HIS 524: GRADUATE CORE SEMINAR
Fall 2017
Mondays 4:30-7:30 pm

INSTRUCTORS:
Professor Lori Flores                          Professor Shobana Shankar
Office: SBS S-337                             Office: SBS S-319
Office Hrs: Mondays 2:30-4 pm and
Fridays 11:30 am-12:30 pm (except 9/29, 10/13, 10/27, and 11/3)
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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) Familiarize you with the techniques and resources of historical research
2) Provide an overview of the thematic areas emphasized by our graduate program:
   • Global connections, empire, capitalism
   • Health, science, environment
   • Race, citizenship, migration
   • Religion, gender, cultural identity
   • States, nations, political cultures
3) Explore some important historiographical and theoretical concepts that inform historical writing.

The first semester will combine discussion of important and interesting scholarship with hands-on exercises in interpreting primary sources and instructive examples of using sources in one’s own research and writing. Requirements for the first semester include active participation in class discussion of assigned readings, weekly short reading responses, one oral presentation, and a preliminary research proposal. The second semester will be devoted to researching and writing a substantial research paper.

MEETING SCHEDULE
Note: Readings must be completed BY THE CLASS UNDER WHICH THEY APPEAR.
If a reading appears under the class Sept. 11, for example, you must have that reading done and be prepared to discuss it when you walk into seminar on Sept. 11.

Week 1 / Mon, Aug. 28
Introduction to the Course
Required Reading: Peter Novick, That Noble Dream: The ‘Objectivity Question’ and the American Historical Profession (1988). Read up to pg. 361, and then Ch. 14.
As part of our introductions, please bring to class one of your favorite histories. This can take the form of a monograph, textbook, film, novel, piece of art, or an oral interview. Come to seminar prepared to talk about why this piece interests or inspires you, and why it classifies as good history in your view.

**Mon, Sept. 4**

**NO CLASS – LABOR DAY HOLIDAY**

**Week 2 / Mon, Sept. 11**

**Objectivity Continued + Normativity**

Required Readings:
- Nell Painter, *The History of White People*

**Week 3 / Mon, Sept. 18**

**Empire**

Required Readings:
- Anne Laura Stoler and Frederick Cooper, *Tensions of Empire: Colonial Cultures in a Bourgeois World*
  - *Introduction*
  - *Ch. 8, Nancy Rose Hunt, “‘Le Bebe en Brousse’: European Women, African Birth Spacing, and Colonial Intervention in Breast Feeding in the Belgian Congo”*
- Excerpts, Jane Burbank and Frederick Cooper, *Empires in World History: Power and the Politics of Difference*
- Dipesh Chakrabarty, * Provincializing Europe: Postcolonial Thought and Historical Difference* (Introduction, Chs. 1, 4, and Epilogue)
- Pekka Hamalainen, *Comanche Empire* (Introduction)
- Paul Kelton, *Beyond Germs* (Ch. 10)

**Week 4 / Mon, Sept. 25**

What’s the Difference Between National, Transnational, Borderlands, and Global Histories?

Required Readings:
- Partha Chatterjee, “Whose Imagined Community?”
- Michiel Baud and Willem Van Schendel, “Toward a Comparative History of Borderlands”

Assignment for Week 4: Proposed Research Statement: Students should bring to class a one-paragraph statement describing a possible research project. Students should also be familiarizing themselves with the Library’s resources by this time, including History liaison Chris Filstrup, the Special Collections Archive, online databases, etc.

Week 5 / Mon, Oct. 2
Social Alchemy and Segregation
Required Readings:
Matthew Jacobson, Whiteness of a Different Color: European Immigrants and the Alchemy of Race (1998), Intro. and Ch. 3
Stuart Hall, “Ethnicity: Identity and Difference”
Estelle Freedman, “The Racialization of Rape and Lynching,” in Redefining Rape
Excerpt, Londa Schiebinger, Eugenic Nation: Faults and Frontiers of Better Breeding in Modern America
Excerpt, Margaret D. Jacobs, White Mother to a Dark Race: Settler Colonialism, Maternalism, and the Removal of Indigenous Children in the American West and Australia, 1880-1940

Activity for Week 5: Discuss Research Methods (read these additional pieces)
Ann Laura Stoler, Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense (2009), chaps. 1-2
Excerpt, Robert Hoopes, Oral History

Week 6 / Mon, Oct. 9
Sex, Sexuality, and the Body
Required Readings:
Excerpt, Michel Foucault, The History of Sexuality: Volume 1 (1990)
Introduction, Marc Epprecht, Heterosexual Africa?
Excerpt, Afsaneh Najmabadi, Women with Mustaches and Men without Beards: Gender and Sexual Anxieties, of Iranian Modernity (2005)
Excerpt, Sander Gilman, Difference and Pathology: Stereotypes of Sexuality, Race, and Madness (1985)
Excerpt, Joanne Meyerowitz, How Sex Changed: A History of Transsexuality in the
**United States**
Excerpt, George Chauncey, *Gay New York*

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**Week 7 / Mon, Oct. 16**

**Immigration, Migration, and Diaspora**

**Required Readings:**

- “Worlds in Motion” from Bernard Bailyn, *The Peopling of British North America*
- “Detours: Migrations in a Mobile World” from Julia A. Clancy-Smith, *Mediterraneans: North Africa and Europe in An Age of Migration*
- Excerpt, Michael Gomez, *Exchanging Our Country Marks*
- Mae Ngai, *Impossible Subjects* (Introduction)
- Jesse Hoffnung-Garskof, “‘Yankee, Go Home…and Take Me With You!’ Imperialism and International Migration in Santo Domingo, Dominican Republic, 1961-1966”

**Assignment for Week 7: Research Topic Proposal** (2 pages, plus preliminary bibliography). Email to Lori and Shobana by 12 pm on October 16.

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**Week 8 / Mon, Oct. 23**

**Capitalism, Labor, and Commodities**

**Required Readings:**

- Trans-Atlantic Slave Trade Database, [http://slavevoyages.org](http://slavevoyages.org)

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**Week 9 / Mon, Oct. 30**

**Resistance**

**Required Readings:**

- Excerpt, Antonio Gramsci, *Selected Readings*
- Excerpt, Franz Fanon, *Black Skin, White Masks*
- Clifton Crais, “Of men, magic, and the law: popular justice and the political imagination

**Week 10 / Mon, Nov. 6**

**Microhistory**

**Required Readings:**
Laurel Thatcher Ulrich, *A Midwife’s Tale*
Diaries of Hannah Cullwick

**Assignment Due Week 10: Preliminary Research Plan Due:** (4-5 pages) on proposed themes, research strategy, and expanded bibliography. Please email *before* your scheduled consultation with Shobana or Lori.

**Week 11 / Mon, Nov. 13**

**Ecology/Environmental Histories**

**Required Readings:**
Excerpt, Jared Farmer, *Trees in Paradise*
Excerpts from Alfred Crosby, *The Columbian Exchange*

**Week 12 / Mon, Nov. 20**

**Methodology: The Visual**

**Required Readings:**
Excerpt, Elizabeth Newman, *Biography of a Hacienda*
Excerpt, Christopher Pinny, *'Photos of the Gods': The Printed Image and Political Struggle in India*
Excerpt, Paul Landau and Deborah Kaspin, eds., *Images and Empires: Visuality in Colonial and Postcolonial Africa*
Assignment for Week 12: Please bring in a source from your current research to discuss with the group.

**THANKSGIVING BREAK**

Week 13 / Mon, Nov. 27
New Directions
Required Readings
TBA

Week 14 / Mon, Dec. 4
Final Discussion / Wrap-Up

**FINAL RESEARCH PROPOSALS DUE FRIDAY, DEC. 8:** Detailed Outline and Annotated Bibliography (7-8 pages minimum)**

**COURSE REQUIREMENTS**

**REQUIRED READINGS**
Required Books:
Peter Novick, *That Noble Dream*
Nell Painter, *The History of White People*
Sidney Mintz, *Sweetness and Power*
Laurel Thatcher Ulrich, *A Midwife’s Tale*
All other readings on Blackboard

**GRADING BREAKDOWN**
Attendance and Participation (35%)
Weekly Reading Responses (30%)
1 Oral Presentation/Longer reading response (15%)
Research Proposal (20%)

**ASSIGNMENTS/RESPONSIBILITIES**
*Attendance and Participation*
Show up, on time. Lateness or leaving early is disruptive and disrespectful to the instructors and to your peers, and will negatively affect your attendance and participation grade. We understand that emergencies come up (medical, family, etc). Each student is permitted ONE absence in the semester but any more absences detract from the student’s overall class participation grade calculated at the end of the semester.
Note: excused absences do not include observance of religious holidays and university-sponsored activities. For more information see the following:
http://sb.cc.stonybrook.edu/bulletin/current/policiesandregulations/policies_expectations/participation_univspnsered_activities.php and

As a graduate seminar, this class relies on the regular attendance and active participation of all its members. Please come to each class prepared to discuss the day’s assigned readings. Always bring the week’s assigned reading to seminar, or at the very least a copy of your reading response and/or notes. This will refresh your memory and aid group discussion. With each text, try to hone in on its main thesis (argument), key interpretive points, organizational structure, and use of evidence. Read critically to discern authors' assumptions, flawed logic, weak or questionable arguments or use of evidence, interpretative oversights, and interesting connections with other works. Class participation will be evaluated based on the quality and quantity of your contributions to discussion, your overall preparedness, and overall engagement with the class and subject matter.

If you turn in an assignment late (without having discussed an excused absence-related extension with us in advance), the penalty is a full letter grade deducted for every day late.

**Oral Presentation**
On one designated day, you will be responsible for a brief oral presentation (10 minutes) putting the required readings in conversation with each other and with a supplementary reading? or too much? You will present on key ideas themes, or topics you observed when comparing the readings, and pose discussion questions to the class. You will be asked to sign up for this assignment at the beginning of the semester. On the days of your presentations your reading responses will be longer (500 words apiece, rather than 350).

**Weekly reading response papers** due throughout the semester (350 words, 12 pt. font, 1 in. margins, due every SUNDAY BY NOON)
These short but formal papers are intended to demonstrate your synthetic understanding and reflection about the readings in advance. Response papers should offer an intelligent, well-reasoned analysis of the authors’ main ideas, arguments, evidence, and narrative structure and style (your analysis can incorporate both praise and critique).

**Research Project Proposal**
To be completed in stages, as noted on the syllabus. Specific details will be discussed in class. Due Friday, December 8.

**CLASS PROTOCOL**

**Technology Policy**
During seminar, no cell phones are allowed to be in sight or making sound. Laptops or iPads/note-taking devices are allowed but internet must be disabled. If you are disrupting
the instructors or those around you with your technology, your participation grade will be docked for that day. We reserve the right to limit technology in the classroom if we feel that its use is becoming a distraction or hindering your participation.

Office Hours
Office hours are held for your benefit. Come visit either/both of us to say hi, ask questions, and get advice on reading and writing matters. If you are not able to make any of our office hours for some reason, please e-mail either/both of us and we can set up a different appointment time.

Class Resources
Blackboard: blackboard.stonybrook.edu
Writing Center: Humanities 2009, writingcenter@stonybrook.edu or 631-632-7405; and further information on its services is available at http://www.stonybrook.edu/writingcenter.

DISABILITY SUPPORT SERVICES (DSS)
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, Rm. 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website: http://www.stonybrook.edu/ehs/fire/disabilities

ACADEMIC INTEGRITY STATEMENT
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own (inappropriately collaborating with classmates, omitting citations, plagiarism, etc) is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

CRITICAL INCIDENT MANAGEMENT
Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn.

We look forward to working with each of you. Welcome!
SUPPLEMENTARY TEXTS

Week 2: Objectivity Continued + Normativity
Walter Benjamin, Essays on the Philosophy of History
Stuart Hall, Questions of Cultural History or Modernity and Its Features
Jean-Rolphe Trouillot, Silencing the Past

Week 3: Empire
Anne McClintock, Imperial Leather
Ann Stoler, Colonial Intimacies or Carnal Knowledge and Imperial Power
Kathleen Wilson
Chris Bayly
George Steinmetz, The Devil’s Handwriting
Tzvetan Todorov, The Conquest of America
Gail Bederman, Manliness and Civilization: A Cultural History of Gender and Race in the US 1880-1917
Steve Stern, The Secret History of Gender: Women, Men, and Power in Late Colonial Mexico
Edward Said, Orientalism
Walter Mignolo, The Darker Side of the Renaissance: Literacy, Territoriality, and Colonization

Week 4: What’s the Difference Between National, Transnational, Borderlands, and Global Histories?
Claudio Lomnitz, Deep Mexico, Silent Mexico (2001).
Week 5: Social Alchemy and Segregation
CLR James, *Black Jacobins*

Week 6: Sex, Sexuality, and the Body
Margot Canaday, *The Straight State: Sexuality and Citizenship in Twentieth Century America*

Week 7: Immigration, Migration, and Diaspora
Ira Berlin, *Generations of Captivity*
Oscar Handlin, *The Uprooted*
John Bodnar, *The Transplanted: A History of Immigrants in Urban America*
Linda Gordon, *The Great Arizona Orphan Abduction*
Douglas S. Massey, Jorge Durand, and Nolan J. Malone ed. *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration* (select essays)
Adam McKeown, *Melancholy Order: Asian Migration and the Globalization of Borders*
Kelly Lytle Hernandez, *Migra!: A History of the U.S. Border Patrol*
Cindy Hahamovitch, *No Man’s Land: Jamaican Guestworkers in America and the Global History of Deportable Labor*
Mark Overmyer-Velázquez, ed., *Beyond La Frontera: The History of Mexico U.S. Migration*
Kathleen Schwartzman, *The Chicken Trail: Following Workers, Migrants, and Corporations Across the Americas*
Mara Leichtman, *Shi’i Cosmopolitanisms in Africa* (Indiana University Press, 2015)

Week 8: Capitalism, Labor, and Commodities
Stephanie Smallwood
April Merleaux, *Sweetness and Civilization*

**Week 9: Resistance**

**Week 10: Microhistory**


**Week 11: Ecology/Environmental Histories**

Stanford University’s Spatial History Project, “Animal City,” which charts animal-related businesses in 19th-century San Francisco.

Pekka Hämäläinen, “The Rise and Fall of the Plains Horse Cultures”

John Soluri, *Banana Cultures*


Edward Melillo, *Strangers on Familiar Soil: Rediscovering the Chile-California Connection*

**Week 12: Methodology (The Visual)**


