

When I began teaching undergraduates, my ambition was to instruct students on how to become historians. I wanted them to grasp how the meaning of a primary source could transform when we understand its context, to see that history is not settled knowledge of the past but a never-ending debate about what the past means in light of present problems. I still believe these are worthy goals, and I ensure that our majors develop this historical sensibility, especially when engaged in independent research, as they are in my history capstone courses and in the department's Honors Seminar which I ran from 2018 to 2020. I take special care to inculcate these lessons in the honors students and independent studies I supervise—typically one or two a year since I arrived at NYU in 2005.

But the main point of what I do in undergraduate classes has shifted over time, and my focus now is on helping students to become historically informed consumers of media. Few of our students become historians, but all of them need to see beneath the surfaces of current events to the structures and the power relations—rooted in the past—that relentlessly shape the world in which we live. My signature teaching initiative since 2017 has been a course called *Capitalism and Geopolitics: 1450–2050*, which offers students a framework to grasp key geopolitical and economic structures operating in world history over the past 600 years, and to help them recognize when such structures shape today's world. The course enrolls many non-majors, international students, and students of color, bringing an incredible diversity of perspectives. It has been especially rewarding to teach because student engagement is so high (even in the miserable circumstances of Covid-19).

Courses I teach intended for MA and PhD students typically range over several centuries and explore large-scale transformations: the evolution of European and global states systems; the "Great Divergence" between European and Asian economies and the subsequent "Great Convergence"; and transformations in the political economy of empires from the sixteenth century. Our graduate students tend overwhelmingly to be interested in modern topics; I offer courses that engage them while seeking to convince them that their interests need to be approached in a longer time horizon. I have served on eighteen Ph.D. committees since receiving tenure (four as supervisor), in early modern and modern European history, Atlantic history, and South Asian history. I have supervised examination fields for history Ph.D. students in South Asia, Latin America, and Atlantic history in addition to modern and early modern Europe on topics such as "Capitalism and Empire," "International History," "Political Thought and the British Empire," "Comparative Political Economy," and "Capitalism, Empire and Globalization." I am currently teaching the MA Proseminar for the third time—a course that launches history MA students on their independent thesis research. I find working with MA students especially rewarding because they are highly motivated to learn the historian's craft and because they make astonishingly quick progress.