

DEPARTMENT OF HISTORY



GRADUATE  
COURSE  
DESCRIPTIONS



SPRING 2014

# SPRING 2014 GRADUATE COURSE LISTINGS

## I. Courses for PhD and MA Students

### First Year Courses:

<b>HIS 525/527</b>	<b>CORE SEMINAR</b>	<b>E. Zolov N. Tomes</b>	<b>M 4:30-7:30 pm</b>	<b>SBS N-303</b>
	<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

<b>HIS 500/ CEG 523</b>	<b>Historiography</b>	<b>J. Rosenthal</b>	<b>M 2:00-5:00 pm</b>	<b>SBS S-326</b>
	<p>The intent of this seminar is to hammer home the idea that "history" is not a fixed body of information, put in stone on the post office. It is rather, an intellectual and cultural tool – shaped to reflect bias, to argue a case or a political position by using what seems to be supportive material from the past, to stake a claim to a moral or social correctness. In this sense it is a living creature – changing shape and color, looking different depending on how we view it.</p> <p>To deconstruct "history" as a chameleon we will look at disparate accounts of events, conduct interviews to test the value of memory and orality, analyze readings about controversies to assess the variations of interpretation, talk a bit about conspiratorial views of events, analyze the political role of supposedly-neutral institutions, and look at some of the work of major historians.</p> <p>Lots of in-class discussion, numerous short papers, one longish paper due at the end of the semester.</p>			

**FIELD**

<b>HIS 502/ CEG 524</b>	<b>Intro to Late Modern Europe</b>	<b>Y-S. Hong</b>	<b>TU 2:30-5:30 pm</b>	<b>SBS N-303</b>
	<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. MA/Ph.D. students register for HIS 502, MAT students register for CEG 524.</p>			

**FIELD**

<b>HIS 522/ CEG 522</b>	<b>US History Since the Civil War</b>	<b>M. Barnhart</b>	<b>F 1:00-4:00 pm</b>	<b>SBS N-303</b>
	<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>			

**FIELD**

<b>HIS 550/ CEG 534</b>	<b>Introduction to African History – Modern Africa</b>	<b>S. Shankar</b>	<b>Th 5:30-8:30 pm</b>	<b>SBS N-318</b>
	<p>This course interrogates how historians define the modern age through the history of Sub-Saharan Africa from the fifteenth century to the present, a period that began with Africa at the center of exchanges in cultural, material, and human commodities. Topics to be explored include Trans-Saharan, Atlantic, Indian Ocean, and regional cultural and economic systems, slave trade and abolition, the rise of “legitimate commerce,” new African mercantile and laboring classes, European conquest and militarization, anti-colonial and Pan-African movements, and the nation-state and its problems in postcolonial Africa. The course will also pay attention to the theoretical and methodological apparatuses Africanists have used to challenge conventional narratives in which African histories are absent or seen as aberrant. Topics will include critical approaches to slavery, including Africanist responses to the idea of slavery as “social death,” fictive and other forms of kinship, the concept of “wealth in persons,” gendered social identities and hierarchies, the invention and construction of tradition, resistance, and the colonization of consciousness.</p>			

## FIELD

HIS 564/ CEJ 502	Introduction to Chinese History	I Man- Cheong	W 5:30-8:30 pm	SBS N-303
	<p>This course will provide an advanced introduction to the history and historiography of China from the early modern period to the present. We will cover major works on key themes: including the debate between early modern and late imperial periodization, the new Qing history, revisionist republican Chinese history, Shanghai as the modern, new directions in gender and women's history and China in a global framework. Readings include key works on these historiographical trends, the monographic studies that exemplify them and some illustrative English-language primary sources translated from the Chinese. While this is not a strictly chronological comprehensive survey, prior knowledge of the field is also not expected. This course is designed for both students in the Continuing Education program who intend to teach China as part of the Social Studies curriculum and the more specialized topics of AP history courses, and to provide a solid foundation for MA/PhD students in History (HIS) whose research and teaching requires a knowledge of Chinese history. Requirements include reading and discussion of articles, monographic studies, and primary sources for each week. Students will present either a Teaching Practicum or a research presentation, lead a discussion, write a series of short feedback or response papers, and a final paper (either a detailed lesson plan or an annotated bibliographic paper).</p>			

## THEME:

HIS 516/ EGL/ MUS 606.01	Transnationalizing History: Global Romanticisms	K. Wilson	W 2:30-5:30	SBS S-309
<p>Empire, Modernity</p>	<p>'Romanticism' is not a topic that has much engaged the interest of historians. Yet the period with which Romanticism is associated—roughly that between 1770 and 1848, dubbed by historians the 'age of revolution'—was also a period of dramatic and fundamental transformation in the relations between Europe and the rest of the world. Scholars in literature, music, art and philosophy have established that the cluster of ideas, practices and artifacts with which Romanticism is associated are saturated with the experience and imagination of a range of 'others' across the globe, from the Americas to the South Pacific, Africa and India to the penal colony of New South Wales. This course will address these geographically and culturally diverse manifestations of the romanticism born of revolutions and war from the third quarter of the eighteenth through the mid-nineteenth centuries. Topics will include secular and missionary encounters across borders; empire and affect; indigenous knowledge and the ecologies of colonial revolution; vernacular orientalisms; race, abolition and romantic colonization; the war machine and its impact on representations of the body; the global circulation and commercialization of various forms of revolution, rebellion or dissent.</p> <p><b>Readings will include:</b> Harriet Guest, <i>Empire, Barbarism and Civilization</i>; William Darymple, <i>White Mughals</i>; Tony Ballantine, <i>Orientalism and Race</i>; Vanessa Smith, <i>Intimate Strangers: Friendship, Exchange and Pacific Encounter</i>; Deidre Coleman, <i>Romantic Colonization</i>; Alan Bewell, <i>Romanticism and Colonial Disease</i>.</p> <p><b>This course is part of the Dean's Lecture Series</b> of Linked Courses sponsored by the Dean's Office, College of Arts and Sciences. Professors Peter Manning (English) and Ryan Minor (Music) lead the other two courses in their respective departments. Spring 2014 speakers are Vanessa Smith (Univ of Sydney), Alan Bewell (Univ of Toronto) and Roger Parker (King's College London).</p>			

**THEME:**

<b>HIS 517</b>	<b>Seeing History: Images and Society</b>	<b>H. Lebovics</b>	<b>W 4:30-7:30 pm</b>	<b>SBS S-326</b>
Nation, State & Society	<p><i>Seeing History: Images, Spectacle, Museums and the Uses of the Visual in Historical Work.</i></p> <p>The course will be devoted to studying ways that historical studies can be enriched by taking account of how images and the historical display of images were and are used in societies. We will begin by reading some literature on how pictures and displays work, and also some discussions of visual sociology. Then concrete case studies will anchor the abstract schemes looked at the start of the course. One set of case studies will deal with the use of visual means to make historical claims: posters, “historical” films, and iconic photos and pictures. Another segment of the course will look at museums of history and of society as places or historical narrative—which is the focus of my own current work. Here we will read about how museums about society tell their stories: for example, the American Museum of Natural History in New York, the Museum of the American Indian, the Musée du Quai Branly in Paris, the Immigration Museum in Paris, the Museum of German History in Berlin, the Jewish Museum in Berlin, among others.</p> <p>Participants will be expected to produce 1) a paper, 20-30 pp. in length in her or his research field using visual materials as evidence and to make historical arguments; or 2) a methodological paper on a body of literature devoted to the visual in society, e.g. on how does the field of Visual Studies work, or what is the Social History of Art or aspects of the museology of ethnicity, culture, nationhood, empire, ecology, medicine and others museumified areas that we can discuss. In the last third of the semester, each student will give an approximately 15 minute paper which will be in part progress report and in part a contexting of the state of the field on which he or she will be writing in the course.</p>			

**THEME:**

<b>HIS 532</b>	<b>Race, Gender, Modernity</b>	<b>S. Lim</b>	<b>Tu 4:30-7:30</b>	<b>SBS S-326</b>
Race, Gender, Modernity	<p>This graduate theme seminar will explore the historical constructions of race, gender and modernity. As David Theo Goldberg has argued, “...modernity comes increasingly to be defined by and through race.” Topics will include race and ethnicity within the United States, imperialism and colonialism, gender and resistance. Though this seminar takes the United States as its starting point, it explores the construction of race within a global context. We will use texts written by historians of race as well as texts by anthropologists and literary critics. Possible readings include Lisa Lowe, <i>Immigrant Acts</i>; Omi and Winant, <i>Racial Formation in the United States</i>; Paul Gilroy, <i>Black Atlantic</i>; Lake and Reynolds, <i>Drawing the Global Color Line</i>; Laura Briggs, <i>Reproducing Empire</i>; Mae Ngai, <i>Impossible Subjects</i>; Matthew Frye Jacobson, <i>Whiteness of a Different Color</i>.</p> <p><b>Students will be expected to read</b> the equivalent of one scholarly monograph a week, facilitate discussion once during the semester, attend Humanities Institute lectures, produce a 15-20 page historiographical essay, and present portions of that essay.</p>			

**THEME:**

<b>HIS 557/ SOC557</b>	<b>Revolutions and Revolutionary Movements</b>	<b>I Roxborough</b>	<b>W 5:30-8:30 pm</b>	<b>SBS N-403</b>
Nation, State & Society	<p>The course begins with a review of recent sociological theories of revolution (Theda Skocpol, Jeff Paige, and their critics) (2 weeks), and then looks at the notion of an “age of revolution” and revolutions in a global context. (1 week.) We then move from huge, sweeping vistas to a micro-focus, examining three detailed local studies of revolutionary movements (El Salvador, France in 1848 and 1871, and the rise of the Nazis) (3 weeks) and two biographies (Chiang Kai-Shek and Michael Collins) (4 weeks). The intent here is to expose students to a wide range of methodological approaches to the study of revolutionary movements. The course concludes with a look at religious millenarianism in China and at the Stalinist system in the Soviet Union. (3 weeks.) While most of our attention will be on the genesis of revolutions, we will also look at the institutionalization of revolutions and at efforts to prevent or reverse revolutions. The historical cases are drawn from a wide range of modern societies. There is no attempt to study any particular revolution in depth; the aim is to expose the student to a diverse range of methods and approaches. The course usually has a mix of sociology and history students.</p>			

**THEME:**

<b>HIS 570</b>	<b>Weapons of Mass Destruction in World War II</b>	<b>W. Schafer</b>	<b>Th 4:30-7:30 pm</b>	<b>SBS S-326</b>
Nation, State & Society	<p><b>The Development of Nuclear and Aeronautical Weapons of Mass Destruction in the United States and Nazi Germany during the Second World War</b></p> <p>This is a seminar for graduate students interested in transnational global history and/or the history, sociology, and philosophy of science and technology.</p> <p>The “Manhattan Project” and the German “Uranverein” (uranium club) are known for their respective success and failure to build the first atomic weapons. Yet both facts – the American achievement and German underachievement – have never been explained convincingly. We know that Hitler’s bomb did not materialize, but why? Nazi Germany was a developed state; its scientists and engineers were among the best; nuclear fission had been discovered in Berlin (1938); the German army militarized nuclear energy research and development two years before the U.S.; German and American feasibility studies of nuclear bombs reached the same conclusions – so, why did Nazi Germany’s reactor and bomb projects fail? A set of related questions must be put to the Manhattan Project, namely why did so little go wrong that could have gone wrong? This was a huge, cutting-edge technoscientific effort; it was spread out over a continent and involved more than 100,000 people, yet there was hardly even a delay. To tackle these questions, we will pay comparative attention to the role of governance and management structures in order to determine functional and dysfunctional organizational factors. The best and most readable book as to the facts is still Richard Rhodes’, <i>The Making of the Atomic Bomb</i> (1986). It is required basic reading.</p>			

## RESEARCH:

<b>HIS 601</b>	<b>Historical Methods – Research Seminar</b>	<b>D. Rilling</b>	<b>M 4:30-7:30 pm</b>	<b>SBS S-309</b>
	<p><b>SEMINAR ON READING AND WRITING HISTORY</b>            This seminar provides students with advanced training in the methods of historical research and writing. There will be no general subject other than the ways one conceives an historiographically significant topic, develops a strategy, finds relevant sources, considers the context of production of sources and how that influences your archive and the questions you pursue, reads those sources in a way that addresses the most important questions raised by the topic, carries it out, and presents the material in a way that persuades readers to care. While we will do a small number of readings at the outset to set up a few of those problems, the main materials we discuss over the course of the semester will be yours – the historiography and sources relating to your projects, your efforts to turn them into a paper of approximately 30 pages, and the way you carry them out. This will be done through a series of assignments throughout the semester. It will be a workshop course that develops as we go. Full participation will entail doing the assignments on time, coming to class prepared to talk about them, and contributing to the discussion of your classmates’ projects, papers and assignments as well.</p>			

<b>HIS 695</b>	<b>Dissertation – Prospectus Workshop</b>	<b>P. Gootenberg</b>	<b>Th 4:30-7:30 pm</b>	<b>SBS S-309</b>
	<p>This small, intensive, hands-on workshop is designed to help advanced History Ph.D. students prepare an outstanding dissertation proposal. Solid proposal-writing skills are crucial in defining and clarifying your upcoming thesis research. These same skills will serve you well for the rest of your career as historians, for example, in finding and winning research grants. The workshop meets once weekly, and revolves around a mix of strategic weekly group “exercises” that are meant to help students develop, clarify, and perfect their research problem, arguments, methods, and bibliography. The aim is to produce three kinds or sizes of basic proposals, one of which can be used to attain Ph.D. candidacy with your Orals.</p>			

## II. Courses for MAT & SPD Students

<b>HIS 500/ CEG 523</b>	<b>Historiography</b>	<b>J. Rosenthal</b>	<b>M 2:00-5:00 pm</b>	<b>SBS S-326</b>
<p>The intent of this seminar is to hammer home the idea that “history” is not a fixed body of information, put in stone on the post office. It is rather, an intellectual and cultural tool – shaped to reflect bias, to argue a case or a political position by using what seems to be supportive material from the past, to stake a claim to a moral or social correctness. In this sense it is a living creature – changing shape and color, looking different depending on how we view it.</p> <p>To deconstruct “history” as a chameleon we will look at disparate accounts of events, conduct interviews to test the value of memory and orality, analyze readings about controversies to assess the variations of interpretation, talk a bit about conspiratorial views of events, analyze the political role of supposedly-neutral institutions, and look at some of the work of major historians.</p> <p>Lots of in-class discussion, numerous short papers, one longish paper due at the end of the semester. MAT students register for CEG 523.</p>				

<b>HIS 502/ CEG 524</b>	<b>Intro to Late Modern Europe</b>	<b>Y-S. Hong</b>	<b>TU 2:30-5:30 pm</b>	<b>SBS N-303</b>
<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. MA/Ph.D. students register for HIS 502, MAT students register for CEG 524.</p>				

<b>HIS 522/ CEG 522</b>	<b>US History Since the Civil War</b>	<b>M. Barnhart</b>	<b>F 1:00-4:00 pm</b>	<b>SBS N-303</b>
<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>				



<b>HIS 550/ CEG 534</b>	<b>Introduction to African History – Modern Africa</b>	<b>S. Shankar</b>	<b>Th 5:30-8:30 pm</b>	<b>SBS N-318</b>
<p>This course interrogates how historians define the modern age through the history of Sub-Saharan Africa from the fifteenth century to the present, a period that began with Africa at the center of exchanges in cultural, material, and human commodities. Topics to be explored include Trans-Saharan, Atlantic, Indian Ocean, and regional cultural and economic systems, slave trade and abolition, the rise of “legitimate commerce,” new African mercantile and laboring classes, European conquest and militarization, anti-colonial and Pan-African movements, and the nation-state and its problems in postcolonial Africa. The course will also pay attention to the theoretical and methodological apparatuses Africanists have used to challenge conventional narratives in which African histories are absent or seen as aberrant. Topics will include critical approaches to slavery, including Africanist responses to the idea of slavery as “social death,” fictive and other forms of kinship, the concept of “wealth in persons,” gendered social identities and hierarchies, the invention and construction of tradition, resistance, and the colonization of consciousness. MAT students register for CEG534.</p>				

## **FIELD**

<b>HIS 564/ CEJ 502</b>	<b>Introduction to Chinese History</b>	<b>I Man- Cheong</b>	<b>W 5:30-8:30 pm</b>	<b>SBS N-303</b>
<p>This course will provide an advanced introduction to the history and historiography of China from the early modern period to the present. We will cover major works on key themes: including the debate between early modern and late imperial periodization, the new Qing history, revisionist republican Chinese history, Shanghai as the modern, new directions in gender and women’s history and China in a global framework. Readings include key works on these historiographical trends, the monographic studies that exemplify them and some illustrative English-language primary sources translated from the Chinese. While this is not a strictly chronological comprehensive survey, prior knowledge of the field is also not expected. This course is designed for both students in the Continuing Education program who intend to teach China as part of the Social Studies curriculum and the more specialized topics of AP history courses, and to provide a solid foundation for MA/PhD students in History (HIS) whose research and teaching requires a knowledge of Chinese history. Requirements include reading and discussion of articles, monographic studies, and primary sources for each week. Students will present either a Teaching Practicum or a research presentation, lead a discussion, write a series of short feedback or response papers, and a final paper (either a detailed lesson plan or an annotated bibliographic paper).</p>				

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