabeth Cohen, <u>A Consumer’s Republic</u>; Brent Shannon, <u>The Cut of His Coat: Men, Dress, and Consumer Culture in Britain, 1860–1914</u>, and Sherman Cochran, <u>Chinese Medicine Men: Consumer Culture in China and Southeast Asia</u>.</p>				

**THEME:**

HIS 554	Planning, Modernity & the State	J. Mimura	TU 4:30-7:30	SBS N309
	<p>This theme seminar is about state attempts at large-scale planning in the modern era. We will explore the relationship between planning, modernity and the state in our examination of some of the most ambitious planning schemes in the twentieth century. We will consider the ways in which various states, at different developmental stages and under different political conditions, have grappled with the challenges of resources, population, empire, war, and postwar reconstruction via planning at home and abroad. Readings will include theoretical works and historical monographs such as Foucault's writings on governmentality, James C. Scott, <i>Seeing Like a State</i>, Richard Stites, <i>Revolutionary Dreams</i>, Aly Götz and Susan Heim, <i>Architects of Annihilation</i>, Walter L. Creese, <i>TVA's Public Planning</i>, and John Dower, <i>Embracing Defeat</i>. Students will give brief in-class presentations on the readings and write one book review and a 15 page critical essay.</p>			

**THEME:**

HIS 555/ SOC555	War and the Military	I. Roxborough	M 7:00-10:00	SBS N403
	<p>War and preparation for war is one important factor in historical development. This course is designed to provide an introductory survey of the field and illustrate some of the more recent approaches to the study of military history. The course is cross-listed with Sociology. While the modern Western experience occupies a considerable section of the course, pre-modern and non-Western experiences of war are also considered. The course begins with a broad survey of the role of culture in warfare by John Lynn, <u><i>Battle: A History of Combat and Culture</i></u>, and Jeremy Black's <u><i>Rethinking Military History</i></u>. We then read a number of recent interpretative accounts of modern wars: Fred Anderson and Andrew Cayton's synthetic account of American military history, <u><i>The Dominion of War</i></u>, David Anderson on the Mau-Mau uprising, and Christopher Bayly and Tim Harper on the collapse of the British Empire in Asia during the Second World War. We will also read biographies of General Gordon (Victorian martyr at Khartoum in 1885) and General Douglas MacArthur.</p>			

**RESEARCH:**

HIS 615	Texts and Contexts	K. Wilson	M 4:30-7:30	SBS S309
	<p>This seminar provides students the opportunity to examine primary sources and interdisciplinary methodologies through common readings and the writing of a substantial research paper. Although the specific topic of the common readings will be determined each semester by the instructor, both primary and secondary texts will be analyzed according to the specific historical circumstances of their production and the demands they make upon us as historians. To further students' knowledge of the nature, possibilities and limitation of the historical archive, the following questions may be asked: What is a historical source? Are all texts potential documents? Why was a record or text produced, and by whom was it read? 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? Students will contribute at least one document for general analysis over the course of the term. The second half of the course will be devoted to writing and reading drafts of student's research papers.</p> <p>For Spring 2010, the common readings will focus on the analytic relations between the local and the global. Students should come to the first class having read John Darwin, <i>After Tamarlane</i>. They should also be familiar with the archives, texts, or records they plan to use for their research papers.</p>			

HIS 695	Prospectus Workshop	B. Larson	TH 4:30-7:30	SBS S309
	<p>In this workshop, for students who have completed their course work and are ready to begin on their dissertation, students will research and write up a full-scale plan for a book-length original contribution to historical scholarship. Students need their advisors' approval to enroll, and should expect to work closely with their advisor in preparing their proposals. Work in the course will consist of exercises, presentations, write-ups 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, the sources on which it will draw. The prospectus should contain: an explanation of the research problem under investigation; a summary of the relevant secondary literature; a statement of hypothesis; an outline of both research sources (especially primary materials) and methods the student expects to employ. The prospectus must be acceptable both to the instructor of the workshop and to the students Ph.D. advisor. Students will give brief presentations of their dissertation projects and entertain questions before the faculty in early May. 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	A. Cooper	M 5:20-8:10	SBS ?
<p>Historiography is the study of how our ways of looking at the past have changed over time, and how as a result the presentation of history (in particular the writing of history, as in textbooks, but also increasingly the filming, exhibiting and other forms of public presentation of history) has been transformed over time into its current form. This class will explore the complex issues surrounding how "history", both as a human activity and as a profession, has taken shape; how it has been used for various different purposes over time; and how, over the past century in particular, it continues to be reshaped in response to changing public needs and perceptions. The course will attempt to provide the skills necessary to understand how to assess a historical piece of writing or other form of media, how to approach and evaluate it from a professional perspective, and how to be able to incorporate it appropriately into one's own teaching, writing, or other public discussion of history. Requirements include regular participation in class discussions, frequent short writing assignments (both in and out of class), and two short papers. (MAT students must register under CEG 523. This course is designed for MA, MAT, and SPD students focusing on history and/or social studies.)</p>				

HIS 502/ CEG 524	Late Modern Europe	L. Frohman	TU 5:20-8:10	SBS N318
<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 19<sup>th</sup>-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. For PhD and MA students. MAT students must register under CEG 534.</p>				

CEG 517	Introduction to Modern Latin America	G. Jackson	T 4:30-7:30	SBS N318
	<p>This course is specially designed for high school teachers who seek to broaden their perspectives on Modern Latin American History. The course will assist teachers in collecting vital teaching materials for their own students while enhancing their knowledge of a critical field of history that is inseparable from the history of the United States. Through a study of Modern Latin America, we will ask questions on the meaning of race, ethnicity, class and gender in our attempt to better understand how modern Latin America has evolved over the last two centuries. We will directly confront problems of political instability and economic underdevelopment in the region by analyzing the region's interaction with U. S and European commercial and military forces. Students will read and make weekly presentations on books that are specific to the Southern Cone (Argentina, Brazil, Chile, Paraguay and Uruguay), the Caribbean (Cuba, Haiti and the Dominican Republic) as well as the Central America and the Andes. Designed as a survey of these geographic areas, students will be able to explore in greater detail their own interest of specific themes through book reviews and a short research paper. The ultimate goal of this course is to empower high school teachers with the knowledge to complicate their own perceptions, and those of their students, regarding the rich history of Modern Latin America. Students will conduct a lesson, write book reviews and write a final paper.</p>			

HIS 522/ CEG 522	US Since the Civil War	M. Barnhart	F 1:00-4:00	SBS N303
	<p>An advanced survey of American history from Reconstruction to the present. This is a reading-intensive course designed to familiarize the student with most major issues of this period, with special emphasis on the intersection of politics and society. Assignments will average over 300 pages per week of core readings. In addition, each student will deliver at least two presentations over the course of the semester on books of his or her choosing in consultation with the instructor. A final, interpretive essay is also required. For MA and PhD students only. MAT students must register under CEG 522.</p>			

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	<p>From plantations in the Caribbean to the farms and households of North America, enslaved African men and women played vital roles in building the Atlantic world. In this graduate course, we will investigate the history and culture of slavery from a comparative perspective. Delving into the vast historiography on this subject, we will discuss how scholars have investigated and interpreted the role of slavery in different regions and cultural contexts from the colonial era to the early 19th century. Required: attendance, active class participation, readings (approx. 100 pages per week), short writing assignments, an in-class presentation, and 1 term paper.</p>				

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