Archival collections at Carnegie Mellon and the University of Pittsburgh. Examination of primary sources in various published sources, microfilm, and paper based upon an assessment of available scholarship as well as weekly discussions of assigned readings, students will write a 15-20 page strength and weaknesses of past scholarship; and develop their own urban life, from slavery to recent times. Students will explore major works of the African American Experience 79-155 Freshman Seminar: Rethinking Race: The Shaping of the African American Experience Interimment: 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: pinpointing 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 Interimment: 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 Mathiu'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 pawns. 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.

79-165 Freshman Seminar: The Historian as Detective and Storyteller Intermittent: 9 units Early on Saturday of Memorial Day Weekend 1937, three young men set out in a used car from their home in Bayonne, New Jersey to pickup and bring home another hometown friend who was finishing his freshman year at the University of Notre Dame. They called themselves "The Rover Boys." They kept a typewritten daily journal of their trip, which they stretched into a 15-day journey that took them west to the South, south to New Orleans, and northeast back home to New Jersey. This journal offers a set of first-hand accounts from a different time and place in America, witnessing through their eyes, diverse parts of the country, and connecting first-hand with various elements of the period's history. Moreover, these young men were about that age (19-20 years old) when, in modern American society, adolescents transition to adulthood - graduate from high school; go to college, or to work; perhaps marry and start families; perhaps leave home to set out on their own. In other words, they "come of age." This course will use the coming-of-age concept as a framework to examine the period of these boys' lives from their birth to their Spring 1937 journey, while also using this conceptual framework to examine the current generation of 19-year-olds Americans, and their coming-of-age experiences. Particular themes will include: politics and economics; the role of government in modern society; the role(s) of technology in societal change; manners, morals and popular culture; diversity, science and religion; and the art of historical storytelling. We will also focus on the Log and, through creative historical research, expand and illuminate its references to the period's history. The course has no prerequisites, but it is assumed that its students will have had at least 1 year of U.S. History in high school.
79-168 Freshman Seminar: The Juvenile Court: Past and Present
Intermittent: 9 units
This course will track the development of an authentically American institution, the juvenile court, from its late 19th century origins to the present day. We will integrate historical, legal, sociological, and cultural perspectives in tracking the court’s evolution, culminating in a careful look at how recent nationwide reform movements are playing out 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 feature and documentary films (including Frederick Wiseman’s 1973 classic, “Juvenile Court”). As opportunities develop, we may also observe at the Allegheny County Juvenile Court, as well as hear from 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 as the semester progresses for launching and guiding class discussions. Evaluation will be based on in-class mid-term (25%) and final exams (25%), several oral presentations and brief writing assignments (25%), and contributions to class discussion (25%).

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 emotional dimensions 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.

79-171 Freshman Seminar: 19th and 20th Century Russia, Literature, Music, Art, Theatre
Intermittent: 9 units
This freshman seminar traces Imperial, Soviet and post-Soviet Russia in the 19th and 20th Centuries, a period famous for many cultural giants, like Pushkin, Dostoyevsky, and Brodsky in literature; Tchaikovsky, Prokofiev and Shostakovich in music; Balanchine and Baryshnikov in dance; Repin and Shagall in painting; Stanislawsky and Meyerhold in theatre. We will also examine the historical development of cultural institutions in Russia. The course includes secondary readings, primary documents, and films. In addition to seminar discussions, reading and written assignments, students will attend performances of the Pittsburgh Symphony and Pittsburgh Cultural Trust.

79-173 Freshman Seminar: Barack Obama and the History of Race in America
Intermittent: 9 units
Well before he was elected the forty-fourth President of the United States, Barack Obama challenged Americans to think anew about the history of race in this country. In this course, we will examine President Obama’s life, writings, and speeches as the foundation for a larger investigation into the history of race and, in particular, the struggle to achieve racial equality within the United States. We will read President Obama’s first biography and several of his key speeches as well as a recent history of the Civil Rights Movement. Our goal will be not only to probe the life and ideas of President Obama but to examine the larger history of race in America. Topics will include the geographic and temporal diversity of the Civil Rights Movement, the shifting meanings of “mixed-race,” race and American foreign policy, the history of racial inequality in housing, education, and employment, affirmative action, and course and immigration. The course will include two short papers (3-4 pages each) a student presentation, and a take-home final.

79-176 Freshman Seminar: The Politics of Science and Technology in a Cold War Era
Intermittent: 9 units
This course will focus on the developments in science and technology during the Cold War at a global scale, with an eye to explore how scientific and technical training became a crucial strategy for waging politics at regional and global scales. It will analyze the transatlantic relationship between the US and Western Europe in the aftermaths of the Second World War, and the ways in which it changed during the 1960s and 1970s, within a series of broader shifts in global politics. The course will investigate the novel cultural imageries underlying the technological and scientific development—such as, the threat and fascination of “the Bomb,” and of the potential nuclear cataclysm—via an interdisciplinary array of sources: the history of the Manhattan Project and of the Soviet atomic enterprise, the reactions to the “nuclear sublime,” as they took place in the social and artistic domains, the changes in the ways social actors related to the post-1945 forms of national and international governance, the new global hierarchies, including the shift from the supremacy of the “old world” (the European empires) to the post-1945 transformation of the US into a superpower.

79-177 Freshman Seminar: The Social Impact of War
Intermittent: 9 units
Wars and their effects are a continuing aspect of the human condition. This course will introduce students to the manner in which war is conceptualized in modern western societies, using readings from philosophy, literature, history and the social sciences to examine how warriors, belligerent societies and cultures define the benefits and costs of war. The course will primarily focus on the American experience of war in the twentieth and twenty-first century, from the Great War to the War on Terror, while also examining the Cold War and the antecedents to contemporary conflict.

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 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 their origins to the early modern era, yet the period was also marked by important continuities with the Middle Ages. During this course, we will explore how Europeans re-imagined their world in its transition from the medieval to the modern. Topics to be considered will include the “renaissance” of the arts, the problems of religious reform, exploration and colonialism, the rise of science, the growth of a new global economy, and the ways in which it subsequently changed during the 1960s and 1970s, within a series of broader shifts in global politics. The course will include two short papers (3-4 pages each) a student presentation, and a take-home final.
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/revolutions 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
The course will start with a short discussion of the current crisis of the European Union; however, we will not review the many recipes economists offer to solve that crisis. 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 and the diverse interests of its member states. 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 which the EU has developed over time. In a final section we will then revisit the current crisis and discuss the possible outcomes each of you see 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 accounts, government reports, fictional accounts, speeches, and political writings of the time as well as more recent studies. We discuss 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 Tribute Bearers
Intermittent: 9 units
This course examines East Asian peoples on the peripheries of China 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 economy, 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 subcontinent’s 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 landmass 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 background for analyzing 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
This course will use readings, discussion, film, and music to explore development and democracy in Latin America. Beginning with the Mexican Revolution and ending with Hugo Chávez’s on-going “Bolivarian Revolution” in Venezuela, we will approach development and democracy as historically contested concepts that gave rise to a diverse range of practices and institutions. Specific regions and topics covered include export economies in South America; immigration, industrialization, and populism in Argentina; socialism, dictatorship, and democratization in Chile; and indigenous people and drug wars in the Andes. This course is open to all students.

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

79-224 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 Maya society and of the European conquest of Mexico and Central America, we will consider the experience of the indigenous Maya under Spanish colonial rule and under the rule of Latin American nation-states in the nineteenth and twentieth centuries. Finally, we will cover the recent history of political conflict and military repression in Guatemala, the Zapatista uprising in southern Mexico, and increasing Mayan migration to the United States. Drawing upon the varied perspectives of archaeology, cultural anthropology, and social history, this course will explore several recurrent themes in Mayan America, such as conquest adaptation and resistance; indigenous political and communal organization; popular religion, prophecy and apocalypse; Mayan cultural and ethnic identity; “tradition” and “modernity”; state violence and human rights; and indigenous political and cultural mobilization at the local, national, and transnational levels.
97-225 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, mind-ennemies, 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.

97-226 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 early period of contact with Europeans. Lastly, by focusing on long-term processes, such as economic specialization, urbanization, and Islamization, the course will begin to put the slave trade in an African-centered perspective.

97-227 Introduction to African History: 1780-1994
Intermittent: 9 units
The course is designed 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.

97-229 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?.

97-230 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, photographs, 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?.

97-231 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 Eisenhow- Dulles “New Look,” the Kennedy-Johnson “flexible response,” “détente,” 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.

97-232 Arabian Peninsula Environmental History
Intermittent: 9 units
This course is ONLY offered at Carnegie Mellon in Qatar. This course will look at the history of the Arabian Peninsula from a fresh perspective, examining human/environmental 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 natural gas and oil.

97-233 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 U.S. 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 recurrent 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.

97-234 Political History of the Modern Middle East
Intermittent: 9 units
This course is ONLY offered at Carnegie Mellon in Qatar. This course familiarizes students with key political developments in the Middle East from the early eighteenth century to the present. Currents of political change affecting the Middle East are contextualized in broader global power struggles, secular and Islamic intellectual influences, social forces, and economic history. Course material covers the heartlands of the Middle East, with particular reference to Turkey, Iran, Egypt, North Africa, and Israel/ Palestine.

97-235 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.

97-236 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 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 retentions.

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 antebellum 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 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 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.

79-246 Industrial America  
Intermittent: 9 units  
This course examines the transformation of America into an urban industrial society during the late 19th and 20th centuries. The transformation of work, culture, and politics will receive close attention, but the course will accent the impact of global migration on the creation of a multiethnic and multiracial nation. This course will also encourage students to probe certain similarities as well as profound differences between past and present responses to immigrants and immigration policies. In addition to regular classroom discussions of assigned readings, students will write a major research paper. This course is open to all students.

79-247 The Civil War Era: 1848-1877  
Intermittent: 9 units  
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 over 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.

79-248 20th Century U.S.  
Intermittent: 9 units  
The twentieth century marked the rise of the United States as a global power. By the end of the century, the United States had achieved economic, military, and political dominance. The United States also made great strides in expanding political and civil rights for workers, women, African-Americans, and gays and lesbians. This course explores the cultural implications of these developments on the generations of American people who came of age in the twentieth century. It assesses both the triumphs and tribulations of twentieth-century life. We will analyze the continuities, comparisons, and conflicts. We will also consider America's history, especially in regard to the nation's twin pillars: democracy and capitalism. Special attention will be given to the evolving relationship among the state, the corporate sector, and ordinary people. Topics include: Progressivism, the Great Depression, World War II, the Cold War, Civil Rights, Vietnam, and the New Conservatism.

79-251 India/America: Democracy, Diversity, Development  
Intermittent: 9 units  
India and the United States, two of the world's largest democracies, have long been interconnected—culturally, economically, and politically. From yoga and bhangra to outsourcing and nuclear politics, Indo-American relations have become increasingly important to both countries. This course will focus on connections between the United States and India in the twentieth century. Specific topics will include the Indian American struggle to gain American citizenship; American involvement in the Indian independence movement; the influence of Gandhian nonviolent civil disobedience on Dr. Martin Luther King, Jr. and the American civil rights movement; Indo-American relations during the Cold War; American economic aid to India; outsourcing and other recent economic linkages; the history of Indian students in the United States; and cultural connections including food, dress, music, dance, and Bollywood/Hollywood.

79-252 Recent U.S. History 1945-Present  
Intermittent: 9 units  
This course will explore the social, cultural, and political history of America since World War II. Topics include: the dawn of the nuclear age, the Cold War, the Korean and Vietnam wars, the civil rights movement, the women's movement, the counter culture, the energy crisis of the 1970s, the rise of environmentalism, and the turn toward conservatism in the 1980s. We will use music, film, television, and literature as evidence of cultural change in American society during the post 50 years.

79-254 The Jewish Diaspora in Latin America  
Intermittent: 9 units  
This course explores the history of the Jewish presence in Latin America and the relevance of the Latin American experience in shaping Jewish identity. We will survey the presence of Jews in Latin America from the time of the conquest to the present. Among the topics we will consider are: the Inquisition and crypto-Jews in Latin America; Jewish immigration in early nineteenth-century Latin America; relationships between Jews and non-Jews including other minority groups such as Arabs; relations between Ashkenazi and Sephardic Jews; Jewish cultural life and political activism in the context of the rise of modern-nation states, revolutions, military dictatorships and violence, antisemitism; and the influence of contemporary politics in Latin America on Jewish life.
79-255 Irish History
Intermittent: 9 units
This course surveys Irish history from the earliest human settlements until the present day, with emphasis on the period since the sixteenth century. Our main objective is to understand the sources of conflict in modern Ireland. In order to do that, however, we look at a number of topics such as the role of religion in Irish society; the causes of population growth, movement, and decline; changing forms of protest; and the formation of rival myths of the Irish past and its meaning.

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

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

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

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

79-260 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.

79-261 Chinese History
Intermittent: 9 units
This mini-course explores the social history of China’s dramatic emergence as an economic power in the past thirty years. We pay special attention to China’s export market, including the factories that supply Walmart and other foreign companies, and to the consumer revolution in Chinese cities. We also look at the Tiananmen June Fourth suppression of “Beijing Spring” in 1989, and whether the Communist Party is loosening its authoritarian rule. We use various article collections and memoirs, as well as a number of films. No prerequisites.

79-262 Modern China
Intermittent: 9 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.

79-263 China’s Cultural Revolution
Intermittent: 6 units
This mini-course explores the social history of China’s dramatic emergence as an economic power in the past thirty years. We pay special attention to China’s export market, including the factories that supply Walmart and other foreign companies, and to the consumer revolution in Chinese cities. We also look at the Tiananmen June Fourth suppression of “Beijing Spring” in 1989, and whether the Communist Party is loosening its authoritarian rule. We use various article collections and memoirs, as well as a number of films. No prerequisites.

79-264 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.

79-265 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.
79-267 The Soviet Union in World War II: Military, Political and Social History
Intermittent: 9 units
On July 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, poetry, veterans accounts, documentaries, and journalism, this course surveys the rise of fascism, the Stalinist purges of the Red Army, the Hitler-Stalin pact of 1939, the Nazi massacres of Soviet Jews, peasants, and partisans, life on the front line, and the great battles of the war. Occasional Thursday evening film screenings. (There is no weekly Thursday evening class, although there is an occasional Thursday evening film, which is required.) The class will view about five movies on Thursday evenings throughout the semester between 6:30 and 8:30. Attendance required.

79-272 Iberian Encounters: Muslims, Christians and Jews in Spain
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 and its role in shaping questions of contemporary Spanish, Jewish and Muslim identity and national memory. We shall discuss topics such as: Inter-ethnic collaboration and violence; Jewish-Christian disputations; the exclusion and expulsion of religious and ethnic minorities; the historical migration of Spain's multi-ethnic past, including the heritugation of the Muslim and Jewish past, and 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. This course is open to all students.

79-274 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 drama who gained global recognition. The course, which includes secondary readings, primary documents, and films, will allow students to achieve a critical understanding of contemporary Russia.

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

79-278 Rights to Representation: Indigenous People and their Media
Intermittent: 9 units
For decades anthropologists have been “pictureing” 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-a-vis historical, anthropological, sociological, and psychological approaches to religion; the sacred/holy; myth and symbol; society and the sacred; deity; cosmogony, religious anthropology, theology, ethics, eschatology, and secular humanism in the modern age.

79-284 Islam, Africa and the Arab World
Intermittent: 9 units
This course is ONLY offered at Carnegie Mellon in Qatar. This course is a study of Islam’s origin and doctrine, and how it spread into Africa and developed a special link between the Arabs and the Africans. It will examine the foundations and diverse facets of this link from the formative period of the religion in Mecca to the present, with an emphasis on some axial events and on the issues of mutual perception. A proper appreciation of this history may lead to a better understanding. In other words, the course will explore what is commonly known as “The international Islamic solidarity”, its doctrine, its scope and its limitations. This endeavor represents another way of appreciating the universalism (globalism) of Islam in today’s critical era of history and politics, as the annual meetings of the Islamic Conference held since 1970, bring together the leaders of Muslim countries from the Middle East, Asia and Africa. In summary, since the seventh century, the world has witnessed a changing but constant role of Islam in the internal and external politics of many a country as well as in regional and world politics.

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 colours and backgrounds face in a vibrant plural democratic society.

79-286 Bananas, Baseball, and Borders: A History of Latin America - US Relations
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 write short analytical essays, a final synthetic essay and participate regularly in discussions.

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 interdisciplinary 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 “simplify” 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 travelogues, 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 openmindedness 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 interactions 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 — relationships forged with and by historically situated human beings in all their social and emotional complexity. In this course we will explore the practical and ethical dilemmas anthropologists confront in the field and in their writing. We will also investigate the nature of anthropological knowledge and investigate key controversies that have arisen in the discipline. Students are encouraged to think deeply and analytically about anthropology’s strengths and limitations. Classroom debates will be a core component of the course. This course is open to all students.

79-299 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 NGOs, 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 and laws and the 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.

79-303 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 Renaissances (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.
79-304 African Americans in Pittsburgh
Intermittent: 6 units
This course will examine the development of Pittsburgh’s African American community from the Great Depression and World War II through the era of deindustrialization during the late 20th and early 21st centuries. The course will emphasize not only the ways that a variety of external socioeconomic, cultural, and political forces shaped the history of black people in western Pennsylvania, but also the diverse strategies that African Americans devised to give meaning to their own lives and how these changed over time. Students will read both primary and secondary accounts of Pittsburgh’s African American history; write short analytical papers on specific topics or themes; and engage in regular classroom discussions of assigned readings.

79-305 Juvenile Delinquency: Images, Realities, Public Policy, 1825-1967
Intermittent: 9 units
This course examines juvenile delinquency in historical, sociocultural, and policy contexts during the past two centuries, and focuses mainly on the United States. It starts with the creation of the first juvenile reform school in 1825 and ends with the Supreme Court’s famous In Re Gault decision in 1967 requiring that juvenile offenders receive due process protections. Three themes are emphasized: 1) changing legislative, judicial, correctional, and therapeutic attempts to define, punish, and rehabilitate “delinquent” youth; 2) behavior patterns of youths labeled “delinquent,” and how their behaviors changed over time; and 3), images of “delinquents,” especially as portrayed in films between the 1930s and the 1960s.

79-306 Delinquency, Crime, and Juvenile Justice: 1970’s to the Present
Intermittent: 9 units
This course examines juvenile delinquency in historical, sociocultural, and policy contexts since the U.S. Supreme Court’s In Re Gault decision in 1967. Readings are drawn from historical, sociological, psychological, literary, and journalistic accounts of juvenile delinquency and the juvenile justice system. We also analyze the portrayal of delinquency, especially gang delinquency, as revealed in several feature and documentary films produced between the 1970s and the present.

79-307 Religion and Politics in the Middle East
Intermittent: 9 units
This course looks at the historic relationship among Islam, Judaism and Christianity and what they have to say about the nature of government, the state’s treatment of religious minorities, and relations among states in the Middle East. We will consider the impact of religion on domestic and foreign policy in selected Middle Eastern countries and 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 peace in the Middle East. We will take advantage of the unprecedented upheavals roiling the Arab world since 2011 and use contemporary media and contact people on the ground in the states we are studying to produce “updates” as to where religion and politics seem to be intersecting at this time.

79-308 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 a 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. We also discuss the anthropologist’s relationship to the people s/he studies, and the responsibilities inherent in that relationship. Throughout the course, students will examine 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 goods, 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 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.

79-314 Religion, Law, and Human Rights
Intermittent: 6 units
This course examines the relationship between law and religion, and the role of religion in human rights protection. We will consider how religious beliefs and practices can shape laws and regulations, and how laws and regulations can influence religious beliefs and practices. We will also examine the role of religion in human rights protection, including the importance of religious freedom in protecting human rights. Finally, we will consider the challenges of protecting human rights in contexts where religion and law conflict. Limited enrollment, assigned papers, no exams.

79-315 Public Opinion and Social Movements
Intermittent: 6 units
This course examines the role of public opinion in social movements. We will consider how public opinion is formed and how it shapes political action. We will also examine the relationship between public opinion and social movements, including the role of social movements in shaping public opinion. Limited enrollment, assigned papers, no exams.
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, 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’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
Intermittent: 9 units
This seminar will explore the anthropology and history of aesthetic objects, as they travel from places considered “primitive” or “exotic,” to others deemed “civilized” or “Western.” First, we will consider twentieth-century anthropological attempts to develop ways of appreciating and understanding objects from other cultures, and in the process to reconsider the meaning of such terms as “art” and “aesthetics.” Then we will discuss several topics in the history of empire and the “exotic” arts, including: the conquest, colonization and appropriation of indigenous objects; the politics of display and the rise of museums and world fairs; the processes by which locally-produced art objects are transformed into commodities traded in international art markets; the effects of “exotic” art on such aesthetic movements as surrealism, etc.; and the appropriation of indigenous aesthetic styles by “Western” artists. Finally, we will consider attempts by formerly colonized populations to reclaim objects from museums, and to organize new museums, aesthetic styles, and forms of artistic production that challenge imperialism’s persistent legacies.

79-318 Sustainable Social Change: History and Practice
Intermittent: 9 units
If you wanted to change the world, who would you ask for guidance? Gandhi, Martin Luther King, Mother Teresa, 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 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.

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

79-321 The Rise of the Modern Nation State
Intermittent: 9 units
For two centuries Europe and America shaped a global order. Economic, social, and political interdependencies between states always existed. But these interdependencies 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 interdependencies. 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 pillar 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
Intermittent: 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
Intermittent: 9 units
The medieval and early modern periods witnessed a transformation in the cultural and social understandings of gender. During this period, the mutable sexual categories of the pre-modern world evolved into the definitions of masculinity and femininity recognizable today. This course examines these changes in the understanding of gender and the family in Europe in the medieval and early modern periods, drawing upon readings in gender history, marriage and the family, and the history of sexuality. We will explore the ideal of Christian marriage and family and examine how the “real” compared to the reality on such issues as marriage, reproduction, family, gender roles, and sexuality. We will also explore the fashioning of female and masculine gender norms and the construction of the male and female sense of self over time. In the process, we will examine the larger historiographical issue of the use of gender as a tool of historical analysis.
**79-324 Picasso and the Twentieth Century Art**
Intermittent: 9 units
The greatest artist of the twentieth century, Picasso, invented or participated in most of the major styles of modern art. His artistic genius and visual inventiveness will be explored from 1894 (age 13) to his death in 1973 (age 92), against the background of eight decades of modern art. The focus of the investigation will not be limited to psychological and iconographic factors, but will be discussed in the historical and artistic context of his time.

**79-325 Art and Religion**
Intermittent: 9 units
The Art and Religion course-seminar will explore several major artistic manifestations prompted by religious beliefs during the history of art. Emphasis will be on the arts, although general historical eschatological and philosophical explanations will be assessed as well. Major religions will be brought to discussion in one or several of their artistic manifestations. The course-seminar will be based on discussions facilitated lectures given by the professor, in addition to student research presentations.

**79-326 History of German Cinema History of Modern Germany through its Cinema**
Intermittent: 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**
Intermittent: 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**
Intermittent: 9 units
Invented in 1839, photography was a form of visual expression that immediately attracted a large public following. Starting around 1900, photography was practiced with two dominant strands. One of these firmly believed in the power of photographs to provide a window on the world, 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 painting, drawing and sculpture. These two schools of thought guided photographers throughout the twentieth century. This course explores in depth the tremendous range of photographic expression since World War II and examines in particular the contributions of significant image-makers such as Helen Levitt, W. Eugene Smith, Robert Frank, Diane Arbus, Garry Winogrand, 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 excerpts. A local field trip to visit a photography exhibition may also be arranged.

**79-329 Health and the Environment in US History**
Intermittent: 9 units
This course will reexamine US history by exploring the real and perceived connections between human health and environments. We will cover a wide range of topics, including: “virgin soil epidemics,” westward migration, urbanization, the development of transnational scientific medicine, pollution, global disease eradication efforts, environmental health justice movements, and more. Through reading, discussion, and analysis of primary sources and interpretive texts, we will learn how (or whether) focusing on health and the environment can help us tell better — that is, more accurate, more interesting, and more relevant — stories about the American past, particularly in an international context.

**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 a 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.

79-338 Education and Social Reform
Intermittent: 9 units
This course examines several themes in the history of American education between the 17th and 21st centuries. While schooling is a central focus, we also study the evolving educational roles of other institutions, e.g., families, churches, workplaces, peer groups. Finally, we try to shed historical light on several contemporary educational controversies, such as desegregation, bilingual education, homework, sex education, religion in the schools, textbook bias, school vouchers, charter schools, and the "No Child Left Behind" law.

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 early 20th century, as well as several popular and scholarly readings from the same time period, to explore these issues. The course is run as a colloquium, with students playing leadership roles in launching and guiding class discussions.

79-340 Juvenile Delinquency and Film: From "Blackboard Jungle" to "The Wild One"
Intermittent: 9 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 popular and scholarly readings from the same time period, to explore these issues. The course is run as a colloquium, with students playing 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
Introduction to Science and Technology Studies introduces students to an exciting field at the intersection of history, sociology, and anthropology. It asks students to think critically about how knowledge is produced and how it is put to. It examines the scientific, technological, social, and cultural meanings of scientific findings and technological innovations. Rather than treating new technologies as objects whose utility is self-evident, the course frames technologies as systems involving objects, their use, the development and transfer of knowledge about their uses, and the social spaces that technologies inhabit. The course also examines the laboratory and its relation to the world outside—including ways we have transformed our world in light of laboratory findings. Americans have enormous faith in the power of scientific and technological advance to offer straightforward solutions to complex problems. This course aims to develop the kinds of judgment that enable us as professionals and as citizens to make more sophisticated assessments of the potentials of science and technology.

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 revolutionaries 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, Wait "Pogo" Kelly, Richard Pryor, Fran Lebowitz, and others 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 that 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 the Holocaust perpetrators, the bystanders, and the victims. Moreover, it discusses what implications and issues arise from this watershed event in World and Jewish history. It descends into the world of the Holocaust not only by reading about events and viewing several films, but also by meeting Holocaust survivors.

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 want to understand how and why Christianity assumed the form that it did by examining its background in the Jewish community of Palestine, its place in the classical world, its relationship to other mystery religions of the time and certain variant forms (now known as Gnosticism) which it assumed prior to the crystallization of orthodoxy.
79-351 The Ballet Russe (The Russian Ballet) and Its Artists
Intermittent: 9 units
The leading artistic position of the French Avant-Garde in the 1910s and 1920s was partly predicated on the assembly, meeting, collaboration, and cross-influence of artists from all over Europe. The visual artists, musicians and performers brought with them specific aspects of their native heritage, therefore contributing to the enrichment of the general cultural scene. Paris with its cultural focal point the Ballets Russe became a melting pot of creativity.

79-352 Christendom Divided: The Protestant and Catholic Reformation 1450-1650
Intermittent: 9 units
At the dawn of the sixteenth century, western Europeans still shared a common religion and identity as members of the Roman Catholic Church. Within less than two decades, this uniformity began to crumble, and the very fabric of western culture was irrevocably altered. By 1550, Europe was splintered into various conflicting churches, confessions, sects, and factions, each with its own set of truths and its own plan for reforming the church and society at large. This period of rapid and unprecedented change in western history is commonly known as the Reformation. Though this term has traditionally referred to the birth of Protestantism, it also encompasses the simultaneous renewal and reform that occurred within Roman Catholicism. This course will survey the Reformation of the sixteenth century, both Protestant and Catholic, examining the causes of the Reformation, the dynamics of reform, and its significance for western society and culture. In the process, we will analyze such on-going problems as the role of persecution and the accommodation of dissent, the relationship between religion and politics, and the interactions between ideology and political, social, and economic factors in the process of historical change.

79-353 Religious Identities and Religious Conflicts in 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.

79-354 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. This course is open to all students.

79-355 Special Topics: History of Black American Music
Intermittent: 6 units
Carnegie Mellon University

79-356 The Rise of Modern Golf, 1860 to the Present
Intermittent: 6 units
For centuries, European powers invaded, intruded on, and took over islands in the Pacific. Then the islanders began to protest, to rebel, and to claim sovereignty over their own affairs. In the course, we will talk about “outsiders” who settled the islands and about the evolving movements against outsiders who treated the islands as either unoccupied or peopled by savages, ripe for exploitation, prime sites for military bases, and ideal locations for high-cost resorts. Our focus will be on the islands the US entered, but we will also consider comparative cases. Readings include anthropological and historical accounts; films will also form a basis for class discussion.

79-357 Special Topics: 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 Claiming the Pacific: Pacific Islander Struggles for Survival
Intermittent: 6 units
Life on the big ball is not at all what it used to be, nor at all what it will be. The instability and deterioration of past societies that resulted from miscomprehending and misusing natural and human resources will be briefly surveyed. Throughout most of the semester, we will discuss the origins, implementation, effects, and prospect of intellectual, regulatory, and technological inventions for greening the blue marble. We will read widely in fields useful for navigating Spaceship Earth - agricultural science, earth and planetary sciences, ecology, economics, engineering, environmental law, and regional planning, among others. This course is open to all students.

79-361 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: the 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.

79-362 Law and Disorder in Early Modern Europe, 1400-1800
Intermittent: 9 units
The growth of legal institutions and their expanding use in enforcing “social discipline” marked an important – and often controversial – development in consolidating the political authority of the emerging states of the early modern era. This seminar will examine this process, looking at early modern Europe’s 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 criminal, and ecclesiastical court systems, investigation and punishment of crime, criminalization of social deviance (witches, vagrants, religious minorities and other outcasts), and the legal enforcement of sexual morality and gender roles.

79-363 The Rise of Modern Golf, 1860 to the Present
Intermittent: 9 units
Aristocratic pastime or the people’s game? This course will examine the historical emergence of golf as both an amateur and professional sport and as a popular leisure activity between 1860 — when Prestwick Golf Club in Scotland hosted the first (British) Open — and the present day. Discussions will center on a wide variety of historical, sociological, literary, legal, and mass media sources, all worked to illuminate broader themes in social, cultural, political, and economic history. All students are welcome to take the course, whether or not you play the game of golf. However, if you think that St. Andrews is the Vatican’s summer home, or that a mashie niblick is a side dish at KFC, you may want to reconsider.
79-368 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 impacts 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.

79-371 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, French, and Indigenous people 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.

79-372 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 flooding; solid waste disposal; transportation and urbanization; energy changes; and the impact of deindustrialization. These themes will be approached through a combination of class discussions, lectures, and visiting speakers. Class participation is expected, and will comprise a portion of the grade. In addition to required texts, readings will be distributed on Blackboard.

79-374 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.

79-375 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.

79-376 Nationalism and Ethnicity
Intermittent: 9 units
Nationalism and ethnicity are overlapping concepts that offer rich material for research and rethinking of modern change. Using case studies and select theories, this course asks where nations and ethnic groups come from, what determines their nature, behavior and evolution, and how nationality and ethnicity are related. Our cases range over the globe and back several centuries, but our most common reference will be to the problems of nationalism and ethnicity in mainland China and Taiwan, from imperial to socialist times. Students familiarize themselves with a single region or group, not necessarily in East Asia, and with the instructor’s guidance prepare a term paper in a comparative vein.

79-377 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 — a 20 page paper and do an oral presentation based on their research. 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 divine 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 anthropological and historical literature, students learn to assess various methods, including observation, participation, interviewing, collecting 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
The oil industry plays a crucial role in how people are transported, how we grow our food, and how the planet’s environment is evolving. Oil also plays a crucial role in domestic and international politics. From the deserts of the Middle East to the rain forests of Ecuador, few environments or cultures remain unchanged by petroleum. This course will explore the history of petroleum production and consumption in the modern world. Beginning with the oil boom started in 1859 just north of Pittsburgh, we will trace the evolution and expansion of “petrocultures” around the world. Course materials will include academic studies, film, music, and primary sources. Students will be expected to complete weekly readings and 2-3 short papers, and write a 20 page research paper. *This course 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,
and England. Beginning with the work of Pasteur and ending with an
examination of the research infrastructure supported by the National
institutes of Health in the late twentieth century, the course examines
the following themes: the production of scientific knowledge as a social process;
the building of a biomedical research infrastructure; the balance between
social accountability and scientific independence of the research enterprise;
and relationships with research patrons such as government, industry, and
academia. In addition, the course examines the formation and reformation
of biomedical disciplines and the building of the biomedical education
infrastructure, with 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. This course is open to all students.

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 share in 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 African economies faced in the past,
present, and future. Lastly, it will focus on the strategies that entrepreneurs
in Africa—local and foreign—have developed to circumnavigate these
challenges—and the opportunities that they have created in spite of them.
By taking a historical approach to the subjects of entrepreneurship,
innovation, and technology in Africa, this course will define African
entrepreneurship in a way that is rooted in Africans' historical experiences
and use this definition to put Africa's current and future roles in the global
economy into historical perspective.

79-387 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
moderate economy in the Soviet Union, won a great and painful victory over the
Nazis, 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.

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.

79-391 Comparative Postwar Societies
Intermittent: 9 units
This course will compare and contrast the social, cultural, and political
development of the United States, Great Britain, France, and (West) Germany from the Second World War to the 1990s. Themes will include
electoral participation and "hot" political issues, gender and sexual relations, race relations and immigration, and popular culture ( movies, music, visual arts). Students will read/view and discuss historical
monographs, primary documents, films, advertisements, and works of art.

79-394 Revitalizing Pittsburgh: Malls, Mills and Medical Centers
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 in 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.

79-396 Music and Society in 19th and 20th Century Europe and the
United States
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
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 $225 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 Thursdays, Friday
and Saturday evenings.

79-397 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 $250. 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 discuss 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. The Arab-Israeli war of 1967 serves as the case study. Students read recent scholarly accounts of the war and then check them against one another as well as a variety of primary source materials such as memoirs, documents, speeches, newspapers, maps, eye-witness reports and UN resolutions. We will constantly be asking if the sources support the secondary accounts or if there are other interpretations that might lead to different conclusions. We will be examining the texts for tangents left unexplored and possibly worthy of further research. Students should expect a significant reading load, frequent assignments and a major final research paper on a 1967 War-inspired topic.

79-399 US-Arab Encounters
Intermittent: 9 units
What is the nature of the relationships between the United States and various Arab countries? How do Americans and Arabs regard one another? This is an innovative cross-cultural course that enables CMU students in Pittsburgh and at the CMU campus in Qatar to interact with one another and with students at other American and Arab universities in exploring the US-Arab relationship. Students will delve into themes and questions within an interdisciplinary framework that includes history, international relations, religion, conflict resolution and media studies. CMU students in Pittsburgh and Qatar will utilize videoconferencing technology for the traditional in-class part of the course and enjoy a chance to work collaboratively on projects with students elsewhere in the US and the Arab world via social media and an on-line discussion forum. Students should be prepared for a substantial time commitment to allow for the opportunity to meet and work in real time with students far from Pittsburgh. Participating schools may include: Tufts, Harvard, Clark, Virginia Commonwealth, Birzeit, Qatar, American University of Cairo, American University of Beirut, and Philadelphia University (Jordan).

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. Corequisite: 79-275.

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 — 6,000 to 7,500 words in length, excluding bibliography — that will embody and extend the knowledge and skill set you have been developing as an undergraduate History major at Carnegie Mellon. The identification and collection of relevant primary source data, and the positioning of your project within a relevant historiography, are integral parts of this intellectual task. Along the way, we will strive to hone your written and oral presentation skills, deepen your command of 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. Prerequisite: 79-200.

79-449 Ethics, History, and Public Policy Project Course
Fall: 12 units
The Ethics, History and Public Policy (EHPP) 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, EHPP majors carry out a collaborative research project which examines a compelling current policy issue which can be illuminated with historical research and philosophical and policy analysis. Using both archival research and contemporary policy analysis, the students develop an original research report and presentation for a client organization in the community.

79-491 Independent Study
All Semesters
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, may receive credit for a volunteer experience 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 journals, write a final 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 prior permission for the proposed internship from the Global Studies advisor.