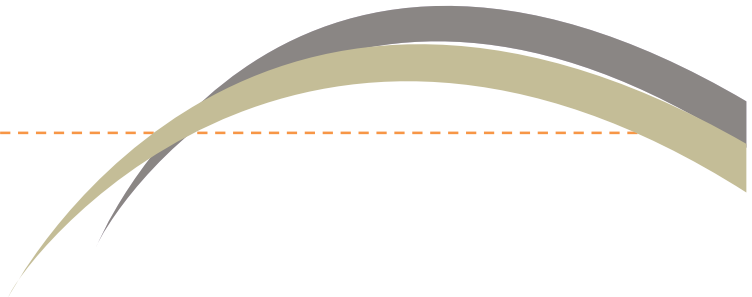


DEPARTMENT OF HISTORY



**GRADUATE
COURSE
DESCRIPTIONS**



FALL 2019

GRADUATE COURSE LISTINGS

I. Courses for PhD and MA Students

First Year Courses:

HIS 524/526	CORE SEMINAR: History, Theory and Practice	Paul Kelton / Sara Lipton	M 4:30-7:30	SBS N-303
<p>This year-long course is your introduction to graduate study in history in general, and Stony Brook's Graduate Program in History in particular. It has three goals: 1) to introduce new graduate students to the issues, questions, and theoretical underpinnings behind major shifts in the historical profession over the last century; 2) to present key texts from the five thematic areas of our graduate program; and 3) to explore 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. For HIS MA (Academic Track) & PhD students only.</p>				

Field, Theme, & Research Courses

FIELD:

HIS 501/ CEG 516	Early Modern Europe Seminar	Mohamad Ballan	M 2:30-5:30	SBS S-326
<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. MA/PhD students register for HIS 501; MAT Social Studies students register for CEG 516.</p>				

FIELD:

HIS 521/ CEG 532	Intro to US History to the Civil War	April Masten	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. The purpose of this course is to provide a broad overview of the field and introduce students to major themes, concepts, arguments, interpretations, and methods of inquiry. MA and PhD students register for HIS 521; MAT Social Studies students register for CEG 532.			

THEME:

HIS 516	Decolonize This! Decoloniality, Empires, History	Kathleen Wilson	TU 4:30-7:30	SBS N-303
	Is it possible to separate History from the imperial matrices and racial capitalism that have for so long produced it? Can we discover ways to decolonize our categories (such as, but not limited to, gender, race and class, identity and alterity, north and south, center and periphery and other time/space grids of geopolitics) and our modes of knowledge while continuing to write history ‘as we know it’? Or do we necessarily have to adopt a ‘view from the south,’ which has come to connote the perspective of dispossessed actors across nations and cultures of the current world order? This theme seminar will examine strategies for using decolonial methodologies, archives and temporal strategies that promote more complex and attentive understandings of our entangled pasts, and doing something with history other than tag the majority of the world as ‘behind’. We will also be considering the ethics and praxis of decoloniality in settler colonialism nations and the types of critical and historical activism that can be seen to encourage more ‘pluriversal’ narratives and projected futures. Readings will include: Sylvia Wynter, Jodi Byrd, Walter D. Mignolo and Catherine Walsh, Katherine McKittrick, Sylvia Barrio, Cedric Robinson, and historians Marisa Fuentes, Ada Ferrer, and others. Class assignments: in addition to the readings, two short papers, and one larger collaborative project that aims at decolonizing our archives and perspectives. MA/PhD and MAT Social Studies students register for HIS 516.			

THEME:

HIS 517	Global Borders Seminar	Lori Flores	W 4:30-7:30	SBS N-303
	<p>This readings seminar examines scholarship in the field of American borderlands history and situates it beside studies of other borderlands around the world. We will explore the questions: What is the definition of a borderland? How does living in a borderland shape one's racial, class, gender, sexual, political, or cultural identity? How do peripheral places and people impact centers of power and policy? What makes good borderlands history? Course themes include immigration, cultural commingling and conflict, border-making and enforcement, the globalization of labor, dangerous and deadly borderlands, terrestrial and maritime borderlands, citizenship and human rights, diplomacy and politics, language, violence, commodity flows, art and architecture, and the environment. Participants in this seminar will learn to think about the ways in which borderlands history and theory can inform or be applied to their own future research, writing, and teaching plans. MA/PhD and MAT Social Studies students register for HIS 517.</p>			

THEME:

HIS 557 / SOC 514	The Sociology of Corruption Seminar	Nicholas Wilson	W 5:30-8:30	SBS N-403
	<p>At least since Merton's research on political bosses, sociologists have noticed that corruption plays a deeply ambiguous role in social life, especially in social, economic, and political 'development.' The aim of this course will be to survey major approaches to understanding the nature and dynamics of corruption, with a special focus on distinctively sociological perspectives. These perspectives, in turn, will be brought into critical dialogue with major paradigms in history, economics, political science, anthropology, and psychology. Readings will include Scott on early-modern England, Mungiu-Pippidi on the history of "good governance," Koerze on histories of anti-corruption, and Pearce on anticorruption histories in Africa. MA/PhD students register for HIS 557; Sociology students register for SOC 514.</p>			

THEME:

HIS 570	Capitalism, Inequality, & Democracy	Christopher Sellers	TH 4:30-7:30	SBS N-303
	<p>This course will survey a set of interconnected trends in the literature: the new "history of capitalism" (for instance, Beckert, <i>Empire of Cotton</i>), history-minded examinations of economic and other intersecting inequalities (for instance, Piketty, <i>Capital in the 21st Century</i>), and the new historical scrutiny of democracy and its vulnerabilities (for instance, Katznelson, <i>Fear Itself: The New Deal and the Origins of Our Times</i>). Readings will sample more recent work in each of these areas and assess how they compare with</p>			

	<p>historiographic predecessors. Many of the readings will center on works and forums featured over the last several years in major historical journals such as the <i>American Historical Review</i> (covering all fields of history), a labor history journal, <i>International Labor and Working-class History</i>, and <i>Business History Review</i>. Requirements will include readings, class discussion and presentations, one short paper, and one longer essay. MA/PhD and MAT Social Studies students register for HIS 570.</p>	
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RESEARCH:

HIS 601	Developing Research Projects	Shirley Lim	M 4:30-7:30	SBS S-309
	<p>In this course you will create a journal article-length original research essay. We will be developing your ideas through shared readings, primary source analysis, and exchanging draft essays. Full participation in this course includes completing assignments on time, coming to class prepared to discuss the readings, coordinating reading discussions, participating in all writing workshops, and commenting on classmates' work. MA/PhD and MAT Social Studies students register for HIS 601.</p>			

TEACHING PRACTICUM

HIS 582	Teaching Practicum	Nancy Tomes	TU/TH 1:00-2:20	SBS N-318
	<p>This course is designed to help graduate students master the skills needed to be an effective instructor of history at the college level. We will do readings about a wide range of issues related to pedagogy and important professional and personal skills that are helpful for today's educators. We will explore current efforts to rethink history education to reinvigorate student interest in learning about the past and its contemporary relevance. We will also discuss your teaching strategies, SBU resources available to support students' learning, as well as any concrete issues that may arise in the courses you are currently teaching. Course requirements include preparing a sample syllabus and lecture. HIS PhD students only.</p>			

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