

History (HIS)

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Degrees awarded: M.A. in History; Ph.D. in History; M.A.T. in Social Studies Education

The Department of History has a faculty of 32 distinguished researchers and teachers. Each year 12 to 15 students are admitted into the doctoral program and four to six students into the terminal master's program. The Department has 118 full- and part-time graduate students. The Department of History also offers an M.A.T. Program in Social Studies Education in conjunction with the School of Professional Development.

While the Department has strength in a number of traditional areas of historical study, it also has a long tradition of comparative, interdisciplinary, and theoretically informed research. The graduate program has been structured around four areas of thematic inquiry—1) Women, Gender, Sexuality, and Reproduction; 2) Nation-State and Civil Society; 3) Empire, Modernity, and Globalization; and 4) Environment, Science, and Health—to bring these theoretical issues to the fore and ensure that students learn how to apply such concepts as class, gender, race, culture, power, religion, and environment in an explicit and sophisticated manner to the study of the past. To further these interests, the Department maintains close connections with the Stony Brook Humanities Institute, the doctoral program in Comparative Literature and Cultural Studies, the Women's Studies Program, Africana Studies, the Latin American and Caribbean Studies Program, and the Center for Global History, as well as the departments from which these programs draw their core faculty.

The master's program, which requires students to complete 30 credits of graduate study with a grade of B or higher, allows students to explore the history and historiography of their chosen area of concentration. Students in the master's program follow the same basic course of study as that followed by doctoral students during their first year, and the oral examination serves as the capstone experience for the master's program.

The Ph.D. program is designed to prepare students to carry out original research and to ultimately pursue a career at the university level. Doctoral

students may choose to focus their study on a particular region and period or they may concentrate in one of the thematic areas of study described above, and all students are encouraged to work with faculty in other departments. Full-time students in the doctoral program typically take courses for their first six semesters in the program and take their qualifying examinations at the end of their third year.

Admission to the M.A. and Ph.D. Programs

In addition to the requirements of the Graduate School, the minimum requirements for admission to the graduate program in history are:

A. A bachelor's degree in history or its equivalent with a minimum grade point average of 2.75 (B-) in all undergraduate coursework and 3.00 (B) in history courses.

B. Three letters of recommendation that address the applicant's potential to succeed in a rigorous course of graduate study.

C. Submission of scores from the Graduate Record Examination (GRE) General Test. The subject area test in history is not required.

D. Students whose first language is not English must submit scores from the Test of English as a Foreign Language (TOEFL). Students must score at least a 550 on the test.

With the approval of the Dean of the Graduate School and the Department of History, a student holding an M.A. degree from another accredited institution may be admitted directly to the Ph.D. program at Stony Brook. In special cases, students who do not have a bachelor's degree in history or whose GPA does not meet the requirements stated above may be admitted on a provisional basis for M.A. study only. After completing the master's program, such students may apply for admission to the doctoral program.

Please note that students are only admitted to the M.A. and Ph.D. programs for study beginning in the fall semester.

Admission to the M.A.T. Program

Applicants to the M.A.T. Program are required to have either a) a bachelor's degree in history, b) a bachelor's degree in one of the social sciences (excluding psychology, linguistics, and communications) and have at least 18 credits in history, or c) completed a course of study equivalent to an undergraduate degree in history. Applicants are expected to have the intellectual skills to successfully complete advanced study in history and have the dispositions necessary to become an effective secondary school teacher. Individuals who already have certification and who are either seeking a master's degree for professional certification or who are seeking a second certification in social studies may not apply to the M.A.T. programs.

Applications can be obtained from the School of Professional Development. Applicants must submit:

A. Official transcripts of undergraduate study.

B. Three letters of recommendation testifying to the applicant's ability to succeed in graduate-level coursework and his or her dispositions to work successfully with children.

C. Submission of scores on the Graduate Record Examination (GRE) General Test.

For more information regarding the M.A.T. in Social Studies, see the SPD section of this bulletin.

Faculty

Professors

Barnhart, Michael,^{1,2,3,8} Ph.D., 1980, Harvard University: U.S. foreign policy; 20th-century U.S. history; modern Japan.

Goldenberg, Robert, Ph.D., 1974, Brown University: Jewish history and religion in late antiquity; rabbinic literature and exegesis; history of Jewish thought; rabbinic hermeneutics; ancient history.

Gootenberg, Paul, Ph.D., 1985, University of Chicago: Modern Latin America (Andes and Mexico); economic history; state-formation; commodities; drugs.

Landsman, Ned, Ph.D., 1979, University of Pennsylvania: Early American history and Scotland.

Larson, Brooke, Ph.D., 1978, Columbia University: Colonial and modern Latin America; Andean rural societies; race, ethnicity, and nation-making.

Lebovics, Herman, Ph.D., 1965, Yale University: Modern Europe; intellectual and cultural history; Germany and France.

Marker, Gary J., Ph.D., 1977, University of California, Berkeley: Russian social and intellectual history; history of printing; European labor history.

Miller, Wilbur R., Ph.D., 1973, Columbia University: U.S. social and political history; Civil War and Reconstruction; crime and criminal justice history.

Roxborough, Ian,⁷ Ph.D., 1977, University of Wisconsin: Social history of Latin America; modern Mexico; war and the military.

Sanderson, Warren,⁹ Ph.D., 1974, Stanford University: U.S. economic history; demography.

Schäfer, Wolf, Dr. Phil., 1983, University of Bremen, Germany: History of technoscience; social history; global history.

Tomes, Nancy J., *Chair*, Ph.D., 1978, University of Pennsylvania: American social and cultural history; medicine, nursing, and psychiatry; women and the family.

Vaughan, Olufemi,^{2,5} D.Phil., 1989, University of Oxford: African politics and history; international relations.

Wilson, Kathleen, Ph.D., 1985, Yale University: British social, cultural, and political, 17th to 19th centuries; cultures of imperialism; gender studies; cultural, feminist, and postcolonial theory.

Zimansky, Paul,¹⁰ Ph.D., 1980, University of Chicago: Near Eastern languages and civilizations; Near Eastern archaeology; ancient history.

Associate Professors

Cash, Floris B.,⁵ Ph.D., 1986, Stony Brook University: African American history; African American women's studies.

Cooper, Mary Alix, Ph.D., 1998, Harvard University: Early Modern Europe/world; history of science, medicine and technology; environmental history; cross-cultural encounters.

Hong, Young-Sun, Ph.D., 1989, University of Michigan: Modern Germany; social theory; culture and politics in Germany; culture and politics in modern Europe; gender history.

Lim, Shirley, Ph.D., 1998, UCLA: Asian American women's cultural history.

Lipton, Sara, Ph.D., 1991, Yale University: Medieval cultural and religious history; Jewish-Christian relations; gender.

Man-Cheong, Iona, Ph.D., 1991, Yale University: Modern China; late imperial China; women and gender; Chinese diaspora.

Masten, April, Ph.D., 1999, Rutgers University: U.S. cultural history, 19th century.

Owens, Leslie H.,⁵ Ph.D., 1972, University of California, Riverside: African American history; U.S. southern history.

Rilling, Donna J., Ph.D., 1993, University of Pennsylvania: Early national U.S. history; business, legal, urban, and labor history.

Sellers, Christopher, Ph.D., 1992, Yale University; M.D., University of North Carolina, Chapel Hill, 1992: U.S. environmental, industrial, and cultural history; history of medicine and the body.

Assistant Professors

Anderson, Jennifer, Ph.D., 2007 New York University: Atlantic history, Early American history

Beverly, Eric, Ph.D., 2007, Harvard University: South Asia, colonial and postcolonial studies, Muslim world.

Chronopoulos, Themis, Ph.D., 2004, Brown University: U.S. urban history, race, and ethnicity; popular culture; public policy; world cities.

Farmer, Jared, Ph.D., 2005, Stamford University: Environmental history and policy, geography, U.S. cultural history, history of the U.S. West.

Frohman, Larry, Ph.D., 1992, University of California, Berkeley: European intellectual history; history of welfare and social policy; social studies education.

Mimura, Janis, Ph.D., 2002, University of California, Berkeley: Japan.

Ritscherle, Alice, Ph.D., 2005, University of Michigan: Modern British social and cultural colonialism and imperialism; modern Ireland.

Lecturers

Backfish, Charles, A.M., New York University, 1968: Social studies education.

Earley, Terry, Ph.D., 1998, New York University: Educational leadership.

Hinely, Susan, Ph.D., 1987, Stanford University; J.D., 1983, Harvard Law School: European history and women's history.

Nutter, Kathleen, Ph.D., 1998, University of Massachusetts at Amherst: U.S. 19th and 20th centuries, women, labor, culture.

Emeriti Faculty

Bottigheimer, Karl S., Ph.D., 1965, University of California, Berkeley: Tudor-Stuart England and Ireland; early modern Europe; modern Ireland.

Cowan, Ruth Schwarz, Ph.D. 1969, Johns Hopkins University: Modern science, technology, and medicine.

Garber, Elizabeth, Ph.D., 1966, Case Western Reserve University: Social and intellectual history of science; 19th- and 20th-century physics; European intellectual and social history.

Lemay, Helen R.,^{4,8} Ph.D., 1972, Columbia University: Medieval and Renaissance intellectual history; paleography; history of science and medicine; women's history.

Rosenthal, Joel T., Ph.D., 1963, University of Chicago: Medieval history; medieval England; social history.

Seifman, Eli,⁶ Ph.D., 1965, New York University: U.S. social history; history of education; the People's Republic of China.

Weinstein, Fred, Ph.D., 1962, University of California, Berkeley: Theory in history; Russian and European history.

Williams, John A., Ph.D., 1963, University of Wisconsin: British Empire; Africa; the Commonwealth; expansion of Europe.

Wishnia, Judith,^{6,7} Ph.D., 1978, Stony Brook University: Modern Europe; France; labor history; women's history.

Number of teaching, graduate, and research assistants, Fall 2007: 29

1) *Recipient of the President's Award for Excellence in Teaching*

2) *Recipient of the State University Chancellor's Award for Excellence in Teaching*

3) *Recipient of the Teaching Merit Award*

4) *Recipient of the President's Award for Excellence in Teaching*

5) *Joint appointment, Africana Studies*

6) *Joint appointment, Women's Studies*

7) *Joint appointment, Sociology*

8) *Distinguished Teaching Professor*

9) *Joint appointment, Economics*

10) *Joint appointment, Anthropology*

Degree Requirements Requirements for the M.A. Degree

In addition to the requirements imposed by the Graduate School, the following are required:

A. Coursework

1. **Core Seminar (HIS 525/526, three credits each semester):** This course provides an intensive, year-long introduction to historical theory and research and familiarizes students with the thematic organization of the Stony Brook graduate program. All full-time students in the master's and doctoral programs are required to take this course, which is offered only as a fall/spring sequence, during their first year.

2. **Two Field Seminars (three credits each):** The Department offers a number of field seminars designed to familiarize students with the history and historiography of specific regions. These courses include HIS 501/502, 521/522, 541/542, 561, and 562. These courses are offered—at minimum—on a two-year

cycle, though many of these are offered each year. Students choosing to concentrate in the history of a specific region are encouraged, but not required, to complete both parts of the field seminar sequence where available.

3. Two Theme Seminars (three credits each): The theme seminars are the heart of the Department's commitment to the theoretically informed, interdisciplinary study of history. Theme seminars are offered in the following areas:

1) Women, Gender, Sexuality, and Reproduction; 2) Nation-State and Civil Society; 3) Empire, Modernity, and Globalization; and 4) Environment, Science, and Health. A minimum of two theme seminars are offered each semester. Topics change regularly, and students are free to choose among the theme seminars being offered.

4. Four Electives (three credits each): The remaining 12 credits can be selected from field seminars, theme seminars, the graduate courses offered in conjunction with other departments (e.g., Africana Studies, Comparative Literary and Cultural Studies, and Sociology), and workshops.

B. Language Requirement

Master's students with a concentration in European history must pass a written exam in an appropriate foreign language, and master's students in Latin American history must pass a written exam in Spanish or Portuguese. The other areas of concentration do not require a foreign language for the master's degree.

C. Oral Examination

By the second semester in the program, the student, in consultation with her/his advisor, should name two other members of the Department as her/his examination committee. The committee will help the student define her/his examination field based on her/his coursework and reading in the program.

The oral examination is taken at the end of the student's course of study. By the end of the semester that precedes the examination, the student shall present a list of books read to each member of the examining committee. At that time the committee shall advise the student of any additional reading to be completed before the examination.

This reading may be completed as part of an Orals Workshop during the semester of the examination. The student should see the graduate program coordinator to set the time and date of the examination. The examination will be based on the student's examination field. The committee will grade the examination "pass with distinction," "pass," or "fail."

Requirements for the Master of Arts in Teaching (M.A.T.) in Social Studies

The Master of Arts in Teaching in Social Studies Program, offered in conjunction with the School of Professional Development, leads to New York State initial certification for teaching social studies in secondary schools. Completion of the M.A.T. requires at least three semesters of work for full-time students.

A. Courses

History Courses

HIS 500 Historiography (three credits) and 12 credits from the following:

CEG 532 U.S. History to Civil War
CEG 522 U.S. History since Civil War
CEG 516 Early Modern Europe
CEG 524 Late Modern Europe
HIS 541 Colonial Latin America
CEG 517 Modern Latin America
CEG 534 Topics Seminar: Africa
CEG 534 Topics Seminar: Asia
CEJ 501 Traditional China: Culture and Society
CEJ 502 Modern China: Culture and Society

Pedagogy Courses

CEE 505 Education: Theory and Practice (three credits)
CEE 565 Human Development (three credits)
LIN 544 Language Acquisition and Literacy Development
CEE 577 Teaching Social Studies (fall only) (three credits)
CEF 548 Field Experience I Grades 7 to 9 (one credit, S/U, must be taken concurrently with CEE 577)
CEE 578 Social Studies Strategies (spring only) (three credits)
CEF 549 Field Experience II Grades 10 to 12 (one credit, S/U, must be taken concurrently with CEE 578)
CEE 580 Student Teaching Seminar
CEQ 581 Supervised Student Teaching Grades 7 to 9

CEQ 582 Supervised Student Teaching Grades 10 to 12

Students in the M.A.T. program must also meet the requirements of the Professional Education Program and satisfy the Social Studies Education Program distribution requirements.

Requirements for the Ph.D. Degree

The Ph.D. is the highest professional degree granted by the Department of History. Candidates must have been formally admitted to the Ph.D. program in History and have an advisor/thesis director who has agreed in writing, even if conditionally, to guide the student through the Ph.D. qualifying examinations and direct the dissertation.

The Ph.D. program is supervised by a Ph.D. preparation committee made up of members of the graduate faculty in fields and/or topics in which the student has chosen to specialize. The course of study and language requirements will be determined jointly by the student and the Ph.D. committee. The qualifying examination will test the student's knowledge in two fields. The first field should be a theoretical and/or comparative field chosen from the graduate program's thematic fields as applied to a specific region and period. The second field may be defined primarily in terms of region, period, and topic (such as environmental history, diplomatic history, social history, etc.).

A. Coursework

Students in the doctoral program are expected to complete three years of coursework distributed in the manner outlined below. At the end of the third year, students take a comprehensive examination designed to assess their mastery of the subject matter, conceptual tools, and research skills necessary to undertake independent research for the dissertation. The dissertation is to be a substantial piece of original research completed independently by the student, and all students are required to defend their dissertation orally at the end of their course of study.

Students in the doctoral program are required to take the following courses:

1. Core Seminar (HIS 525/526, three credits each semester): This course provides an intensive, year-long introduction to historical theory and research and familiarizes students with the thematic organization of the graduate pro-

gram. All full-time students in the master's and doctoral programs are required to take this course, which is offered only as a fall/spring sequence, during their first year.

2. Two Field Seminars (three credits each): The Department offers a number of field seminars designed to familiarize students with the history and historiography of specific regions and periods. These courses include HIS 501/502, 521/522, 541/542, 561, and 562. These courses are offered—at minimum—on a two-year cycle, though many are offered each year. Students choosing to concentrate in the history of a specific region are encouraged to take one field seminar dealing with a region outside of their area of concentration. Students are strongly encouraged to audit relevant undergraduate courses in their geographical area of interest.

3. Three Theme Seminars (three credits each). A minimum of two theme seminars are offered each semester. Topics change regularly, and students are free to choose among the theme seminars being offered.

4. Three Research Seminars (three credits each): Research seminars will typically have a set of common core readings, but they are designed to give students the opportunity to carry out individual original research projects in areas related to their developing scholarly interests. Research seminars are generally taken during the second and third years, and the final research seminar is generally taken in conjunction with the dissertation prospectus workshop.

5. Supervised Teaching (HIS 581, three credits): All students who hold teaching assistantships must register for this course.

6. Teaching Practicum (HIS 582, three credits): This course must be taken by all students who hold teaching assistantships during the first semester in which they work as a teaching assistant. This course will provide an opportunity for students to discuss classroom teaching issues as they occur, and it offers a forum for understanding problems of classroom authority, student-teacher relations, plagiarism, sexual harassment, etc. Students may be required to attend teaching workshops offered by the Department of History or the Graduate School in addition to

their other TA duties. These workshops are also open to students who do not hold teaching assistantships.

7. Dissertation Prospectus Workshop (HIS 695, three credits): This course must be taken by all students and should be completed either before or in the same semester as the qualifying examination. This workshop helps students prepare their dissertation prospectus. 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 to both the instructor of the workshop and to the student's Ph.D. committee. The prospectus workshop should be completed either before or in the same semester as the qualifying examination. This workshop will be offered once each year in the spring semester. Completion of the workshop and the dissertation prospectus are required for advancement to candidacy. The course grade is S/U.

As part of the coursework taken prior to the qualifying examination, students may also enroll in the following workshops:

8. Reading Workshops (three credits each): In addition to their regularly scheduled courses, faculty also supervise organized reading courses known as workshops. The Department is committed to this kind of collective independent study rather than individual directed readings. Students are encouraged to propose workshop topics collectively that meet their specific needs and intellectual interests and to arrange with appropriate faculty members to offer them. Workshops often provide an opportunity for groups of students to explore systematically the historiography of a particular nation or region that is not directly addressed through a field seminar.

9. Orals Workshops (six credits, HIS 682, 684, 685, 686): In the fall semester of their third year, students will normally enroll in the Orals Workshop. This is an independent readings course in which students are expected to read intensively in preparation for their oral examinations. Students register for this course under the number of their principal advisor.

Students who hold a master's degree from another institution may be exempted from the required first-year courses. However, core seminars are rarely waived. In some cases, the advisor may require incoming students with a master's degree to take the relevant field seminars and other first-year courses. These decisions will be based on an evaluation of the student's coursework and performance in the prior master's program and on the amount of time that elapsed between the granting of the master's degree and entrance into the Ph.D. program.

Below is a sample course of study that might be followed by a first-year student without a master's degree who also holds a teaching assistantship:

Fall (12 credits)

HIS 525 Core Seminar I
(three credits)

Field Seminar (three credits)
HIS 582 Teaching Practicum
(three credits)

Reading Workshop (three credits)

Spring (12 credits)

HIS 526 Core Seminar II
(three credits)

HIS 581 Supervised Teaching
(three credits)

Theme Seminar (three credits)

Reading Workshop (three credits)

B. Full-time Status

Students who have not yet advanced to G4 status are required to take 12 credits to maintain full-time status. Full-time enrollment for students who have achieved G4 status is nine credits. Students acting as teaching assistants must carry a full-time load (including the three-credit HIS 581 Supervised Teaching).

C. Award of Master's Degree

Doctoral students who have completed the requirements for the master's degree may petition the Graduate School to be awarded the master's degree while continuing in the doctoral program.

D. Foreign Language Requirement

All students must demonstrate proficiency in at least one relevant foreign language before a student may be advanced to Ph.D. candidacy. This is a Graduate School requirement that may not be waived. Minimal proficiency in a language means the ability to translate a

given passage clearly and accurately with the aid of a dictionary.

Relevant language(s) are determined by the student's area of specialization. Students in U.S. history must be proficient in one foreign language. Students in European history are usually expected to show proficiency in two languages; these students should pass at least one language exam by the end of the third semester in the program and the other before being advanced to candidacy. All students in Latin American history must be proficient in Spanish, except for those studying Brazil, who may choose Portuguese.

Proficiency may be demonstrated either through a written exam administered by the Department or a satisfactory grade in a graduate language course (e.g., French 500).

At the discretion of the advisor, a student may be required to study additional languages as part of his or her degree program. It is the student's responsibility to establish with her or his advisor which foreign languages are necessary for the completion of the Ph.D.

E. Qualifying Examination and Advancement to Candidacy

By the second year in the doctoral program, students should name a Ph.D. advisor and, in consultation with that advisor, name three additional faculty members (one of whom may be from outside the Department) who agree to serve on his or her Ph.D. oral examination committee. The committee will help the student define his or her examination fields, language requirements, and coursework, as well as monitor the student's progress on the dissertation. The student is also expected to define two fields of concentration that will be the focus of the student's qualifying examination. The first field should be a theoretical and/or comparative field chosen from the graduate program's thematic fields as applied to a specific region and period. The second field may be defined primarily in terms of region, period, and topic (such as environmental history, diplomatic history, social history, etc.).

Full-time students are normally expected to take their qualifying examination no later than the end of their sixth semester of graduate study. The student—in consultation with the examination committee—will decide the precise timing of the exam. However, the student shall present a list of books read to each member of

the examination committee no later than the middle of the semester that precedes the Ph.D. oral examination. At that point, the committee shall advise the student of any additional reading that is to be completed for the examination. The necessary reading will then be completed as part of an Orals Workshop during the semester of the examination. The exam is based explicitly and exclusively on seminar work and on mastery of the reading list to be jointly determined by the student, and the student should be prepared to discuss the readings with reference to his or her dissertation prospectus. The examination normally lasts approximately two hours. The committee will grade the examination "pass with distinction," "pass," "weak pass," or "fail."

F. Dissertation Committee

Normally, the Ph.D. advisor and committee will serve as the student's dissertation committee, which will be constituted immediately following advancement to Ph.D. candidacy. If the Ph.D. advisor is unwilling to serve as dissertation advisor, one member of the Department must declare in writing his or her willingness to serve as dissertation advisor before the student may be advanced to candidacy.

The dissertation advisor will meet with the student at least once each semester (or, if the student is not in Stony Brook, will correspond) to discuss progress on the dissertation. The dissertation advisor will schedule the student's final dissertation defense, which will be attended by the dissertation committee, an outside examiner as required by the Graduate School (chosen by the student in consultation with her/his committee), and interested faculty and students.

G. Dissertation and Defense

Following advancement to candidacy, students are required to enroll for one credit of dissertation research each semester until the dissertation is completed. Teaching assistants will register for nine credits of HIS 699 Research for the Ph.D.

The dissertation is the basic requirement for the conferral of the Ph.D. The completed dissertation must be in the hands of the committee two full months before the scheduled date of the dissertation defense. The dissertation committee has one month to read and correct the dissertation and to give the student their written criticisms and suggestions.

These must be in the student's hands one month before the dissertation defense. If the criticisms are not written out, the student can assume the dissertation is approved in the form submitted. All written objections and corrections must be answered by revising the dissertation to the faculty member's satisfaction during the month preceding the dissertation colloquium.

All dissertations must be discussed at a final dissertation defense which is to be attended by the student's advisor and committee, as well as by an outside reader. The defense is also open to interested students and faculty.

Courses

HIS 500 Historiography

Introduction to historiography through reading and writing about interpretations of history, historical methods, and major historians. Term paper on historian of choice.

3 credits, ABCF grading

HIS 501 Introduction to Early Modern Europe

Field seminar in early modern European history, 1450 to 1789. Surveys the major historical problems and interpretations from the Renaissance to the coming of the French Revolution. Required for M.A. students in European history.

3 credits, ABCF grading

HIS 502 Introduction to Late Modern Europe

Field seminar in late modern European history, 1789 to 1945. Surveys the major historical problems and interpretations from the French Revolution through the Second World War. Required for M.A. students in European history.

3 credits, ABCF grading

HIS 515 Theme Seminars on Empire, Modernity, and Globalization

3 credits, ABCF grading

HIS 516 Theme Seminars on Empire, Modernity, and Globalization

3 credits, ABCF grading

HIS 517 Theme Seminars on Empire, Modernity, and Globalization

3 credits, ABCF grading

HIS 521 Introduction to United States History to the Civil War

Field seminar in U.S. history from the founding of the British colonies to the beginning of the Civil War. Surveys the major topics and interpretations. Required for M.A. students in U.S. history.

3 credits, ABCF grading

HIS 522 Introduction to United States History Since the Civil War

Field seminar in U.S. history from the Civil War to the Cold War. Surveys the major interpretations.

3 credits, ABCF grading

HIS 524 Core Seminar: History, Theory, and Practice

Introduction to the theory, practice, and writing of history through the reading of theoretical and historical texts and the writing of a research paper. This course meets over the entire academic year, for three credits per semester, and is mandatory for all new Ph.D. students. Students entering with an M.A. take it at the discretion of their advisor.
3 credits, ABCF grading

HIS 525 Core Seminar: History, Theory, and Practice

Introduction to the theory, practice, and writing of history through the reading of theoretical and historical texts and the writing of a research paper. This course meets over the entire academic year, for three credits per semester, and is mandatory for all new Ph.D. students. Students entering with an M.A. take it at the discretion of their advisor.
3 credits, ABCF grading

HIS 526 Core Seminar: History, Theory, and Practice

Introduction to the theory, practice, and writing of history through the reading of theoretical and historical texts and the writing of a research paper. This course meets over the entire academic year, for three credits per semester, and is mandatory for all new Ph.D. students. Students entering with an M.A. take it at the discretion of their advisor.
3 credits, ABCF grading

HIS 527 Core Seminar: History, Theory, and Practice

Introduction to the theory, practice, and writing of history through the reading of theoretical and historical texts and the writing of a research paper. This course meets over the entire academic year, for three credits per semester, and is mandatory for all new Ph.D. students. Students entering with an M.A. take it at the discretion of their advisor.
3 credits, ABCF grading

HIS 532 Theme Seminar: Gender, Religion, and Modernity

3 credits, ABCF grading
May be repeated five times for credit

HIS 535 Theme Seminars on Gender, Sexuality, and Reproduction

3 credits, ABCF grading

HIS 540 The Black Power Movement

This course examines the Black Power Movement. Stokely Carmichael's call for Black Power broke through commotion of everyday politics during 1966's Meredith March Against Fear. Soon after, and for the next decade, Black Power galvanized African American politics, engendering radical movements for social, political, and cultural transformation that impacted blacks in the United States and beyond. An emerging historiography traces the roots of Black Power in the postwar black freedom movement, finding cultural and political touchstones for future Black Power activism among civil rights renegade, trade unionists, and black nationalists. We will examine works produced during the Black Power era and this new scholarship to analyze the

Black Power movement's legacy in the politics and culture of African Americans. This course is offered as both HIS 540 and AFS 540.

Prerequisite: permission of advisor
3 credits, ABCF grading

HIS 541 Introduction to Colonial Latin American History

Field seminar in colonial Latin American history. Surveys major historical problems and debates from the colonial period through the wars for independence. Required for M.A. in Latin American history.

3 credits, ABCF grading

HIS 542 Introduction to Modern Latin American History

Field seminar in modern Latin American history. Surveys major historical problems and debates from the post-independence period to the present. This course is offered as both CEG 517 and HIS 542. Basic background in Latin American history and culture.

3 credits, ABCF grading

HIS 543 Theme Seminars on Gender, Sexuality, and Reproduction

3 credits, ABCF grading

HIS 552 Theme Seminar: Mass Media and Journalism in International Perspectives

3 credits, ABCF grading

HIS 553 Theme Seminars on Nation, State, and Civil Society

3 credits, ABCF grading

May be repeated for credit

HIS 554 Theme Seminars on Nation, State, and Civil Society

3 credits, ABCF grading

HIS 555 Theme Seminars on Nation, State, and Civil Society

3 credits, ABCF grading

HIS 557 Special Seminars

Topics to be arranged. The seminar is built around actual research activities of students and faculty. The following topics have been covered: Cultural Theory; Sociology of Technology; Micro-sociology; Advanced Topics in Marxist Theory; Sociology of Emotions; Historical Methods; Ethnic Relations; Biosociology; Comparative Stratification; Max Weber; Sociology of the Future; Science of Sociology and Everyday Life; The Study of the World's Advanced Societies; Methods of Behavioral Observation; Social Structure; Sociology of the Family; Cognitive Sociology; Sociology of Work; Transnational Social Movements; Economic Sociology; War and Revolution; Sociology of Gender; Sociology of Culture; Development of Capitalism; Film as a Sociological Research Tool; Funding and Grant Writing; The Three Faces of Social Psychology; A Structural Approach to Organizational Behavior; Professionals and Professionalism; Sociology of Modernity; Globalization and Immigration; Research Support in Sociology; Sociology of Sexual Behavior; Global Sociology; Gender and the Law; Poverty and Homelessness.

3 credits, ABCF grading

May be repeated for credit

HIS 562 Introduction to Modern African History and/or Asian History

Field seminar in modern African history. Surveys major topics such as nationalism, anticolonial movements, and modernization.

Note: M.A.T. and M.A./L.S. students must register under CEG 534; crosslisted with HIS 562.

3 credits, ABCF grading

May be repeated once for credit

HIS 563 Introduction to South Asian History

Surveys major topics such as nationalism, anticolonial movements, legacies of British imperialism, and modernization.

Spring, 3 credits, ABCF grading

HIS 564 Introduction to Chinese History

Field seminar in modern Chinese history. Surveys major historical topics from modernization to revolution to reform and sociocultural change. For M.A., M.A.T., and Ph.D. students.

3 credits, ABCF grading

HIS 565 Introduction to Japanese History

Field seminar in modern Japanese history surveys major historical topics from reform and modernization to imperialism and post-war reconstruction. For M.A., M.A.T., and Ph.D. students.

3 credits, ABCF grading

HIS 570 Theme Seminars in Environment, Science, and Health

Spring, 3 credits, ABCF grading

HIS 571 Theme Seminars in Environment, Science, and Health

Spring, 3 credits, ABCF grading

HIS 572 Theme Seminars in Environment, Science, and Health

Spring, 3 credits, ABCF grading

HIS 581 Supervised Teaching

Teaching practicum that usually accompanies a student's assistantship.

3 credits, S/U grading

HIS 582 Teaching Practicum

Practicum in teaching methods for new assistants. (M.A. workshop required deleted from the curriculum.)

3 credits, S/U grading

HIS 584 Directed Readings for M.A. Candidates

Specialized tutorials based on contractual relationship between individual student and faculty. Required for M.A. students.

1-3 credits, S/U grading

May be repeated for credit

HIS 585 Directed Readings for M.A. Candidates

Specialized tutorials based on contractual relationship between individual student and faculty. Required for M.A. students.

1-3 credits, S/U grading

May be repeated for credit

HIS 586 Directed Readings for M.A. Candidates

Specialized tutorials based on contractual relationship between individual student and faculty. Required for M.A. students.

1-3 credits, S/U grading
May be repeated for credit

HIS 595 Reading Colloquium in Women's History

A topics course dealing with such subjects as women in social movements, the place of gender in particular historical circumstances, imperialism and woman, changing views of sexuality, or relations between family policies and other political programs. This course offered as both HIS 595 and WST 595.

Fall or spring, 3 credits, ABCF grading

HIS 601 Research Seminars on Social and Cultural History

3 credits, ABCF grading

HIS 603 Research Seminar on Social and Cultural History

3 credits, ABCF grading

HIS 615 Research Seminars on Empire, Modernity, and Globalization

3 credits, ABCF grading

HIS 616 Research Seminars on Social and Cultural History

3 credits, ABCF grading

HIS 617 Research Seminars on Empire, Modernity, and Globalization

3 credits, ABCF grading

HIS 622 Migration, Diaspora, and Transnationalism

3 credits, ABCF grading

HIS 623 Research Seminars on Ethnicity and Migration

3 credits, ABCF grading

HIS 631 Research Seminar: The Social History of Medicine and Health

3 credits, ABCF grading

HIS 632 Research Seminars on Gender and Sexuality

3 credits, ABCF grading

HIS 633 Research Seminars on Gender and Sexuality

3 credits, ABCF grading

HIS 634 Research Seminars on Gender and Sexuality

3 credits, ABCF grading

HIS 652 Research Seminar: Oral History: Methodology and Theory

3 credits, ABCF grading
May be repeated for credit

HIS 653 Research Seminars on Nation, State, and Civil Society

3 credits, ABCF grading

HIS 654 Research Seminars on Nation, State, and Civil Society

3 credits, ABCF grading

HIS 655 Research Seminars on Nation, State, and Civil Society

3 credits, ABCF grading

HIS 682 Directed Readings for Ph.D. Candidates

Specialized tutorials based on contractual relationship between individual student and faculty member.

1-18 credits, S/U grading
May be repeated for credit

HIS 684 Directed Readings for Ph.D. Candidates

Specialized tutorials based on contractual relationship between individual student and faculty member.

1-18 credits, S/U grading
May be repeated for credit

HIS 685 Directed Readings for Ph.D. Candidates

Specialized tutorials based on contractual relationship between individual student and faculty member.

1-9 credits, ABCF grading
May be repeated for credit

HIS 686 Directed Readings for Ph.D. Candidates

Specialized tutorials based on contractual relationship between individual student and faculty member.

1-18 credits, ABCF grading
May be repeated for credit

HIS 695 Dissertation Prospectus Workshop for Ph.D. Candidates

Required of all Ph.D. candidates in order to prepare a dissertation prospectus. This seminar should be completed either before or in the same semester as the qualifying examination.

Offered once each year, 3 credits, S/U grading

HIS 699 Dissertation Research On Campus

Dissertation research under direction of advisor.

Prerequisite: Advancement to candidacy (G5); major portion of research must take place on SB campus, at Cold Spring Harbor, or at Brookhaven National Lab.

Fall, spring, and summer, 1-18 credits, S/U grading

May be repeated for credit

HIS 700 Dissertation Research Off Campus—Domestic

Prerequisite: Must be advanced to candidacy (G5); major portion of research will take place off campus, but in the U.S. and/or U.S. provinces (Brookhaven National Lab and the Cold Spring Harbor Lab are considered on campus); all international students must enroll in one of the graduate student insurance plans and should be advised by an International Advisor

Fall, spring, and summer, 1-9 credits, S/U grading

May be repeated for credit

HIS 701 Dissertation Research off Campus—International

Prerequisite: Must be advanced to candidacy (G5); major portion of research will take place outside of the U.S. and/or U.S. provinces; domestic students have the option of the health plan and may also enroll in MEDEX; international students who are in their home country are not covered by mandatory health plan and must contact the Insurance Office for the insurance charge to be removed; international students who are not in their home country are charged for the mandatory health insurance (if they are to be covered by another insurance plan, they must file a waiver by the second week of classes; the charge will only be removed if the other plan is deemed comparable); all international students must receive clearance from an International Advisor

Fall, spring, and summer, 1-9 credits, S/U grading
May be repeated for credit

HIS 800 Full-Time Summer Research

0 credit, S/U grading
May be repeated for credit