Department of History Courses

Note on Course Numbers
Each Carnegie Mellon course number begins with a two-digit prefix which designates the department offering the course (76-xxx courses are offered by the Department of English, etc.). Although each department maintains its own course numbering practices, typically the first digit after the prefix indicates the class level: xx-1xx courses are freshmen-level, xx-2xx courses are sophomore level, etc. xx-6xx courses may be either undergraduate senior-level or graduate-level, depending on the department. xx-7xx courses and higher are graduate-level. Please consult the Schedule of Classes (https://enr-apps.as.cmu.edu/open/SOC/SOCService) each semester for course offerings and for any necessary pre-requisites or co-requisites.

79-104 Global Histories
Fall and Spring: 9 units
Human activity transcends political, geographical, and cultural boundaries. From wars to social movements, technological innovations to environmental changes, our world has long been an inter-connected one. Acquiring the ability to understand such transnational and even worldwide processes is an indispensable part of any college education. This course provides students with an opportunity to develop the skills and perspectives needed to understand the contemporary world through investigating its global history. All sections are comparable in their composition of lectures and recitations, required amounts of reading, and emphasis on written assignments as the central medium of assessment. The sections all aim to help students: (1) master knowledge through interaction with the instructors, reading material, and other students, (2) think critically about the context and purpose of any given information, (3) craft effective verbal and written arguments by combining evidence, logic, and creativity, and (4) appreciate the relevance of the past in the present and future. For descriptions of specific sections, see "First Year Experience" at the Dietrich College General Education Website: http://www.hss.cmu.edu/gened/forms/79-104_Global_Histories.pdf.

79-198 Research Training: History
Fall and Spring: 9 units
This course is part of a set of 100-level courses offered by Dietrich College departments as independent studies for second-semester freshmen and first- or second-semester sophomores in the College. In general, these courses are designed to give students some real research experience through work on a faculty project in ways that might stimulate and nurture subsequent interest in research participation. Faculty and students devise a personal and regularized meeting and task schedule. Each Research Training course is worth 9 units, which generally means a minimum for students of about 9 work-hours per week. Prerequisites/Restrictions: For Dietrich College students only; minimum cumulative GPA of 3.0 (at the time of registration). Required for appropriate sections (e.g., language proficiency) may arise out of the particular demands of the research project in question. By permission of the relevant professor and the Director of Undergraduate Studies. Students sign up for these courses through both the History Department and the Dean's Office.

79-200 Introduction to Historical Research & Writing
Fall and Spring: 9 units
This course introduces students to methods and materials that historians use to study the past. Its goals are: first, to familiarize students with ways that historians think about their research, how they carry it out, and how they debate findings with other historians; second, to train students in "best practices" for doing historical research in primary and secondary sources. We discuss how to ask questions about the past and develop a one-semester research topic, find appropriate primary and secondary sources, take notes from those sources, and write a paper that answers an original question using skills we have studied. In the Spring 2018 semester, we will use the topic of the history of witchcraft and witch-hunting to focus the class. Although Western beliefs in witchcraft and "devil worship" dated back to antiquity, the 16th and 17th centuries witnessed the "Great European Witch-Hunt," which cost the lives of thousands across Europe and in its American colonies. Ever since, historians have struggled to explain why fears of witchcraft suddenly became so acute in this period. And although the witch-hunts in early modern Europe and its colonies gradually came to an end, beliefs in witchcraft persist into the modern era and, in many parts of the world today, continue to generate campaigns of popular violence against alleged perpetrators. In this course, we will examine both primary historical sources and secondary scholarship to explore competing interpretations of this complex historical puzzle. At the end of the term, students will submit a final 10-15 page research paper on a topic of their choice related to the themes of the course.

79-201 Introduction to Anthropology
Intermittent: 9 units
How do societies make meaning? Is culture a set of shared values or are these values continuously negotiated, altered, and adjusted? How do individuals and societies account for change and how do they aim to incorporate it into their values? This course introduces students to anthropological approaches to these questions. Readings will draw on case studies from very different settings: from a ruined city in Brazil to interethnic conflict in Cyprus, oil and chocolate in post-Soviet Russia, pyramid schemes in post-socialist Romania, and vampires stories in East and Central Africa. We will assess the advantages and pitfalls of comparing cross-cultural data, analyze the workings of power within and between societies, and consider the politics of cultural representations. We will also discuss the anthropologist’s relationship to the people s/he studies, and the responsibilities inherent in that relationship. Throughout the course, students will learn the importance of a historical perspective on culture, looking at how and why societies change, and considering how we, as anthropologists, should assess these changes.

79-202 Flesh and Spirit: Early Modern Europe, 1400-1750
Intermittent: 9 units
This course examines European history from the Black Death to the French Revolution, a period known to history as the "early modern" period. That is, it marks a period in European history that was not quite medieval, and yet not quite modern. Many features of modern society, such as the nation-state, free-trade economies, religious pluralism, scientific rationalism, and secular culture trace their origins to the early modern era, yet the period was also marked by important continuities with the Middle Ages. During this course, we will explore how Europeans re-imagined their world in its transition from the medieval to the modern. Topics to be considered will include the "renaissance" of the arts, the problems of religious reform, exploration and colonialism, the rise of science, and the expansion of the state. Through these developments, we will focus on Europeans’ changing notions of the human body, the body politic, and the natural world, as well as their re-interpretations of the proper relation between the human and the divine, the individual and the community, and the present and the past.

79-203 Social and Political Change in 20th Century Central and Eastern Europe
Intermittent: 9 units
Organized as a combination of lectures and seminar discussions, this course explores the political, intellectual, social, and cultural changes occurring in 19th century and 20th century Central and Eastern Europe. It begins with the revolution of the emergence of nationalist movements during the 19th century, to then explore the darker side of romantic nationalism as they unfolded into the radical political ideologies such as socialism and fascism of the interwar period. We will ask to what extent these earlier histories continued to subtly influence the social landscapes of post-1945 Central and Eastern Europe, thus complicating the processes of socialist modernization that the communist regimes tried to implement in the region under the close scrutiny of the USSR. The second part of the course will focus on the social and political transformations occurring at distinct moments in the history of the Soviet bloc: the 1950s Stalinalization, the 1960s De-Stalinization, the emergence of the more subtle forms of dissent in the late 1970s and the early 1980s, and the revolutions of 1989. Course materials include not only historical and anthropological readings, but also historical documents, memoirs, and documentaries. The assignments include: mandatory attendance of lectures, regular participation in the class discussions, weekly diary entries and two take-home exams (midterm and final). The diary entries aim to make you better understand the mentalities and social and political changes at an individual level, by vicariously experience the events through “your” historical character. At the beginning of the semester, you will be assigned two specific characters that you will “impersonate” throughout the semester (one at the time), bringing in material from lectures and readings to bear on “your” character’s own experiences.
79-205 20th & 21st Century Europe

Intermittent: 6 units
[Note: students who have already taken this course under its former title, 79-205, 20th Century Europe, may not enroll.] This course surveys the history of Europe from 1900 to 2000 and beyond. While it covers major political trends and social/economic changes of the 20th and early 21st centuries, it concentrates on the following themes: 1) the extraordinary violence of the Spanish Civil War and the two World Wars — and their continuing impact on politics, society, and culture; 2) social and political movements/regimes of the Far Right and of the Socialist/Communist Left; 3) the rise and crisis of the European welfare state and of the European Union; 4) the wars in the former Yugoslavia; 5) conflicts within the European Union such as Brexit and the crisis in Catalonia; 6) contemporary debates over historical memory of the Spanish Civil War, World WWII and the Balkan wars; and 7) cultural and political controversies surrounding Islam and Muslims in Europe today and re-emergent anti-Semitism in Europe.

79-206 Crime and Punishment in Early Modern Europe

Intermittent: 6 units
This mini course will examine early modern European legal institutions and their role in defining and enforcing societal norms of conduct and belief. We will focus especially on how shifting definitions of "crime" and "punishment" within the period reflected prevailing societal attitudes and anxieties toward perceived acts of deviance and persons on the margins of society. Assigned readings will examine early modern European criminal court systems, investigation and punishment of crime, and criminalization of social deviance (witches, vagrants, religious minorities and other outcasts).

79-207 Development of European Culture

Intermittent: 9 units
This course surveys the evolution of European culture from 1500-1950. It defines "culture" broadly to include not only philosophy, literature, and art but also science, manners, sexuality, morality, and religion. Lectures, readings, and discussions will introduce students to European thinking and writing on these questions. The course will place cultural change in the context of politics and society. Readings will include historical studies, novels, plays, and memoirs. Assignments will include six 3-page essays and one 6-page essay.

79-208 Witchcraft and Witch-Hunting

Intermittent: 9 units
Between the late 15th and the early 18th centuries, many Europeans became convinced that their society was threatened by a conspiracy of diabolical witches. Although Western beliefs in witchcraft and "devil worship" dated back to antiquity, the 16th and 17th centuries witnessed the most intense campaign of witch-hunting in all of Europe's history. Before it was over, the "Great European Witch-Hunt" of the early modern era cost the lives of thousands across Europe and in its colonies. And although the witch-hunts in early modern Europe and its colonies gradually came to an end, beliefs in witchcraft persist into the modern era and, in many parts of the world today, continue to generate campaigns of popular violence against alleged perpetrators. This course examines witchcraft beliefs and witch-hunting in historical perspective in both their European and colonial contexts. In addition to the early modern witch-hunts, it will address modern witchcraft beliefs and consider witch-hunting as a global problem today. It will focus on the origin and rationale of witch beliefs, the factors driving the timing and intensity of witch-hunts, and the patterns of accusations. Throughout, we will examine the many historical and regional variations in witch beliefs and prosecutions and explore how they reflect major social and cultural issues such as the relationship between "popular" and "elite" culture; religious change; state formation; gender and patriarchy; and the rationalization of law, medicine, and science. This course satisfies one of the elective requirements for the Religious Studies minor.

79-209 The Art of Historical Detection

Intermittent: 6 units
How do historians determine how and why episodes in the past transpired? This course takes students behind the scenes and acquaints them with the techniques by which historians practice their craft in interpreting historical events. Using dramatic case studies in American history, we will examine a wide array of tools and sources at the historian's disposal, among them oral evidence, photographs and images, maps, official documents, memoirs, psycho-history, popular media, historical films and fiction, and television. Through in-class workshops and solo and group assignments, students will experiment with different methods of historical analysis using a variety of source material. Students will develop a familiarity with the historian's toolbox and a new-found appreciation for the painstaking efforts that go into producing the history books they may otherwise take for granted.

79-210 Identity, Nationhood, and State

Intermittent: 9 units
This course is ONLY offered at Carnegie Mellon in Qatar. This broad introductory course to general history through the prism of literature and politics aims at appreciating humanism and identity from the distant past on. 1. It discusses the significance of language and speech aptitude as a primordial and universal trait upon which rests the possibility of association and organization. This aptitude has made humans history conscious. 2. It explores some basic facts about the pre-19th century Western tradition of governance and the place of the individual within it, along with the expansion of these European states into the world in the aftermath of the maritime navigation and colonial conquest. An emphasis is placed on the pivotal European movements of the Renaissance and Enlightenment. The first, with its humanism in the 16th century, promoted a sense of identity associated with the language spoken in ones area and the rise from the old medieval notion of suzerainty of the local gentry over local communities to the sovereignty of the monarchy of the area, thereby the nation state. The second, the 18th century Enlightenment, led to reforms and revolutions. These transformations, including the growth of literacy, have significantly marked Europe and subsequently the rest of the world that experienced European domination or influence. All this has resulted in the making of broad communities of European language speakers who are not of European descent.

79-211 Modern Southeast Asia: Colonialism, Capitalism, and Cultural Exchange

Intermittent: 9 units
When you hear the term “Southeast Asia,” what comes to mind? The Vietnam War? The ruins of the Angkor civilization? Rich culinary traditions? Or perhaps your own ethnic heritage? However you imagine it, Southeast Asia is an incredibly diverse and dynamic region that has long been integral to world affairs and whose importance continues to grow. This course offers a wide-ranging survey of Southeast Asia's peoples, their histories, and some of the issues they face today. Together we will explore the region as a “global crossroads,” where the world’s religions, economies, cultures, and politics come together in generative, sometimes traumatic, and often surprising ways.

79-212 The American Railroad: Decline and Renaissance in the Age of Deregulation

Intermittent: 6 units
Roadrails in the USA are often considered as a subject for nostalgia or public sector failure, an image largely based on passenger service. However, the USA’s private sector freight rail industry is considered a model for the world as the result of its renaissance following deregulation in 1980. This is a “stealth” industry whose history and economics are both intertwined and complex. Starting with the development of the first U. S. railroads, students will gain a basic understanding of the industry’s history and economics, with special attention to the past half-century. In addition, students will participate in small group research projects in particular areas of special interest — for example, economic history, industry culture, network economics, utility regulation or transportation policy.

79-213 The American Railroad: Decline and Renaissance in the Age of Deregulation

Intermittent: 6 units
Roadrails in the USA are often considered as a subject for nostalgia or public sector failure, an image largely based on passenger service. However, the USA’s private sector freight rail industry is considered a model for the world as the result of its renaissance following deregulation in 1980. This is a “stealth” industry whose history and economics are both intertwined and complex. Starting with the development of the first U. S. railroads, students will gain a basic understanding of the industry’s history and economics, with special attention to the past half-century. In addition, students will participate in small group research projects in particular areas of special interest — for example, economic history, industry culture, network economics, utility regulation or transportation policy.

79-214 Paris in Revolt: History, Literature, Film

Intermittent: 6 units
This course asks a simple question with a complex answer: Why is it that the modern history of the French capital has been so marked by uprisings that challenged and sometimes overthrew the existing political regime? What accounts for this political instability? We answer these questions by studying a selection of well-known examples of Paris uprisings from the period of the French Revolution (began 1789) through May, 1968. We examine major causes of the revolt, the kinds of people who led and followed it, and its consequences in the short- and longer-term. We also learn about the “culture” that surrounded political and social movements through eyewitness accounts, speeches, literature and the arts. While we are doing this, we’ll try to learn as much as we can about continuities and changes in the city itself — its population and built environment. Coursework will consist of attending lectures, responding orally and in writing to assigned readings and several films, and a comparative final essay.
79-216 Genghis Khan and the Mongol Empire  
Intermittent: 3 units  
This course examines the rise, rule, and impact of the Mongol Empire on global history. In the 13th century, Eurasia was shaken by a force of contemporary chroniclers likened to an apocalypse. Within a few decades, horsemen under the command of Chinggis (Genghis) Khan swept out of the northeastern steppe to establish the largest land empire the world would ever know. Few events in world history have inspired such fear and awe. However, the Mongol period also ushered in the so-called pax Mongolica, the first period of sustained contact and exchange across Eurasia as people, technologies, arts, biodiversity, and ideas spread throughout the Mongol domains and beyond. Questions to be examined include: Who was Genghis Khan and how did he lead a little known nomadic people to conquer much of the known world? What cultural and technological innovations aided the Mongols rise and conquest? How did Genghis’s successors rule their vast, diverse domains? What role did religion play in Mongol Eurasia? Why did a unified Mongol empire fall apart in such a relatively short period of time? And how did the Mongols and their empire help shape the world we live in today?

79-217 The War in Vietnam  
Intermittent: 6 units  
The Vietnam War, the first war to be televised, is one of the most controversial and influential events in the post-World War II history of the United States. A limited advisory role for U. S. troops to help the pro-Western government of South Vietnam fight off a Communist insurgency soon escalated to a full-scale American-led war against North Vietnam. This provoked widespread domestic protest and resistance to compulsory military service - "the Draft." Eventually, the strategic basis for U. S. foreign policy in general came into question. The U. S. withdrew combat troops and much financial support in 1973; Saigon (now Ho Chi Minh City) fell to the North in 1975 as Americans watched from their living rooms. This course covers war in Vietnam from the intervention of the U. S. in the mid-1950s through the fall of Saigon in 1975, with particular emphasis on the last decade, which saw the "Americanization" and subsequent "Vietnamization" of the war under the administrations of presidents Johnson and Nixon. It examines the military and political aspects of the war, as well as some of the social and cultural consequences in the U. S. as a result.

79-219 Modern Cuba: A Travel Guide for Millennials, 1898 to the Present  
Intermittent: 6 units  
In July 2015 Cuba and the United States re-established diplomatic relations after more than fifty years of conflict. This mini-course is intended to provide students with a guide for understanding contemporary Cuba with an emphasis on its unique relationship to the United States, a relationship that started long before the Cold War, and remains controversial long after the fall of Soviet-led communism. We will devote two weeks to exploring Cuba and its intimate relationship with the United States beginning in 1898 when Cubans gained independence from Spain only to become part of the United States’ "informal" empire. We will then examine the causes and outcomes of the 1959 Cuban Revolution led by Fidel Castro and Che Guevara, which promised to build a "new man" under socialism. The final third of the course will consider Cuba after the Cold War in order to understand how and why Cuban society is changing. Our "guide" to Cuba will include travel literature, music, film and video in addition to scholarly writings.

79-220 Screening Mexico: Mexican Cinema, 1898 to Present  
Intermittent: 6 units  
This mini-course is a survey of Mexican cinema from its origins in silent film to the present. Some areas of focus will include documentary footage and films of the Mexican Revolution (1910-1920), films of the Mexican "Golden Age" (1930-1960), and "New Mexican Cinema" from the 1990s forward. We will explore cinema as a window on Mexico's changing social, cultural and political dynamics, and as a way to probe such topics as: changing conceptions of Mexican identity; political critique and revolutionary movements; and urbanization, migration and the "drug war" in contemporary Mexico. **Please Note**: in addition to two weekly class meetings, this course also includes a required weekly film screening at 6:30 on Tuesday evenings.

79-221 Development and Democracy in Latin America  
Intermittent: 9 units  
"Development" and "democracy" are two keywords in the contemporary world. This course will use the modern history of Latin America and the Caribbean (1800s- present) to examine what these terms have meant in different times and places. Latin America is marked by major bio-cultural diversity; a long history of economic "globalization;" and revolutionary political transformations. In recent years, most Latin American nations have seen economic "growth" and converse peaceful elections, but enormous inequalities persist and environmental problems loom large. We will try to make sense of this reality via historical analysis. In so doing, we will consider long-standing debates over forms of government, economic models, the rights of citizens, the role of government in social welfare, and environmental sustainability. Course materials include scholarly writing, historical documents, current events, music and film/video. The course is discussion-oriented with minimal lecturing.

79-222 Between Revolutions: The Development of Modern Latin America  
Intermittent: 9 units  
When the Haitian Revolution began in 1789, everything south of the newly created United States was under European colonial rule, slavery was an established institution, and the Catholic Church held considerable power over the daily lives of people. However, when the Mexican Revolution began in 1910, Spanish and Portuguese colonialism had collapsed along with slavery, and the power of the church had greatly diminished. New societal institutions emerged that reflected novel ideas about the role of secular nation-states, “free market” economies, and the meanings of “civilization.” This course will use scholarly writings, fiction, film, and video to analyze the profound changes that took place in Latin American society during and between these two important revolutions. We will pay attention to the lives of both elites as well as the “everyday” people who helped to shape the region’s history.

79-233 Mexico: From the Aztec Empire to the Drug War  
Intermittent: 9 units  
This course provides a survey of Mexican history and culture over a variety of periods, from the rise of the Aztec empire, to Spanish conquest and colonization, to national independence, to the Mexican Revolution and contemporary Mexico. A wide range of topics will be addressed, such as: race, ethnicity, and indigeneity; state formation and politics; national identity and the politics of memory; migration and the border; and the drug war. Students will discuss historical and anthropological scholarship on Mexico, but will also consider cultural documents of various kinds, like Mexican music, art, and food.

79-244 Mayan America  
Intermittent: 9 units  
This course will explore the history and culture of the Maya from before the European conquest of the Americas to the present. After a survey of ancient Mayan society and of the European conquest of Mexico and Central America, we will consider the experience of the indigenous Maya under Spanish colonial rule and under the rule of Latin American nation-states in the nineteenth and twentieth centuries. Finally, we will cover the recent history of political conflict and military repression in Guatemala, the Zapatista uprising in southern Mexico, and increasing Mayan migration to the United States. Drawing upon the varied perspectives of archaeology, cultural anthropology, and social history, this course will explore several recurrent themes in Mayan America, such as: conquest, adaptation and resistance; indigenous political and communal organization; popular religion, prophecy and apocalypse; Mayan cultural and ethnic identity; “tradition” and “modernity”; state violence and human rights; and indigenous political and cultural mobilization at the local, national, and transnational levels.

79-255 West African History in Film  
Intermittent: 9 units  
West Africa is a vibrant, diverse, and rich region, which has had the largest influence demographically, culturally, socially, and linguistically on the Americas. This course will examine West Africa’s history from the pre-colonial to the independence period. It will cover such topics as states vs. stateless societies, urbanization and its role in the diverse trans-Atlantic interaction, European interaction, the trans-Atlantic slave trade, colonialism, cash crops, missionaries, nationalism, and independence. Students will understand how this dynamic region changed over time as a result of internal factors, such as state formation, as well as external factors, interaction with Muslim and European traders. Students will also be exposed to the variety of sources used by historians to reconstruct West Africa’s rich history. The course will use historical films by some of West Africa’s most famous filmmakers, such as Ousman Sembene to illustrate the diverse role of slavery and its historical change over time. Course includes two class meetings and mandatory film screenings on Tuesdays from 6:30-9:20pm.
This course provides an introduction to the study of U.S. foreign policy. Its main focus will be on problems and possibilities confronting the world today. The course will begin to put the slave trade in an African-centered perspective.

Intermittent: 9 units

This course considers the historical origins of the contemporary Arab-Israeli conflict, beginning with the decline of the Ottoman Empire and the rise of Arab nationalism and Zionism in the late 19th century and emphasizing the period of the British Mandate over Palestine (1920-1948). Students will move beyond textbooks to explore primary source documents, maps, photographs, biographies and historical testimony. For five weeks in the middle of the semester, students will immerse themselves in an extended role-playing exercise, "The Struggle for Palestine, 1936," an elaborate simulation game linked to Barnard College's "Reacting to the Past" program. Students portraying British examiners, specific Arab and Zionist characters and journalists will recreate the activities of the 1936 Royal Commission which came to Palestine to investigate the causes of an Arab rebellion and Arab-Jewish strife. This historical reenactment experience constitutes an exciting pedagogical opportunity for delving deeper into the topic material than regular coursework allows. All the role-playing will take place during regular class time, but students should be aware that they will need to devote outside time for preparation and research. Outstanding attendance is also a requirement. Regular class activity resumes at the end of the five weeks. The goal of the course is for students to develop a nuanced understanding of the various goals and priorities of all the actors in Mandatory Palestine. Running throughout the course is the question, was peace ever possible?

Intermittent: 9 units

This course begins in 1948 with the establishment of the State of Israel, the Palestinian diaspora and the first of many Arab-Israeli wars, and continues up to the present. It will examine the Arab-Israeli and Palestinian-Israeli conflicts is accompanied by attention to the search for peace and its frustration. We will also situate this conflict within the framework of the war, chaos and religious extremism currently consuming the Middle East. The course culminates in an intensive role-playing game in which students conduct simulated Arab-Israeli negotiations. For the role-playing we will be partnering with Arab and Israeli students from universities in the Middle East: real-time negotiations will take place via Facebook and continue via various social media. The simulation game experience constitutes an exciting pedagogical experiment and an opportunity for delving deeper into the topic material than regular coursework allows.

Intermittent: 9 units

This course provides an introduction to the study of U.S. foreign policy. Its main focus will be on problems and possibilities confronting the world during the Cold War as well as global political changes in the post-Cold War era and since 9/11. Important foreign policy strategies which will be discussed will be the containment strategy, the Kennedy-Johnson "flexible response," the Carter Doctrine, the democratic peace, and contemporary approaches to combating global terror. Theoretical readings in history and political science will be used as analytic filters to assess both scholarly evaluations of American foreign policy and key historical episodes.

Intermittent: 9 units

This course is only offered at Carnegie Mellon in Qatar. This course will look at the history of the Arabian Peninsula from a fresh perspective, examining human/environmental interconnections over a long period of time. In contrast to the way that Arabian history is typically taught in academia, this course will take the pre-Islamic period of Arabian history (al-jahiliyya) as seriously as the post-Islamic period, and will focus on continuities between the two periods as much as discontinuities. What is more, while conventional histories of the Arabian Peninsula focus on political and religious affairs, this course will try to understand Arabian history on a deeper level by focusing on the lifeways of the Arabian people, including pastoralism, oasis "bustan" agriculture, fishing and pearling, and shifting patterns of long-distance trade. What is more, this course will draw heavily from material from other disciplines, especially medical sciences, to better understand patterns of change over time. Finally, this course will examine to what degree these older patterns of human/landscape interactions are still valid for the Arabian Peninsula today, which has undergone a transformation almost unparalleled in world history due to the discovery of natural gas and oil.

Intermittent: 9 units

This course explores technological change and innovation in the United States in broader political, social, cultural, and business context. Questions regarding how technologies developed concurrently with the American experience from the late eighteenth century to the present will drive classroom discussion, examination of primary documents and technological artifacts, and theoretical exploration of change over time. The course especially emphasizes the twentieth and twenty-first centuries as products of a longer historical narrative.

Intermittent: 9 units

This course will examine the causes and consequences of immigration to New York City mainly struggled to find acceptance, maintain their culture around the world have acculturated and Americanized? Or have immigrants to New York City mainly struggled to find acceptance, maintain their culture?

Intermittent: 9 units
79-237 Comparative Slavery
Intermittent: 9 units
This course explores the transformation of African Americans from enslavement to the present in the contexts of social, cultural, and political histories. Historical periods include Reconstruction, the Harlem Renaissance, World War II, Civil Rights, and the Age of Barack Obama. From African American perspectives, the issues and themes include: social and political ideologies, cultural development, post-enslavement freedom, citizenship, inter- and intra-racial dynamics, and global connections. Students will improve the following skills: test-taking, essay writing, and communication. Teaching methods combine: 1. student-centered learning based on facilitation and class participation, and 2. digital access including a class website.

79-243 The Civil War in American Memory
Intermittent: 6 units
This course examines the American Civil War remains among the most cherished and fought over stories in American history. This class explores those debates. Was the Civil War fought over slavery? Was the Confederate cause noble? Did the North oppose slavery? Why do Americans flock to reenact the Civil War? What does it mean to fly the Confederate flag? Tackling ongoing debates in the news today, including recent events in Charleston, we’ll trace the roots of the Civil War through the eyes of those involved, and events leading up to it. The goal is to understand why the war continues to be one of the most defining moments in U.S. history - 150 years later.

79-244 Women in American History
Intermittent: 9 units
This course is a survey. It examines U.S. history through the eyes of women and gender. It begins in the colonial era (1600s) and runs chronologically to the present. It covers topics such as witchcraft, the story of Pocahontas, women’s work, motherhood, slavery, and much more. We will look at the lives of individual women, as well as trends among women, paying attention to questions of race and class. At the same time, we will explore changing concepts of gender, meaning ideas about what women are or should be. Finally, the course asks: how different does American history look when we factor in women and gender?

79-245 Capitalism and Individualism in American Culture
Intermittent: 9 units
This small discussion course traces ideas about individualism and capitalism in American culture from the colonial times to the present. We will focus on three main themes: 1) the relationship between capitalism, work, and identity; 2) changing definitions of success and failure; and 3) the historical origins of students’ attitudes toward 1 & 2. In short, we will study the economics and emotions of the American dream: how race, class, gender, occupation, and ambition shape our identities. Readings include “The Autobiography of Benjamin Franklin,” studies by Alexis de Tocqueville and Max Weber, writings of Frederick Douglass, Ralph Waldo Emerson, Herman Melville, Henry Thoreau, Charlotte Perkins Gilman, Andrew Carnegie’s classic essay “Gospel of Wealth,” Arthur Miller’s “Death of a Salesman,” and Malcolm Gladwell’s “Outliers.” Grading is based upon a readings journal, participation in discussion, three short essays and a longer final paper.

79-246 Industrial America
Intermittent: 9 units
This course examines the transformation of America into an urban industrial society during the 19th and 20th centuries. The transformation of work, culture, and politics will receive close attention, but the course will primarily focus on how workers defined their own labor and changes in the culture of work over time. This course will investigate how race, class, and gender informed workplace relations as well as how immigration and migration changed the nature of American work. Through lecture, discussion, and three short writing assignments we will uncover how workers defined America.

79-249 20th & 21st Century U.S. History
Intermittent: 9 units
This course examines the transformation of America into an urban industrial society through the eyes of women. It covers topics such as witchcraft, the story of Pocahontas, women’s work, motherhood, slavery, and much more. We will look at the lives of individual women, as well as trends among women, paying attention to questions of race and class. At the same time, we will explore changing concepts of gender, meaning ideas about what women are or should be. Finally, the course asks: how different does American history look when we factor in women and gender?

79-250 Running for President: Campaigns & Elections in History of American Presidency
Intermittent: 9 units
This course examines the history of presidential campaigns, focusing on the candidates, individual voters, and events involved in such contests. Using a variety of texts, ranging from debate transcripts, journalistic accounts, and scholarly works, students will analyze and understand how campaigns have come to take their current form. Though focusing on campaigns in the 20th and 21st centuries, earlier, formative contests will also be studied, allowing for discussion of how more recent campaigns (including the 2016 general election) compare to historical ones.
79-252 Recent U.S. History: 1945-Present
Intermittent: 9 units
Henry Luce, publisher of TIME magazine, labeled the 20th Century the "American Century," a phrase that took on increasing prominence with the economic and cultural boom of the United States in the decades following World War II. This course examines the political, social, and cultural history of the United States after 1945, seeking to answer the question: "How did we get from there to here?" Readings and class discussion will examine political and economic transformation, social movements, and intellectual debates over American identity and purpose within the context of new technologies, influential popular culture, shifting demographics, and international context. Primary sources, scholarly secondary readings, and period films will provide lenses into broad forces, institutional structures, and lived experiences of recent American history.

79-253 Irish History
Intermittent: 6 units
This 6-unit mini course surveys Irish history from the earliest human settlements until the present day, with emphasis on the period since the sixteenth century. Our main objective is to understand the sources of conflict in modern Ireland. In order to do that, however, we look at a number of topics such as the role of religion in Irish society; the causes of population growth, movement, and decline; changing forms of protest; and the formation of rival myths of the Irish past and its meaning.

79-256 20th Century Germany
Intermittent: 9 units
This course will trace the evolution of German politics, society, and culture from 1914 through 2000. It will consider the causes and consequences of the huge upheavals and catastrophes that Germany went through in these decades: the First World War, political revolution, National Socialism, the Second World War, the Cold War division of Germany and Germany's reunification. A major theme of the course will be Germans' artistic responses (in visual arts, fiction, and film) to their country's turmoil, crimes, and disasters in the 20th century. In addition to a survey history, students will read several novels, a memoir, eyewitness accounts, and one historical monograph. Writing requirements will include two 7-page essays on readings and a take-home final.

79-257 Germany and the Second World War
Intermittent: 9 units
This course examines the Second World War from the perspective of the country that was central to it in every way. The course will cover: Hitler's ideology, war plans, and military strategy; the military/technological history of the War in Europe and North Africa; the role of the SS; the Holocaust; the occupation of Europe and Resistance movements; the political, social, and economic history of the Third Reich, including popular opinion; the German Resistance, and the use of slave labor in factories and on farms. Readings will include historical studies, a novel, and a memoir/diary.

79-258 French History: From the Revolution to De Gaulle
Intermittent: 9 units
This survey course looks at French society and culture from the period after the French Revolution (roughly 1815) to the Nazi invasion of 1940. We first look at the multiple impacts of the Revolution on French society. We try to understand some of the lasting features of nineteenth and early-twentieth century France by studying the lives of different social groups including workers, peasants, and members of the elites. We follow the continuing problem of French political instability in the nineteenth century, trying to understand the deep rifts that divided different groups of French people from one another. We look at the devastating impacts of World War One and the Great Depression, and end with the collapse of France in 1940. Coursework is based on the use of works of fiction, film, personal memoirs, and art as well as historians' writings. Written work includes papers and in class tests.

79-259 France During World War II
Intermittent: 9 units
This course surveys the history of French society, economy, and culture in the years 1939-1945 focusing on problems that the war and German occupation presented. Understanding life under the German Occupation and the collaborationist government in Vichy also requires us to look back at major political, social and economic conditions of the 1930s that divided the French people. We use film and personal memoirs as well as recent historical studies to recreate a sense of life during the war, and try to answer such questions as: What accounts for the French military collapse of 1940? Which groups of French men and women benefited from collaboration with Germany? How did France's collaboration in the Holocaust come about? We also consider how the French people have tried to come to terms with their wartime experience since the 1940s. This course is open to all students. Students can access films both through the video collection in Hunt Library and through even screenings [days and times to be determined].

79-260 Adolf Hitler
Intermittent: 9 units
Who was Adolf Hitler? What motivated him? What did he believe? Why did Germans support him? How did he rise to power? How did he use his power? This course covers the biography of Hitler, placing his life in the political and economic context of his era. Through a combination of lectures and discussion, the class will consider: Hitler and his political movement, Hitler and his people, Hitler and his enemies, Hitler and his war, Hitler and his crimes, Hitler and his place in history. We will discuss his upbringing, personality, and strengths and weaknesses as a political leader and military strategist. We will study his worldview, including his ethno-nationalism, antisemitism, and anti-Communism. We will examine his role in the origins and implementation of the Holocaust. Readings will include works by historians, excerpts from Mein Kampf, and the writings of his fellow Nazis and other contemporaries. The class will also analyze the portrayal of Hitler in documentary and feature films. Students will write three papers; two papers of 5-6 pages each, based on in-class readings/films, and a final research paper of 12 pages, based on six outside readings.

79-261 The Last Emperors: Chinese History and Society, 1600-1900
Intermittent: 9 units
This course is an introduction to late-imperial “Chinese” history and society with a focus on the Qing dynasty (1644-1912). We begin by examining the Qing not just as the last of China’s imperial dynasties but also as an early-modern, multi-ethnic empire that included Mongolia, Tibet, and Xinjiang. In fact, China’s “last emperors” were actually Manchus from northeast Asia. Secondly we investigate the social, economic, intellectual and demographic developments that transformed late-imperial China prior to the coming of the West. Thirdly, we examine Qing responses to a string of nineteenth-century disruptions, including but not limited to western imperialism, that threatened to not only end the dynasty but also challenged the very tenants of Chinese civilization. Lastly, we will look at the fall of China’s imperial system, the end of empire, and the post-imperial struggle to reformulate the state and re-imagine society for the twentieth century.

79-262 Modern China: From the Birth of Mao ... to Now
Intermittent: 9 units
(Note: students who have already taken this course under its former title 79-262, Modern China, may not enroll.) This course is an introduction to major themes in twentieth-century Chinese history, including the transition from empire to nation, revolution, social change and modernization, western and Japanese imperialism, the rise of the party-state, Chinese socialism, economic liberalization and the so-called “Chinese Dream.” The first half of the class is devoted to the period between the fall of the imperial system and the founding of the People's Republic of China (1911-1949). If the victory of the Chinese Communist Party and development of the socialist state are to be considered in historical context, it is necessary to first understand the political, cultural, economic and ideological consequences of the First World War, the Chinese Civil War, and World War II, which immediately preceded them. During the second half of the course, we will examine the Maoist period (1949-1976). We will investigate the Chinese Communist Party as both a state-building institution and an engine of social transformation, and consider the tensions these dual roles produced. Finally, we will look at the Reform Period (1978-present), and reflect on a newly robust China’s attempts to come to terms with its own recent past and what the consequences might be for both China and the world.

79-263 Mao and the Chinese Cultural Revolution
Intermittent: 9 units
This course is an in-depth examination of China’s “Great Proletarian Cultural Revolution” (1966-1976), one of the most impactful and bewildering events of the twentieth century. It started when Mao Zedong announced that enemies had infiltrated the Communist Party that he led. Soon students were attacking their teachers, teenagers in army uniforms were raiding homes and destroying remnants of “feudal” and “bourgeois” culture, and armed fighting had erupted among factions of ordinary Chinese people. Why? What were the political and social dynamics of Maoist China that propelled it along this violent trajectory? What was everyday life like during the Cultural Revolution, an event that could be both terrifying and empowering for those that lived through it? What were the social, political and cultural consequences? How has the Cultural Revolution been judged in China and the west, and are their other possible interpretations? This class will explore these questions from a variety of perspectives and sources including documents, literature, memoir, film, academic writings, visual arts and performing arts.
79-264 Tibet and China: History and Propaganda
Intermittent: 6 units
[Note: students who have already taken this course under its former title 79-264, Tibet in History and Imagination, may not enroll.] This course is an introduction to the "Tibet Question," the dispute over whether Tibet should be part of China, an independent nation-state, or, as the current Dalai Lama now advocates, something in between. "History" often serves as the battleground on which competing visions of the nation are fought - who should be included and excluded, where "natural" boundaries begin and end. This almost always requires a process of simplification in which inconvenient details are forgotten or repurposed in the service of national agendas. The "Tibet Question" is a telling example. In this class, we investigate the historical relationship between "China" and "Tibet" from the 13th century through the present, and note the ways advocates on both sides of the "Tibet Question" have constructed historical narratives (propaganda) in support of their political positions. We will also discuss the prospects for a political solution and consider the lessons the "Tibet Question" may hold for understanding other outstanding "historical" disputes.

79-265 Russian History: From the First to the Last Tsar
Intermittent: 9 units
This course covers a broad sweep of Russian history beginning with the first settlements of tribal nomads in the ninth century and ending with the fall of the 300-year-old Romanov dynasty in 1917. Our course profiles how the Russian state was formed and how its territory expanded to become a mighty empire. Over the centuries, we make the acquaintance of Mongol marauders, greedy princes, and peasant rebels, as well as Ivan the Terrible, Peter the Great, and the long succession of reformers and reactionaries who occupied the Russian throne. We explore terrorism, general strikes, and development of the revolutionary movement that ultimately brought down the Tsar in 1917.

79-266 Russian History: From Communism to Capitalism
Intermittent: 9 units
This course covers a broad sweep of Russian history from the socialist revolution in 1917 to the collapse of the Soviet Union in the 1990s. Spanning almost a century of upheaval and transformation, the course examines the October revolution in 1917, the ruthless power struggles of the 1920s, the triumph of Stalin, the costly industrialization and collectionization drives, the battle against fascism, and the "wild west" capitalism and collapse of the social welfare state. The course provides essential background for anyone interested in understanding Russia's place in the world today and its relationship with the West.

79-267 The Soviet Union in World War II: Military, Political, and Social History
Intermittent: 9 units
On June 22, 1941, Hitler invaded the Soviet Union. German troops quickly reached the hills above Moscow, surrounded Leningrad in the longest running siege in modern history, devastated the country's economy, and slaughtered millions of Soviet civilians. Over 26 million Soviet citizens died in the war. Eventually, the Red Army came back from defeat to free the occupied territories and drive Hitler's army back to Berlin. Using history, films, poetry, veterans' accounts, documentaries, and journalism, this course surveys the great military battles as well as life on the home front. It highlights the rise of fascism, the Stalinist purges of the Red Army, and the Nazi massacres of Soviet Jews, peasants, and partisans. Occasional required evening film screenings.

79-268 World War I: The Twentieth Century's First Catastrophe
Intermittent: 9 units
This course offers a comprehensive retrospective of the First World War (1914-1918). The course will cover the diplomatic, military, political and social history of the war. Guiding questions will be: How did a containable crisis between Austria-Hungary and Serbia become the most murderous war Europe had ever experienced? How did the war spill over into the Middle East? Why did the US enter the war? Why did every General Staff follow unimaginative military strategies that turned the war into a bloody horror for soldiers? What was the role of women and women's rights on the home front? How did the war lead to two major revolutions and the collapse of four powerful empires? Readings will include 5 or 6 outstanding secondary historical studies as well as internet search/reading in preparation for class debates. Students will write three 7-8 page essays and participate in two debates.

79-270 Anti-Judaism & Anti-Semitism in Europe: From the Middle Ages to the Holocaust
Intermittent: 6 units
This mini course will examine the history of anti-Jewish hatred and violence from the Middle Ages through the Holocaust. The course will focus on representative case studies, texts, and films. These will include pre-modern incidents of "fake news" such as the medieval rumor of "blood libel" that unleashed massacres and mass expulsions of Jews from countless communities. In examining the rise of modern anti-Semitism we shall focus on debates over Jewish assimilation and citizenship and consider the popular impact of the print media's dissemination of conspiracy theories of Jewish world domination, including the infamous forgery "The Protocols of the Elders of Zion." We will also examine cases of mass anti-Jewish violence, known as pogroms, in Eastern Europe and Russia, and the genocidal onslaught against European Jewry by the National Socialist regime. Finally, we will discuss the resurgence of anti-Semitism in contemporary Europe.

79-273 Jews and Muslims in History
Intermittent: 9 units
What is the history of Muslim-Jewish interaction beyond the Palestinian-Israeli conflict and the images of violence in the Middle East that permeate the media? The overarching goal of this course is to explore this question through close study of the history of Jews and Muslims who lived as neighbors, in cooperation as well as in conflict in the Middle East, North Africa and Europe, from the rise of Islam in the seventh century to the present day. Our sources will include works of scholarship, primary source texts such as religious queries and government documents, journalistic materials, memoirs, and films.

79-274 Russian Culture: Literature, Music, Art, and Theater
Intermittent: 9 units
What is the history of Muslim-Jewish interaction beyond the Palestinian-Israeli conflict and the images of violence in the Middle East that permeate the media? The overarching goal of this course is to explore this question through close study of the history of Jews and Muslims who lived as neighbors, in cooperation as well as in conflict in the Middle East, North Africa and Europe, from the rise of Islam in the seventh century to the present day. Our sources will include works of scholarship, primary source texts such as religious queries and government documents, journalistic materials, memoirs, and films.

79-275 Introduction to Global Studies
Spring: 9 units
"Globalization" is a familiar term that is often used to invoke the idea that places around the world are rapidly becoming more interconnected. This is so, but it is also true that this is far being from a simple or harmonious process. Rather, "globalization" involves a wide range of uneven and disputed cultural, political, economic, and social developments that often influence one another but vary markedly in their significance, impact, and intensity. Economic crisis, impoverishment, rising inequality, environmental degradation, pandemic disease, and militant ethnic, religious, and nationalist movements are just as much a part of the contemporary global landscape as are technological innovation, instantaneous communication, shifts in the global division of labor, the creation of new wealth and knowledge, the promotion and defense of human rights, and the rise of cosmopolitan values and perspectives. This course introduces you to important ways of thinking about globalization and will acquaint you with the kinds of research, evidence, and information upon which these kinds of thinking rely. It serves as a foundation for further study of the contemporary world in advanced Global Studies courses.

79-276 Beyond the Border
Intermittent: 6 units
In this course we will consider the historical emergence and transformation of the U.S.-Mexico border, as much as an idea as a physical boundary. Our explorations will be far-ranging: from the initial encounters of Christopher Columbus and Hernán Cortés with indigenous populations, to social, cultural and political dynamics of the borderlands in subsequent centuries; from the experiences and practices of cross border migrants, to contemporary immigration debates and policies surrounding migration, border control and walling, and the deportation of unauthorized migrants.

79-277 Tibet and China: History and Propaganda
Intermittent: 6 units
[Note: students who have already taken this course under its former title 79-264, Tibet in History and Imagination, may not enroll.] This course is an introduction to the "Tibet Question," the dispute over whether Tibet should be part of China, an independent nation-state, or, as the current Dalai Lama now advocates, something in between. "History" often serves as the battleground on which competing visions of the nation are fought - who should be included and excluded, where "natural" boundaries begin and end. This almost always requires a process of simplification in which inconvenient details are forgotten or repurposed in the service of national agendas. The "Tibet Question" is a telling example. In this class, we investigate the historical relationship between "China" and "Tibet" from the 13th century through the present, and note the ways advocates on both sides of the "Tibet Question" have constructed historical narratives (propaganda) in support of their political positions. We will also discuss the prospects for a political solution and consider the lessons the "Tibet Question" may hold for understanding other outstanding "historical" disputes.
79-277 From Venice to Chicago: How "The Ghetto" Came to America
Intermittent: 6 units
This course will explore the genealogy of the term "ghetto". For most Americans, "ghetto" probably makes them think of poor urban neighborhoods, or of Jews living under Nazi oppression. Most do not know that the first ghetto was established 500 years ago, to keep Jews separate from Catholics. After quickly reviewing how ghettos spread throughout early modern Europe, the course will shift its focus to the Americas. We will examine when and how the term "ghetto" arrived in the United States, and how the use and application of the term changed before the 1930s. For the majority of the course we will study how "ghetto" became associated with black urban neighborhoods, and what role local, state, and federal governments played in forming postwar American ghettos. By the end of the course students should better understand the origins of current urban policy and will be prepared to critique and make arguments about how urban policy is often used as a political tool.

79-278 How (NOT) to Change the World
Intermittent: 9 units
Everyone, it seems, wants to "change the world." Aspiring to enact positive change is what motivates me as a professor and, I suspect, what has drawn many of you to pursue higher education. But what form do our noble aspirations take in practice? What assumptions do we bring with us when we set out to change the world and with what (unintended) consequences? How do others go about pursuing change and how might we engage with their efforts? In this course, we will critically examine a diverse set of attempts to bring about change, taking time to interrogate the cultural values and social structures that shape them. These will include some of our own engagements (e.g., campus activism, volunteering abroad), those of nearby communities (e.g., regional environmental-justice activism), and some that may be more distant from our everyday lives (e.g., Indigenous resistance). Applying concepts from anthropology and critical social theory, we will consider examples from around the world while engaging with diverse perspectives, including those of scholars, practitioners, and activists.

79-279 Comparative Study of Nationalism Case Studies: USA, Arabia, South Africa
Intermittent: 9 units
This course is offered only at Carnegie Mellon's campus in Qatar. This course, dealing with a significant historical question of the past century, will enable students to develop a deeper understanding of the origins of many contemporary states as well as problems in former colonies. Participants will work individually or in teams on research papers pertaining to their chosen countries.

79-280 Coffee and Capitalism
Intermittent: 9 units
[Note: students who have taken the mini course, 79-280, Brewing Revolution? Coffee and Social Change from Adam Smith to Starbucks, may not enroll.] What role has coffee played in connecting people and places to capitalist markets and consumer cultures? What are the economic, social, and environmental consequences of these connections? How did espresso change from an "ethic drink" to something served at McDonalds? Why do college students (and professors!) hang out at coffee shops? This course will answer these and more by using the history of coffee to think about the changing nature of capitalism, and the history of capitalism to understand changes in the coffee world. We will follow the spread of coffee and capitalism across the globe, with excursions to places where people grow coffee (Ethiopia, Yemen, Indonesia, Brazil, and Costa Rica), and also where they drink coffee (Seattle, Tokyo, Seoul, New York, and Berlin). In the process, we will confront global problems linked to economic inequality, trade, gender relations, and environmental degradation. Course meetings will combine interactive lecture and group discussions. Assignments will include journal responses, short quizzes, and a final project in which students will write a script that tells a story about coffee and capitalism.

79-281 Introduction to Religion
Intermittent: 9 units
Religion can be viewed from the "outside," through the academic lenses of history, sociology, psychology, philosophy, etc., and from the "inside," listening to the experiences and reflecting upon the practice of various faiths. The course will examine major religious traditions from several perspectives, and begin to explore such topics as the relationship between religion and science, faith and reason, and religion in public life. This course is aimed at students with a general interest in religion, as well as those contemplating a Religious Studies minor.

79-282 Europe and the World Since 1800
Intermittent: 9 units
This course will introduce students to topics of historical and contemporary relevance in European society and culture from the nineteenth-century to the present. The course will focus on issues of national and cultural identity with special attention to the situation of inhabitants who have been considered outsiders or “others.” We shall examine Europe's place in shaping debates—both new and old—about topics such as: religious, ethnic, and national identity; immigration to and within Europe; Islamophobia; anti-Semitism, and marginalization of the Roma. Throughout the course we shall also consider the shifting meanings that have been assigned to the concept of Europe as well as how these meanings have been contested. In addition to class lectures, students will become familiar with these themes through the reading and discussion of historical and anthropological texts, current political and cultural debates, music and film.

79-283 Hungry World: Food and Famine in Global Perspective
Intermittent: 9 units
The science and technology of the Green Revolution in the second half of the 20th century were heralded as a miracle. Agricultural science promised seeds, peasants, companies, governments, scientists, economists, exporters, and planners would work together to support growing populations, especially in the post-colonial world. The human population on Earth reached 6 billion by the year 2000; 7.6 billion were estimated around 2017. The United Nations predicts 8.6 billion by 2030. Awareness of living in this unique period of human history brought new debates among scholars, practitioners, and planners thinking about the critical role of agriculture and development on Earth. How can we conceptualize, hope, and plan for best possible outcomes for a human population that depends on agriculture and development? How has the legacy of the Green Revolution encouraged (or betrayed) public enthusiasm for innovative fixes? This interdisciplinary course will use methods and case studies drawing on History, Historical Demography, Anthropology, Cultural Studies, Regional Studies, Geosciences, and Agricultural Sciences, and International Economic Development. If students wish to pursue a particular thematic or regional interest, there will be room in this course to explore particular cases in depth.

79-284 Introduction to Archaeological Methods: The Social Life of Things
Intermittent: 9 units
This course serves as an introduction to archaeological research methods, including the theory and techniques archaeologists use to understand the ancient world. People leave their mark on the natural world, and create artificial environments, in ways deeply tied to culture, practice, and experience. Over the last 150 years, archaeologists have developed many effective methods for studying the past. How can we better understand people by exploring the physical world in which they lived? How can we evaluate competing interpretations of the past? This course will critically review the research history of, research methods in, and current problems and issues in archaeology.

79-286 Archaeology: Understanding the Ancient World
Intermittent: 6 units
This course will familiarize students with archaeology as a field, including the techniques and methods archaeologists use to test hypotheses using archaeological data. Secondary objectives are to provide students with a framework for understanding the many archaeological sites that are open to the public across the United States and around the world and to explore problems having to do with the method and practice of archaeological investigation.

79-287 The Mummy's Curse: Uses and Abuses of Archaeology
Intermittent: 6 units
Popular representations of ancient civilizations often present fantastical versions of the past. This course will examine popular topics such as cursed mummies, ancient aliens, lost cities, and other alternative archaeologies to understand how they intersect with academic understandings of archaeology and human history. Students will explore how archaeologists and others answer questions about the past, and how we can evaluate competing interpretations.
There are no questions to answer in the given text. The text is a list of course descriptions, including course titles, brief descriptions, credit units, and notes about prerequisites or content. Each course description is followed by a brief explanation of its objectives and content. The courses cover a wide range of topics, including history, science, religion, and modern issues such as globalization, human rights, and social media. The courses are offered by Carnegie Mellon University in Qatar, and the department provides courses in various fields such as history, anthropology, and science.

For example, one course is titled "Race Relations in the Atlantic World" and is offered intermittently with 9 units. The course description is as follows: "This course is an analysis of the dynamics of race relations in the Atlantic world through the intersections of race, gender and social class. We will explore the socio-historical and present interactions of "the races" and the construction of racial identity in a variety of circumstances and cultures. We will also use film, music, literature, and concrete examples from world events to examine the asymmetrical power relations that have developed between populations living in close proximity. An important aspect of the course will be the deconstruction of whiteness, blackness, otherness, and the norm in the context of group interaction and the distribution of power. The focus of this class will be on specific examples from North America, the Caribbean, and Latin America."

Another course is titled "Religion in American Politics" and is offered intermittently with 6 units. The course description is as follows: "This course will provide an historical perspective on the role of religion in public life from the late 18th century to the present, including religion's influence on political parties and public policies, and the boundaries set by the Constitution on such activity."

The course descriptions are well-organized and provide a clear overview of the content and objectives of each course. They are presented in a standard academic format, making it easy for students to understand the information and make informed decisions about their course selection.
79-300 History of American Public Policy
Intermittent: 9 units
This course will describe and analyze aspects of the development of public policy in the United States from the colonial era to the present, with a focus on the post-Civil War era. For the purposes of this course, public policy will be defined as the making of rules and laws and their implementation by government in an attempt to achieve a particular normative vision of what society ought to be like. This course will require extensive reading of policy positions, legal decisions, and historical analyses of policy debates. Particular emphasis will be placed on changing views about the authority of the government to intervene in economic and social issues; the best way to balance individual and collective interests; and the variability within society of the life courses of individuals. Topics to be covered include immigration, health care and health insurance, and education; assignments may include reading quizzes, in-class debates, and policy position papers.

79-301 History of Surveillance: From the Plantation to Edward Snowden
Intermittent: 6 units
Edward Snowden’s revelations about the extent of the U.S. National Security Agency’s data collection infrastructure have made surveillance one of the most controversial political issues of our time. In this course, we will place the NSA’s actions in context, examining the long history of surveillance in the United States. We will begin with the 18th-century plantation “ overseer,” who was charged with ensuring the productivity and obedience of slaves under his watch. We will then move on to explore the emergence of commercial surveillance in the 19th century, which sought to gather intelligence on the credit worthiness and moral worthiness of businessmen in a rapidly growing, and increasingly impersonal, economy. Next, we will examine the shifting focus of surveillance from the late 19th century to the present, as it expanded from immigrants and criminals to include industrial workers, political radicals, civil rights activists (most notably Martin Luther King), the poor, and, ultimately, all of us. Today, anyone who has a cell phone in their pocket, surfs the Internet, keeps up with friends through social networks, makes purchases with a credit card, uses membership cards, travels, or even just spends time in public spaces ought to assume that their movements, purchasing habits, communication metadata, social connections, and Internet browsing histories are being recorded, stored and analyzed for a variety of governmental and commercial purposes. In the final week of the course, we will debate the implications of these incursions into our public and private lives.

79-302 Killer Robots: The Ethics, Law, and Politics of Lethal Autonomous Weapons System
Intermittent: 6 units
[Note: students who have already taken this course under its former title 79-302, Drone Warfare and Killer Robots: Ethics, Law, Politics, and Strategy, may not enroll.] Unmanned aerial vehicles (drones) have become a central feature of the United States’ global counterterrorism strategy since September 11, 2001, and autonomous weapons systems (often called “killer robots” by critics) are increasingly being integrated into military arsenals around the world. This course explores the profound ethical, legal, and policy questions that arise when we deploy autonomous weapons systems on the battlefield. We will examine the role of technology in modern warfare, the legal and ethical frameworks that govern the development and use of autonomous weapons systems, and the potential implications of this technology on international relations, military strategy, and the nature of war. In the final week, we will engage in a debate on the future of lethal autonomous weapons systems and their potential impacts on global security.

79-303 Pittsburgh and the Transformation of Modern Urban America
Intermittent: 6 units
This course will focus on the transformations, both positive and negative, of Pittsburgh and the Pittsburgh region in the period from 1945 through the present. It will explore the following themes: the redevelopment of the city in the Pittsburgh Renaissance; urban renewal and its consequences; the collapse of the steel industry and its impacts; the development of an Eds/Meds service economy; air, land and water environmental issues; and the city’s changing demographics.

79-304 African Americans in Pittsburgh
Intermittent: 6 units
This course will examine the development of Pittsburgh’s African American community from the Great Depression and World War II through the era of deindustrialization during the late 20th and early 21st centuries. The course will emphasize not only the ways that a variety of external socioeconomic, cultural, and political forces shaped the history of black people in western Pennsylvania, but also the diverse strategies that African Americans devised to give meaning to their own lives and how these changed over time. Students will read both primary and secondary accounts of Pittsburgh’s African American history; write short analytical papers on specific topics or themes; and engage in regular classroom discussions of assigned readings.

79-305 Moneyball Nation: Data in American Life
Intermittent: 9 units
From conducting clinical trials and evaluating prisoners’ parole cases to drafting professional ballplayers, we increasingly make decisions using mathematical concepts and models. This course surveys the development of—and resistance to—such tools by grounding them in the recent cultural history of the United States. Focusing on baseball, medicine, and the law, we will explore how and why Americans have come to believe mathematical and computational methods can solve complicated problems, even in seemingly unrelated moral, political, and social domains. The course encourages students to think critically about the wider implications of these transformations by situating their development historically.

79-306 Fact into Film: Translating History into Cinema
Intermittent: 9 units
From the very beginning, film has provided a window into the past. But how useful are the images we see through that window? For every person who reads a work of history, thousands will see a film on the same subject. But who will learn more? Can written history and filmed history perform the same tasks? Should we expect them to do so? How are these two historical forms related? How can they complement each other? This course will draw examples from across the history of film in order to examine how the medium of film impacts our understanding of facts and events, the ways that film transfers those facts to the screen, and how that process affects the creation of historical discourse. Films may include such titles as The Fall of the Roman Empire, The Gunfight at the O.K. Corral, Saving Private Ryan, World Trade Center, Enemy at the Gates, Lagaan and Hero.

79-307 Religion and Politics in the Middle East
Intermittent: 9 units
This course looks at the historic relationship among Islam, Judaism and Christianity and what they have to say about the nature of government, the state's treatment of religious minorities, and relations among states in the Middle East. We will consider the impact of religion on domestic and foreign policy in selected Middle Eastern countries and examine the role of religion in fueling conflicts, the phenomenon of religious fundamentalism, the challenge and opportunity this presents to the United States, and the potential for religion to help advance Middle East peace. We will take advantage of the unpreceded access to Middle East since 2011 and use contemporary social media to contact people on the ground in the states we are studying to produce "updates" as to where religion and politics seem to be intersecting at this time.

79-308 Crime and Justice in American Film
Intermittent: 9 units
Films dealing with criminal activities and criminal justice have always been popular at the box office. From the gangsters of the Thirties and the film noir of the Fifties to the more recent vigilante avenger films of Liam Neeson, the film industry has profited from films about crime and its consequences. How those subjects are portrayed, however, tells us a great deal about larger trends in American history and society. Every imaginable type of criminal activity has been depicted on screen, as have the legal ramifications of those acts. But these films raise profound questions. What is the nature of crime? What makes a criminal? Are there circumstances in which crime is justified? How do socioeconomic conditions affect the consequences? How fair and impartial is our justice system? Perhaps most importantly, how do depictions of crime and justice in popular media influence our answers to these questions? This class will utilize a variety of films to discuss the ways in which popular media portray the sources of crime, the nature of criminals, the court and prison systems, and particular kinds of criminal acts. Films to be screened may include such titles as The Ox-Bow Incident, Out of the Past, 12 Angry Men, Young Mr. Lincoln, Brute Force, The Equalizer, Jack Reacher, and Minority Report. By thoroughly discussing these films and related readings we will be able to trace the various changes in attitude towards crime and justice in America over the last century.

79-309 Fact into Film: Translating History into Cinema
Intermittent: 9 units
From the very beginning, film has provided a window into the past. But how useful are the images we see through that window? For every person who reads a work of history, thousands will see a film on the same subject. But who will learn more? Can written history and filmed history perform the same tasks? Should we expect them to do so? How are these two historical forms related? How can they complement each other? This course will draw examples from across the history of film in order to examine how the medium of film impacts our understanding of facts and events, the ways that film transfers those facts to the screen, and how that process affects the creation of historical discourse. Films may include such titles as The Fall of the Roman Empire, The Gunfight at the O.K. Corral, Saving Private Ryan, World Trade Center, Enemy at the Gates, Lagaan and Hero.

79-307 Religion and Politics in the Middle East
Intermittent: 9 units
This course looks at the historic relationship among Islam, Judaism and Christianity and what they have to say about the nature of government, the state's treatment of religious minorities, and relations among states in the Middle East. We will consider the impact of religion on domestic and foreign policy in selected Middle Eastern countries and examine the role of religion in fueling conflicts, the phenomenon of religious fundamentalism, the challenge and opportunity this presents to the United States, and the potential for religion to help advance Middle East peace. We will take advantage of the unpreceded access to Middle East since 2011 and use contemporary social media to contact people on the ground in the states we are studying to produce "updates" as to where religion and politics seem to be intersecting at this time.

79-308 Crime and Justice in American Film
Intermittent: 9 units
Films dealing with criminal activities and criminal justice have always been popular at the box office. From the gangsters of the Thirties and the film noir of the Fifties to the more recent vigilante avenger films of Liam Neeson, the film industry has profited from films about crime and its consequences. How those subjects are portrayed, however, tells us a great deal about larger trends in American history and society. Every imaginable type of criminal activity has been depicted on screen, as have the legal ramifications of those acts. But these films raise profound questions. What is the nature of crime? What makes a criminal? Are there circumstances in which crime is justified? How do socioeconomic conditions affect the consequences? How fair and impartial is our justice system? Perhaps most importantly, how do depictions of crime and justice in popular media influence our answers to these questions? This class will utilize a variety of films to discuss the ways in which popular media portray the sources of crime, the nature of criminals, the court and prison systems, and particular kinds of criminal acts. Films to be screened may include such titles as The Ox-Bow Incident, Out of the Past, 12 Angry Men, Young Mr. Lincoln, Brute Force, The Equalizer, Jack Reacher, and Minority Report. By thoroughly discussing these films and related readings we will be able to trace the various changes in attitude towards crime and justice in America over the last century.
79-309 The Chinese Revolution Through Film (1949-2000)  
Intermittent: 9 units  
This course is about both film and history. It is not a detailed history of film, but rather introduces some key issues of modern Chinese history and examines how that history is treated in film. Most of the films are made in China (including Taiwan and Hong Kong) but some are produced in the west. Topics that may be explored include the rise of the Communist Party, life in Maoist China, the Cultural Revolution, the Cold War/anti-imperialism, depictions of China's minority peoples, and the Reform-era under Mao's successors. Along with feature movies, we may view documentaries, propaganda films, TV shows and even music videos. In addition to providing a general history of the period, accompanying readings and assignments explore the social context and methodology of the films while developing critical skills in writing, analysis, and historical imagination.

79-310 Modern U. S. Business History: 1870 to the Present  
Intermittent: 9 units  
This course explores the development of American business within its economic, political, and social context from the late nineteenth century to the present. Through the lens of "history of capitalism," readings and discussions will explore the interconnections of State and Market in the twentieth century United States that shaped how, why, and where business transactions occurred. Particular attention will be paid to the institutional, social, technological, environmental, labor, and cultural context in which American commerce developed, from the rise of the modern corporation in the late nineteenth century to the emergence of a true information economy in the twenty-first. Students will encounter primary sources, scholarly secondary readings, business case studies, and cultural artifacts as they explore how business functioned and changed over time in an American context.

79-311 Paleokitchen: Food and Cooking in the Ancient World  
Intermittent: 6 units  
From home cooking to haute cuisine, people are passionate about food. But what did people eat in the ancient world? This class will center around the origins of the human diet, including human dietary adaptation to diverse ecological and technological situations; social, cultural, behavioral, and ecological factors which influenced diet in ancient societies; and the origins of cuisines around the world.

79-312 Archaeology of Death  
Intermittent: 6 units  
Ancient tombs, dusty crypts, frozen bodies, mummies, and cemeteries are the stuff of adventure and fiction. Archaeologists examine causes of death in the past, and study how ancient peoples dealt with the dead, to learn about life in the past. This course will explore mortuary patterns (the treatment of the dead) in order to reconstruct prehistoric social organization. We will also discuss archaeological approaches to paleopathology and patterns of mortality in past populations.

79-313 "Unwanted": Refugees, Asylum Seekers, and Patterns of Global Migration  
Intermittent: 6 units  
What is home? What does it mean to belong, or not belong? What does it mean to be mobile? Is mobility a privilege or a curse? How do experiences of migration, exile, and displacement shift one's understanding of home? This course will examine the emerging patterns of migration, mobility, and displacement in today's world. We will engage with anthropological and sociological analyses of global migrations of people, capital, and ideas; social inequalities; "economic" and "environmental" refugees; new forms of political organization and governance (international, grass-roots, supranational); and new forms of political control (surveillance, "profiling," militarization of borders, and race-related forms of rejection and violence). The grade will be based on participation in class discussions, one in-class presentation, and a reading diary, which will include written comments on the class readings posted weekly on Canvas.

79-314 The Politics and Culture of Memory  
Intermittent: 9 units  
What is the relationship between an individual person and collective memories? How do societies "remember"? This course proposes an interdisciplinary approach to the relationship between memory and history. It explores various ways in which societies have mobilized their remembrances of the past for political and economic ends in the present; how and whose memory began to matter in a global 20th century; and how individual testimonies have highlighted the role of body, experience, trauma, and nostalgia for writing new, more inclusive and heterogenous histories. We will analyze how the politics of memory intermesh at a local and global scale, via a set of case studies that focus on: the use and erasure of the past in post-1945 Western and Central Europe; political violence, civil war, and reconciliation in post-1990 Guatemala; and the role of remembrance and testimony for claims of moral retribution in the aftermaths of colonialism (the Mau Mau in Kenya). The course is organized as a discussion-based seminar. The requirements include: mandatory attendance, one in-class presentation on a course topic, weekly discussion questions/comments submitted through CMU Box, and two essays based on the class readings (9-10 pages each, double spaced).

79-315 Thirsty Planet: The Politics of Water in Global Perspective  
Intermittent: 9 units  
Water is necessary for all forms of life on Earth. The purpose of this course is to introduce students to social and political aspects of water, using in-depth case studies that draw on a variety of perspectives. Examples of regional water projects we'll study include traditional tank irrigation in South India; international negotiations along the Nile River; and the U.S. Government in negotiation with native activists and fisheries on the Columbia River. In addition to regional variety, readings will explore a variety of themes, for example, water and gender; water and armed conflict; and water and private companies versus public management. By the end of this course, students should be able to articulate their own answers to these questions: How have global organizations and participants characterized, enacted, and addressed problems of water supply and delivery for those who need it most? How do particular regions reflect global trends in water resource development, and how might these diverge from global trends? How have social and environmental studies in the literature of development come to understand the problem of water? One set of readings is assigned each week. Students should be prepared to discuss each week's readings in a thoughtful way during class meeting time.

79-316 Photography, the First 100 Years, 1839-1939  
Intermittent: 9 units  
Photography was announced to the world almost simultaneously in 1839, first in France and then a few months later in England. Accurate "likenesses" of people were available to the masses, and soon reproducible images of faraway places were coming to all. This course will explore the earliest image-makers Daguerre and Fox Talbot, the Civil War photographs organized by Mathew Brady, the introduction in 1888 of the Kodak by George Eastman, the critically important social documentary photography of Jacob Riis and his successor, Lewis Hine, the Photo-Secession of Alfred Stieglitz, the Harlem Renaissance of James VanDerZee, the precisionist six photographers Ansel Adams, Imogen Cunningham, and Edward Weston, and other important photographers who came before World War II. The class will be introduced to 19th century processes, such as the daguerreotype, tintype, and ambrotype, as well as albumen prints, cyanotypes, and more.

79-317 Art, Anthropology, and Empire  
Intermittent: 9 units  
This seminar will explore the anthropology and history of aesthetic objects, as they travel from places considered "primitive" or "exotic," to others deemed "civilized" or "Western." First, we will consider twentieth-century anthropological attempts to develop ways of appreciating and understanding objects from other cultures, and in the process to reconsider the meaning of such terms as "art" and "aesthetics." Then we will discuss several topics in the history of empire and the "exotic" arts, including: the conquest, colonization and appropriation of indigenous objects; the politics of display and the rise of museums and world fairs; the processes by which locally-produced art objects are transformed into commodities traded in international art markets; the effects of "exotic" art on such aesthetic movements as surrealism, etc.; and the appropriation of indigenous aesthetic styles by "Western" artists. Finally, we will consider attempts by formerly colonized populations to reclaim objects from museums, and to organize new museums, aesthetic styles, and forms of artistic production that challenge imperialism's persistent legacies.
79-318 Sustainable Social Change: History and Practice
Intermittent: 9 units
If you wanted to change the world, who would you ask for guidance? Mahatma Gandhi? Rachel Carson? Nelson Mandela? In this interdisciplinary course, we will examine the history of efforts to create sustainable social change. Through a series of targeted case studies, we will examine the successes and failures of notable leaders, past and present, who strove to address social problems nonviolently and to create lasting improvements in fields such as education, healthcare, and human rights. In keeping with the example of the people we will be studying, we will bring our questions and our findings out of the classroom through a variety of creative, student-driven experiments in sustainable social change.

79-319 India through Film
Intermittent: 9 units
Bollywood films attract hundreds of millions of viewers, not just in India but throughout the world. The name “Bollywood” makes it seem that the Indian film industry is a junior partner, merely an echo of Hollywood. But more films are made in Mumbai every year than in Los Angeles. And Mumbai is only one of many film hubs in India. The rich diversity of Indian cinema speaks to the equally rich history of India itself. This course uses Indian movies to examine several key themes in India’s history. We will focus on the twentieth century and on questions of democracy, diversity, and development. This course includes a mandatory film screening on Wednesday evenings beginning at 6:30pm.

79-320 Women, Politics, and Protest
Intermittent: 9 units
This course examines the history of women’s rights agitation in the United States from the early nineteenth-century to the present. It investigates both well-known struggles for women’s equality—including the battles for women’s voting rights, an Equal Rights Amendment, and access to birth control—and also explores the history of lesser-known struggles for economic and racial justice. Because women often differed about what the most important issues facing their sex were, this course explores not only the issues that have united women, but also those that have divided them.

79-321 Launching the Presidency: The First 100 Days
Intermittent: 6 units
Since Franklin D. Roosevelt “set an impossible standard” after his whirlwind first 100 days in office, U.S. Presidents have been judged on their action (or inaction) during their honeymoon period. This course will analyze historically the political, policy, and institutional issues faced by presidents immediately after taking office, including the presidency of Donald Trump.

79-322 Stalin and the Great Terror
Intermittent: 9 units
Joseph Stalin has been vilified and praised, damned and worshipped. He left behind a mixed and complex legacy. He created an industrialized modern economy in the Soviet Union and won a great and painful victory over the Nazis. At the same time, he built a police state, sent millions to labor camps, and destroyed the possibilities for socialist democracy. When he died, thousands of Soviet citizens wept at his funeral. This course will combine elements of biography and social history to examine Stalin, the man, and Stalinism, the phenomenon. Using history and film, we will explore one of the most complicated and influential dictatorships of the 20th century.

79-323 Family, Gender, and Sexuality in European History, 500-1800
Intermittent: 9 units
The medieval and early modern periods witnessed a transformation in the cultural and social understandings of gender. During this period, the mutable sexual categories of the pre-modern world evolved into the definitions of masculinity and femininity recognizable today. This course examines these changes in the understanding of gender and the family in Europe in the medieval and early modern periods, drawing upon readings in gender history, marriage and the family, and the history of sexuality. We will explore the ideal of Christian marriage and family and examine how the “ideal” compared to the reality on such issues as marriage practices, family, gender roles, and sexuality. We will also explore the fashioning of female and masculine gender norms and the construction of the male and female sense of self over time. In the process, we will examine the larger historiographical issue of the use of gender as a tool of historical analysis.

79-324 #MeToo: Naming and Resisting Gender Violence
Intermittent: 6 units
#MeToo represents a sea change in society’s response to gender-based violence. But what is sexual harassment, exactly? When does something cross over into being inappropriate? Would you always know violence when you see it? Chances are, you wouldn’t. Focusing on the U.S., this class dives into where we are, and how we got here. It addresses gender-based violence as a public health & human rights issue. It will delineate the legal and social definitions of gender violence, explore how these definitions function both positively and negatively, and examine the long history of protest that has culminated in this moment. Come join the conversation!

79-325 U.S. Gay and Lesbian History
Intermittent: 6 units
US Gay and Lesbian History offers an overview of the changing context and circumstances of sexual minorities in American culture. From early constructions of moral opprobrium, criminal deviance or medical pathology, the LGBT community emerged in the twentieth and twenty-first century as a political constituency and a vital part of contemporary society. Students should be aware that this course will necessarily address issues of intimate relations and sexuality as well as broader historical issues.

79-326 German History through Film
Intermittent: 6 units
This course offers both a history of German cinema and a survey of 20th-century Germany as seen through German films. As film history, the course introduces students to movies spanning the silent era, Nazi films, the West German New Wave, socialist cinema, and post-unification movies. We will consider stylistic and technical trends as well as dramatic content. As a course in German history, the course sets major movies from each era against a backdrop of political, social, and cultural developments. We will also analyze the portrayal of World War II and the Third Reich in films made after 1945. We will view approximately 18 films, mostly in class but several outside of class. Readings will include works on the history of German film and a textbook on 20th-century German history. Writing will consist of three 5-page essays and one 8-10 page paper.

79-327 Modern Girlhood: Historical and Contemporary Perspectives
Intermittent: 6 units
Through primary documents, film and popular media, material culture, and interdisciplinary scholarship from the emerging field of girl(hood) studies, this course will examine historical conceptions of girlhood and accounts of girls’ lives, to contemporary concerns and representations. In seeking to understand the meaning and experience of "modern" girlhood, our focus will primarily be on the 20th and 21st century American experiences, though at times we may look to perspectives from earlier periods and elsewhere in the world. Because there is no single experience or representation of girlhood, we will pay attention to the ways that girlhood is lived and constructed through the frameworks of race, class, culture, and geographic specificity.

79-328 Photographers and Photography Since World War II
Intermittent: 9 units
Invented in 1839, photography was a form of visual expression that immediately attracted a large public following. Starting around 1900, photography was practiced with two dominant strands. One of these firmly believed in the power of photographs to provide a window on the world, and was led by Lewis Hine, whose documentary photographs for the National Child Labor Committee helped to ameliorate living and working conditions for thousands of immigrant children. The other strand adhered to the philosophy of Alfred Stieglitz who adamantly affirmed that photographs were first and foremost reflections of the soul and were art objects, equal to painting, drawing and sculpture. These two schools of thought guided photographers throughout the twentieth century. This course explores in depth the tremendous range of photographic expression since World War II and examines in particular the contributions of significant image-makers such as Helen Levitt, W. Eugene Smith, Robert Frank, Diane Arbus, Garry Winogrand, Charles "Teenie" Harris, Cindy Sherman, Carrie Mae Weems, Nan Goldin, James Nachtwey, and many others. Classes include a slide lecture, student presentation, and video segments that introduce a focused selection of images by major photographers in an attempt to understand their intentions, styles, and influences. As available, students will be expected to make one or more visits to photography exhibitions on view in Pittsburgh (locations to be announced at the first class.)
79-330 Medicine and Society
Intermittent: 9 units
This course examines the history of American medicine, public health, medical research and education, disease patterns, and patients’ experiences of illness from the colonial period to the present. Students read the voices of historical actors, including physicians, patients, policy makers, and researchers. In analyzing these voices, students will learn what was at stake as Americans confronted diseases and struggled to explain and cure them. Readings include a range of primary sources as well as fiction and non-fiction accounts of medicine and health in America.

79-331 Body Politics: Women and Health in America
Intermittent: 9 units
[Note: Students who have taken 79-178, Freshman Seminar: Body Politics: Women and Health in America, may not enroll.] This course takes a topical, intersectional approach to the history of U.S. women’s health in the nineteenth and twentieth centuries. It is less about governmental politics, although we do some of that. Rather, it sees bodies as cultural texts through which power is built and contested. The course covers topics such as the history of anatomy, menstruation, reproductive rights, body image, mental health, sexuality, violence, childbirth, and menopause. We explore how science and American culture both have constructed these issues over time (some of it is super whacky!), while also examining women’s organizing around them. This course is open to all students.

79-332 Medical Anthropology
Intermittent: 9 units
This course will explore the ways in which different cultures conceptualize the body and its relation to the physical, social, and supernatural environments. We will examine how illness and its causes are understood, investigating not only the beliefs and practices surrounding healing, but also the social position and training of the healers themselves. In order to understand the context of healing in cross-cultural perspective, we will problematize the boundaries between medicine and other arenas of social life: religion, politics, law, economics, etc. We will investigate issues of medical efficacy (what “works?”) by asking who or what is being healed in different kinds of medical practices, and we will consider the ways in which power and social control are exerted through medical discourses of various sorts. Finally, we will examine the history of medical anthropology from its “clinical” origins in international development, through anthropological critiques of clinical perspectives, to attempts to fuse clinical and critical approaches. Throughout the course, Western medical practice will be analyzed as one of many forms of ethnomedicine and ethnopsychology.

79-333 Sex, Gender & Anthropology
Intermittent: 9 units
This course introduces students to an anthropological perspective on the relationship between sex (biological) and gender (cultural). In order to understand the various debates we will examine the ideas of manhood, womanhood, third genders and sexuality in cross-cultural perspective. The focus will be primarily on non-western cultures and will examine the construction of masculinity, sexuality, and gender roles within the broader context of ritual, symbolism, marriage, and kinship. Utilizing film, the popular media, and anthropological case studies, this course will provide students with ways to understand and question how and why we express ourselves as "men," "women," and "other.

79-334 Climate Change and Climate Justice: Global Perspectives
Intermittent: 6 units
There remains no credible doubt that human activities are a leading cause of climate change, but profound questions persist over what measures to take, whom to hold accountable, and how to help those affected. What does an effective and just response look like when those who are most responsible for climate change are also often the most protected from its effects? What is the role of responsible actors and institutions in addressing climate justice, and how might these be held accountable? This course will consider these questions through the lens of Climate Justice. Both as a transnational movement and an analytical orientation, Climate Justice compels us to consider how climate change reflects (and exacerbates) systemic inequalities within and between societies. Our exploration will engage case studies and perspectives from the most important regions of the world, including climate-related health disparities in the US, Indigenous Peoples’ calls for climate reparations, island nations facing displacement, and efforts by various parties to influence scientific and popular knowledge.

79-335 Drug Use and Drug Policy
Intermittent: 9 units
This course examines the use of psychoactive drugs in American history, as well as medical, scientific, and policy responses to that use. Drugs we will consider include alcohol, heroin, marijuana, tobacco, and cocaine. We will examine changing theories of addiction, ethnographic studies of drug using groups, and the cultural meanings of drug use. We will also consider drugs as commodities in international trafficking. Although the primary focus is on the U.S., we will look at policy approaches to drug use in other countries as well, to put American drug policy in a comparative perspective.

79-336 Oil & Water: Middle East Perspectives
Intermittent: 6 units
This course provides an introduction to the rapidly growing field of global environmental history, while using regional case studies from the geographic region of what is now the Middle East. It highlights key issues in global history, seeking ways to examine Middle East history from a global historical perspective. Several themes in environmental history will receive special attention, including: agricultural systems; water resources; climate variability; the temporariness of natural resources; and narratives of ‘development.’ In addition, we will examine the historiography, or changing assumptions over time, of historians and other scholars who have studied the environmental resources of the Middle East.

79-338 History of Education in America
Intermittent: 9 units
Americans have long understood schools both as mechanisms for inculcating as well as instrumenting social and cultural ideologies. This course is designed to help students achieve a better understanding of the role of education and educators in American society and culture. We will analyze the history of American educational ideas and institutions, from the colonial period to the present. We will explore the ways in which education has been used to promote or resist social and political change, and we will consider the ways in which education has been shaped by broader historical forces, such as economic development, social movements, and technological change. Throughout the course, we will examine the ways in which educators and policymakers have sought to shape the curriculum, pedagogy, and institutional structures of education in America.

79-340 Juvenile Delinquency & Film: From “Juvenile Court” (1973) to “The Wire” (2002-08)
Intermittent: 6 units
How have American films portrayed juvenile delinquency and the juvenile justice system? What does filmmakers’ portrayal of juvenile delinquency tell us about American culture and society? Do films vividly capture or badly distort the “realities” of crime and the operations of the justice system? This course uses feature films (to be viewed in advance of class) from the 1920s to the early 1960s, as well as various sociological, psychological, and historical readings, to explore these issues. The course is run as a colloquium, with students playing central leadership roles in launching and guiding class discussions. The course will have a take-home mid-term exam (essay), a final exam (essay), and a few short, written assignments linked to students’ required oral presentations in class.
79-342 Introduction to Science and Technology Studies
Intermittent: 9 units
This course provides an introduction to Science and Technology Studies, a vibrant interdisciplinary field that examines the ways that science and technology interact with contemporary politics, culture, and society. Using theories and methods from history, philosophy, anthropology, and sociology, we will examine topics including: the nature of scientific and technical knowledge; the formation of new fields of interdisciplinary expertise (e.g., atomic science, artificial intelligence, or genetic engineering); the emergence of risk societies; systems of classifications and categories and their impact on ideologies of race, sex, and gender; the possibility of objectivity; and the public understanding of science.

79-343 Education, Democracy, and Civil Rights
Intermittent: 9 units
What is the relationship between education and democracy? By examining a series of case studies at the intersection of education and the civil rights movement, this course will prepare students to approach contemporary educational debates as historically-informed critical thinkers. The controversy surrounding charter schools, vouchers, the common core, and the role of standardized testing cannot be understood outside the long history of debates regarding the relationship between education and democracy. Are schools meant to perpetuate the status quo? How did both traditional and more radical forms of education advance the struggle for civil rights? What role have students played in advancing civil rights and democracy? While exploring these questions, we will also partner with local high school students and teachers to bring our learning beyond the classroom.

79-344 Public History: Learning Outside the Classroom
Intermittent: 6 units
Museums and other non-academic institutions reach large audiences with an array of history offerings, including exhibitions, films, publications, performances, oral history, workshops, lectures, events, research, reenactments, lectures, social media, webinars, online, radio and television programming. These educational tools are calculated to engage diverse audiences. Museums and educational nonprofits are also actively collecting and preserving artifacts and archival materials. This course will focus on Pittsburgh history as students examine best practices in Public History. The class will study the inner workings of a large history museum’s collection, exhibition, conservation and education programs. Students will participate in field trips and behind-the-scenes tours, virtual explorations, and “hands-on history” outside the classroom at the Heinz History Center and other Pittsburgh attractions. This course will especially interest students considering non-traditional careers in history, education, communications, and nonprofits. MAXIMUM ENROLLMENT IS 15. ALL CLASSES WILL BE HELD ONCE PER WEEK OFF CAMPUS, STARTING AT THE HEINZ HISTORY CENTER IN THE STRIP DISTRICT (1222 SMALLMAN STREET).

79-345 Roots of Rock & Roll
Intermittent: 9 units
This course is about open source, collaborative innovation and the impact of social and technological change on American music. We will spend the first 8 weeks on early “remix” music (slave songs, Anglo/Appalachian ballads, ragtime, and Depression era blues and country). After studying Bessie Smith, Woody Guthrie, Lead Belly, Hank Williams, and other early artists, we’ll spend the last 7 weeks on revolutions like Chuck Berry, Bob Dylan, Jimi Hendrix, and Janis Joplin. The format is informal lecture and discussion. Assignments include reading two books plus some articles, weekly music listening, short papers, and a final project. NB: This course may be taken pass/fail (with submission of appropriate form).

79-346 American Political Humor
Intermittent: 9 units
This course takes a cultural approach to U.S. history since the Civil War, as seen by the nation’s most astute and influential critics: its political humorists. Besides immortals like Mark Twain and contemporaries like Jon Stewart and Stephen Colbert, we will (re)discover the satirical yet hilarious voices of H.L. Mencken, Will Rogers, Lenny Bruce, Dick Gregory, Richard Pryor, Nora Ephron, Dave Chapelle, and others through essays, recordings and films. At its sharpest edges, humor addresses issues of class, gender and race in American life, and provokes alternative thinking about mass culture, consumerism, and conformity. Assignments include short analytical essays and a final paper.

79-347 Masterworks of European Culture: Music, Art, Society Before and After WW I & II
Intermittent: 9 units
(Note: students who have already taken this course under its former title 79-347, European Society & Culture Between and After the Two Great Wars of 20th Century, may not enroll.) How did World War I and World War II change European society and culture? Defining the meaning of “Europe” or “European” is complicated, since it refers to both a geographical location and a shared history and cultural identity. This course will focus on the most important cultural developments and achievements of Europe in the 20th and 21st centuries. Students will learn how historical cataclysms of the last century were reflected in European music, art and literature. Based on an interdisciplinary approach to the multiple regions and countries located on a single continent, the course will equip students with the skills, methods, and concepts essential for a better understanding of European culture, society and thought. It will focus particularly on such tragic events as World War I, World War II, and the rise and fall of Nazi and Communist regimes and ideologies.

79-348 Abraham Lincoln
Intermittent: 9 units
This course explores Lincoln’s historical importance and his changing status as an American icon. We will not only learn about his life, we will address controversies about him (such as his attitudes and motives regarding slavery and racism). Readings will include a short biography, a book about his struggles with mental illness, a book about his friendship with Frederick Douglass, and Lincoln’s own speeches and writings. His skills as a precise and succinct writer will be an ongoing focus; hence, assignments will emphasize the drafting, revising, and polishing of short essays, rather than the memorization of facts.

79-349 The Holocaust in Historical Perspective
Intermittent: 9 units
How should one approach the Holocaust? Multiple perspectives are possible, but in this course we will consider not only fundamental questions related to the Holocaust- Why the Jews? How did the process of destruction unfold? How could the perpetrators do what they did? Did the Jews go like “sheep to the slaughter,” etc.- but we will look at the role of non-European actors, particularly the United States. How did the US respond to events in Europe? What was the role of President Franklin Roosevelt? Does America bear any guilt for what happened? We will try to meet with at least one Holocaust survivor and consider the Holocaust in an age of genocide and murderous fanaticism.

79-350 Early Christianity
Intermittent: 9 units
This course examines the origins of Christianity in historical perspective. Using both Christian and non-Christian sources from the period, we will examine how and why Christianity assumed the form that it did by analyzing its background in the Jewish community of Palestine, its place in the classical world, and its relationship to other religious and philosophical traditions of the time. We will examine historical Jesus, the earliest Christians understood the life and message of Jesus, the debates about belief and practice that arose among them, and the factors influencing the extraordinary spread of the movement in its earliest centuries. This course satisfies one of the elective requirements for the Religious Studies minor.

79-352 Christianity Divided: The Protestant and Catholic Reformations, 1450-1650
Intermittent: 9 units
October 2017 will mark the 500th anniversary of Martin Luther’s posting of his 95 Theses Against Indulgences - the event that began the Protestant Reformation and helped usher in more than a century of rapid and transformative change unprecedented in western history. At the dawn of the sixteenth century, most western Europeans shared a common religious identity as members of the Roman Catholic Church. Within months of the publication of the 95 Theses, this consensus began to crumble, and the very fabric of western culture was irrevocably altered. By 1550, Europe was splintered into various conflicting churches, sects, and factions, each with its own set of truths and its own plan for reforming the church and society at large. Although the Reformation gave rise to Protestantism, it also encompassed a simultaneous movement for renewal and reform within Roman Catholicism. This course will survey the Reformations of the sixteenth century, both Protestant and Catholic, examining the causes of the Reformation, the dynamics of reform, and its significance for western society and culture. In the process, we will analyze such on-going themes as religious persecution and the accommodation of dissent, the relationship between religion and politics, and the interactions between ideology and political, social, and economic factors in the process of historical change.
79-353 Religious Identities and Religious Conflicts in Modern Europe
Intermittent: 9 units
This course explores the place of religious identity and conflict in the history of European society from the French Revolution to World War I. We study the many ways that individuals constructed and used their religious identities to approach problems of public life. We examine continuities and changes in religious institutions as well as conflicts between churches and states. The course shows that, far from declining in importance during the processes of economic and political modernization, or becoming part of private life, religious beliefs and identities played an increasingly critical role in public life. We approach the topic through case studies, beginning with the religious conflicts and settlement between church and state during the French revolution, Evangelical Christian participation in the anti-slavery movement in Britain, Protestant-Catholic rivalries in Germany, the power of the papacy in Italy, and the Dreyfus case in France. Students will have reading assignments from both primary and secondary sources.

79-358 Nazi Ghettos: From Spatial Segregation to Killing Zones
Intermittent: 6 units
The Nazis demarcated more than 800 ghettos for internment of the Jewish population of the territory they occupied during WWII. Some ghettos lasted for only a short period before they were destroyed; some lasted for years. Most were placed in towns or cities, but others were in rural areas. Some were designed as labor camps, and in a few, families and communities did manage to survive the war. This course will focus on the East European ghettos, examining how they emerged, their function in the Nazi system, and their development from areas of spatial segregation to killing zones aimed at the annihilation of the people they contained. The course will examine Jewish life within the ghettos, social and cultural gaps, the Judenrat (Jewish councils appointed by the Nazis), and Jewish alternative leadership. We will also look at the uprising within the Warsaw ghetto, which resulted in its total destruction. By analyzing the development of the Ghetto as an urban disaster zone, we will seek to comprehend changes in the concept of ghettos by their inhabitants and by the oppressors. Using a case study approach, we will focus on the Warsaw Ghetto as a blockade within the surrounding city, the Lodz Ghetto as labor camp, the Mogilev and Zhmerinka ghettos (which remained relatively open under Romanian occupation but were part of a program of ethnic cleansing), and the ghettos in Vilnius and Bialystok, each of which raised horrific dilemmas of leadership among the imprisoned Jewish population.

79-359 Truth, Propaganda, and “Alternative Facts”: A Historical Inquiry
Intermittent: 9 units
For many commentators, the election of Donald Trump in November 2016 marks the beginning of the “post-truth” era, in which reality is no longer knowable, or even relevant. While this narrative certainly captures the unease that many Americans feel, it is historically inaccurate. There never was a time in the past when we could readily discern truth from falsehood without difficulty. The goal of this course is to examine the social history of truth. We will explore the concept of truth in philosophy and science; the evolution of methods for discovering facts about the world; the centrality of trust in knowledge production; and the innumerable ways that facts have been questioned, manipulated, discredited, purposefully ignored, and fabricated over the past several centuries. The course will include case studies from science, law, politics, war, art, journalism, and history.

79-360 Conspiracies, Spies, and Assassins in Revolutionary Europe
Intermittent: 6 units
This course focuses on several conspiracies that dominated European thinking in the late 18th and early 19th centuries (roughly, 1790-1820.) Fueled by the French Revolutionary and Napoleonic Wars, many Europeans saw conspiracies behind every door and spies in every corner. Some of these conspiracies and spies were real, some less so. Using contemporary sources (including newspaper reports, letters, military dispatches and diaries), we will examine the social and political impact of these conspiracies, and the insurgents, spies and assassins who carried out their agendas.

79-362 Law and Disorder in Early Modern Europe, 1400-1800
Intermittent: 9 units
The growth of legal institutions and their expanding use in enforcing “social discipline” marked an important and often controversial development in consolidating the political authority of the emerging states of the early modern era. This seminar will examine this process, looking at early modern European legal institutions and their role in defining and enforcing societal norms of conduct and belief. We will examine how the shifting definitions of “crime” within the period reflected prevailing societal attitudes and anxieties toward perceived acts of deviance and persons on the margins of society. In addition to the workings of governmental and legal institutions, we will also explore the ways in which early modern communities used internal social and economic sanctions to police communal standards, sometimes against the will of the authorities. Assigned readings will address such topics as the early modern European civil, criminal, and ecclesiastical court systems, investigation and punishment of crime, criminalization of social deviance (witches, vagrants, religious minorities and other outcasts), and the legal enforcement of sexual morality and gender roles.

79-363 The Rise of Modern Golf, 1860 to the Present
Intermittent: 6 units
Aristocratic pastime or the people’s game? This course will examine the emergence of golf as both a professional and amateur sport and as a popular leisure activity between 1860 — when Prestwick Golf Club in Scotland hosted the first (British) Open — and the present day. Students will read and discuss historical, sociological, and literary texts, and view several documentary and feature films as well. The course will have a take-home midterm exam (essay), a final exam (essay), and a few short, written assignments linked to students’ required oral presentations in class.

79-366 Un-natural Disasters: Societies and Environmental Hazards in Global Perspective
Intermittent: 6 units
In the wake of Hurricane Katrina, Neil Smith famously observed that “there is no such thing as a natural disaster.” This course takes a cue from Smith by examining the social construction of disasters in the past and present, from acute environmental events like typhoons and earthquakes to disasters of “slow violence” like chronic exposure to toxic pollution and food insecurity. Examining case studies from around the world, we will explore how these different forms of disaster collide with inequalities of race, class, and gender - and in the process challenge us to rethink the relationship between nature and society.

79-369 Disasters in American History: Floods and Hurricanes
Intermittent: 6 units
In this course we will investigate the historical roles played by people in creating the conditions for disastrous floods and hurricanes in the United States, examining the material causes of “natural disasters” and analyzing how Americans have been affected differently according to race and class. By the end of the course, we will have examined some of America’s largest flood and hurricane disasters in their historical contexts, and we will use this knowledge to think about disasters that Americans face now and in the future.

79-370 Disasters in American History (2): Epidemics & Fires
Intermittent: 6 units
This course investigates the historical roles played by people in creating the conditions for disastrous outbreaks of disease and fire in the United States, examining the material causes of “natural disasters” and analyzing how Americans have been affected differently according to race and class. By the end of the course, we will have examined some of America’s largest epidemics and wildfires in their historical contexts, and we will use this knowledge to think about disasters that Americans face now and in the future.
79-371 African American Urban History
Intermittent: 9 units
Popular perceptions of poor and working class people occupy a prominent place in discussions of today's African American urban community in the unfolding Age of Donald Trump. In the contemporary quest to build livable urban communities, however, journalistic, public policy, and academic analysts often discuss the black poor and working class as "consumers" rather than "producers," as "takers" rather than "givers," and as "liabilities" instead of "assets" in the present moment of the nation's history. Effective public policies, movement strategies, educational programs, media campaigns, and sensitive philanthropic decisions require deeper and more thoughtful perspectives on the history of urban race and class relations in the past. Focusing on the development of African American urban history from its colonial beginnings through today's "Black Lives Matter Movement," this course will emphasize the many ways that people of African descent shaped American and African American urban life through their roles as workers, community-builders, and social justice activists. In addition to weekly classroom discussions of assigned readings, students will write a series of short essays (based upon a mix of secondary and primary sources) on selected topics/themes in the development of African American urban life, culture, and politics.

79-372 Cities, Technology, and the Environment
Intermittent: 6 units
This course will explore the interaction of cities, technology and the natural environment over time. In doing so it will consider major issues confronting cities today including landscape and site changes; water supply, wastewater disposal and flooding; solid waste disposal; transportation and suburbanization; energy changes; and the impact of deindustrialization. These themes will be approached through a combination of class discussions, lectures, and visiting speakers. Class participation is expected, and will comprise a portion of the grade. In addition to required texts, readings will be distributed on Blackboard.

79-373 Culture and Revolution: The Socialist Experiment in Soviet Russia
Intermittent: 6 units
In 1917, revolutionaries took power in Russia to create the world's first socialist society. In this great and untried experiment, they initially attempted to remake every phase of human life, from the family to art to education. Before Stalin's rise to power at the end of the 1920s, the new socialist society challenged tradition and posed new possibilities. How could life be lived in a new way and better way? What values could and should replace the old traditions of patriarchy and elitism? How could ordinary people be empowered to create a new culture? In this course, we will study the 1920s, a riotous decade of experimentation in cultural, sexual, and political life. Looking at literature, art, social relations, education, and law, we will examine the theories and experiments that bloomed in the wake of revolution.

79-374 Greening the Red, White, & Blue: Critical Issues in American Environmental History
Intermittent: 9 units
This course explores critical issues in the history of the American environment during the last three centuries. Among the specific topics to be covered are changing attitudes toward nature, forms of rural and urban development and environmental effects; the impacts of technology and industrialism; the conservation and environmental movements; and environmental problems and prospects today.

79-376 Doing Transnational History
Intermittent: 9 units
This course has two broad learning objectives: introduce students to transnational and comparative perspectives on history; and provide students with experiences interpreting primary sources (i.e., historical documents). The specific subject matter will vary from one semester to the next depending on the course instructor’s expertise and interests. Potential topics include imperialism and empire; capitalism and commodity flows; labor and human migrations; warfare and genocide; medicine and health; or technology and environment. This course, open to all students, partially fulfills the Theoretical and Topical Core course requirement for Global Studies majors.

79-377 Food, Culture, and Power: A History of Eating
Intermittent: 9 units
This course explores food production and consumption in the modern world. This semester, we will focus on ongoing debates over how to feed a world of seven billion people in a planet undergoing major climate change. We will explore the historical roots of the problem of “feeding the world” and consider the overlapping yet competing ideas of food security and food sovereignty. What are the cultural, economic, environmental and political contexts that create opportunities and constraints for changing food systems? After exploring this big question through readings and group discussions, the second half of the semester will be devoted to individual research projects focused on the historical and cultural dimensions of food provisioning.

79-379 Extreme Ethnography
Intermittent: 9 units
Observation, participation and direct experience of “the field” are hallmarks of anthropological ways of knowing, and their representation has played a foundational role in ethnographic writing both past and present. Yet reflexive and postmodernist explorations of these topics have triggered contentious debates over the nature of anthropology as a scientific, humanistic enterprise, and over its ethical, political and epistemological value. In this seminar, we will approach such questions through an exploration of the extremes of ethnographic fieldwork and writing. We will consider such topics as: the colonial history and politics of explorers and ethnographers; liminality and the place of extreme experience—such as cultural dislocation, violence, derangement, intoxication, sex, possession, and dream-in-fieldwork and writing; field-notes as an ethnographic genre, and their relationship to “official” published ethnography; ethnographic surrealism and surrealistic ethnography; the dimensions of sensory experience (visual, auditory, olfactory, etc.) in fieldwork and ethnography; collecting and the powers of “exotic” objects; inter-subjectivity and its implications; and experimentation with alternate ethnographic forms, such as autobiography, film, diary, and poetry.

79-380 Hostile Environments: The Politics of Pollution in Global Perspective
Intermittent: 9 units
Earth is an increasingly toxic planet. Fossil-fueled industrialization, chemical engineering, and resource-intensive consumerism have generated immense wealth, but they have also left long-term, cumulative legacies of toxic pollution and ecological harm. While these legacies affect everyone, their impacts are by no means evenly distributed. In this course, we will use the tools of anthropology, political ecology, and history to examine experiences of toxic exposure in different parts of the world, including Pittsburgh. Our analyses will ask how inequalities of race, class, and gender shape exposure as well as how cultural differences create divergent understandings of eco-health, and their interrelationships. We will consider, moreover, how these disparities shape what people know about pollution and whether/how they demand accountability for it. Cases we explore will range from acute industrial disasters (and their aftermath) to the harms experienced by other-than-human beings to the gradual, often invisible exposures that affect all of us to varying degrees.

79-381 Energy and Empire: How Fossil Fuels Changed the World
Intermittent: 9 units
Few things have changed the world as much as petroleum: cars, airplanes, fertilizers, plastics are just some of the technologies derived from oil. Moreover, the wealth and power associated with “black gold” has shaped geopolitics in the twentieth century, giving rise to so-called “petro-states.” For the first five weeks, we will trace the evolution and expansion of “petrocultures” around the world. The remainder of the course will be organized around individual student research projects. The major learning objective of this course is to give students experience writing an original research paper. Students will be expected to define a research question, assemble a bibliography of sources, write and revise an analytical paper, and do an oral presentation. This course, open to all students, partially fulfills the Theoretical and Topical Core course requirement for Global Studies majors.

79-382 Voting, Elections, and American Democracy: Historical/Contemporary Perspectives
Intermittent: 6 units
Voter participation in free and fair elections is one of the most basic principles of the American republic. Yet our country’s history is fraught with examples of citizens having to fight to exercise this right. In fact, from literacy tests to poll taxes, gerrymandered districts to controversial campaign financing rules, the federal and state governments have been called upon to establish protections for citizens and, when these protections fail, determine a remedy. This course will examine various key elements of voting and elections especially relevant to the current body politic, including campaign finance and gerrymandering.
79-383 Capitalism: The History

Intermittent: 6 units

What is capitalism? How does it differ from systems that preceded it, and how did it come to revolutionize the globe? This course will cover the development of capitalism from the 16th century to the present. We will examine the theories of Karl Marx and Adam Smith, who both attempted to theorize the new system of labor organization. We will look at how the transition from feudalism to capitalism took place, and the impact of new world slavery, commodity production, and the role of women and the household. We will examine "globalization," the latest dynamic phase of capitalism, and its impact on people throughout the world. Finally, we will discuss the advent of robotization, the loss of industrial jobs, and the potential impact of casual labor, low wages, and unemployment on democracy, the prison system, and the rise of a technocratic elite.

79-384 Gender and Sports

Intermittent: 9 units

This course will examine how gender has fundamentally shaped the logic of organized sports for men and women during the past century and a half, especially in the U.S. A variety of competitive levels will be examined, with the focus on amateur as well as professional sports. Several sports will receive special attention, including basketball, track, tennis and golf — both men's and women's participation in each sport. The course will be in a discussion format, with reading assignments required for each class. All examinations will be in essay format.

79-385 Out of Africa: The Making of the African Diaspora

Intermittent: 6 units

The trans-Atlantic slave trade dispersed Africans in the New World and the Old, creating the African Diaspora. Generations of scholars have disputed whether descendants of enslaved Africans could have retained any of their African culture and/or fully assimilated into New World societies. This course will combine a chronological, geographical, and a thematic approach to the creation of new Africa-inspired cultures in both Africa and the African Diaspora. It will explore societies in the Caribbean, the US South, Latin America, and Africa and address themes, such as Africanisms, African survivals, African retentions, Creole languages, and religion.

79-386 Entrepreneurs in Africa, Past, Present and Future

Intermittent: 9 units

Fifty years after Ghana, the first sub-Saharan African nation, gained its independence from colonial rule, African economies continue to rest on a fragile foundation. Entrepreneurs must play an important role in developing the African continent, because both African governments and foreign aid have overall failed. In the face of these myriad of internal and external constraints on economic development, the history of entrepreneurship and future potential for entrepreneurship is often overlooked. This course will show that sub-Saharan Africa is-and has been for centuries-a thriving place of business, despite the obstacles of war, political and economic instability, disease, and famine. It will also focus on the challenges, such as local, regional, and national integration, access to credit and capital accumulation, and debt burden that Africian societies faced in the past, present, and future. Lastly, it will focus on the strategies that entrepreneurs in Africa-local and foreign-have developed to circumnavigate these challenges-and the opportunities that they have created in spite of them. By taking a historical approach to the subjects of entrepreneurship, innovation, and technology in Africa, this course will define African entrepreneurship in a way that is rooted in Africans' historical experiences and use this definition to put Africa's current and future roles in the global economy into historical perspective.

79-387 General Francisco Franco: Fascism and its Legacies in Spain

Intermittent: 6 units

Francisco Franco was Europe's longest ruling dictator. He ruled over Spain from 1939 to 1975. This course will examine the social and cultural context of the rise of Fascism in Spain. We will focus especially on Franco's seizure of power during the Spanish Civil War; the decades of his lengthy dictatorship; the social and cultural politics in transitioning Spain to democracy after his death; and the legacy of Spanish Fascism and Franco's dictatorship in contemporary Spain.

79-391 Stardom, Gender, and American Film

Intermittent: 9 units

As we know from the Internet and social media, film stardom remains a vibrant force in American cultural life today, but it has a long history, beginning with the emergence of the movies in the early 1900s. This course will examine the history of American film stardom from the silent cinema to the current era. In so doing, it will follow the trajectory of stardom through the sound era, the studio system, indie cinema, and into the digital age. In particular, the class will investigate how issues of gender intersect with stardom and celebrity, noting the differences between traditional expectations for male versus female stars. In examining particular film celebrities, we will be interested in comprehending and analyzing the individual's "star text," which entails biography, personality, publicity, film roles, and critical reception. Each class session will involve the screening of a feature film as well as excerpts, along with lecture and discussion.

79-392 America at War: From Vietnam to Afghanistan

Intermittent: 9 units

In this course we will look at fundamental changes in the approach of the United States to preparing for and engaging in armed conflict that have taken place since the War in Vietnam. The lowering of the voting age to eighteen and the end of conscription ("the Draft"), committed the United States to the challenge of continuing the Cold War and winning - there has been no acceptable alternative since the fall of Saigon - post-Cold War conflicts with an all-volunteer military whose members were now enfranchised. At the same time, the U.S. defense establishment continued its pursuit of advanced technologies in all facets and at all levels of warfare, evolving through various regional interventions and culminating in the Gulf War, "Operation Desert Storm," in 1991. We will examine the continuing and increasing role of hi-tech in the chaotic decade after the collapse of the Warsaw Pact and in the American-led "War on Terror" since 9/11, waged by a much smaller, highly professionalized military, and we will engage some ethical and social issues about the American Way of War in the recent past and the citizens who practice it.

79-393 Institutions of the Roman Church

Intermittent: 9 units

This course is only offered at Carnegie Mellon's campus in Qatar. This course will explore the history of the Catholic Church, with a particular focus on the church as an evolving European institution. Although we will have to deal with theological arguments at times, abstract theology will not be the focus of the course. Instead, the course will be centered on two main questions. First, how did the Catholic Church manage to persist, for nearly two millennium, as a stable institutional entity within an ever-changing European milieu? Secondly, to what degree did the Catholic Church influence and/or reflect developments within Western European culture?

79-394 Exploring History through Geography

Intermittent: 6 units

For studying the past, space can be as important as time. Digital mapping and GIS methods in the Digital Humanities, including the impact of digital tools such as Geographic Information Systems (GIS). For studying the past, space can be as important as time. Digital mapping and GIS methods in the Digital Humanities, including the impact of digital tools such as Geographic Information Systems (GIS).

79-395 The Arts in Pittsburgh

Intermittent: 9 units

This course will examine the arts in Pittsburgh, both historically and in the present. We will focus especially on art exhibits and musical events scheduled by the city's museums and concert halls during the semester. The "curriculum" will derive from the artistic presentations themselves, which will provide a springboard for reading assignments, seminar discussions, and research papers in the history of music and art. We will also examine the historical development of cultural institutions in Pittsburgh. The History Department will pay for students' admission to all museums and studios. However, students will be charged a supplemental fee of approximately $275 to help subsidize the considerable expense of purchasing tickets for concerts and performances by the Pittsburgh Symphony, Pittsburgh Opera, Chamber Music Society, and Renaissance and Baroque Society. Attendance at all art exhibits and musical events is required. Prerequisite: Please check your overall course schedule: you must be available to attend art exhibits on several Fridays and Saturdays, and to attend musical events on several Thursday, Friday and Saturday evenings.
79-396 Music and Society in 19th and 20th Century Europe and the U.S.
Intermittent: 9 units
This course will explore the interrelations between society and classical and popular music in the nineteenth and twentieth centuries in Europe and the United States. We will examine the importance of different musical forms in the life of society and how music contributed to the making of political consciousness, especially in the twentieth century. In addition to reading assignments, seminar discussions, and research papers in the history of music, students will be taken to performances of the Pittsburgh Symphony, Pittsburgh Opera, and Chamber Music Pittsburgh. A supplemental fee of approximately $275 will be charged to subsidize part of the considerable expense of purchasing tickets for concerts and performances. Prerequisite: Availability to attend musical events on several Friday and Saturday evenings.

79-398 Documenting the 1967 Arab-Israeli War
Intermittent: 9 units
This course considers how historians practice their craft in interpreting great events with the Arab-Israeli war of 1967 serving as the case study. Students read recent scholarly accounts of the war and then check them against one another as well as a variety of primary source materials such as memoirs, documents, speeches, newspapers, maps, eye-witness reports and UN resolutions. We will constantly be asking if the sources support the secondary accounts or if there are other interpretations that might lead to different conclusions. We will be examining the texts for tangents left unexplored and possibly worthy of further research. Students should expect a significant reading load, frequent short assignments and a final research paper of 15-20 pages on a 1967 War-inspired topic.

79-400 Global Studies Research Seminar
Fall: 12 units
This research seminar is the capstone course for Global Studies majors. The course is designed to give you a chance to define and carry out a research project of personal interest. The first few weeks of the course will be devoted to developing a research topic and locating sources. We will then work how to interpret and synthesize sources into a coherent and compelling thesis before you begin drafting your paper. Your research may be based on in-depth reading of a body of scholarly work, field notes from ethnographic observations, archival research, analysis of literary or visual media, or some combination of these sources. Incorporation of some non-English language sources is strongly encouraged wherever possible. Independent work, self-initiative, participation in discussion, and peer evaluations are required. There are several interim deadlines that will be strictly enforced in order to ensure successful completion of the course. Prerequisites: 79-275 and Theoretical and Topical Core must be complete or concurrently enrolled. Corequisite: 79-275.

79-420 Historical Research Seminar
Fall: 12 units
The purpose of this research seminar is to help students conceptualize, design, organize, and execute a substantial research project that embodies and extends the knowledge and skill set they have been developing as History majors at Carnegie Mellon. The identification, collection and interpretation of relevant primary source data are integral parts of this intellectual task. Students will strive to hone written and oral presentation skills, deepen their command of research methodologies and strategies, and sharpen their abilities as a constructive critic of others’ research. The seminar seeks to develop these intellectual skills through a combination of in-class, student-led discussions of everyone’s research-in-progress, and regular individual consultations with the instructor. Prerequisite: 79-200 Min. grade C

79-449 EHPP Project Course
Fall: 12 units
The Ethics, History and Public Policy Project Course is required for the Ethics, History and Public Policy major and is taken in the fall semester of the senior year. In this capstone course, Ethics, History and Public Policy majors carry out a collaborative research project that examines a compelling current policy issue that can be illuminated with historical research and philosophical and policy analysis for a chosen client. The students develop an original research report based on both archival and contemporary policy analysis and they present their results to their client and a review panel.

79-470 Simulating Conflict Resolution
Intermittent: 3 units
This course is only offered at Carnegie Mellon’s campus in Qatar. This pass-fail, 3-credit course for the Qatar campus is designed to prepare students for a capstone event: an international conflict resolution exercise, to be held in the 2018 Spring semester, that simulates a current Middle Eastern crisis. The course will consist of two parts. First, students will meet weekly with an instructor for 1 hour/week to discuss the historical and modern Middle East, so that they will be prepared to participate meaningfully in the simulation. For these classes, students will be expected to complete and discuss readings prepared by the instructor. Secondly, students will participate in the simulation exercise in late spring, taking the role of one of the Middle Eastern actors (these will be decided ahead of time) and role-playing their nation’s response to the specific crisis scenario. Finally, after the simulation, students will submit to the instructor a reflection paper on what they learned from participating in the event. Suggested pre- or co-req: Conflict Resolution (80-242 or 70-221).

79-491 Independent Study
Intermittent
An Independent Study is meant for students with a special interest in an area not covered by a formal history course. Readings and other work are negotiated between the student and an individual faculty member.

79-503 Senior Thesis I
Fall: 9 units
Seniors may write a thesis with permission of the Undergraduate Advisor and a designated faculty member who will supervise its completion.

79-505 Social & Political History Internship
All Semesters
The Social & Political History program strongly encourages students to locate internship opportunities in Pittsburgh or elsewhere that complement their historical interests (as, for example, in a museum or historical society) or areas of policy research that link closely with their historical interests (as, for example, in a government agency or non-profit organization). To earn academic credit for their internship, students will be required to maintain a weekly journal; write a short critical reflection on how the internship connects to their academic interests; and share their experience with other Social & Political History majors. The Academic Advisor will assist students with matching their interests to local organizations. SPH students can earn up to 9 units in each internship. However, the internship credits they earn will not count toward fulfillment of the course requirements (93 units) for the SPH major.

79-506 Global Studies Internship
Fall and Spring
This course provides Global Studies majors with a chance to explore global connections in Pittsburgh. Majors, working in close consultation with the Global Studies director and advisor, will arrange an internship with a non-governmental organization (usually in Pittsburgh) whose mission has a global reach. This could include an organization that supports projects in other countries, works with immigrants in the Pittsburgh area, or participates in international policy making/governance. We strongly encourage students to seek out opportunities that require use of a second language. Students will be required to maintain a weekly journal; write a short critical reflection on how the internship connects to academic work; and share their experience with other Global Studies majors. Global Studies advisor and director will assist students with matching their interests to local organizations and identifying an on-site supervisor available to collaborate in the ongoing and final evaluation of the student’s work. Prerequisite: Students must be Global Studies majors and obtain permission for the proposed internship from the Global Studies advisor.