

Spring 2022 Grad Courses in other Stony Brook departments

1. Prof. Paul Firbas, Hispanic Languages & Literatures (History Affiliate), paul.firbas@stonybrook.edu
 1. SPN 510: Hispanic Cultures: Mestizo studies, Tuesday & Thursday 4:45pm – 6:05pm
 2. This course studies, in the first part, the history of the term mestizo from its elusive and dynamic uses in the colonial period (as seen in legal documents, narrative accounts, poetry and other textual and visual materials) to its systematic implementation in Latin American national discourses in the early to mid 20th century, as seen in cultural essays, novels and paintings of the "indigenista", "negrista," and "criollista" movements. In the second part, we will explore the current vitality of the term in literary and cultural studies (in contrast to transculturation, heterogeneity, diversity, etc), in new formal political projects (i.e. constitutions), as well as in recent indigenous texts and performances. In general terms, the course is an interrogation of race and ethnicity in Latin America (focusing in Mexico and the Andean region), mainly through close and contextual readings of texts in Spanish, but also through visual culture.
2. Prof. Nancy Hiemstra, Women, Gender, and Sexuality Studies, nancy.hiemstra@stonybrook.edu
 1. WST 610.01: Borders & Migration, Tuesdays 1:15-4:05pm
 2. This course approaches the study of borders and migration through an interdisciplinary range of theoretical and methodological frameworks, including feminist, queer, and de-colonial lenses, critical migration studies, security studies, and critical geopolitics. We explore how the concept of national borders is tied to modern political and economic systems together with gendered, racialized, ableist, and sexualized ideas of identity and belonging; and we consider how borders can be made mobile and be embodied. The course also identifies policies enacted by states to control human mobility, assessing intended versus actual outcomes, including policies around asylum, labor, detention, deportation, and citizenship. We examine case studies around the world, aiming to get a sense of larger global patterns and normalized “best practices” for governing migration. Additionally, the course interrogates humanitarian and human rights approaches to international migration, the role of activists and scholars, and strategies for resistance/dissent.

3. Prof. Erika Honisch, Music (History Affiliate) erika.honisch@stonybrook.edu
 1. MUS 547: Topics in Baroque Music: The Harmonious Cosmos in Theory and Practice, Monday, 1-3:50
 2. It is no accident that music notation appears throughout Johannes Kepler's ground-breaking astronomical treatise *The Harmonies of the World* (Linz, 1619). He knew the universe was harmonious, and he had the data to prove it. This course takes up the concept of a harmonious cosmos as it was understood and theorized—and represented in new music—in Europe, Asia, and beyond in the sixteenth, seventeenth, and eighteenth centuries. Coursework includes weekly reading (around 100 pages/week), close listening, engaged participation in class discussion, and a research paper (20-25 pages); short transcriptions (of texts and/or music) from 17th and 18th-century manuscripts and prints will help build skills in working with primary sources. Although this seminar is primarily intended for MA and PhD students, MM/DMA students interested in music and science in this period are very welcome. The ability to read music is not required. This course fulfills a music history requirement for the MM and DMA programs; however, MM or DMA students are asked to contact Prof. Honisch prior to registering. NOTE: Despite the mention of notation in the description, the ability to read Western music notation is not required—students with or without that particular skill will both survive, and hopefully thrive in, the class!
4. Prof. Daniel Levy, Sociology (History Affiliate), daniel.levy@stonybrook.edu
 1. SOC 512: Global Sociology, Thursday 1:05–3:55
 1. This course is designed as a historically informed survey introducing students to the field of Global Sociology. Students will explore the methodological, theoretical and empirical implications globalization processes have for our analysis of politics, economics, culture and society. The main organizing principle of this seminar revolves around the tension between a prevalent 'Methodological Nationalism' and the emerging possibilities for globally oriented approaches. The latter seek to complement a nation-state centered stance with an analytic tool kit that provides trans- and supra-national perspectives. Particular attention will be paid to the effects these global processes have on key themes in various areas of sociological and historical inquiry such as: the changing role of state sovereignty; the political and social implications of a globalized economy; the

reconfiguration of international politics and changing features of conflict; the significance of New Social Movements and International Non-Governmental Organizations; challenges and new modes of collective identification and the transformation of solidarities; the fusion of cultural forms and related tensions between local and global trends; the role of a global media ecology; the significance of global environmental risks; the implications of globalization for the consolidation of a Human Rights Regime and vice versa.

5. Prof. Andrew Newman, English (History Affiliate), andrew.newman@stonybrook.edu

1. EGL 587.02, Topics in Race: Ethnic Studies, TBD

2. In American Literature, the educability of persons of Native American and African descent is more than a theme. Since literariness is perhaps the ultimate manifestation of an educated status, in writing by and about Indians and Blacks it is an issue that transcends the page to involve both author and reader, with deep political implications. In this course, we will read treatments of this question by white authors, such as Edgar Rice Borrough's Tarzan of the Apes (1914), as well as works by Native- and African American authors, such as Zitkala Ša's American Indian Stories (1921) and Frederick Douglass's Narrative (1845). Assignments will include secondary source analyses, presentations, and a final paper or research-based lesson plan. This course can satisfy the Literature of People of Color requirement for teacher education students.