

Spring 2017

History Graduate Course Descriptions

Course Name	Course	Professor	Day & Time
Teaching World History	HIST 511	J.P. Dessel	R 12:40-3:25
Carolingian Experiments	HIST 530/630	Matthew Gillis	T 3:40-6:20
Biblical Exegesis and Apocalyptic Thought in the Middle Ages	HIST 530	Jay Rubenstein	M 12:20-3:20
Spiritual Medicine	HIST 532/632	Monica Black	M 3:35-6:35
Capitalism and Slavery	HIST 541	Christopher Magra	T 12:40-3:25
Readings/Research in Jacksonian & Antebellum America	HIST 542/642	Daniel Feller	W 2:30-5:30
The Spanish Conquest	HIST 561	Chad Black	W 5:45-8:35

History 511: Teaching World History

Dr. Dessel

Methodology, conceptualization, historiography, text book selection and syllabus construction to prepare students to teach courses in world history.

History 530/630: Carolingian Experiments

Dr. Gillis

This course examines the history and historiography of the Carolingian Empire through creative and critical new approaches. The focus of the class is two-fold. First, how did the Carolingians and those working in their tradition engage in forms of cultural, intellectual, religious, social, literary, political or military experimentation in order to change their world? "Experiment" is taken here in the broadest sense to encourage the uncovering of previously unknown phenomena as well as the creating of fresh perspectives on well-known aspects of the past. Second, what experimental methodologies, theoretical approaches, hitherto unimagined questions, and alternative literary forms might today's scholars use to discover, illuminate and write about these Carolingian experiments? The emphasis of the class will be to consider new possibilities for research and for conceptualizing this time period and its afterlives with the twin goals of transforming non-specialists' perceptions of Carolingian history and medieval history in general, and of encouraging among scholars some radical and creative rethinking of their subject and approaches. This course is linked to the 14th Annual Marco Symposium: Carolingian Experiments.

History 530: Biblical Exegesis and Apocalyptic Thought in the Middle Ages

Dr. Rubenstein

The core textbook in the Middle Ages, no matter what one's field of specialty, was the Bible. The purpose of this seminar is to study how people understood the Bible and how these lessons shaped their worldviews and their other intellectual and literary endeavors. In this class we will be especially concerned with medieval reactions to the book of the Apocalypse (known in English as "Revelation"). Apocalypticism was fundamental not only to ideas about prophecy and the future, but it was also a powerful tool for constructing ideas about history, both ancient and recent. Other topics to be examined include medieval political thought and practice, Augustinian thought, the Gregorian Reform, Jewish-Christian intellectual exchange, and the influence of St. Francis. Written work will include a book review, three reaction papers, two class presentations, and a longer essay on a topic to be chosen in consultation with the professor.

History 532/632: Spiritual Medicine

Dr. M. Black

The history of health and illness has often been entwined with ideas about the sacred and the supernatural, morality and suffering, good and evil, and complex understandings of body and soul

or mind. Health and illness are always relational and social matters, influenced not only by biology but by the elements making up the field of what we call "culture." This course will historicize some of the meanings of health and sickness in European history since ca. 1600, particularly in terms of their evolving relationship to religion and ideas of mind, soul, and spirit. We will also inquire into the historical phenomenology of illness and health—that is, how have people experienced these states over time? Most weeks, we will read a work of history that can be usefully paired with a theoretical work that may shed additional light on a historical problem. These theoretical works may come from a number of different fields (literature, psychology, folklore, religious studies, anthropology, philosophy, sociology). **Note: Students wishing to take this course as a HIST 632 should please consult with M. Black.**

History 541: Capitalism and Slavery in Early America and the Atlantic World, 1600-1860

Dr. Magra

Capitalism and slavery are two topics that have drawn a significant amount of attention from scholars. A lot of ink has been spilled investigating the relationship between the two topics. Free and slave labor are often thought of in binary terms. Yet, in recent years scholars have blurred the lines between free and slave labor. This course is designed to help students make sense of the relationship between capitalism and slavery in early America and the Atlantic World before and after the Industrial Revolution. What were the connections between the global countryside and centers of manufacturing? Did profits from plantation agriculture support industrialization? Can slaves be thought of as members of a working class? Were planters capitalists? This course will help you make sense of these questions and more.

History 542/642: Readings and Research in Jacksonian and Antebellum America

Dr. Feller

These two seminars will meet together as one course. The Readings seminar (542) provides an introduction to the best of modern scholarship on American history from roughly 1815 to 1860. Its primary objective is to help you prepare for degree exams by familiarizing you with the major historiographic themes of this era. Topics include Jacksonian politics, the rise of the two-party system, and democratization; economic development, class formation, and gender relations in the era of the so-called market revolution; religion and reform; and slavery, antislavery, and the coming of the Civil War. Readings will include both broad synthetic statements and topical monographs. There will be several papers of modest length, based upon the required readings.

Students enrolled for 642 (Research) will produce an original, article-length scholarly research paper on a topic of their choosing within this period. They will attend the weekly 542 discussion sections. If there is sufficient enrollment in 642, we will also set up auxiliary group sessions to explore UT and local resources for primary source research in this period and to discuss progress and problems in choosing topics, doing research, and crafting the papers. Students in 642 will present their papers orally to the joint seminar at the end of the semester.

Class will meet every week, and full attendance is expected from everyone.

History 561: The Spanish Conquest

Dr. C. Black

In 1492, Columbus sailed the ocean blue and discovered, or destroyed, conquered, or civilized the Americas. Sixty years later, in 1552, López de Gábara, the private secretary of Hernán Cortes, wrote, "The greatest event since the creation of the world (excluding the incarnation and death of Him who created it) is the discovery of the Indies [i.e. Americas]." He was, himself, a participant the great conquest of Mexico. From the very beginning, not only the magnitude, but also the meaning of the Conquest of the Americas has been a point of controversy and acclaim. Worlds were upended. Millions of people died through the cumulative impacts of warring, labor practices, and, maybe most importantly, disease. Empires were torn down and reconstructed. Christendom was vastly expanded. And, of course, tomatoes, chiles, potatoes, silver, gold, emeralds, horses, cattle, pig, corn, and syphilis traversed the Atlantic in an epoch of unprecedented ecological exchange. Modernity itself was forged in the crucible of Conquest. The readings in this class will take us on a journey through the historiography of the Conquest, from its original Spanish and indigenous chroniclers through current approaches. Along the way we will treat the complexities, myths, and enduring legacies of the process of Spanish conquest.