History 511: Teaching World History  
Dr. Dessel  
This course is designed to prepare graduate students to teach a course in world history. In this course, students will conceptualize world history and think about how to develop a coherent method of presentation of the topic.

History 531/631: Religious Culture in Medieval and Early Modern Europe  
Dr. Bast  
This combined colloquium / research seminar will focus on significant recent scholarship and primary sources in translation, reflecting varieties of religious experience in Late Medieval and Early Modern Europe. Topics will include popular lay religious movements; the Inquisition; saints and sanctity; the clergy and sexuality; women and healthcare; Jews and Christians in the German Empire; astrology and prophecy; print culture and visual media. All students will take turns leading class discussion over common readings. Students who register for 631 will develop a semester-long project, relevant to their individual research agendas, in consultation with the professor, to be presented at semester's end.

History 541: Slavery in North America, 1600-1800  
Dr. Magra  
Rhode Island merchants exchanged goods for enslaved people along the West Coast of Africa. These capitalists were responsible for a portion of one of the largest diasporas in human history. Southern planters purchased nearly half a million enslaved Africans to produce some of the most valuable commodities on the continent, including tobacco and rice. Farmers and fishermen in the Middle and New England colonies fueled slave labor. There was no free soil in North America. Slavery was legal everywhere. This course will explore cutting-edge scholarship on the multiple ways in which enslaved labor and the Atlantic slave trade was central to life in early North America.

History 541: Readings in Native American History  
Dr. Bauer  
This graduate readings course will introduce students interested in Native American History to significant works that have influenced scholarship in the field. Core readings will include seminal and innovative scholarly works to introduce students to the central themes and debates that drive historical analysis of Indigenous Americans’ experiences and responses to colonialism. The course is designed to allow for additional exploration into the themes of kinship, gender, sovereignty, identity, and more. As the class examines field trajectories, scholarly dialogue, and
Indigenous politics, students will research, write, and share historiographical essays that form the basis for seminar discussion. Students will write a 2- to 3-page (double-spaced) book review for each monograph assigned during the semester.

**History 555: Origins of Modern America, 1880-1930**  
**Dr. Freeberg**  
This readings course surveys the social and cultural history of late 19th and early 20th century United States, a period often described as the birth of modern America. In these years, Americans faced a number of challenges--rapid industrialization and urbanization, mass immigration and ethnic conflict, a technological revolution, and mobilization for a world war. At the same time, a new generation of Americans challenged inherited wisdom, leading a cultural revolt that questioned Victorian ideas about Christianity, capitalism, racial hierarchy and gender relations. The course will examine the role that intellectuals played in these conflicts, while also exploring ways that a wider range of Americans joined to create, or to challenge, an emerging “modern” culture.

**History 562: Great Books in Tokugawa History, 1600-1868**  
**Dr. Nenzi**  
The Tokugawa (or Edo) period began with the reunification of Japan under a military ruler (shōgun) in 1600 and ended with the collapse of the last samurai government and the transition to the “modern” era in 1868. Tucked between these two historical moments are two and a half centuries of uninterrupted peace and enormous social changes. The assigned readings include a selection of classics and of exciting recent works in various aspects of Tokugawa politics, society, and culture. Most are e-books accessible via the UT library at no cost to you. By the end of the semester you will have a solid understanding of some of the key issues pertaining to Tokugawa Japan; you will recognize some of the most prominent figures working in the field; you will be able to use Tokugawa Japan to think critically and comparatively about matters that inform historical inquiries across the board; and will have been trained in the art of writing “no-nonsense” book reviews for academic journals. Previous knowledge of Japanese history and/or Japanese language skills are welcome but not required.

**History 580: Knowledge, Economics, and the Environment in Europe, 1600-1900**  
**Dr. Phillips**  
In the period between 1600 and 1900, European societies grew markedly in size and productive capacity, with corresponding results for the natural environments in which Europeans lived, worked and traded. Textbook accounts of this period once gave science a great deal of credit (or blame) for these changes, but we now have decades of scholarship that offer a more complicated view of the relationship between knowledge and productive life. In order to explore both how Europeans used the natural world and the knowledge they generated of it, this class brings together both classic and recent work on the history of European capitalism, environmental history, and the history of science.

**History 632: Research Seminar in Modern European History**  
**Dr. Liulevicius**  
This research seminar focuses on questions of power, authority, and legitimacy in politics. In a structured process, students will produce independent research projects that align with their own scholarly agendas. First, participants will gain a shared basis for discussion and conceptualization by reading and analyzing both ancient and recent works on these questions: Aristotle's *Politics* (4th century BC), Ibn Khaldun's *Muqaddimah* (1377), Norbert Elias' *The Civilizing Process* (1939), and James C. Scott's *Seeing Like a State* (1998). Next, students will plunge into primary sources they have located, framing their inquiries in reaction to the classic texts discussed in common. The final product aimed at is a polished research narrative of publishable quality, advancing the students' scholarly trajectories. This research seminar also welcomes Americanist and medievalist graduate students who would like to engage the broad concepts of power, authority, and legitimacy in their own research fields.