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 freshman-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 check the Schedule of Classes (https://enr-apps.as.cmu.edu/open/SOC/SOCServlet) 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, immigration to environmental change, our world has long been globalized. Acquiring the ability to understand such transnational and even global 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. A variety of sections are offered in order to give students the opportunity to choose between different themes and approaches. 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/.

79-155 Freshman Seminar: Rethinking Race: The Shaping of the African American Experience
Intermittent: 9 units
This course examines major issues in the development of African American urban life, from slavery to recent times. Students will explore major works that have shaped the field of African American urban history: pinpoint the strengths and weaknesses of past scholarship; and develop their own theoretical and methodological approach to the subject. In addition to weekly discussions of assigned readings, students will write a 15-20 page paper based upon an assessment of available scholarship as well as an examination of primary sources in various published sources, microfilm, and archival collections at Carnegie Mellon and the University of Pittsburgh.

79-157 Freshman Seminar: Feast & Famine: Food Supplies and Food Crises in Past & Present
Intermittent: 9 units
This course studies problems of food supplies, food shortages, and famine in the context of social, economic, family, and population systems. We use studies by historians, sociologists, demographers and economists to explore the topic. We use the historical record to show how population systems in East and West functioned to keep resources and needs in balance, and how they often failed. We explore theoretical models that shed light on how and why famines occur, including Malthus's theory of population and, more recently, Amartya Sen's theory of food entitlements. We examine several case studies of famine closely, including the Irish famine of the mid-nineteenth century and the Bengal famine of 1943-44 to understand their causes and consequences. In order to understand how different societies addressed food shortages and famine, we also look at the work of government agencies, charitable institutions, and NGOs [non-governmental agencies] in mitigating famine's effects. The course uses scholarly studies as well as primary sources such as eyewitness accounts, journalists' accounts and government reports to evoke the human experience of famine. Coursework includes assigned readings and discussion, oral reports, and responses to reading assignments. Students will also have the opportunity to carry out individual research projects.

79-162 Freshman Seminar: "Slavery" and "Freedom" in African History
Intermittent: 9 units
Living in a society still struggling to come to grips with its own history of slavery, American scholars have often imposed words like "slavery" and "freedom" onto African contexts. But, such labels have the effect of masking dynamic social institutions in pre-colonial Africa. This course will turn this terminology on its head by delineating the relationship between "slavery" and "freedom," kinship, dependency, and marginality. It will look historically at institutions which are integral to African societies, such as patron-client relationships, marriage, and pawning. It will interrogate the multiple ways that these institutions functioned before the period of the trans-Atlantic slave trade and the multiple ways that African communities transformed their institutions in response to it. Students will engage a variety of historiographical debates in secondary sources and first-hand testimonies of "slave's" primary sources.

79-167 Freshman Seminar: Issues in American Environmental History
Intermittent: 9 units
This seminar will focus on major issues in the evolution of the American environment. Much of America's past environmental history has been beset with controversy, as scientists and engineers, health officials, politicians and the public debated about the cause and solution for various environmental problems. This seminar will examine some of the major environmental issues that have evolved over time through a combination of reading, discussion, and short papers.

79-168 Freshman Seminar: The Juvenile Court: Past and Present
Intermittent: 9 units
This course will track the development of an American institution, the juvenile court, from its late 19th century origins to the present. We will integrate historical, legal, sociological, and cultural perspectives in tracking the court's evolution, culminating in a careful look at how recent reform movements are playing out nationally and in Pittsburgh. Readings will include a wide variety of secondary and primary historical sources from different time periods. We will also view and discuss several films (including Frederick Wiseman's 1973 classic, "Juvenile Court"). As opportunities develop, we may also hear from current court practitioners as guest lecturers. The course will be discussion-based. I will do very little formal lecturing, and I expect students to take on increasing responsibility for launching and guiding class discussions as the semester progresses. Evaluation will be based on in-class mid-term and final exams, several oral presentations and brief writing assignments, and contributions to class discussion.

79-169 Freshman Seminar: Capitalism and Individualism in American Culture
Intermittent: 9 units
This small discussion course traces ideas about individualism and capitalism in the U.S., from 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 contemporary attitudes toward 1 & 2. In short, we will study the economics and emotions of the American dream: how class, race, 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, and Henry Thoreau, Kate Chopin's "The Awakening," Andrew Carnegie's "Gospel of Wealth," Arthur Miller's "Death of a Salesman," and other works. Grading is based upon a readings journal, participation in discussion, three short essays and a longer final paper.

79-170 Freshman Seminar: Abraham Lincoln at 200: From 1809 to 2009
Intermittent: 9 units
As America continues celebrating the bicentennial of Abraham Lincoln's birth, this course will explore both his historical importance and his changing status as an American icon. We will not only learn about Lincoln's 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 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.
79-178 Freshman Seminar: Body Politics: Women and Health in America
Intermittent: 9 units
Women’s bodies have been the sites of long-standing, and sometimes deadly, political battles. This course takes a topical approach to the history of American women’s health in the nineteenth and twentieth centuries in order to understand why women’s bodies have been such heated sites of struggle. It covers topics such as the history of contraception, abortion, menstruation, sexuality, female anatomy, rape, domestic abuse, menopause, pregnancy, and childbirth. It explores how American culture has constructed these issues over time, while also examining women’s organizing around them.

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 approved entry; additional prerequisites (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
Fall and Spring: 12 units
Introduction to Historical Research acquaints students with how historians practice their craft in interpreting events from the past. The emphasis is on learning to supplement standard secondary accounts of an event with primary sources such as memoirs, government documents, speeches, literary sources, news accounts, music, maps, and images. The goal is for students to develop a familiarity with the skills required to identify a research topic, find and work with many kinds of sources, create a strong thesis statement, design a persuasive paper, and produce a properly formatted and well written research paper. Coursework is appropriate for a 12 unit course.

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 back to the early modern period, yet this 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
During the course, students will develop their knowledge of the geographical, cultural, and political characteristics of 20th century Central and Eastern Europe. By analyzing the sweeping political changes in the region that had occurred in a relatively short historical time, students will better understand the emergence of nationalist movements and radical political ideologies such as socialism and fascism during the interwar period against a backdrop of regional histories of centuries-long inter-ethnic cohabitation. They will also assess 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 new regimes sought to implement in the region under the close scrutiny of the USSR. Course materials will include not only historical and anthropological readings, but also historical documents, literary texts and films from the region. The assignments will consist of regular participation in class discussions, weekly responses to the readings, two critical essays (each 5-6 pages long), and a final exam.

79-205 20th Century Europe
Intermittent: 9 units
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 last century, it concentrates on the following themes: the extraordinary violence of the two World Wars -- and their continuing impact on politics, society, and culture; social and political movements/regimes of the Far Right and of the Socialist/Communist Left; the rise and crisis of the European welfare state and of the European Union; reactions to U.S. power and to Americanization; cultural and political controversies surrounding Islam and Muslims in Europe today.

79-206 The European Union at the Crossroads
Intermittent: 9 units
This course starts with the debate about the current state and the future of the European Union. Less union, a different union, more union, or what? However, we will not review the many recipes political scientists and economists offer. Instead we will explore the policy choices the European Union can make and the constraints it faces in efforts to balance the need for a more effective, closer union, the diverse interests of its member states, and the political demands of the European citizens. This requires a deeper understanding of the history of the EU, the reasons why and when European nation states decided to “pool sovereignty,” and some understanding of the institutional structures that the EU has developed over time. In a final section we will revisit the current debate about the future of the EU and discuss the possible outcomes. Each of you will have to develop your own position after having read and thought about European (dis-) integration.

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 essay and one 6-page essay.

79-208 Europe’s Two Revolutions: Dynamics of Change in the 19th Century
Intermittent: 9 units
"Europe’s Two Revolutions" is a comparative history of Europe in the nineteenth century, focusing on France, Britain and Germany. The "Two Revolutions" title acknowledges that much of the history of Europe in this period can be understood as the legacies of the French Revolution of 1789-94, which unleashed new ideas about the nature of political life, and the Industrial Revolution, which brought a host of new social and economic problems to the continent. We approach the topic using a variety of sources including personal memoirs and eyewitness accounts, government reports, fictional accounts, speeches, and political writings of the time as well as more recent studies. We begin with the French Revolution (1789-94), which unleashed new ideas about the nature of political life, and then turn to the development of such important political and social movements as nationalism, feminism, conservatism and socialism, seeking to capture both similarities and differences in the ways these movements developed in the three countries. In addition to illuminating large trends in the nineteenth century, the course provides background for the study of twentieth-century European history, and for the history of other regions of the world that have been affected both by the revolutionary traditions born in France and processes of industrialization.

79-212 China and Its Neighbors: Minorities, Conquerors, and Muslims in Europe today.
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 back to the early modern period, yet this 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.

79-212 China and Its Neighbors: Minorities, Conquerors, and Tribute Bearers
Intermittent: 9 units
This course examines East Asian peoples on the periphery of the Han Chinese and their interrelations from the time of Genghis Khan to the present, including Mongols, Manchus, Koreans, Tibetans, Muslim Turks of Central Asia, and ethnic groups of south China. It is, in part, a history of a civilization seen from its margins. We question the usual narrative of China's uncomplicated absorption of its neighbors and conquerors, and pay attention, unconventionally, to voices of minority peoples. Besides ecology, war and diplomacy, we examine cultural conceptions and mutual influences. We also look for the emergence of a sense of identity among peoples in contact, including Han Chinese, especially at the onset of nationalism and industrialization. The course also looks at some Western views of the subcontinents peoples.
79-213 Nationalities and the New States of the Former USSR
Intermittent: 9 units
Until its collapse in 1991, the Soviet Union was a world superpower, incorporating within its borders the great landscapes of Europe and Asia-modern Eurasia. Conditioned to view the Soviet state as a unified great power, many people have found it difficult to comprehend the rapid dissolution of this once mighty empire. Analysis of the nature of “ethnicity” and “nationality”, as well as nationalism and policy toward the nationalities in the former Soviet Union, will form the basis for understanding the economic, social, political, environmental, military, and foreign policy issues that have arisen within and among the new states today.

79-220 Caribbean: Cultures and Histories
Intermittent: 9 units
This course is a general introduction to Caribbean histories and cultures, from before the arrival of Columbus to the present. Comprised of dozens of islands, the Caribbean has been a stage for the encounter of multiple empires and peoples-indigenous, European, African, and Asian. It remains an area of remarkable linguistic, religious, political, and ethnic diversity in the present. In this course we will explore some of the major themes that have characterized the region's many histories and cultures: the early cultural encounters of the period of conquest and colonization; the Atlantic slave trade, the emergence of plantation societies, and patterns of slave resistance; nationalism, imperialism and revolution; and the place of migration, popular religion and tourism in the contemporary Caribbean. Through the exploration of such topics as Negritude and Rastafari, and such media as music and film, this course will place the connections between politics and culture at the center of our encounter with the Caribbean's complex historical past.

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 convene 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 carved United States was under European, African, or Arab rule. By the end of the 19th century, Latin America was 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 convene 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.

79-224 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 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; "traditional" vs. "modern"; state violence and human rights; and indigenous political and cultural mobilization at the local, national, and transnational levels.

79-225 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, trans-Saharan trade, Islamization, European interaction, the trans-Atlantic slave trade, colonialism, cash crops, missionarism, 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 diversity of the region and its historical change over time. Course includes two class meetings and mandatory film screenings on Tuesdays from 6:30-9:20pm.

79-226 Introduction to African History: Earliest Times to 1780
Intermittent: 9 units
A beginning point for this course will be the question: how do historians reconstruct history when few written sources are available? Breaking disciplinary boundaries, the course will draw on linguistics, "climatology," archaeology, and anthropology to reconstruct dynamic social, cultural, political, and economic processes in Africa before the arrival of Europeans and before the availability of written source materials. When written sources are available, the course will interrogate them to illuminate the changes that occurred in African societies during the colonial period. After a focus on the colonial to the independence period. It will cover such topics as states vs. stateless societies, urbanization, trans-Saharan trade, Islamization, European interaction, the trans-Atlantic slave trade, colonialism, cash crops, missionarism, 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 diversity of the region and its historical change over time. Course includes two class meetings and mandatory film screenings on Tuesdays from 6:30-9:20pm.

79-227 Introduction to African History: 1780-1994
Intermittent: 9 units
The design of this course is to give students an understanding and appreciation of African history and culture from the "inside out." Though it deals with the period of European expansion in Africa, it is centered on African language/ethnic groups, villages, and individuals as historical actors who daily make collective and personal decisions to pass down, innovate, and borrow practices, technology, spiritual systems, etc. in the face of social, political, and economic realities. The course is also designed to get students thinking critically about how historians select and interpret sources to construct and reconstruct history at these different levels.

79-229 Origins of the Arab-Israeli Conflict, 1880-1948
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 the 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 various 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 considerable outside time for preparation and research. Outstanding attendance is also a requirement. Regular classroom activity resumes at the end of the five weeks. The goal of the course is for students to develop a nuanced understanding of the varying goals and priorities of all the actors in Mandate Palestine. Running throughout the course is the question, was peace ever possible?.

79-230 Arab-Israeli Conflict and Peace Process since 1948
Intermittent: 9 units
This course begins in 1948 with the establishment of the State of Israel, the Palestinian dispersal and the first of many Arab-Israeli wars, and continues up to the present time. Emphasis is on primary source documents and other source material beyond the textbook such as maps, film, media, newspapers, autobiographies and biographies. The examination of the many facets of the Arab-Israeli and Palestinian-Israel conflicts is accompanied by attention to the search for peace and its frustration. The semester culminates in a sustained role playing exercise simulating Arab-Israeli negotiations. Is peace even possible?.
79-231 American Foreign Policy: 1945-Present
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 include the strategy of containment, NSC-68, the Eisenhower-Dulles “New Look,” the Kennedy-Johnson “flexible response,” “detente,” 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.

79-232 Arabian Peninsula Environmental History
Intermittent: 9 units
This course is offered at Carnegie Mellon in Qatar. This course will look at the history of the Arabian Peninsula from a fresh perspective, examining human/environmental interactions over a long stretch 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 garden” 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.

79-233 The United States and the Middle East since 1945
Intermittent: 9 units
This course begins by introducing students to the Middle Eastern priorities and policies which the US inherited from the British in the aftermath of the Second World War. The focus then moves to American interests and involvement in the region from the Cold War through today, with special attention to recurring historical themes. Topics include the US role in the Arab-Israeli conflict and peace process, the role of oil, politics and conflicts in the Persian Gulf, the impact of 9/11 on American foreign policy in the Middle East, and selected case studies of US political and military intervention there. Readings and discussion progress with a dual goal in mind: to understand American foreign policy interests in the Middle East, and to understand the forces and nuances endemic to the region itself. Students will learn how to analyze primary source documents, such as presidential speeches and UN resolutions.

79-235 Caribbean Cultures
Intermittent: 9 units
This course will examine the cultures and societies of the Caribbean focusing on their colonial past, their current positioning in the world, their social structure, cultural patterns and current transnationalism. Using social history, film and music we will explore the topics of race, class, family, gender, religion, national identity and underdevelopment. Comparative research projects will provide concrete instances of the differences and similarities between the Anglo-Caribbean, Franco-Caribbean, and Hispanic Caribbean. This course is open to all students.

79-236 Introduction to African Studies
Intermittent: 9 units
This course is designed to give students an overview of historical, political, social and economic developments in Africa. The course will begin with an examination of selected ancient African kingdoms. Pre-colonial African political systems will be discussed. That will be followed by discussion of Africa during the middle ages. Colonialism, nationalism, and post-colonial state will be covered. Vital issues such as democratization, conflict resolution, human rights, globalization, and Pan-Africanism will also be discussed.

79-237 Comparative Slavery
Intermittent: 9 units
This course will explore slavery as it developed throughout the Atlantic basin, focusing on the Caribbean, North America and Brazil. Slave systems will be compared and various key concepts will be explored including colonialism, emancipation, resistance, social stratification and cultural continuities.

79-240 The Development of American Culture
Intermittent: 9 units
This is an introductory survey of American history from colonial times to the present. The course focuses on cultural analysis instead of the more traditional emphasis on presidents, wars, and memorizing facts or timelines. The major theme of the course is the changing meaning of freedom over three centuries. Required readings include novels, memoirs, historical documents, and a study of the concept of freedom. There is no textbook; background facts and events are covered in lectures to provide students with context needed to think about and understand America’s cultural history. Assignments include exams and essays.

79-241 African American History: Africa to the Civil War
Intermittent: 9 units
This course examines a series of topics—economic, demographic, social, cultural and political—in African-American history from the beginning of the transatlantic slave trade to the Civil War. In addition to changes in race relations, this course also explores the internal experiences of black people within the framework of larger socioeconomic, cultural, and political processes in U.S. history. Although the course includes a general text, assigned readings revolve around detailed studies of particular topics (e.g., work, family, and religion) or chronological periods (e.g., the colonial, revolutionary, and ante-bellum eras).

79-242 African American History: Reconstruction to the Present
Intermittent: 9 units
This course examines the black experience from Reconstruction to the present. Along with shifting class, gender, and race relations, this course also examines the development of the African American community within the broader context of socioeconomic, cultural, and political processes in U.S. history. Although the course includes a general text, assigned readings revolve around detailed studies of particular topics (e.g., work, family, and religion) or chronological periods (e.g., the Great Migration, Depression, World War II, and the Civil Rights Era).

79-243 African American Women’s History
Intermittent: 9 units
This course explores African-American women's history from slavery to the present. We'll examine how gender and women figured in the creation of slavery in the Americas, slave women’s experiences (reading a slave narrative), how freedom and emancipation were gendered, what battles freedwomen faced, the economic and cultural histories of black women, anti-lynching campaigns, labor campaigns, women’s role in the Civil Rights Movement, beauty campaigns, among other topics.

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 the U.S., from 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 contemporary attitudes toward labor and leisure. We will study the economics and emotions of the American dream: how class, race, gender, occupation, and ambition shape our identities. Readings include "The Autobiography of Benjamin Franklin," stories by Alexis de Tocqueville and Max Weber, works of Frederick Douglass, Ralph Waldo Emerson, Herman Melville, and Henry Thoreau, Kate Chopin's "The Awakening," Andrew Carnegie's "Gospel of Wealth," Arthur Miller's "Death of a Salesman," and other works. Grading is based upon a readings journal, participation in discussion, three short essays and a longer final paper. (Note: students who have taken 79-169, Freshman Seminar: Culture and Identity in American Society, may not enroll.)
This course examines America's pivotal middle period, a period of rising sectional tensions, bloody civil war, slavery's end, and protracted debates about the promise and limits of equality. The first third of the class traces the causes of the war, the middle third dwells on the devastating war itself, and the final third explores the aftermath of the war, when Americans clashed over how to reunite and onto what the meaning of freedom for four million emancipated slaves ought to be. Sometimes known as "America's unfinished revolution," the Civil War continues to resonate in American society today, and the course concludes by considering current questions such as flying the confederate flag, slave reparations, and others.

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97-261 Chinese Culture and Society
Intermittent: 9 units
Few courses provide an opportunity to look at a civilization as a whole. If we examine the Chinese quarter of humanity in this way, we can better understand the interplay of ecology and history, of class and community, and of self and society in China-and in any other society. We may also gain a new perspective on the West, whose peculiarities we too readily take as normal. This introductory course focuses on Chinese solutions to Chinese problems, as reflected in the words of the literate (e.g., philosophers and soldiers, dramatists and novelists) or in the actions of the unlettered (e.g., peasants, women and religious cultists). We proceed by making explicit their values and ours, setting up a kind of discourse across cultures. Special attention is paid to the seventeenth and eighteenth centuries.

97-262 Modern China
Intermittent: 9 units
Assuming no prior familiarity with China or its culture, this course examines China's continuous changes from the 1800s on, in its cultural traditions, identities, daily life, social relations, and self-perceptions, engendered by both internal initiatives and external contact. We look at how changes unfolded in mass movements and in individual lives, in statecraft thought and in societal practices. We examine the roles of such historical actors as the extended family, modern reformers, the state, the parties and ethnic groups. Participants learn to use primary sources in making historical observation and to critique some analytical approaches to modern Chinese history. Since we rely heavily on assigned readings, active class participation is essential in this course.

97-263 China's Cultural Revolution
Intermittent: 6 units
This mini-course examines the Great Proletarian Cultural Revolution (1966-69) as a species of revolution, including its origins and its aftermath until Mao Zedong's death in 1976. What were Mao's goals in prompting this most famous of student uprisings? Why did he attack his fellow party leaders, and other authorities and symbols of China's past? How did Chinese of various ages and statuses respond? What long-term effects did the movement have and how is it regarded in retrospect? To examine these issues we use memoirs, collections of documents and eyewitness accounts, a recent history, and visual material including film. No prerequisites.

97-264 China in the Age of Reform, 1978-Present
Intermittent: 9 units
This course explores the social history of China's dramatic emergence as an economic power in the past thirty years. Attention will be given to recent events, ongoing issues, and theoretical models for understanding contemporary Chinese society, culture, economy and politics since 1978. The course will begin with a background discussion of China before the economic reforms. This will be followed by discussions of such topics as post-Mao reforms, the state's role in economic reform, local governments, urbanizations, social inequalities, rural and urban life, health and environment, religion, population, family, sexuality, gender, nationalism, internet and civil society in contemporary China. This course concludes with analyses of "Chinese dream" and China's future in both local and global context. We use various article collections and memoirs, as well as a number of films. No prerequisites.

97-265 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. In our study of Russian colonization and state formation, 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 the development of the revolutionary movement that ultimately brought down the Tsar.

97-266 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 turmoil of the present. Spanning almost a century of upheaval and transformation, the course examines the October revolution, the ruthless power struggles of the 1920s, the triumph of Stalin, the costly industrialization and collectivization drives, the battle against fascism, and the "wild west" capitalism and collapse of the social welfare state in the present time. The course provides essential background for anyone interested in understanding the explosive, history-making events in the former Soviet Union.

97-267 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. 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 rise of fascism, the Stalinist purges of the Red Army, the Nazi massacres of Soviet Jews, peasants, and partisans, life on the home front, and the great battles of the war. Occasional required evening film screenings.

97-268 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 five or six outstanding new 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.

97-272 Iberian Encounters: Muslims, Christians, and Jews in Spain
Intermittent: 9 units
In Medieval Spain, Islam, Judaism and Christianity coexisted in a situation distinguished by cooperation and exchange, as well as by friction, rivalry and violence. In this course, we shall explore the complexity of this historical encounter, as well as its role in shaping debates over modern Spanish identities and historical memory. We shall discuss topics such as: Inter-ethnic collaboration and violence; Jewish-Christian disputations; the exclusion and expulsion of religious and ethnic minorities; debates over the marketing of Spain's multiethnic past, as well as North African immigration in contemporary Spain. Historical documents, literary texts, film, musical traditions, as well as contemporary political and cultural debates, will be discussed to enhance familiarity with the topic.

97-274 19th and 20th Century Russia: Society, Art, Music and Theater
Intermittent: 9 units
This course will focus on the most significant historical events in 19th and 20th Century Russian societies, which influenced the development of Imperial, Soviet and post-Soviet culture and cultural institutions in Russia. Students will learn about famous giants of Russian literature, painting, music, and dramatics along with the social history of the war and of self and society in Russia-and in any other society. We may also gain a new perspective on the West, whose peculiarities we too readily take as normal. 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.
79-278 Rights to Representation: Indigenous People and their Media
Intermittent: 9 units
For decades anthropologists have been “picturing” others, in images as well as in words. This course explores the turn-around: when those who have been subjects of description take the opportunity to represent themselves. After a brief history of visual anthropology, we will concentrate on modes of representation developed by indigenous peoples. We will explore the meanings of “indigenous,” in connection with various modes of representation, including film, dramatic performances, art, the Internet, and social media. During the semester, we will compare--across time and space--the purposes for which media are used, the transmission of cultural values in media, the organization of production, and the intended audience. Anthropological method and theory will guide our inquiries. Course materials include disciplinary readings, documents dealing with indigenous rights, and examples of the work of indigenous peoples.

79-279 Comparative Study of Nationalism Case Studies: USA, Arabia, South Africa
Intermittent: 9 units
This course is ONLY offered at Carnegie Mellon 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.

79-281 Introduction to Religion
Intermittent: 9 units
The objective of this course is to introduce students to the variety of intellectual disciplines by which religions can be studied and some of the topical concerns of Hinduism, Buddhism, Judaism, Christianity, and Islam. The course asks the question, What is religion? Topics to be covered include religious studies vis-à-vis historical, anthropological, sociological, and psychological approaches to religion; the sacred/holy; myth and symbol; society and the sacred; deity; cosmogeny, religious anthropology, theodicy; ethics, eschatology, and secular humanism in the modern age.

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; antisemitism, 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.

79-285 Islam in the United States
Intermittent: 9 units
This course is ONLY offered at Carnegie Mellon in Qatar. As is well known, America has become a land of great religious diversity, and Islam in particular. Appreciating this issue helps appreciate the dynamism of the US and the religion of Islam. To a degree, however, this is both an old and new phenomenon. The course will explore the many facets of Islamic history and life, the process of its growth as well as the challenges and issues that American Muslims of different colors and backgrounds face in a vibrant plural democratic society.

79-288 Bananas, Baseball, and Borders: Latin America and the United States
Intermittent: 9 units
This course examines the tumultuous and paradoxical relationship between Latin America and the United States from the early 1800s to the present, with an emphasis on the Cold War era (1945-1989) when challenges to the power of the United States intensified along with U.S. efforts to maintain that power. We will study not only diplomatic relations, but also some of the cultural, economic, and environmental dimensions of the changing relationship. Course materials include scholarly readings, historical documents, film, music, and video. Participants will be expected to participate in class discussions, complete written analyses of historical documents, and write a final synthetic essay.

79-289 Animal Planet: An Environmental History of People and Animals
Intermittent: 9 units
Why do modern societies go to great lengths to protect some animals and slaughter others? How do people use animals to demarcate boundaries among themselves and between “humans” and “nature”? What are the environmental ramifications of domestication? Do animals make history? These are some of the questions that we will seek to answer as we explore the role of human–animal relationships in making the modern world (ca. 1400-present). We will examine some of the myriad ways in which people and animals have interacted with a focus on both the ecological significance of these relationships and the often-contradictory meanings that people inscribe on animals. Course readings and visual materials will be drawn from many parts of the world. Evaluation will be based on active participation in class discussions, weekly field notes, and a final assignment focused on visual representations of people and animals.

79-290 States/Stateless Societies and Nationalism in West Africa
Intermittent: 6 units
This course examines major themes in pre-colonial West African history, Islamization, urbanization, economic specialization, identity formation, interregional and trans-Atlantic trade, and European conquest. The focus of the course is on indigenous social processes and institutions and their evolution as West Africa becomes an important part of the wider Islamic and Atlantic worlds. Students will be introduced to a variety of interdisciplinatory sources as we reconstruct a history which in some cases pre-dates and in others is not recorded in written sources.

79-291 Globalization in East African History
Intermittent: 6 units
Most Americans would identify slavery and colonialism when thinking of Africa’s relationship to the rest of the world. While these two institutions have been critically important in shaping Africa’s present condition and recent history, they only constitute a fraction of Africa’s past and its interaction with the wider world. This course traces globalization to ancient times and seeks to understand it from an African perspective.

79-292 China Inside Out: Going Global, 19th to 21st Centuries
Intermittent: 9 units
Our usual conception of globalization foregrounds the contemporary West and on large-scale commercial structures and patterns. This course looks at how the local has “gone global” in China over a period of several centuries, focusing on how ordinary as well as elite Chinese have engaged with western-derived practices, symbols and ideologies, and transformed them for their own use. Besides considering the socio-economic impact of (19th century) opium smoking and (late 20th century) McDonald’s, our sources examine efforts to “sinify” Christianity and Marxism in China, at local repercussions of the Cold War in the Taiwan straits, at the indigenization of environmental attitudes, and at the sense of Chineseness (Chinese transnationality) among people living outside China.

79-293 Inward Odyssey
Intermittent: 9 units
Inward Odyssey will explore world history by examining it through the outward-looking eyes of travel writers, on the assumption that travelers, though supposedly written about the “other,” in fact provide crucial insights about the mindset of the culture that produced them, and often serve as a vehicle for cultural self-exploration or even self-criticism. In terms of content, this course is intended to overlap with World History, Islam and the European World, and US-Arab Encounters. However, this course is intended to be a skills course, designed not to teach students about specific historical periods, but rather to give students the tools they need to conduct their own critical explorations into the historical past.

79-294 Islam on the Main Street in the West since the 18th Century
Intermittent: 9 units
This course is ONLY offered at Carnegie Mellon in Qatar. This introductory course to the humanities and social sciences through the prism of religion and faith, aims at: 1. analyzing the interaction between these central disciplines and at appreciating the significance of Western and Islamic humanism and applying it to the present context of cultural globalization, confrontation and dialogue; 2. becoming familiar with some important literary texts of the modern era; 3. learning how to articulate one’s thoughts in a cogent manner. The discussion will stress how religion, a powerful instrument of socialization may, under some circumstances, foster intolerance and inequality or openness and tolerance. Understanding this process may lead to a new appreciation of classical Western writings.
79-295 Race Relations in the Atlantic World
Intermittent: 9 units
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.

79-296 Perspectives on Social Protest
Intermittent: 9 units
Social protest, when people come together to contest official policies or demand change, is a significant source of social transformation. From intense moments of popular uprising, like the 1999 Seattle protests against the WTO meetings or the water wars in Bolivia, to the continuous and extended efforts of organized social movements like the Mothers of the Plaza de Mayo, the unified efforts of individuals working together carry limitless possibilities for drawing public attention and affecting the world in which we live. In this course, we will look at instances of social protest, investigating the forms it takes and the ways in which specific cultural and local histories are reflected and utilized in these spontaneous and organized expressions of collective will. Through readings and film we will pay attention to issues of organization and spontaneity, violence, and the use and definition of public spaces. Using case studies from across the world, with a particular focus on Latin America but also including Northern Ireland, Algeria, India, the United States, and Japan, we will consider how cultural forms can be taken and worked into powerful and sometimes dangerous techniques of resistance. We will examine as well the challenges that groups face when they reach beyond their local cultural histories to make national and transnational connections with other groups.

79-297 Dilemmas and Controversies in Anthropology
Intermittent: 9 units
Anthropology is poised at the intersection of art and science. Like scientists, anthropologists collect and analyze data, but it is data gained through relationships forged with and by human beings situated in complex historical, social, political, and economic contexts. In this course, we will investigate the particular approach anthropologists take to research, focusing on the methods that anthropologists use, and the various ethical and technical dilemmas that they face. Though focused on anthropology, the subject matter of this course is relevant for thinking through the moral and practical implications of research more generally. We explore some key controversies that have arisen around anthropological research, and students are encouraged to think deeply and analytically about the particular kinds of knowledge that research generates and to reflect critically on anthropology's strengths and limitations. Note: This is a discussion-based course, where your success is contingent upon thoughtful and active participation.

79-298 Trafficking Persons: Children in a Global Context
Intermittent: 9 units
Many items circulate around the world, including persons. This course will examine the movement of children from one place to another. From child soldiers to sex workers, from adoptees to laborers, children form part of a global circulation that has complex personal, practical, and political consequences. We will take an anthropological and a historical perspective, comparing the various ways in which children circulate, the changes over time, and the impact of both cultural values and human rights policies on these movements. We will analyze the role of nation-states, international organizations, and NGO's, along with the decisions individuals make about the well being of a child. Course material includes: anthropological studies, historical accounts, literature, and visual media.

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: 1) in response to the failure of private actors (i.e., markets) to reach desirable outcomes; 2) to regulate markets to influence their outcomes; or 3) in an attempt to achieve a particular normative vision of what society ought to be like. This course assumes that the public policy landscape is complex but still comprehensible given the proper set of analytical frameworks and appropriate historical background. 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 drug policy.

79-301 Pittsburgh and the Transformation of Modern Urban America
Intermittent: 6 units
This course will focus on the transformations, both negative and positive, of the city of Pittsburgh and of 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 Renaissancees (I, II), the collapse of the steel industry and the development of a service economy, the city's changing demography, suburban development, neighborhood decline and renewal, and environmental policy and change.

79-302 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.

79-303 Religion and Politics in the Middle East
Intermittent: 6 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 communities, 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 unprecedented upheavals roleing the Arab world 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.

79-304 18th Century China Through Literature
Intermittent: 9 units
Run like a seminar, this course examines China's most famous novel, the 18th century work by Cao Xueqin and Gao E, The Story of the Stone (aka Dream of Red Mansions, Hongloumeng), in a lively five-volume translation. This portrait of a family in decline offers a comprehensive view of urban social life and culture in the 18th century. We add brief analytical readings on such key topics as authority in the family, gender, sexuality, folk religion, connoisseurship (of food, gardens, art, poetry), patronage and ethnic relations. In case some of the volumes go out of print, the seminar will read the one-volume version and parts of several other novels of the period. No prior knowledge of China is required, but you should enjoy reading! Limited enrollment, assigned papers, no exams.
79-309 20th Century China Through Film
Intermittent: 9 units
This course is about both film and history. It is not a detailed history of film, but rather introduces some issues of modern Chinese history and examines how that history is treated in film, mostly Chinese film, of the past twenty years. We have selected some well-made films exploring some key issues of 20th century history, including several of Zhang Yimou's works, documentaries made in the U.S. with Chinese assistance, and works by leading Taiwanese and Chinese American directors. In a few cases themes will be illustrated in excerpts. The readings consist of topical articles and book chapters, tied together by a general history of the period. The twice-a-week evening sessions are alternately for film viewing and discussions. Frequent short assignments, some of them collaborative, will explore the social context and methodology of the films, developing critical skills in writing, observation, film, and historical imagination.

79-310 Religions of China
Intermittent: 9 units
How have Chinese addressed universal questions of personal meaning and survival, and of social connection and authority, with the help of religion? This course is interested in solutions elaborated over the centuries by Chinese of all social classes. Without neglecting the textual canon, we are particularly interested in changing styles of ritual organization and practice. We examine mutual borrowing and competition among shamanism, ancestor worship, Confucianism, Buddhism, and Daoism, and the adaptation of each to varying social contexts and state policies up to the present. Much of the material is in the form of original sources including descriptive accounts introduced by religious historians, and fiction. The last half of the course utilizes ethnography of Taiwan and Mainland China to account for the current flourishing of religion. It also considers whether Moism is a sort of religion, and examines the fate of the Falungong in historical context.

79-311 Introduction to Anthropology
Intermittent: 9 units
Cultural anthropologists "make the strange familiar and the familiar strange," attempting to understand the internal logic of cultures which might, at first glance, seem bizarre to us, while at the same time probing those aspects of our own society which might appear equally bizarre to outsiders. In doing so, anthropology makes us more aware of our own culturally-ingrained assumptions, while broadening our understanding of the possibilities and alternatives in human experience. This course will use ethnographic writings (descriptive accounts of particular cultures), as well as ethnographic films, to investigate the ways in which diverse societies structure family life, resolve conflict, construct gender relations, organize subsistence, etc. 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 an historical perspective on culture, looking at how and why societies change, and considering how we, as anthropologists, should assess these changes.

79-312 International Human Rights Institutions in Theory and Practice
Intermittent: 6 units
What role do international human rights institutions play in the protection and promotion of human rights? How and when did they emerge? To what extent are they (or could they be) effective? This mini course considers the historical development of the contemporary idea of human rights, the theoretical and ethical debates that accompanied the creation of international bodies designed to regulate and enforce them, and the promises and limitations embedded in the forms these have taken. It considers ethical, legal, moral, and political dilemmas that arise over the nature of such institutions and around the concept of rights they uphold. Finally, the course considers the effectiveness of these bodies in serving as vehicles or facilitators of forms of justice and in promoting the construction of just and peaceful societies.

79-313 Objects of Value
Intermittent: 9 units
Value is a universal human concern, one that is as much spiritual and aesthetic as it is material. However, objects of value are produced, exchanged, circulated, consumed and understood in profoundly different ways. This course is an introduction to the anthropological study of objects of value in a variety of cultural and historical contexts. We will begin by considering how anthropologists have understood the exchange of objects as gifts, both in societies in which the exchange of objects as commodities is non-existent or rare, and in societies in which gift exchanges persist alongside or even within a commercial economy. Then, after considering the forms of barter and exchange that occurred during European expansion, conquest and colonization, we will explore commodity exchange, commodity fetishism, and money, in both Western and non-Western contexts. Finally, we will consider how anthropologists have explored the contemporary politics of value, addressing such issues as: globalization; migration and the "dollarization" of economies in Latin America and Eastern Europe; local, national and global political and economic crisis; and the emergence of new kinds of commodities and money, such as the Euro.

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"? Could in fact an individual form a memory isolated from any social and cultural framework? What is the relationship between remembering and the writing of history? This course proposes an interdisciplinary approach to the relationship between memory and history, and as it is reflected by the cultural and historical analyses of 20th century Europe, as well as by broader historiographical and conceptual debates at a global scale. The first part will first address some of the most important theoretical concerns about the relationship between memory-making and history-writing. The second part of the course will focus on the relationship between history and memory in 20th century Europe. We will approach the relationship between history and memory by exploring how memory itself began to matter in 20th century Europe; how different groups have started to mobilize their remembrances of the past for political and economic ends; and how individual testimonies, as innovative forms of expression, have challenged history writing as a genre, as well as made conceptually powerful topics such as the body, experience, trauma, and nostalgia.

79-315 Hawai`i: America's Pacific Island State
Intermittent: 9 units
The course focuses on Hawai`i--a Pacific Island, an American state, and a popular tourist spot. Hawai`i at once fills our imagination and occupies a strategic niche in United States policies. The story has not always been positive: we will take a historical perspective on the changes in Hawai`i over the past two and a half centuries, and we will explore the culture of the islands. We will read accounts by "outsiders" and accounts by kama`aina, "children of the land," residents of Hawai`i. We will also consider representations of the islands in media other than text. Films, for instance, and visual arts. The goal is to explore the complexity of a place that is often stereotyped as "paradise," but exemplifies problems of conquest and commercialization, of ethnic groups and boundaries, of commercialization and globalization, and of identity politics and independence movements. Readings include anthropological texts, literature, and selected essays.

79-316 Trajectories in Photography: Prehistory to 1945
Intermittent: 9 units
This course explores how photography influenced and was shaped by social and political changes in the 19th and early 20th centuries. We will investigate photography in its modern and modernist constructions, with special attention to both continuities and ruptures between the pre-modern and the modern. Specific topics will include: the nature of pictures and precedents in picture-making, from cave paintings through 20th-century experiments in photography; photography's role in the rationalization of geographies and peoples; the promises of photography as a new technology alongside electricity and the motion picture; the position of photography in relation to fine art; publications, mass media and propaganda; social photography, documentary photography and activist photography; and vernacular photography and photography's popular uses. The course draws from various disciplinary perspectives including art history, anthropology, history, and science and technology studies. The course will include instructor lecture, student presentations, and guest lecturers. Class discussion will be an integral aspect of the class.
79-317 Art, Anthropology, and Empire
Interruption: 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 study 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
Interruption: 9 units
If you wanted to change the world, who would you ask for guidance? Gandhi, Martin Luther King, Mother Theresa, Rachel Carson, or Nelson Mandela? Perhaps you might write to Oxfam, Habitat for Humanity, or the Gates Foundation? Of course, these are but a tiny sample of the countless individuals and organizations largely forgotten that made the twentieth century rich with efforts to make the world a better place. In this interdisciplinary course, we will examine the history of efforts to create sustainable social change through nonviolent means. 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 sustainable 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. One integral part of this course will entail designing and implementing creative, student-driven lesson plans for high school students that communicate what we have learned about the history and practice of sustainable social change.

79-319 India through Film
Interruption: 6 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
Interruption: 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 The Rise of the Modern Nation State
Interruption: 9 units
For two centuries Europe and America shaped a global order. Economic, social, and political interdependences between states always existed. But these interdependences did not limit their power to shape the 'world of nation states.' Today, however, at the beginning of the 21st century, the capacities of sovereign states, to exert power and pursue their policies unilaterally, come up against the limits posed by rapidly increasing independencies. Global financial markets, global migration, climate change, and global information networks stand for this development. For some historians and political scientists the loss of boundary control indicates the erosion of the traditional concept of the sovereign nation state. Other scholars insist on the sovereign nation state as the indispensable basis of any future global order. We will approach this debate about the future of the sovereign nation states by first looking back on its rise in the 18th and 19th centuries. In a second step we will use the knowledge we gained in the history section and examine the different state concepts of scholars who argue for new forms of (international) governance, and those who seek to reassert the authority and capacity of nation states to decide their policies on their own.

79-322 Family and Gender in Russian History
Interruption: 9 units
Using film, novels, interviews, and historical sources, this course will explore the history of gender relations, the family, and women in Russia. Beginning in the late nineteenth century, we will examine family relations in both noble and peasant families, the laws governing marriage, divorce and children, legal restrictions on women's freedom and education, and gender roles. We will look at the explosive changes of the Russian revolution and the radical experiments with free love and communal childrearing. We will trace the development of opportunities for women in the 1930s, the painful demographic impact of WWII, and the changing culture of the post war years.

79-323 Family, Gender, and Sexuality in European History, 500-1800
Interruption: 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.

79-326 History of Modern Germany through its Cinema
Interruption: 9 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 and social developments. We will also analyze the portrayal of World War II and the Third Reich in films made after 1945. We will view c. 20 films, most in class, several in the evening. 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 History of the American Working Class
Interruption: 9 units
This course will examine the transformation of the American working class from its preindustrial origins to the recent period of deindustrialization. It will emphasize the changing relationship between owners, managers, and workers, the role of the state, and the impact of gender, race, and ethnicity. More specifically, this course will not only analyze the factors that facilitated and/or impeded working class solidarity, but assess the impact of the working class upon the development of American history.

79-328 Photographers and Photography Since World War II
Interruption: 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, as pursued by Lewis Hine, while the other strand adhered to the philosophy of Alfred Stieglitz, founder of the elite Photo-Secession movement in the United States, who adamantly affirmed that photographs were first and foremost reflections of the soul. As such they were art objects, equal to fine paintings 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, Harry Callahan, Charles "Teenie" Harris, Cindy Sherman, Annie Leibovitz, Duane Michals, Carrie Mae Weems, Nan Goldin, James Nachtwey, and many others. Classes include lectures, student presentations, and video excursions. A local field trip to visit a photography exhibition may also be arranged.
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 for different sets of actors as they confronted diseases and struggled to explain and cure them.

79-331 Body Politics: Women and Health in America
Intermittent: 9 units
Women's bodies have been the sites of long-standing, and sometimes deadly, political battles. This course takes a topical approach to the history of American women's health in the nineteenth and twentieth centuries in order to understand why women's bodies have been such heated sites of struggle. It covers topics such as the history of contraception, abortion, menstruation, sexuality, female anatomy, rape, domestic abuse, menopause, pregnancy, and childbirth. It explores how American culture has constructed these issues over time, 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 Biology and Society: Evolution, Animal Experimentation, and Eugenics
Intermittent: 9 units
This course focuses on the relationship between biology and society in Britain, Continental Europe, and the United States in the 19th and early 20th centuries. We will examine the ways that biology and society evolved together during this period and became increasingly reliant on one another in the process. The first part of the course will cover the development of evolutionary thought, especially Darwin's theory of evolution by natural selection. In order to gain a full appreciation of Darwin's accomplishments, we will examine the scientific, religious, political, and philosophical ideas that influenced him. We will also explore the influence of Darwin's theory in all realms of society. The second part of the course will be devoted to the rise of experimentalism in biology. As part of this unit, we will explore the early history of genetics and its social application in the form of eugenics. The course will culminate with an analysis of the scientific and moral debates about animal experimentation that took place in the mid-19th century as Western conceptions of humanity's place in nature were changing dramatically.

79-334 Law, Ethics, and the Life Sciences
Intermittent: 9 units
This course examines how advances in genetics, neuroscience, and other life sciences have enhanced, undermined, and sometimes brought about the reconfiguration of our conceptions of justice, fairness, ethics, property, responsibility, free will, community, public/private boundaries, identity, and even humanity. We will read a variety of primary and secondary sources that explore these issues from the perspectives of history, ethics, law, public policy, and science and technology studies. At the end of the day, though, this course is about real people (whether they be scientists, ethicists, patients, activists, lawyers, politicians, or ordinary citizens), and we will try as much as possible to focus on the human stories that animate historical and theoretical debates.

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.

79-339 Juvenile Delinquency and Film (1920-1950)
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 mini-course uses feature films (to be viewed in advance of class) from the first half of the 20th century, as well as several readings from the same time period, to explore these issues. The course is run as a colloquium, with students playing central leadership roles in launching and guiding class discussions.

79-340 Juvenile Delinquency and Film: From "Blackboard Jungle" to "The Wire"
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 post-World War II era to the present, as well as several readings from the same time period, to explore these issues. The course is run as a colloquium, with students playing central leadership roles in launching and guiding class discussions.

79-341 The Cold War in Documents and Film
Intermittent: 9 units
This course is based on use of historical documents and films to study problems which reshaped the world during and after the Cold War. We will examine how documentary and feature films depicted the most important events of the Cold War, such as the Korean War, the construction of the Berlin Wall, the Cuban missile crisis, and others. In addition to films, sources will include documents, lectures and readings.

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 how science and technology interact with contemporary politics, culture, and society. Using theories and methods from history, philosophy, anthropology, and sociology, we will examine the following topics: the nature of scientific and technical knowledge; the formation of new fields of interdisciplinary expertise following the Second World War, specifically the rise and fall of the atomic scientists; the cybernetic approach to humans as "systems;" the emergence of risk societies; systems of classifications and categories and their impact on conceptions of race, sex, gender and gender; and possibility of objectivity; and the public understanding of science.

79-343 History of American Urban Life
Intermittent: 9 units
This course examines the development of urban America during the 19th and 20th centuries. It explores the evolution of urban structure; the development and impact of urban technologies (transportation, water/wastewater, energy and communications); ethnic and racial change and class conflict in the city; and political and policy issues. It discusses alterations in American city structure and form through the walking city, the networked city, and the development of the suburbs.

79-345 The Roots of Rock and Roll, 1870-1970
Intermittent: 9 units
This large-lecture course spans the century from 1870 to 1970 and spends 8 weeks on "roots" music slave songs, Anglo-Appalachian ballads, ragtime, Tin Pan Alley, and 1920s-1930s blues and country before you'll hear a single electric guitar. After studying Bessie Smith, Woody Guthrie, Lead Belly, Hank Williams, and other early artists, we'll spend the last 7 weeks on revolutionary icons like Chuck Berry, Bob Dylan, Jimi Hendrix, and Janis Joplin. The format is informal lecture and discussion on Tues/Thurs afternoons, plus a required film screening every Wednesday evening, 6:30-9:20pm. Assignments include reading 2-3 books and many articles (including some cultural theory), weekly music listening, four short papers, occasional quizzes, and a final project.
79-346 American Political Humor from Mark Twain to the Daily Show  
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 contemporary novelist Don DeLillo, we will (re)discover the satirical yet hilarious voices of H.L. Mencken, Will Rogers, Dorothy Parker, Walt "Pogo" Kelly, Richard Pryor, Fran Lebowitz, and posts through essays, novels, recordings and films. Throughout the term, we will collaborate in defining terms and learning a vocabulary we can use to discuss and write analytically about ephemeral, topical critiques that make us laugh in order to make us think. How does "humor" differ from "comedy" or from "jokes"? Beyond lampooning government or elections, what makes humor "political"? What are the relationships between politics and art? What can political humor reveal about whether we might not "get" by any other means? 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. To provide context and analytical resources for these themes, we will also read historical studies and relevant theories by Sigmund Freud, Luigi Pirandello, and Mary Douglas. Assignments include four analytical essays, entries in a collaborative online glossary, a brief oral report, and occasional short quizzes on assigned readings.

79-348 Abraham Lincoln at 200: From 1809-2009  
Intermittent: 9 units  
As America continues celebrating the bicentennial of Abraham Lincoln's birth, this course will explore both his historical importance and his changing status as an American icon. We will not only learn about Lincoln's 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 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  
This course explores the attitudes and actions of Holocaust perpetrators, victims and bystanders including the responses of the U.S. and its Allies. What did the U.S. do or not do that might have impacted on events overseas? What implications and issues arise from this watershed event in history? We descend into the world of the Holocaust not only by reading from primary and secondary sources and viewing several films, but also by hopefully meeting a Holocaust survivor.

79-350 Early Christianity  
Intermittent: 9 units  
In this course we examine the origins of Christianity. Although we deal with biblical as well as other contemporary materials, the approach is not theological but historical. We explore both his historical importance and his changing status as an American icon. We will not only learn about Lincoln's 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 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.

79-353 Religious Identities and Religious Conflicts in 19th Century 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 increasing 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.

Intermittent: 9 units  
This course provides CMU students with a historically grounded, technically informed, and policy-centered examination of energy and climate in the United States from the American Revolution to the nation's tri-centennial, by which time the nation will either have taken the necessary action to avoid massive catastrophes related to global warming or will be destined for—and perhaps already experiencing—a series of vasty catastrophic climate events that visit apocalyptic-like suffering and misery on large segments of the nation. Energy procurement and expenditure in the US and climate change have been surprisingly linked over the nation's entire. Now is the time for CMU students to understand these relationships historically, technically and scientifically, and politically and geopolitically. The course is structured around the reading and discussion of landmark scholarship on energy and climate sewn together by lectures, films, and various unorthodox pedagogical methods.

79-355 World Citizenship  
Intermittent: 9 units  
What does it mean to say that someone does (or does not) have rights of citizenship? How are ideas of the rights and responsibilities of citizens different in nations across the world? In what ways does the lived practice of being a citizen differ from ideal notion(s)? In this course, we look at the history and development of the idea of citizenship in a cross-cultural perspective, focusing on the global interconnections that influence the forms that citizenship takes. We will examine the roots of political citizenship in Western society, and compare these to other foundational notions of state-subject relationships (such as in the Ancient Near East and Ancient China). We then consider the formation of European nation-states and the emergence of modern citizenships. In the second half of the course, we use examples from across the world to think about how subjects experience citizenship in particular ways, paying special attention to the margins and borders of citizenship (refugees, migrants, internally displaced peoples, cultural minorities, economically disadvantaged communities, etc.). The class is discussion-based, and students will complete short assignments and a final essay.

79-357 History of Black American Music  
Intermittent: 6 units  
Come and explore the rich musical heritage of Black America. This course will survey the music of Black America beginning with the African legacy and continuing through the music of the Twentieth Century. Class sessions will involve discussions, listening, viewing of films, and reports by students on topics of individual interest. Discussions will involve, historical, cultural and political perspective, as well as the music and composers themselves. Lecturing will be at a minimum. Innovative testing in quiz show format will be used. No prerequisites required. Open to upper level undergraduate students.

79-358 The Pacific Encounters the West: An Anthropology of Globalization  
Intermittent: 9 units  
History has it that the British explorer, Captain James Cook, discovered the islands and continents in the vast Pacific Ocean. We rarely turn the story the other way around, and consider the discoveries made by those who sailed on long journeys from those islands in and beyond the Pacific. This course will take that "other" perspective, examining the voyages of explorers through which Pacific Islanders encountered the west. Instead of privileging the west as the force of globalization, we will look at movements initiated, perpetuated, and valued by islanders. The course will focus on islands whose encounters with the west led to social and cultural changes in cultural, social, and economic factors in the process of historical change.
97-359 Terrorism and U.S. National Security
Intermittent: 6 units
In 2001, the U.S. government declared a “global war on terror” (GWOT) in response to the terrorist attacks of September 11. What happened to this war? How did this GWOT affect the USA and its national security? After studying the policy choices made in 2001, we will explore the GWOT’s impact on the subsequent development of U.S. national security policies. Finally, and most importantly, we will discuss and assess how these policies have affected the security and civil liberties of American citizens.

97-361 Protest, Propaganda, and the Public Sphere, 1500-1800
Intermittent: 9 units
The advent of the printing press created unprecedented opportunities for the spread of new ideas in early modern Europe. Throughout the period, Europeans harnessed the power of print to mobilize opinion and effect change. This new print culture, combined with powerful images and a lively mix of gossip, rumor, and popular song, played a pivotal role in the revolutionary changes of this dynamic age. This course explores the popular protests of the early modern era through the propaganda that fueled them: pamphlets, ballads, rumors, and cartoons that spread the message of change and galvanized popular support. In particular, the course will focus on the role of such propaganda in three critical moments of early modern European history: the German Reformation, the English Civil War, and the French Revolution. In the process, we will explore such historical problems as the cultural consequences of the coming of the book; the impact of censorship, the emergence of the “public sphere,” and the rise of popular politics and public opinion as recognized forces in European political life.

97-362 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 informal 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.

97-368 Poverty, Charity, and Welfare
Intermittent: 9 units
This course explores continuities and changes in ways that people have thought about and acted upon problems of human poverty. Although the major focus will be on Western Europe, students will have the opportunity to explore other societies and cultures. We discuss ways that poverty was conceived of and treated in medieval society; transformations in these views and policies during the Protestant and Catholic Reformations; the impact of industrialization on the poor; and the development of modern welfare states. We ask such questions as: What have been the major causes of poverty? How did organized programs for the poor develop in the West? How have the poor been thought about and represented in art and literature? What have been the main differences between religiously inspired and secular programs of aid to the poor? What accounts for the growth of “welfare states” in the twentieth century? Coursework includes readings from primary and secondary sources, participation in class discussions, in-class test, and a short research paper.

97-369 Disasters in American History
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 one 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.

97-371 African American Urban History
Intermittent: 9 units
This course will explore selected themes in the development of African American urban history from its colonial beginnings through the era of Barack Obama during the early 21st century. While giving primary attention to the growth of black urban communities on the ground in major U.S. cities, the course will open and close on a global note. Students will learn that the dominant impact of the English-speaking world on black urban life was not a foregone conclusion. Spanish, Dutch, and French, and Indigenous peoples also shaped the black urban experience in North America. In addition to weekly classroom discussions of assigned readings, students will select a key theme in the development of African American urban life and, based upon a mix of secondary and primary accounts, write their own original essay on the subject.

97-372 Perspectives on the Urban Environment
Intermittent: 9 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 recycling; 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.

97-374 American Environmental History: Critical Issues
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.

97-375 China’s Environmental Crisis
Intermittent: 9 units
In the context of China’s changing ecology, this course explores whether and how sustainable development has been, is being, and might be pursued by its vast population and political leadership. Without neglecting culture—e.g., Confucian, Daoist, Buddhist and Altaic (steppe) views of ideal human/environment interaction—we trace historical demographic patterns and their effects on China’s fauna and flora, and investigate past government efforts at water control, migration, new crop introduction, natural disasters, etc. Over half of the course concerns the People’s Republic (1949-), paying special attention to birth control policies, the steppe reclamation, the Three Gorges dam, industrial growth, pollution scandals, tourism and environmental policy. We work mostly by discussion, centering on materials read in advance by class members.

97-376 Topics in 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 experience in interpreting primary 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.

97-377 Food, Culture, and Power: A History of Eating
Intermittent: 9 units
This course will take participants on excursions into the histories and cultures of foodways around the world. During the first third of the semester, we will read a range of historical and anthropological perspectives on the production and consumption of food. 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 partially fulfills the Theoretical and Topical Core course requirement for Global Studies majors.
79-378 Islam and the Integration of Society
Intermittent: 9 units
This course is ONLY offered at Carnegie Mellon in Qatar. This is an introduction through the prism of history, religion, sociology and political science, to the general history of Islam since its rise in 7th century Arabia as well as to the experiences of various Muslim groups in the world. Based on a paradigm borrowed from sociology and politics, it stresses the process of assembling together disparate components to produce a relatively unified entity at the end, thanks to the effects of strong bonds among the members of the community and thanks to the role of divinely inspired –charismatic– leadership. The course will study this multi-faceted process in different geographical and temporal context, thereby teaching students how to think globally and methodically.

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 or 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 dreaming—in fieldwork and writing; field-notes as an ethnographic genre, and their relationship to “official” published ethnography; ethnographic surrealism and surrealist 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. **Please Note**: students electing to take this class should have a background in anthropology.

79-380 Ethnographic Methods
Intermittent: 9 units
In this class, students will become familiar with the history, the use, and the problems attached to “ethnographic methods.” Drawing on diverse anthropological writings, students learn to assess various methods, including observation, participation, interviewing, conversing, mapping, and documenting in visual media in order to create a “thick description” or ethnography. In addition to reading and watching films, the main work in the class involves a fieldwork project: each student is expected to develop a project that can be completed in one semester, that involves an application of one or more strategy of inquiry, and that can be written up in a final, interpretive and descriptive paper. There are no exams in the course.

79-381 Petrocultures: How Oil 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 twenty-first century, giving rise to so-called “petro-states.” For the first five weeks, we will trace the geopolitical and political implications of the 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 History of Biomedical Research
Intermittent: 9 units
This course examines the development of biomedical research in the nineteenth and twentieth centuries, focusing primarily on the U.S., but also examining research and institutional models in Germany, France, China, and elsewhere. With an emphasis on pharmacology, physiology, immunology, neuroscience, and genetics.

79-383 Epidemic, Disease, and Public Health
Intermittent: 9 units
Epidemics of infectious disease are both biological and social events. Through the perspectives of the changing ecology of disease and social construction of disease, this course examines epidemics of such diseases as bubonic plague, cholera, yellow fever, and AIDS. Besides considering the social factors that help determine the epidemiology of a particular outbreak of disease, the course analyzes human responses to epidemic disease. These responses include popular attitudes toward the disease and those who contract it, as well as public health measures intended to control spread of the disease.

79-384 Garbage Gone Global: Managing Surplus, Waste, and Desire
Intermittent: 9 units
In this course, we will use readings and film to explore a variety of issues related to the production, classification, and management of waste. Topics to be covered include the environmental impacts of different waste disposal techniques, the global trade in used and discarded materials, garbage as a source of work and the way gender influences who does this work, the history and current structure of the waste disposal industry in the US and in other places around the world, and practices of recycling and scavenging. Throughout we will pay attention to the different ways we as humans think about, care for, and ultimately discard our material things. Class time will be dedicated to discussion, and students will complete weekly short assignments and a research paper.

79-385 The Making of the African Diaspora
Intermittent: 9 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 Africa continues to face 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.

79-389 Stalin and Stalinism
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 and destroyed the possibilities for socialist democracy. He sent millions of people to slave labor camps, and when he died, thousands 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 periods of the 20th century.

79-390 Nazi Germany
Intermittent: 9 units
This course will cover all aspects of life and policy in National Socialist Germany, 1933-45. We will discuss the rise of Hitler and his National Socialist party, Nazi social and economic policies, Nazi culture, everyday life under Nazism, the Third Reich during World War II, and the Holocaust. Readings will include historical monographs, memoirs, and primary documents.
79-394 Urban Revitalization  
Intermittent: 9 units  
This course examines strategies for urban redevelopment and economic revitalization in the US since World War II. We will be examining the specific context of Pittsburgh with special focus on critical contemporary issues such as the role of medical centers, universities, technology, retail outlets, and gas drilling. We will be doing critical readings and primary research as we explore both the problems and possibilities of economic urban reinvention in the last half century.

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 a minimum of $250 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: Availability 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 the performances of the Pittsburgh Symphony, Pittsburgh Opera, and Chamber Music Society. A supplemental fee of a minimum of $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 Thursday, Friday, and Saturday evenings.

79-397 Memoirs and Autobiography in Historical Context  
Intermittent: 9 units  
This seminar will focus on memoirs/autobiographies by Americans and Europeans from the 18th-20th centuries. It will analyze the art of writing about the self in social and political context: what do authors reveal and not reveal about their lives? How have ethnicity, nationality, gender and social class influenced writing about the self? How has it been shaped by historical events such as war, revolution, and the Holocaust? Readings will include (parts of) memoirs and autobiographies of public people, including political leaders, philosophers, and artists, as well as by “ordinary” people who were not famous (before the publication of their memoir or autobiography). Assignments: eight 1-2 page response papers, one 5 page paper, and one 8-10 page final paper.

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-Israel war of 1967 serving as the class 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 assignments and a major final research paper on a 1967 war-inspired topic.

79-400 Advanced Seminar in Global Studies  
Fall and Spring: 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 on how to interpret and synthesize sources into a coherent and compelling thesis or argument 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 where 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. Corequisites: 79-275.

79-411 Research on Great Islamic Issues According to the Early Sources  
Intermittent: 9 units  
This course is ONLY offered at Carnegie Mellon in Qatar. The term Islam suggests centuries of history that embody a creed and a civilization with unity and diversity in its rituals and politics. The Islamic world involves “great questions” that differentiate Muslims from one another. Examples include the Shia-Sunni schism or split that has divided Islamom since the first decades after the death of the Prophet founder in 632; the tensions between unity and sectarianism that relentlessly explode in the Middle Eastern countries; the persisting questions of equality and inequality that pertain to gender and race. The works of such historians as Muhammad ibn Ishaq of Medina (704-769), who authored an early biography (Sirat Rasul Allah, Life of the Messenger of Allah), Muhammad ibn Saad of Basra (764-845), who was inspired by Ibn Ishaq, the historian Abu Jafar Muhammad ibn Jarir Al-Tabari (839-923), who authored the multi-volume Tarikh al-rasul wa al muluk (History of the Prophets and Kings), and the 14th-century eminent thinker, Abu Zayd Muhammad ibn Khalid, who wrote the Muqaddimah, an Introduction to History, and numerous contemporary scholars help to elucidate part of the problems. Exploring these texts improves the students’ grasp of history. This course will be taught as a seminar that aims at introducing the literature in the English translation and at raising questions. It will broaden deepen the appreciation of history by undergraduate students. As a “specialized” offering reserved for students minorin in history or having successfully completed two courses in history or having the authorization of the instructor, it will meet once a week for 2 and half hours and will discuss at length the sources and the questions.

79-420 Historical Research Seminar  
Fall: 12 units  
The purpose of this one-semester research seminar is to help you conceptualize, design, organize, and execute a substantial historical research project that will embody and extend the knowledge and skill set you have developed as an undergraduate. The course will be taught as a proseminar that aims at introducing you to the primary research methodologies and strategies, and sharpen your 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 me. Prerequisites: 79-200 or 79-360.

79-449 Ethics, History, and Public Policy 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. The students develop an original research report based on both an historical and policy analysis and they present their results to a client organization in the community.

79-491 Independent Study  
Intermittent: 9 units  
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.

79-504 Senior Thesis II  
Spring: 9 units  
Seniors may continue their thesis project over a second semester with the permission of the Undergraduate Advisor and the designated faculty member.

79-506 Global Studies Internship  
Intermittent: 9 units  
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.