Department of History Courses

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

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

Course Website: http://www.hss.cmu.edu/gened/topics-79104.html

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 QPA 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.

Course Website: https://www.cmu.edu/dietrich/students/undergraduate/programs/research-training-program.html

79-200 Introduction to Historical Research & Writing
Fall and Spring: 9 units
Introduction to Historical Research acquaints students with how historians practice their craft in interpreting events from the past. As a class, we will work together through a variety of tools in the historian’s toolbox, using episodes from American history as case studies. By the second half of the semester, students will have identified their own topics, in any time period or field of history, and will write research papers incorporating the analytical techniques covered earlier. The goal is for students to learn 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.

79-201 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. The goal of this course is to raise questions basic to the study of culture and social relationships in a multitude of contexts. We will also discuss the anthropologist’s relationship to the people s/he studies, and the responsibilities inherent in that relationship. The readings have been chosen to focus on topics that have long captured anthropologists’ attention and that continue to be intensely debated: social inequality, race, colonialism, body, kinship, gender, history and memory, social lives of things, affect, globalization, and migration and humanitarianism. They reveal the diversity of human practices and experiences across time and space, as well as the wide range of approaches to these practices within the field of anthropology. This class will follow the format of a seminar. I will introduce the readings by placing them within larger debates, but the course will mainly be discussion-oriented. Through written work, readings, films, and in-class discussion, we will examine how anthropology makes us more aware of our own culturally-ingrained assumptions, while broadening our understanding of human experiences.

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 period is marked a period in European history that was not quite medieval, and yet not quite modern. Early modern society, such as the nation-state, free-trade economies, religious pluralism, scientific rationalism, and secular culture trace their origins to the early modern era, yet the period was also marked by important continuities with the Middle Ages. During this course, we will explore how Europeans re-imagined their world in its transition from the medieval to the modern. Topics to be considered will include the ‘renaissance’ of the arts, the problems of religious reform, exploration and colonialism, the rise of science, and the expansion of the state. Through these developments, we will focus on Europeans’ changing notions of the human body, the body politic, and the natural world, as well as their re-interpretations of the proper relation between the human and the divine, the individual and the community, and the present and the past.

79-203 Habsburg Empire to the End of Communism: Central & Eastern Europe (1740-1990)
Intermittent: 9 units
Organized as a combination of lectures and seminar discussions, this course explores the political, intellectual, social, and cultural changes occurring in 19th and 20th century Central and Eastern Europe. It begins with an examination of the emergence of nationalist movements during the 19th century, and then explores the ‘iron side of romantic nationalisms’ as they unfolded into the radical political ideologies such as socialism and fascism of the interwar period. We will ask to what extent these earlier histories continued to subtly influence post-1945 Central and Eastern Europe under socialism. The second part of the course will focus on the social and political transformations occurring at distinct moments in the history of the Soviet bloc: the 1950s Stalinization, the 1960s De-Stalinization, the emergence of the more subtle forms of dissent in the late 1970s and the early 1980s, and the revolutions of 1989. Course materials include not only historical and anthropological readings, but also historical documents, memoirs, and documentaries. The assignments include: mandatory attendance of lectures, regular participation in the class discussions, weekly diary entries and two take-home exams (midterm and final). The diary entries aim to make you better understand the mentalities and social and political changes at an individual level, by vicariously experience the events through ‘your’ historical character. At the beginning of the semester, you will be assigned two specific characters that you will ‘impersonate’ throughout the semester (one at the time), bringing in material from lectures and readings to bear on ‘your’ character’s own experiences.

79-204 American Environmental History
Intermittent: 9 units
This course examines how people in North America have interacted with their surroundings from the end of the last ice age to the present. Topics include Native American economics, colonialism, westward expansion, industrialization, romanticism, conservation, and environmentalism.
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/legacies 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 Crime and Punishment in Early Modern Europe
Intermittent: 9 units
This course will examine European legal institutions and their role in defining and enforcing societal norms of conduct and belief in the early modern era (c. 1400-1800). European society was fundamentally transformed in this period of transition between the medieval and the modern eras, and the laws and legal systems that exist in the Western world today reflect those influences at the deepest levels. This course will focus on how shifting definitions of ‘crime’ and ‘punishment’ reflected prevailing societal attitudes and anxieties toward perceived acts of deviance and persons on the margins of society. Assigned readings will examine the evolution of early modern European criminal court systems, the investigation and punishment of crime, the criminalization of social deviance (witches, vagrants, religious minorities and other outcasts), and the legal enforcement of sexual morality and gender roles. We will address not only the historical significance of these developments, but their influence upon current debates concerning social deviancy, policing, torture, and criminal punishment.

79-208 Witchcraft and Witch-Hunting
Intermittent: 9 units
Between the late 15th and the early 18th centuries, many Europeans became convinced that their society was threatened by a conspiracy of diabolic witches. Although Western beliefs in witchcraft and ‘devil worship’ dated back to antiquity, the 16th and 17th centuries witnessed the most intense campaign of witch-hunting in all of Europe’s history. Before it was over, the ‘Great European Witch-Hunt’ of the early modern era cost the lives of thousands across Europe and in its colonies. And although the witch-hunts in early modern Europe and its colonies gradually came to an end, beliefs in witchcraft persist into the modern era and, in many parts of the world today, continue to generate campaigns of popular violence against alleged perpetrators. This course examines witchcraft beliefs and witch-hunting in historical perspective in both their European and colonial contexts. In addition to the early modern witch-hunts, it will address modern witchcraft beliefs and consider witch-hunting as a global problem today. It will focus on the origin and rationale of witch beliefs, the factors driving the timing and intensity of witch-hunts, and the patterns of accusations. Throughout, we will examine the many historical and regional variations in witch beliefs and prosecutions and explore how they reflect major social and cultural issues such as the relationships between women and men, and the rationalization of law, medicine, and science. This course satisfies one of the elective requirements for the Religious Studies minor.

79-209 The Art of Historical Detection
Intermittent: 6 units
How do historians determine how and why episodes in the past transpired? How do historians think about the past? This course takes students behind the scenes and acquaints them with the techniques by which historians practice their craft in interpreting historical events. Using dramatic case studies in American history, we will examine a wide array of tools and sources at the historian’s disposal, among them oral evidence, photographs and images, maps, official documents, memoirs, psycho-history, media and popular culture. Through in-class workshops and solo and group assignments, students will experiment with different methods of historical analysis using a variety of source material. Students will develop a familiarity with the historian’s toolbox and a new-found appreciation for the painstaking efforts that go into producing the history books they may otherwise take for granted. There is a final project instead of a final exam.

79-210 What is History?: How Historians Think About the Past
Intermittent: 6 units
This course is an introductory, discussion-based seminar designed to enable students to explore different ways that historians read, write, and think about the past. It is intended primarily for majors and minors in the Department of History, but it is open to students from any major or college who want to sharpen their critical thinking skills and hone their ability to construct verbal and written arguments. We’ll sample a variety of compelling works by historians and look at the different ways they used evidence to interpret the past. PLEASE NOTE: this is NOT a research course. Though we’ll practice with a few primary sources, this course aims mainly to assist students in the development of critical methodological approaches useful for future research in history and across a variety of fields in the humanities and social sciences.

79-211 Modern Southeast Asia: Colonialism, Capitalism, and Cultural Exchange
Intermittent: 9 units
When you hear the term ‘Southeast Asia,’ what comes to mind? The US War in Vietnam? The ruins of the Americanization? Rich culinary traditions? Or perhaps your own heritage? However you imagine it, Southeast Asia is an incredibly diverse and dynamic region that has long been integral to world affairs and whose importance continues to grow. This course offers a wide-ranging survey of Southeast Asia’s peoples, their histories, and some of the issues they face today. Together we will explore the region as a ‘global crossroads,’ where the world’s religions, economies, cultures, and politics come together in generative, sometimes traumatic, and often surprising ways.

79-213 The American Railroad: Decline and Renaissance in the Age of Deregulation
Intermittent: 6 units
Railroads in the USA are often considered as a subject for nostalgia or public sector failure, an image largely based on passenger service. However, the USA’s private sector freight rail industry is considered a model for the world as the result of its Renaissance following deregulation in 1980. This is a ‘stealth’ industry whose history and economics are both intertwined and complex. Starting with the development of the first U. S. railroads, students will gain a basic understanding of the industry’s history and economics, with special attention to the past half-century. In addition, students will participate in small group research projects in particular areas of special interest — for example, economic history, industry culture, network economics, utility regulation or transportation policy.

79-216 Genghis Khan and the Mongol Empire
Intermittent: 3 units
This course examines the rise, rule, and impact of the Mongol Empire on global history. In the 13th century, Eurasia was shaken by a force contemporary chroniclers likened to an apocalypse. Within a few decades, horsemen under the command of Chinggis (Genghis) Khan swept out of the northeastern steppe to establish the largest land empire the world would ever know. Few events in world history have inspired such fear and awe. However, the Mongol period also ushered in the so-called pax Mongolica, the first period of sustained contact and exchange across Eurasia as people, technologies, arts, biodiversity, and ideas spread throughout the Mongol domains and beyond. Questions to be examined include: Who was Genghis Khan and how did he lead a little known nomadic people to conquer much of the known world? What cultural and technological innovations aided the Mongols rise and conquest? How did Genghis’s successors rule their vast, diverse domains? What role did religion play in Mongol Eurasia? Why did a unified Mongol empire fall apart in such a relatively short period of time? And how did the Mongols and their empire help shape the world we live in today?

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

79-218 Tiananmen Square and Popular Protest in Modern China
Intermittent: 6 units
On June 4, 1989, the world watched as tanks rolled into Beijing's Tiananmen Square ending what had been six weeks of student-led protest calling for reform of the Chinese Communist Party and its policies. This was not the first time students had gathered at Tiananmen to demand political change. Exactly seventy earlier, student-led protests launched the May 4th Movement, a social and intellectual revolution that fundamentally changed China and helped birth both the Nationalist Party of Chiang Kai-shek and Communist Party of Mao Zedong. This class examines the causes and consequences of popular protest in modern China. While the focus is on the protests of 1919 and 1989, we will also look at other popular protests, including the Cultural Revolution (1966-1969), Democracy Wall Movement (1979), post-Tiananmen protests among workers, farmers, and ethnic minorities (especially Tibetans and Uyghurs), and the current protests in Hong Kong.

79-219 Hong Kong, Taiwan, and the Idea of China
Intermittent: 6 units
Starting with the core question, 'What is China?,' this mini-course explores the recent histories of Hong Kong and Taiwan to investigate questions of identity, nationalism, exceptionalism, and historical memory in 'Greater China.' While the international community recognizes the sovereignty of the People's Republic of China (PRC) over both Hong Kong and Taiwan, neither has ever been fully included in the modern Chinese nation-state. The agreement that transferred Hong Kong from the British Empire to Chinese control in 1997 enshrined the idea of 'One Country, Two Systems,' a guarantee that Hong Kong's political, legal, and economic systems would not be altered by China for fifty years. One Country, Two Systems has also been offered as a blueprint for 'reunifying' Taiwan with Mainland China after seventy years of mutual hostility. However, in recent years publics in both Hong Kong and Taiwan have not only increasingly resist political reunification with the PRC, but more and more identify themselves as citizens of either Hong Kong or Taiwan rather than members of a singular Chinese nation. This has led to mass protests in Hong Kong and calls for true independence in Taiwan.

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

79-221 China and the Second World War
Intermittent: 6 units
This course is an introduction to China's experiences during the Second World War. Although China's involvement in the war is often considered to be of secondary importance, it was in China that the war began (1937) and China was occupied longer than any other allied country. Throughout sustained Chinese resistance ensured that 1.5 million Japanese troops could not be transferred to other war theaters. However, it came at great cost. Only the Soviet Union suffered more casualties during World War II, perhaps as many as 20 million lives lost. In this class we explore the roots of the Second World War in both China and Japan, trace the political and military history of the war, contemplate the terrible levels of violence that were inflicted upon the Chinese population, including violence committed by Chinese forces, seek to understand the social impact of the war, and think about the consequences of the war for China and the world, including the rise of Mao Zedong's Chinese Communist Party. We also explore the manner in which the war is commemorated in China and Japan and the role communal memory plays in galvanizing nationalism among both the Chinese and Japanese publics.

79-223 Mexico: From the Aztec Empire to the Drug War
Intermittent: 9 units
This course provides a survey of Mexican history and culture over a variety of periods, from the rise of the Aztec empire, to Spanish conquest and colonialization, to national independence, to the rise of revolutionary Mexico and contemporary Mexico. A wide range of topics will be addressed, such as: race, ethnicity, and indigeneity; state formation and politics; national identity and the politics of memory; migration and the border; and the drug war. Students will discuss historical and anthropological scholarship on Mexico, but will also consider cultural documents of various kinds, like Mexican music, art, and food.

79-224 Mayan America
Intermittent: 9 units
This course will explore the history and culture of the Maya from before the European conquest to the Mayan Revolt of 1998. After a survey of ancient Mayan society and 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: democracy and counter-democracy, adaptation and resistance; indigenous political and communal organization; popular religion, prophecy and apocalypse; Mayan cultural and ethnic identity; 'tradition' and 'modernity'; state violence and human rights; and indigenous political and cultural mobilization at the local, national, and transnational levels.

79-225 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, missionaries, nationalism, and independence. Students will explore the way in which the dynamic history of the 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. This course will use historical films by some of West Africa's most famous filmmakers, such as Ousman Sembene, to illustrate the diversity of the region and its historical change over time. Course includes two class meetings and mandatory film screenings on Tuesdays from 6:30-9:20pm.

79-226 African History: Earliest Times to 1870
Intermittent: 9 units
This course will cover the earliest human settlements, the development of language, and how these have influenced the historical sources available for the study of African history. We will explore the ways in which the geography of Africa, especially the Sahara, has shaped the political, economic, and cultural histories of the continent. This course will examine the impact of global events on African societies and the ways in which Africans have responded to these events. We will also consider the ways in which African societies have influenced global events. This course will be of special interest to students interested in the history of Africa, the history of the world, and the history of human societies.

79-227 Modern Africa: The Slave Trade to the End of Apartheid
Intermittent: 9 units
This course is designed to give students an understanding of the African experience during the slave trade period to the end of apartheid in South Africa. The course will cover the development of the slave trade, the impact of the slave trade on African societies, and the impact of the slave trade on European societies. The course will also cover the impact of European expansion in Africa, the role of Africa in the world economy, and the impact of European expansion in Africa on African societies. The course will also cover the impact of the slave trade on African societies, and the impact of the slave trade on European societies. The course will also cover the impact of European expansion in Africa, the role of Africa in the world economy, and the impact of European expansion in Africa on African societies.

79-228 The Civil Rights Movement and the World
Intermittent: 9 units
This course will focus on the history of the Civil Rights Movement in the United States and its impact on the world. We will examine the causes and effects of the movement, as well as the role of civil rights leaders and activists. We will also consider the ways in which the movement influenced other social movements in the United States and around the world. This course will be of interest to students interested in the history of the United States and the history of social movements.

79-229 Interdisciplinary Approaches to History
Intermittent: 9 units
This course will examine the use of interdisciplinary approaches to the study of history. We will consider the ways in which history can be understood through the lens of other disciplines, such as anthropology, sociology, and economics. We will also consider the ways in which history can be understood through the lens of popular culture, such as music and film. This course will be of interest to students interested in the history of the United States and the history of social movements.
79-229 The Origins of the Palestinian-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 textbooks to explore primary source documents, maps, photographs, biographies and historical testimony. For five weeks in the middle of the semester, students will immerse themselves in an extended role-playing exercise, 'The Struggle for Palestine, 1936,' an elaborate simulation game linked to Barnard College's 'Reacting to the Past' program. Students portraying British examiners, specific Arab and Zionist characters and journalists will recreate the activities of the 1936 Royal Commission that came to Palestine to investigate the causes of an Arab rebellion and Arab-Jewish strife. This historical reenactment experience constitutes an exciting pedagogical opportunity for delving deeper into the topic material than regular coursework allows. All the role-playing will take place during regular class time, but students should be aware that they will need to devote outside time for preparation and research. Outstanding attendance is also a requirement. Regular classroom activity resumes at the end of the five weeks. The goal of the course is for students to develop a nuanced understanding of the varying goals and priorities of all the actors in Mandate Palestine. Running throughout the course is the question, was peace ever possible?

79-230 Arab-Israeli Conflict 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. The examination of the many facets of the Arab-Israeli and Palestinian-Israel conflicts is accompanied by attention to primary source documents and to the search for peace and its frustration. We will also situate this conflict within the framework of the war, chaos and religious extremism currently prevailing in the Middle East. The course culminates in an intensive role-playing game in which students conduct simulated Arab-Israeli negotiations. For the role-playing we will be partnering with Arab and Israeli students from universities in the Middle East: real-time negotiations will take place via Facebook and continue via various social media. The simulation game experience constitutes an exciting pedagogical experiment and an opportunity for delving deeper into the topic material than regular coursework allows.

79-231 American Civil Rights Movements: From Garveyism to Black Power
Intermittent: 9 units
This course is centrally focused on African Americans' struggle for political and economic freedom throughout the 20th century in the United States from the Garveyism of the 1920s to Black Power in the 1970s. It will address the ways in which gender, class shaped race relations and activist campaigns. Students will explore the structure and manifestations of racial inequality in the United States; the broad historical forces that shaped opportunities and constraints for freedom struggles; the movement's various philosophies, strategies, demands, and tactics; activism and ideologies of the movement's allies and opponents; interactions between the black freedom movement and other movements challenging exclusion and discrimination; the movement's impact on American political thought. We will investigate the history of immigration to the United States from the colonial period to the present day, with an emphasis on the history of immigration policy since its development in the 19th century. In doing so, students will analyze the contours of American citizenship, the melting pot, cultural pluralism and distinctions between legal and illegal immigration. They will emerge from this class with a clearer understanding of US immigration policy and its changes and continuities over time.

79-232 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 'bustinian 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.

79-233 The United States and the Middle East since 1945
Intermittent: 9 units
This course begins by introducing students to the Middle Eastern priorities and policies that the US inherited from the British in the aftermath of the Second World War. The focus then moves to American interests and involvement in the region from the Cold War through today, with special attention to 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. The course culminates in a week-long role-playing exercise in which students portraying NSA members must advise the US President on a policy response to a Middle East crisis.

79-234 Technology and Society
Intermittent: 9 units
How has technology shaped human society? And how have human beings shaped technology in return? This course investigates these questions across history-from stone tools, agriculture, and ancient cities to windmills, cathedrals, and the printing press; from railroads, electricity, and airplanes to atom bombs, the internet, and the dishwasher. In analyzing these tools, we will explore the dynamic relationships between technological systems and the social, political, religious, artistic, and economic worlds in which they emerged. We will pay particular attention to technology's effects, asking both who benefited from and who was harmed by technological change. By the end of the course, students will be able to reflect critically on how humanity chooses which technologies to exploit and how human societies have been transformed by these choices.

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

79-236 Coming to America: Immigration History and Policy
Intermittent: 6 units
We often hear the United States described as 'a nation of immigrants,' and as the post-1965 period, and will focus on continuities between the two this country has abundant case studies, especially slavery in the Middle East and sub-Saharan Africa, and the Caribbean. These disparate examples will be related to a number of core themes, including race, class, family, gender, religion, national identity and underdevelopment.

79-237 Comparative Slavery
Intermittent: 9 units
This course will examines the pervasive, world-spanning institution of human slavery. Although the time frame this course deals with is broad - from the rise of complex societies in the ancient world to slavery-like labor systems in the modern era - this class will focus more thoroughly on a few case studies, especially slavery in the Middle East and sub-Saharan Africa, the US, and the Caribbean. These disparate examples will be related to a number of core themes, including race, class, family, gender, religion, national identity and underdevelopment.
79-239 The Great Depression in America, 1929-1941
Intermittent: 6 units
Until the 'Great Recession' of 2008, it had become virtually unthinkable that the United States would ever again experience a financial downturn coming close to that which followed the stock market crash of 1929. Lasting for more than a decade, the Great Depression affected American life and culture in ways that were both pronounced and profound. This course looks at the multiple ways that American life changed in the decades between the two world wars, as social, cultural, political, economic, and technological changes that, in the midst of deprivation and economic uncertainty, ultimately brought 'modernity' to everyday American life. Relating to the Great Depression itself, students will evaluate varying political approaches to complex financial and social issues brought by economic downturn, comparing and contrasting Herbert Hoover's local and regional relief focus with Franklin Roosevelt's massive, federally funded New Deal initiatives. In addition, students will analyze first-person narratives from everyday Americans describing their day-to-day experiences. Finally, the course will explore how the Depression became a near-constant cultural focus in this era, reflected in popular movies, music, and works of fiction.

79-240 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 history 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 several short books, historical documents, and a study of the concept of 'freedom.' There is a 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
The African American experience had deep roots in the rapid globalization of the world's peoples during the transatlantic slave trade. Like people of European, Asian, and Latino/Latina descent, Africans were part of the early Great Migrations of people from the Old World to the New. Unlike other ethnic and nationality groups, however, African people arrived in chains and swiftly acquired the legal status of 'slaves for life.' Was their enslavement inevitable? Was their transformation into commodities complete? Were they able to form viable families, communities, and movements to topple the institution of human bondage? Did they find dependable white allies? Did they Africanize American culture, politics, and economics? How did some 500,000 of these African people become free (some significant property holders) before the Civil War? Focusing on the development of African and African American life from the beginning of the colonial era through the late antebellum years, this course will explore questions in the lives of the earliest generations of African people on American soil. Based upon a variety of assigned texts, primary and secondary sources, and lectures, students will become familiar with a wide range of intellectual debates in African American history; write a series of short analytical essays; and advance their own well-argued and well-documented analyses of major controversies in both popular and scholarly interpretations of early African and African American life in the United States.

79-242 African American History: Reconstruction to the Present
Intermittent: 9 units
This course explores changes in the African American experience from the end of the Civil War to the emerging era of Donald Trump. The course emphasizes transformations in both inter- and intra-race relations; economic mobility as well as economic inequality; and forms of political engagement and grassroots movements for social change. In Part I, the course opens with an examination of the notion of a 'Post-Racial Society' in the United States. This idea emerged in the wake of the Modern Black Freedom Movement and persists to this day as the 21st century unfolds. Part II locates the roots of 20th century black life and history in the emancipation of enslaved people in the years after the Civil War. This segment of the course will not only give close attention to the meaning of emancipation and freedom for black people, but also charts the rise of a new Jim Crow social order by World War I. Third and most important, this course will illuminate the transformation of African American culture, politics, and community under the impact of the 20th century Great Migration; the rise of the urban-industrial working class; increasing residential segregation; growth and expansion of the middle class; and the fluorescence of the Modern Black Liberation Movement. Students will compare the dynamics of the contemporary Black Lives Matter Movement with earlier 20th century grassroots social and political movements in African American and U.S. history. Finally, based upon a mix of primary and secondary sources and lecture, students will examine a wide range of intellectual debates in African American history; write a series of short analytical essays; and establish their own unique interpretation of key issues in Black History.

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

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

79-245 Capitalism and Individualism in American Culture
Intermittent: 9 units
This small discussion course traces ideas about capitalism and individualism 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 students' 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, Henry Thoreau, Charlotte Perkins Gilman, Andrew Carnegie's classic essay 'Gospel of Wealth,' Arthur Miller's 'Death of a Salesman,' and Malcolm Gladwell's 'Outliers.' Grading is based upon a readings journal, participation in discussion, three short essays and a longer final paper.

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

79-247 African Americans, Imprisonment, and the Carceral State
Intermittent: 9 units
The mass incarceration of people of African descent has emerged as one of the most daunting issues in contemporary U.S. society and politics. But too often discussions of this important phenomenon proceeds without sufficient historical perspective. Thus, this course explores the history of African Americans in the nation's prison system from the emancipation of some four million enslaved people following the Civil War through recent times. Specifically, we examine the process by which the nation's prison population shifted from predominantly white inmates during the mid-19th century through the inter-World War years to majority African Americans and other people of color by the closing years of the 20th century. In addition to examining the role of law, policing, and racist social policies and practices, students explore the lived experiences of imprisoned people, with an emphasis on the impact of class and gender as well as racial considerations. Along with selected primary documents, assigned readings include a series of scholarly case studies on the carceral experiences of black men and women in the North and South during the industrial and emerging postindustrial eras in African American and U.S. history. Finally, students will write a series of short essays on particular facets of African American life in the American prison system.
79-248 U.S. Constitution & the Presidency
Intermittent: 9 units
This course explores the changing role and powers of the American Presidency under the Constitution, from the founding era through the twentieth century. After absorbing drafting and ratification debates, we will focus on how particular presidents (Washington, Lincoln, FDR, Nixon) established or expanded the executive power and how particular conflicts (the Civil War, the ‘Court Packing’ plan, Watergate) restructured or restricted the presidency. Readings will include the U.S. Constitution (of course), selections from The Federalist Papers, and three short books: Corey Brettschneider’s The Oath and the Office: A Guide to the Constitution for Future Presidents, Daniel Farber’s Lincoln’s Constitution, and Cass Sunstein’s Impeachment: A Citizen’s Guide. Grades will be based on three short papers, a final paper, and daily preparedness and participation in group discussion.

79-249 Politics and Social Change in 20th Century America
Intermittent: 9 units
[Note: students who have already taken this course under its former title, 79-249: 20th Century U.S. History may not enroll.] 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 social and 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 continuities, contradictions, and conflicts in American history, especially in regard to the nation’s dueling political ideologies: conservatism and liberalism. Special attention will be paid to the relationship between movements for social change and the maintenance of law and order. Topics include: the Progressive Era, World War I, the Great Depression, World War II, the Cold War, Civil Rights, Vietnam, and the New Conservatism.

79-251 COVID-19: What History Can Teach Us
Intermittent: 3 units
For many, the COVID-19 Pandemic feels like a rupture in time - a disaster unprecedented in scale and impact. Yet one-hundred years ago, the Influenza Pandemic of 1918 killed between 17 million and 50 million people. That virus infected approximately a third of all human beings on the planet some 500 million people. Since then, humanity has faced a series of influenza epidemics and other global catastrophes, from world wars to HIV-AIDS. Like COVID-19, those crises were shaped by pre-existing forms of inequality and discrimination based on race, gender, sexuality, religion, nationality, and other forms of identity. Pandemics affect everyone, but not equally. For many of the world’s poorest and most oppressed people, the COVID-19 pandemic is no less a crisis than an escape from a long-standing inequalities. In the United States, the racial disparities of the pandemic reflect the long history of systemic racism. What can we learn from the past about how to cope with our current crisis? How can we confront the inequities and injustices of the world in the midst of such a crisis? This course will offer a historical lens on many of the most urgent and difficult questions that we face as a result of COVID-19.

79-252 ‘Harriet’: Harriet Tubman, Slavery, and the Underground Railroad
Intermittent: 6 units
Most Americans who know and love Harriet Tubman know she escaped enslavement, led herself and more than 60 people out of bondage via the Underground Railroad, gave instructions on getting to freedom to 50 or more people, and became a suffragist. However, the many biographies, children’s books, and even the biopic ‘Harriet’ about Tubman are all virtually silent on a very important chapter of her life: during the US Civil War, Harriet Tubman worked as a nurse, cook, spy, and scout for the US Army Department of the South. This course will look at two parts of Tubman’s life, her enslavement in the Maryland Eastern Shore and freedom via the Underground Railroad, as well as her military service in coastal South Carolina and participation in the Combahee River Raid, which freed 756 blacks enslaved on nine rice plantations six months after the Emancipation Proclamation went into effect. We will watch the biopic ‘Harriet’ and discuss where it does and does not accord with historical sources about Tubman’s life. And, we will tour the ‘From Slavery to Freedom’ exhibit at the Senator John Heinz History Center to learn more about the Underground Railroad, particularly in Western Pennsylvania.

79-255 Irish History
Intermittent: 6 units
This 6-unit mini course surveys Irish history from the earliest human settlements until the present day, with emphasis on the period since the late eighteenth century. Our main objective is to understand the sources of conflict in modern Ireland. In order to do that, however, we will 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 Sex, Guns, and Rock ‘n Roll: Youth Rebellion in 1960s & 1970s Europe
Intermittent: 6 units
Between 1960 and 1980, young Europeans rebelled against the conservatism of their parents and politicians. Heterosexual mores became strikingly looser. Women demanded sexual freedom and abortion rights. In capitalist Paris and in socialist Prague, masses of students challenged their government in the streets. In West Germany and Italy, a minority of radicals took up the gun to bring former Nazis and Fascists to ‘justice.’ From The Beatles to The Clash, British bands created variations on rock and roll that were spectacularly popular from London to Moscow. Revolutions took different forms in every country but also became European as activists, musicians, and fans carried ideas about politics and sex, fashions, and music across national boundaries and the ‘Iron Curtain.’ The course will mix lectures with discussion of scholarly articles/chapters, a novel, and films. Students will write one 4/5 and one 6/7-page essay based on class readings/films.

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

79-258 Napoleon
Intermittent: 6 units
It is said that more books have been written on Napoleon Bonaparte than on almost any other historical figure. In this course, we will explore several themes, including how a revolution dedicated to liberty, equality, and fraternity culminated in the rise of a leader who exercised an authoritarian and personal power. What weaknesses was Napoleon able to exploit in France’s fledgling democracy, and how did he build a personal ‘brand’ that allowed him to accumulate power around himself? We will examine his transformation of Europe, but also his actions beyond Europe in Egypt and Haiti. Finally, we will interrogate the notion of ‘great men’ of history, highlighting some of the voices that a focus on Napoleon himself fails to capture.

79-260 Adolf Hitler
Intermittent: 9 units
Who was Adolf Hitler? What motivated him? What did he believe? Why did Germans support him? How did he rise to power? How did he use his power? This course covers the biography of Hitler, placing his life in the political and economic context of his era. Through a combination of lectures and discussion, the class will consider: Hitler and his political movement, Hitler and his people, Hitler and his enemies, Hitler and his war, Hitler and his crimes, Hitler and his place in history. We will discuss his upbringing, personality, and strengths and weaknesses as a political leader and military strategist. We will study his worldview, including his ethno-nationalism, antisemitism, and anti-Communism. We will examine his role in the origins and implementation of the Holocaust. Readings will include works by historians, excerpts from Mein Kampf, and the writings of his fellow Nazis and other contemporaries. The class will also analyze the portrayal of Hitler in documentary and feature films. Students will write three papers: two papers of 5-6 pages each, based on in-class readings/films, and a final research paper of 12 pages, based on six outside readings.
This course is an introduction to late-imperial ‘Chinese’ history and society, with a focus on the Qing dynasty (1644-1912). We begin by examining the China of 1644, just as the last of China’s imperial dynasties but also as an early-modern, multi-ethnic empire that included Mongolia, Tibet, and Xinjiang. In fact, China’s ‘last emperors’ were actually Manchus from northeastern Asia. Secondly, we investigate the social, economic, intellectual and demographic developments that transformed late-imperial China prior to the coming of the West. Thirdly, we examine Qing responses to a string of nineteenth-century disruptions, including but not limited to Western imperialism, that threatened not only to end the dynasty but also challenged the very tenants of Chinese civilization. Lastly, we will look at the fall of China’s imperial system, the end of empire, and the post-imperial struggle to reformulate the state and re-imagine society for the twentieth century.

This course is an introduction to major themes in twentieth-century Chinese history, including the transition from empire to nation, revolution, social change and modernization, Western and Japanese imperialism, the rise of the party-state, Chinese socialism, economic liberalization and the so-called ‘Chinese Dream.’ The first half of the course is devoted to the period between the fall of the imperial system and the founding of the People’s Republic of China (1911-1949). If the victory of the Chinese Communist Party and development of the socialist state are to be considered in historical context, it is necessary to first understand the political, cultural, economic and intellectual currents that immediately preceded them. During the second half of the course, we will examine the Maoist period (1949-1976). We will investigate the Chinese Communist Party as both a state-building institution and an engine of social transformation, and consider the tensions these dual roles produced. Finally, we will look at the Reform Period (1978-present), and reflect on a newly robust China’s attempts to come to terms with its own recent past and what the consequences might be for both China and the world.

This course is an in-depth examination of China’s ‘Great Proletarian Cultural Revolution’ (1966-1976), one of the most impactful and bewildering events of the twentieth century. It started when Mao Zedong announced that enemies had infiltrated the Communist Party that he led. Soon students were attacking their teachers, teenagers in army uniforms were raiding homes and destroying remnants of ‘feudal’ and ‘bourgeois’ culture, and armed fighting had erupted among factions of ordinary Chinese people. Why? What were the political and social dynamics of Maoist China that propelled it along this violent trajectory? What was everyday life like during the Cultural Revolution, an event that could be both terrifying and empowering for those that lived through it? What were the social, political and cultural consequences? How has the Cultural Revolution been judged in China and the west, and are their other possible interpretations? This class will explore these questions from a variety of perspectives and sources, including documents, literature, memoir, film, academic writings, visual arts and performing arts.

This course is an introduction to the ‘Tibet Question,’ the dispute over whether Tibet should be part of China, an independent nation-state, or, as the current Dalai Lama now advocates, something in between. ‘History’ often serves as the battleground on which competing visions of the nation are fought - who should be included and excluded, where ‘natural’ boundaries begin and end. This almost always requires a process of simplification in which inconvenient details are forgotten or repurposed in the service of national agendas. The ‘Tibet Question’ is a telling example.

In this class, we investigate the historical relationship between ‘China’ and ‘Tibet’ from the 13th century through the present, and note the ways advocates on both sides of the ‘Tibet Question’ have constructed historical narratives (propaganda) in support of their political positions. We will also discuss the prospects for a political solution and consider the lessons the ‘Tibet Question’ may hold for understanding other outstanding ‘historical’ disputes.

This course covers an epic set of events in Russian history from the emancipation of the serfs in 1861 to the death of Stalin in 1953. Spanning almost a century of upheaval and transformation, it examines what happened when workers and peasants seized power and tried to build a new society built on social justice. Learn about Lenin, Trotsky, Stalin, and other revolutionary thinkers and dreamers. The course surveys the terrorist movement of the 1880s, the revolutions in 1917, the ruthless power struggles of the 1920s, the triumph of Stalin, the costly industrialization and collectivization drives, the ‘Great Terror,’ and the battle against fascism in World War II. It ends with the death of Stalin, and the beginning of a new era of reform.

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

This course offers a comprehensive retrospective of the First World War (1914-1918), focusing primarily on the American experience. The course will cover the military, political, social, and business history of the war. Guiding questions will be: Why did the US enter the war? How did the country adjust its economic output to rapidly field an Army of nearly five million? How did the war impact the country’s immigrant and African-American communities? What role did women play in the war effort? What was the war’s legacy on American culture and politics? Students will read approximately five secondary sources per week of the semester, and engage with primary sources including songs and records, soldiers’ and welfare workers’ letters and diaries, and government and welfare organizations’ documents. Students will complete three 7-8 page essays and a longer 10 page final essay.

Beginning with Stalin’s death in 1953, this course will focus the efforts of a new group of Soviet leaders to eliminate the repression of the Stalin years and create a more democratic socialism. It will examine the reforms of Khrushchev and the reaction against them, the long period of Brezhnev’s rule, and the hopeful plans of Gorbachev. Finally, it will survey Gorbachev’s loss of control, the collapse of socialism and the Soviet Union, and the growth of ‘wild west’ or ‘gangster’ capitalism. We will look at the rise of the oligarchs and the impact of the capitalist transition on ordinary people. The course provides essential background for anyone interested in understanding Russia’s place in the world today and its relationship with the West.
79-270 Anti-Semitism Then and Now: Perspectives from the Middle Ages to the Present
Intermittent: 6 units
This course will examine the history of anti-Jewish hatred and violence from the Middle Ages through the present. The course will focus on representative case studies, texts, and films. These will include pre-modern incidents of ‘fake news’ such as the medieval rumor of ‘blood libel’ that unleashed massacres and mass expulsions of Jews from countless communities. In examining the rise of modern anti-Semitism, we shall focus on debates over Jewish assimilation and citizenship and consider the popular impact of the print media’s dissemination of conspiracy theories of Jewish world domination, including the infamous forgery, ‘The Protocols of the Elders of Zion.’ We will also examine cases of mass anti-Jewish violence, known as pogroms, in Eastern Europe and Russia, and the genocidal onslaught against European Jewry by the National Socialist regime. Finally, we will discuss the contemporary global resurgence of anti-Semitism.

79-271 East Asia in the World, 1600-Present
Intermittent: 9 units
The aim of the course is to provide a broad understanding of the place of East Asia in the world, and of the challenges that each state (China, Japan, Korea) has faced at home and abroad since 1600. Together we will examine the different ways the three states responded to internal and external crises and transformed into modern nationhood. We will also consider interpretations of the past that continue to impact how East Asians today perceive themselves, their countries, and international relations. Some of the topics covered will include globalization, imperialism, nationalism, scientific developments, and the role of historical memory (as in Nanking, Hiroshima and the Korean War). Historical sources will include primary and secondary documents, pictures, films and memoirs.

79-272 Iberian Encounters: Muslims, Christians, and Jews in Spain
Intermittent: 9 units
In Medieval Spain, Islam, Judaism and Christianity coexisted in a situation distinguished by cooperation and exchange, as well as by friction, rivalry and violence. In this course, we will explore the complexity of this unique historical encounter, as well as its role in shaping debates over modern Spanish and global identities and historical memory. We shall discuss topics such as: Inter-ethnic collaboration and violence; Jewish-Christian disputations; the exclusion and expulsion of religious and ethnic minorities; debates over the recovery and memory of Spain's multiethnic past, as well as Muslim and Jewish presence 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.

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

79-275 Introduction to Global Studies
Spring: 9 units
We live in an increasingly interconnected world, one in which our everyday actions have repercussions across vast distances. To understand this ever-denser web of connections, we must think beyond simplistic accounts of globalization as a uniformly positive, negative, or homogenizing process. Economic crisis, impoverishment, rising inequality, environmental degradation, pandemic disease, and irredentist movements are just as much a part of the story as are technological innovation, digital communication, global supply chains, cultural exchange, the promotion of human rights, and the rise of cosmopolitan values. This course aims to equip you with a conceptual toolkit for thinking critically and holistically about the many dimensions of globalization. By examining how globalization connects and shapes the everyday lives of people around the world, including our own, we will establish a foundation both for your advanced coursework in Global Studies and for your lifelong education as a globally aware professional and citizen.

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

79-277 From Venice to Chicago: How ‘The Ghetto’ Came to America
Intermittent: 6 units
This course will explore the genealogy of the term ‘ghetto’. For most Americans, ‘ghetto’ probably makes them think of poor urban neighborhoods, or of Jews living under Nazi oppression. Most do not know that the first ghetto was established 500 years ago, to keep Jews separate from Catholics. After quickly reviewing how ghettos spread throughout early modern Europe, the course will shift its focus to the Americas. We will examine when and how the term ‘ghetto’ arrived in the United States, and how the use and application of the term changed before the 1930s. For the majority of the course we will study how ‘ghetto’ became associated with black urban neighborhoods, and what role local, state, and federal governments played in forming postwar American ghettos. By the end of the course students should better understand the origins of current urban policy and will be prepared to critique and make arguments about how urban policy is often used as a political tool.

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

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

79-280 Coffee and Capitalism
Intermittent: 9 units
What role has coffee played in connecting people and places to capitalist markets and consumer cultures? What are the economic, social, and environmental consequences of these connections? How did espresso change from an ‘ethnic drink’ to something served at McDonalds? Why do college students (and professors!) hang out in coffee shops? This course will answer these questions and more by using coffee to learn about the history of capitalism, and capitalism to understand the history of coffee. We will follow the spread of coffee and capitalism across the globe, with excursions to places where people grow coffee (Ethiopia, Yemen, Indonesia, Brazil, and Costa Rica), and also where they drink coffee (Seattle, Tokyo, Seoul, New York, and Berlin). In the process, we will confront global problems linked to economic inequality, trade, gender relations, and environmental degradation. Course meetings will combine interactive lecture, group discussions, and mini-presentations. Assignments will include journal responses, ethnographic observations, and writing a short script that tells a story about coffee and capitalism.
### Department of History Courses

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<th>Course Code</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>79-281</td>
<td>Introduction to Religion</td>
<td>9</td>
<td>Religion can be understood from the 'outside,' through the academic lenses of history, sociology, psychology, philosophy, etc., and from the 'inside,' listening to the experiences and reflections of those who practice various faiths. The course will examine major religious traditions from several perspectives, and begin to explore such topics as the relationship between religion and science, faith and reason, and religion in public life. This introduction is designed for students with a general interest in religion, as well as those contemplating a Religious Studies minor.</td>
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<td>79-282</td>
<td>Europe and the World Since 1800</td>
<td>9</td>
<td>This course will introduce students to topics of historical and contemporary relevance in European society and culture from the nineteenth-century to the present. The course will focus on issues of national and cultural identity with special attention to the situation of inhabitants who have been considered outsiders or 'others.' We shall examine Europe's place in shaping debates—both new and old—about topics such as: colonialism; religious, ethnic, and national identity; migration; Islamophobia and antisemitism. Throughout the course we shall also consider the shifting meanings that have been assigned to the concept of Europe as well as how these meanings have been contested. In addition to class lectures, students will become familiar with these themes through the reading and discussion of historical and anthropological texts, current political and cultural debates, music and film.</td>
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<td>79-283</td>
<td>Hungry World: Food and Famine in Global Perspective</td>
<td>9</td>
<td>The science and technology of the Green Revolution in the second half of the 20th century were heralded as a miracle. Agricultural science promised seeds, peasants, companies, governments, scientists, economists, exporters, and planners would work together to support growing populations, especially in the post-colonial world. The human population on Earth reached 6 billion by the year 2000; 7.6 billion were estimated around 2017. The United Nations predicts 8.6 billion by 2030. Awareness of living in this unique period of human history brought new debates among scholars, practitioners, and planners thinking about the critical role of agriculture and development on Earth. How can we conceptualize, hope, and plan for best possible outcomes for a human population that depends on agriculture and development? How has the legacy of the Green Revolution encouraged (or betrayed) public enthusiasm for innovative fixes? This interdisciplinary course will use methods and case studies drawing on History, Historical Demography, Anthropology, Cultural Studies, Regional Studies, Geosciences and Agricultural Sciences, and International Economic Development. If students wish to pursue a particular thematic or regional interest, there will be room in this course to explore particular cases in depth.</td>
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<td>79-284</td>
<td>Modern War: Geopolitical Conflict in Historical Perspective</td>
<td>6</td>
<td>This course integrates historical and geographic perspectives for studying past and current international conflicts. By applying historians' and geographers' toolkits to a variety of case studies (e.g., World Wars I and II; Bosnia; Iran; multiple conflicts in Latin America), we will explore such pressing questions about conflict as: How do various political actors manage, initiate, escalate, and try to avoid conflicts? Where do combatants and civilians begin? How are our own lives implicated in conflicts - past, present, and future? What might the future of conflict look like, given technological innovation and the shifting balances of power between state and non-state actors? Students will put course concepts into practice through short writing assignments, quizzes, and a small-scale final project in which they can research a topic of their choosing.</td>
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<td>79-285</td>
<td>Archaeology: Understanding the Ancient World</td>
<td>6</td>
<td>This course will familiarize students with archaeology as a field, including the techniques and methods archaeologists use to test hypotheses using archaeological data. Secondary objectives are to provide students with a framework for understanding the many archaeological sites that are open to the public across the United States and around the world and to explore problems having to do with the method and practice of archaeological investigation.</td>
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<td>79-286</td>
<td>The Mummy's Curse: Uses and Abuses of Archaeology</td>
<td>9</td>
<td>Popular representations of ancient civilizations often present fantastical versions of the past. This course will examine popular topics such as cursed mummies, ancient aliens, lost cities, and other alternative archaeologies to understand how they interact with academic understandings of archaeology and human history. Students will explore how archaeologists and others answer questions about the past, and how we can evaluate competing interpretations.</td>
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<th>Course Code</th>
<th>Title</th>
<th>Units</th>
<th>Description</th>
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<tbody>
<tr>
<td>79-287</td>
<td>Bananas, Baseball, and Borders: Latin America and the United States</td>
<td>9</td>
<td>This course will use readings, film/video, and popular music to examine the tumultuous and paradoxical relationship between Latin America and the United States from the early 1800s to the present, with an emphasis on Mexico, Central America, and the Caribbean during the Cold War era (1945-1989) and its aftermath (1989-2014). During the Cold War years, the United States intervened frequently in Latin America; following the Cold War, a new geopolitics emerged shaped by trade policies, immigration, and illicit drug trades. We will study relationships between U.S. and Latin American governments ('state-state' relations), but we will also consider many other kinds of people and institutions including artists, athletes, businessmen, coffee farmers, consumers, corporations, Hollywood studios, journalists, migrant workers, musicians, rebels, scientists, and tourists. Evaluation will be based on class discussions, quizzes, mini-presentations, and written analysis of historical documents.</td>
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<tr>
<td>79-288</td>
<td>Animal Planet: An Environmental History of People and Animals</td>
<td>9</td>
<td>Why do modern societies go to great lengths to protect some animals and slaughter others? Why do some cultures make pets of animals that other cultures turn into a meal? What are the environmental ramifications of hunting, domestication, and trading animals? What is the connection between human pandemics like COVID-19 and animals? Why are there so many cute animals inhabiting social media? These are some of the questions that we will seek to answer as we trace changes in human–animal relationships over time. We will explore these themes through both texts and visual representations (art, film, photography) of animals. Evaluation will be based on active participation in class discussions, submission of weekly field notes, and a final 'curated exhibit' of images of people and animals.</td>
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<td>79-289</td>
<td>The Slave Passage: From West Africa to the Americas</td>
<td>6</td>
<td>'The Slave Passage' begins among flourishing, technologically advanced, and globally connected regions of Western Africa before the advent of the trans-Atlantic slave trade. It tells the painful story of African captives during the Middle Passage, piecing together the historical record to recognize their suffering aboard the slaving vessels and their multiple strategies of resistance. Students will study slave narratives, slave ship logs, and autobiographies of former enslaved people, as well as analyze films and theater performances depicting the Middle Passage and New World enslavement.</td>
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<tr>
<td>79-290</td>
<td>American Popular Culture and the Entertainment Business</td>
<td>1800 to the Present</td>
<td>This course will examine one topic in popular culture and entertainment per week, from newspapers to social media including minstrelsy, spectator sports, public parks, and the film industry. The course will consider these industries through the lens of business history, documenting innovation and the development of entertainment as commodities. Guiding questions will be: How did the country's economy, society, and politics structure the development of popular culture? How did performers and entrepreneurs develop industries around new innovations in popular culture? And how did popular culture shape the country's economy, society, and politics?</td>
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<tr>
<td>79-291</td>
<td>Inward Odyssey</td>
<td>9</td>
<td>This course is ONLY offered at Carnegie Mellon in Qatar. 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.</td>
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and ownership of guns, as well as the best way to balance individual and gun violence. Particular emphasis will be placed on changing views and policy analysis, and legal scholarship. They will also engage the critical development of law and public policy related to guns in the United States may not enroll. This course will describe and analyze aspects of the

79-295 Archaeology of Technology
Intermittent: 6 units
Archaeology of Technology is a new course that surveys the archaeology of invention and the ‘immaterial’. We live in an increasingly immaterial world, in which many of the artifacts we value are digital, and our relationships are built beyond the confines of face-to-face interactions. This course will explore the relationship between people and the artifacts they create by addressing one big question of equal concern to innovators, archaeologists, and historians alike: Why and how do some inventions spread like wildfire and dramatically transform society?

79-296 Religion in American Politics
Intermittent: 6 units
In a presidential election year, religion will once again figure prominently in American politics. Survey organizations often claim that ‘religiosity’ correlates with conservative politics, but that claim can be highly misleading, as religious people are in fact all over the political map. Thomas Jefferson’s mention of a ‘wall of separation’ between church and state reminds us that religious institutions are kept separate from government in America, but religious motivations have always played an important part in our politics. This course will provide an historical perspective on the role of religion in public life from the late 18th century to the present, including religion’s influence on political parties and public policies, and the boundaries set by the Constitution on such activity.

79-297 Technology and Work
Intermittent: 9 units
In recent years, conversations about the relationship between technology and work seem to have been conducted with particular fervor: claims of revolutionary ease and freedom sit side-by-side with dystopian visions of exploitation, surveillance, and alienation. Will technological development lead to a new ‘sharing economy’ or widespread deskilling? Will it bring general prosperity or enrich the few at the expense of the many? These concerns - though especially apparent today - are by no means new. In this course, we will examine their history, focusing in particular on North America and Europe in the past two centuries. We will examine the ways in which new technologies - from the assembly line to the washing machine to the personal computer - transformed what it meant to work, and how workers, their families, and the companies who employed them reacted to these changes. Our historical actors will include famous figures like Henry Ford, but also unnamed women, children, people with disabilities, and racial and ethnic minorities. Throughout, we will pay attention to who benefited, who was harmed, and what broader economic, cultural, or social purposes these technologies were designed to serve.

79-298 Guns in American History: Culture, Violence, and Politics
Intermittent: 6 units
[Note: students who have taken this course during the Fall 2019 semester as, 79-300, Guns in American History: Culture, Violence, and Politics, may not enroll.] This course will describe and analyze aspects of the development of law and public policy related to guns in the United States from the colonial era to the present. Students will be expected to synthesize perspectives from social history, ethnography, public health, criminology, policy analysis, and legal scholarship. They will also engage the critical examination of popular culture and media representations of gun cultures and gun violence. Particular emphasis will be placed on changing views about the authority of the government to intervene in economic and social issues, the balance individual and collective interests; and the variability within society of the life courses of individuals. Topics to be covered include: immigration and health care/health insurance, among others.

79-299 From Newton to the Nuclear Bomb: History of Science, 1750-1950
Intermittent: 9 units
This course provides an introduction to the history of modern science in Europe and North America, from the Enlightenment to the mid-twentieth century. Our goal is to understand scientific theories and practices on their own terms and as products of their own contexts, rather than as a progression of developments moving inevitably toward the present. The course seeks to explore both how and why science has become the dominant way of knowing about the natural world, as well as how scientific activity intersects with the history of religion, war, commerce, and the state. Most classes will involve active discussion of texts written by scientists, including Darwin, Einstein, McClintock, Laplace, Joule, Lovelace, and Paley.

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 understood as the making of rules and laws and their implementation by government: 1) in response to the failure of private actors (i.e., markets) to reach desirable outcomes; 2) to regulate markets to influence their outcomes; or 3) in an attempt to achieve a particular normative vision of what society ought to be like. This course assumes that the public policy landscape is complex but still comprehensible given the proper set of analytical frameworks and appropriate historical background. Particular emphasis will be placed on: changing views about the authority of the government to intervene in economic and social issues, the balance individual and collective interests; and the variability within society of the life courses of individuals. Topics to be covered include: immigration and health care/health insurance, among others.

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

79-302 Killer Robots: The Ethics, Law, and Politics of Lethal Autonomous Weapons Systems
Intermittent: 6 units
[Note: students who have already taken this course under its former title 79-302, Drone Warfare and Killer Robots: Ethics, Law, Politics, and Strategy, may not enroll.] Unmanned aerial vehicles (drones) have become a central feature of the United States’ global counterterrorism strategy since September 11, 2001, and autonomous weapons systems (often called ‘killer robots’ by critics) are increasingly being integrated into military arsenals around the world. According to proponents, drones and autonomous weapons systems are much safer than manned systems, so accurate that they can be used to target individuals and detect threats in real time, and efficient and inexpensive enough to be used for long-term surveillance and protection missions around the globe. According to critics, the use of such systems is problematic because of the obscuration of historical chains of accountability and responsibility, and the difficulty of translating complex ethical decision making processes into computer code. This course will evaluate these issues through the lenses of law, politics, morality, history, and military strategy.
79-303 Pittsburgh and the Transformation of Modern Urban America
Intermittent: 6 units
This course will focus on the transformations, both positive and negative, of Pittsburgh and the Pittsburgh region in the period from 1945 through the present. It will explore the following themes: the rise of industrial Pittsburgh, the redevelopment of the city in the Pittsburgh Renaissance; urban renewal and its consequences; the collapse of the steel industry and its impacts; the development of an Eds/Meds service economy; air, land and water environmental issues; and the city’s changing demography.

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

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

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

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

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

79-309 The Chinese Revolution Through Film (1949-2000)
Intermittent: 9 units
This course is about both film and history. It is not a detailed history of film, but rather introduces some key issues of modern Chinese history and examines how that history is treated in film. Most of the films are made in China (including Taiwan and Hong Kong) but some are produced in the west. Topics that may be explored include the rise of the Communist Party, life in Maoist China, the Cultural Revolution, the Cold War/anti-imperialism, depictions of China’s minority peoples, and the Reform-era under Mao’s successors. Along with feature movies, we may view documentaries, propaganda films, TV shows and even music videos. In addition to providing a general history of the period, accompanying readings and assignments explore the social context and methodology of the films while developing critical skills in writing, analysis, and historical imagination.

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

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

79-313 ‘Unwanted’: Refugees, Asylum Seekers, and Patterns of Global Migration
Intermittent: 6 units
What is home? What does it mean to belong? What does it mean to be mobile? Is mobility a privilege or a curse? How do experiences of migration, exile, and displacement shift one’s understanding of home? This course examines the modern patterns of mobility and displacement, with a focus on the US and Europe at particular moments during the 19th and 20th and 21st centuries. We will focus on several case studies to illustrate broader concepts: the connection between the formation of nation-states and the rise of exclusionary citizenship; the emergence of 20th-century modern legal concepts such as ‘refugee’ and ‘asylum’, the influence of the Cold War on the immigration policies in the US; and the criminalization of border-crossing.
79-314 The Politics and Culture of Memory
Intermittent: 9 units
What is the relationship between an individual person and collective memories? How do societies ‘remember’? This course proposes an interdisciplinary approach to the relationship between memory and history. It explores various ways in which societies have mobilized their reminiscences of the past for political and economic ends in the present; how and whose memory began to matter in a global 20th century; and how individual testimonies have highlighted the role of body, experience, trauma, and nostalgia for writing new, more inclusive and heterogenous histories. We will analyze how the politics of memory intertwine at a local and global scale, via a set of case studies that focus on: the use and erasure of the past in post-1945 Western and Central Europe; political violence, civil war, and reconciliation in post-1990 Guatemala; and the role of remembrance and testimony for claims of moral retribution in the aftermaths of colonialism (the Mau Mau in Kenya). This class will follow the format of a seminar. The professor will give short lectures each week in order to introduce the readings and place them within larger debates, but the course will mainly be discussion-oriented.

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

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

79-317 Art, Anthropology, and Empire
Intermittent: 9 units
This seminar will explore the anthropology and history of aesthetic objects, as they travel from places considered ‘primitive’ or ‘exotic,’ to others deemed ‘civilized’ or ‘Western.’ First, we will consider twentieth-century anthropological attempts to develop ways of appreciating and understanding objects from other cultures, and in the process to reconsider the meaning of such terms as ‘art’ and ‘aesthetics.’ Then we will discuss several topics in the history of empire and the ‘exotic’ arts, including: the conquest, colonization and appropriation of indigenous objects; the politics of display and the rise of museums and world fairs; the processes by which locally-produced art objects are transformed into commodities traded in international art markets; the effects of ‘exotic’ art on such aesthetic movements as surrealism, etc.; and the appropriation of indigenous aesthetic styles by ‘Western’ artists. Finally, we will consider attempts by formerly colonized populations to reclaim objects from museums, and to organize new museums, aesthetic styles, and forms of artistic production that challenge imperialism’s persistent legacies.

79-318 Sustainable Social Change: History and Practice
Intermittent: 9 units
If you wanted to change the world, who would you ask for guidance? Mahatma Gandhi? Rachel Carson? Nelson Mandela? In this interdisciplinary course, we will examine the history of efforts to create sustainable social change. Through a series of targeted case studies, we will examine the successes and failures of notable leaders, past and present, who strove to address social problems nonviolently and to create lasting improvements in fields such as education, healthcare, and human rights. In working with the example of the people we will be studying, we will bring our questions and our findings out of the classroom through a variety of creative, student-driven experiments in sustainable social change.

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

79-320 Women, Politics, and Protest
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-seeking intersectionality and women’s diversity at the center of the course.

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

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

79-324 #MeToo: Naming and Resisting Gender Violence
Intermittent: 6 units
#Metoo represents a sea change in society’s response to gender-based violence. But what is sexual harassment, exactly? When does something cross over into being inappropriate? Would you always know violence when you see it? Chances are, you wouldn’t. Focusing on the U.S., this class dives into where we are, and how we got here. It addresses gender-based violence as a public health & human rights issue. It will delineate the legal and social definitions of gender violence, explore how those definitions function both positively and negatively, and examine the long history of protest that has culminated in this moment. Come join the conversation!
79-325 U.S. Gay and Lesbian History
Intermittent: 6 units
US Gay and Lesbian History offers an overview of the changing context and circumstances of sexual minorities in American culture. From early constructions of moral approbrium, criminal deviance or medical pathology, the LGBT community emerged in the twentieth and twenty-first century as a political constituency and a vital part of contemporary society. Students should be aware that this course will necessarily address issues of intimate relations and sexuality as well as broader historical issues.

79-326 Shall We Dance? Culture, Politics, and Movement in the 20th Century
Intermittent: 6 units
Waltzes and flash mobs, hula and swing, disco and breakdance: this course will examine the history and practice of these and other popular dance movements across the course of the twentieth century. In doing so, we will pay particular attention to the ways in which dance both shaped and reflected major moments of political, cultural, and social change. Dancing bodies were used to justify imperial ambitions, explore new kinds of gender relations, and both uphold and upend racial hierarchies, making dancers key - if underappreciated - participants in the century's tumultuous history. The course will include a mix of lecture and discussion, drawing on scholarly analyses, archival sources, films, literature, images, and live performances. Students will also be asked to explore at least one new dance form for themselves and reflect on the experience.

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

79-328 Photographers and Photography Since World War II
Intermittent: 9 units
Invented in 1839, photography was a form of visual expression that immediately attracted a large public following. Starting around 1900, photography was practiced with two dominant strands. One of these firmly believed in the power of photographs to provide a window on the world, and was led by Lewis Hine, whose documentary photographs for the National Child Labor Committee helped to ameliorate living and working conditions for thousands of immigrant children. The other strand adhered to the philosophy of Alfred Stieglitz who adamantly affirmed that photographs were first and foremost reflections of the soul and were art objects, equal to painting, drawing and sculpture. These two schools of thought guided photographers throughout the twentieth century. This course explores in depth the tremendous range of photographic expression since World War II and examines in particular the contributions of significant image-makers such as Helen Levitt, W. Eugene Smith, Robert Frank, Diane Arbus, Garry Winogrand, Charles 'Teenie' Harris, Cindy Sherman, Carrie Mae Weems, Nan Goldin, James Nachtwey, and many others. Classes include a slide lecture, student presentation, and video segments that introduce a focused selection of images by major photographers in an attempt to understand their intentions, styles, and influences. As available, students will be expected to make one or more visits to photography exhibitions on view in Pittsburgh (locations to be announced at the first class.)

79-329 ‘High Crimes and Misdemeanors’: The Constitution and Impeachment
Intermittent: 6 units
A few years ago, the word ‘impeachment’ drew talk of President Bill Clinton, White House interns, and definitions of the word, ‘is’. Since President Donald Trump’s inauguration in early 2017, the prospect of impeachment charges has become a regular media concern. In this course, we will examine the basis for the option of impeachment - the Constitutional power of the legislature to remove the President or other federal officials from office for ‘treason, bribery, or other ‘high crimes and misdemeanors.’ While Presidents may be the most high-profile subjects of impeachment, we will also examine the other 17 federal officers that have been impeached in the past, as well as a number of state officials who have been impeached, including Louisiana Governor Huey Long in 1929 and Illinois Governor Rod Blagojevich in 2009.

79-330 Medicine and Society
Intermittent: 9 units
This course examines the history of American medicine, public health, medical research and education, disease patterns, and patients' experiences of illness from the colonial period to the present. Students read the voices of historical actors, including physicians, patients, policy makers, and researchers. In analyzing these voices, students will learn what was at stake as Americans confronted diseases and struggled to explain and cure them. Readings include a range of primary sources as well as fiction and non-fiction accounts of medicine and health in America.

79-331 Body Politics: Women and Health in America
Intermittent: 9 units
[Note: Students who have taken 66-121, First Year Seminar: Body Politics: Women and Health in America, may not enroll.] This course takes a topical, interdisciplinary approach to the history of U.S. women's health in the nineteenth and twentieth centuries. It is less about governmental politics, although we do some of that. Rather, it sees bodies as cultural texts through which power is built and contested. The course covers topics such as the history of anatomy, menstruation, reproductive rights, body image, mental health, sexuality, violence, childbirth, and menopause. We explore how science and American culture both have constructed these issues over time (some of it is super whacky!), while also examining women's organizing around them. This course is open to all students.

79-332 Culture & Mental Health: Anthropological, Psychological & Historical Perspectives
Intermittent: 9 units
How do we determine what is ‘normal’ human behavior? What forces are at play in shaping our perceptions of a ‘healthy’ mind? Culture plays a major role in influencing our attitudes and beliefs about mental illness—its origins, its manifestations—as well as the treatment of the mentally ill in society. This course will provide an overview of psychological thought in anthropology, taking a cross-cultural approach in examining different configurations of what constitutes ‘normal’ human behavior. We will begin by grounding ourselves in the early approaches of 20th century American psychological anthropology, focusing on classic studies that attempted to explain the links between ‘culture and personality.’ We will draw on these early frameworks as we examine contemporary ethnographies of mental health/wellness in non-Western contexts. Our final texts bring us back to the United States, where we will compare and question some of our own social norms surrounding mental health. The goal of this course is to view the diversity in global experiences of mental health as a window into understanding how our own conceptions of health and wellness are shaped by powerful cultural forces.

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

79-334 Climate Change and Climate Justice: Global Perspectives
Intermittent: 6 units
There remains no credible doubt that human activities are a leading cause of climate change, but profound questions persist over what measures to take, whom to hold accountable, and how to help those affected. What does an effective and just response look like when those who are most responsible for climate change are also often the most protected from its consequences? Who gets to participate in international negotiations and whose cosmologies or values are recognized there? How do debates about climate change relate to those concerning social policy? In this mini-course, we will examine these questions through the lens of Climate Justice. Both a transnational movement and an analytical orientation, Climate Justice compels us to consider how climate change exacerbates systemic inequalities within and between societies. Our exploration will engage case studies and perspectives from different parts of the world, including climate-related health disparities in the US, Indigenous Peoples’ cases, and climate reparations for island nations facing displacement, and efforts by various parties to influence scientific and popular knowledge.
79-335 Banned Substances: Drugs, Alcohol, and Tobacco in American History
Intermittent: 9 units
This course traces the development of laws, policies, and social movements related to alcohol, tobacco, and drug regulation in the United States. By highlighting the ideas proponents and opponents used to justify or oppose prohibition, students will examine how responses to drug and alcohol use has as much to do with ideologies of gender, race, ethnicity, and class as they do with the effects of the substances themselves. This course will also analyze how attempts at prohibition have been historically contingent and explore the ways debates surrounding drug and alcohol use can deepen our understanding of American history. Some topics to be considered include: the proliferation of alcohol abuse in the early Republic, temperance movements, the battle over smoking/cigarettes, the Prohibition movement, criminalization of drugs, the drug war and issues of legalization.

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

79-337 Educational Policy and 'School Choice': Historical and Contemporary Perspectives
Intermittent: 6 units
Fierce battles have been fought over education policies throughout American history. Parents, teachers, students, and everyday Americans have sought to position schools to meet often conflicting goals. This course introduces students to historical and contemporary perspectives on the rise of charter schools and school privatization, debates over religion in the classroom, legal questions surrounding segregation and forced bussing, as well as fundamental political shifts in who controls and funds public schools.

79-338 History of Education in America
Intermittent: 9 units
Americans have long understood schools both as mechanisms for inculcating communal values and as instruments for social reform. Schools have been alternatively described as pillars of democratic society and as authoritarian institutions for managing deviance. Institutions of education - whether schools, colleges, or universities - figure prominently in discussions of inequality and discrimination, opportunity and meritocracy. This course provides an introductory historical survey of American educational ideas and institutions. From debates in the 17th and 18th centuries over the proper balance of religious and secular education to fierce battles today over the role of the federal government, citizens have been politically mobilized through their concerns about education. By understanding the complicated history of American educational ideas and institutions, this course prepares students to engage critically with ongoing debates about the curriculum, vouchers, charter schools, and national standards.

79-339 Juvenile Delinquency & Film: From Soul of Youth (1920) to West Side Story (1961)
Intermittent: 6 units
How have American films portrayed juvenile delinquency and the juvenile justice system? What does filmmakers' portrayal of juvenile delinquency tell us about American culture and society? Do films vividly capture or badly distort the 'realities' of crime and the operations of the justice system? This course uses feature films (to be viewed in advance of class) from the 1920s to the early 1960s, as well as various sociological, psychological, and historical readings, to explore these issues. The course is run as a colloquium, with students playing central leadership roles in launching and guiding class discussions. The course will have a take-home midterm exam (essay), a final exam (essay), and a few short, written assignments linked to students' required oral presentations in class.

79-340 Juvenile Delinquency & Film: From 'Boyz N the Hood' (1991) to 'The Wire' (2002-08)
Intermittent: 6 units
How have American films portrayed juvenile crime, drug use, gang violence, and law enforcement responses (especially police and prisons) to juvenile crime and violence? How have American films portrayed individual juvenile delinquents, their families, and the communities in which they live? Do films vividly capture or distort the 'realities' of juvenile crime and the operations of law enforcement? This course uses feature films from the late 20th and early 21st centuries, as well as social science and historical readings, to explore these issues. The course is run as a colloquium, with students playing central leadership roles in launching and guiding class discussions.

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 that 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: 6 units
This course provides an introduction to Science and Technology Studies, a vibrant interdisciplinary field that examines the ways that science and technology interact with contemporary politics, culture, and society. Using theories and methods from history, philosophy, anthropology, and sociology, we will examine topics including: the nature of scientific and technical knowledge; the formation of new fields of interdisciplinary expertise (e.g., atomic science, artificial intelligence, or genetic engineering); the emergence of risk societies; systems of classifications and categories; and their impact on ideologies of race, sex, and gender; the possibility of objectivity; and the public understanding of science.

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

79-344 Public History: Learning Outside the Classroom
Intermittent: 6 units
Museums and other non-academic institutions reach large audiences with an array of history offerings, including exhibitions, films, publications, performances, oral history, workshops, lectures, events, research, reenactments, lectures, social media, webinars, online, radio and television programming. These educational tools are calculated to engage diverse audiences. Museums and educational nonprofits are also actively collecting and preserving artifacts and archival materials. This course will focus on Pittsburgh history as students examine best practices in Public History. The class will study the inner workings of a large history museum's collection, exhibition, conservation and education programs. Students will participate in field trips and behind-the-scenes tours, virtual explorations, and 'hands-on history' outside the classroom at the Heinz History Center and other Pittsburgh attractions. This course will especially interest students considering non-traditional careers in history, education, communications, and nonprofits. MAXIMUM ENROLLMENT IS 15. ALL CLASSES WILL BE HELD ONCE PER WEEK OFF CAMPUS, STARTING AT THE HEINZ HISTORY CENTER IN THE STRIP DISTRICT (1212 SMALLMAN STREET).

79-345 Roots of Rock & Roll
Intermittent: 9 units
This course is about open source, collaborative innovation and the impact of social and technological change on American music. We will spend the first 8 weeks on early 'remix' music (slave songs, Anglo-Appalachian ballads, ragtime, and Depression era blues and country). After studying Bessie Smith, Woody Guthrie, Lead Belly, Hank Williams, and other early artists, we'll spend the last 7 weeks on revolutionaries like Chuck Berry, Bob Dylan, Jimi Hendrix, and Janis Joplin. The format is informal lecture and discussion. Assignments include reading two books plus some articles, weekly music listening, short papers, and a final project. NB: This course may be taken pass-fail (with submission of appropriate form).
79-346 American Political Humor
Intermittent: 9 units
This course takes a cultural approach to U.S. history since the Civil War, as seen by the nation’s most astute and influential critics: its political humorists. Besides immortals like Mark Twain and contemporaries like Jon Stewart and Stephen Colbert, we will (re)discover the satirical yet hilarious voices of H.L. Mencken, Will Rogers, Lenny Bruce, Dick Gregory, Richard Pryor, Nora Ephron, Dave Chapelle, and others through essays, recordings and films. At its sharpest edges, humor addresses issues of class, gender and race in American life, and provokes alternative thinking about mass culture, consumerism, and conformity. Assignments include short analytical essays and a final paper.

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

79-349 United States and the Holocaust
Intermittent: 6 units
This course will explore challenging historical material related to Hitler, the Nazis and America’s response. Issues relating to immigration, refugee status, contrasting styles of political leadership, foreign policy goals, news coverage, anti-Semitism, theories of racial supremacy, decision making, global responsibilities will be considered both in the perspective of then and now as we look both at America and at Europe. This course will prompt you to think not only about the events then, but also about the implications for us today as individuals and as citizens of the world. A film, a meeting with a survivor or child of survivor as well as the inclusion of first hand readings will serve to strengthen the learning impact.

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

79-352 Christianity Divided: The Protestant and Catholic Reformations, 1450-1650
Intermittent: 9 units
At the dawn of the sixteenth century, most western Europeans shared a common religious identity as members of the Roman Catholic Church. Within less than two decades, this consensus began to crumble, and the 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 Reformations of the sixteenth century, both Protestant and Catholic, examining the causes of the Reformation, the dynamics of reform, and its significance for western society and culture. In the process, we will analyze such on-going problems as religious persecution and the accommodation of dissent, the relationship between religion and politics, and the interactions between ideology and political, social, and economic factors in the process of historical change.

79-353 Imprisoning Kids: Legal, Historical, and Moral Perspectives
Intermittent: 6 units
Can young lawbreakers be rehabilitated, or should they be removed from society to prevent them endangering others? Since the 1820s, reformers, philanthropists, and state officials in the Western world have wrestled with the question of how to reduce juvenile crime and turn delinquents into good citizens. The institutions and policies they created reflected their conceptions of young criminals, their backgrounds and families, their gender and their race. How did they develop a body of knowledge about at-risk youth, what practices did they put into place, and what spaces did they build to house and contain the children? How have the children themselves responded, developing a sense of their own identity through compliance with or resistance to reformers’ intent? In this course, we will explore ideas, practices, and institutions created to save juvenile delinquents, presented in reports and studies as well as fiction and film. Students will read and view a variety of primary and secondary sources from North America and Europe from the early nineteenth to the late twentieth centuries. Assessment will include participation in class discussion, written assignments, and exams.

79-354 Kids and Schools in the 20th Century
Intermittent: 6 units
This course examines the history of children’s experiences in American K-12 schools, both public and private, at three critical moments in the 20th and early 21st centuries. We will first examine the emergence of Progressive as a perceived antidote to the impacts of industrialization, urbanization, and the immigrant experience on children and youth in the early 1900s. We will then study the retreat from Progressive educational ideas in the wake of the Cold War and ‘Space Race’ with the Soviet Union in the decades following World War II. Finally, we will analyze the impacts on American schoolchildren of the ‘Excellence’ and ‘No Child Left Behind’ movements that began around the turn of the 21st century and and continue today. To ground class discussions, we will use both secondary and primary historical sources, including policy and curricular documents, documentary film, and first-person accounts of both children and teachers in schools.

Intermittent: 6 units
Scandal, conspiracy, and partisan propaganda have been among the stuff of media ever since newspapers first appeared in America, and now they figure prominently in electronic media as well. The question ‘What is truth?’ is not just a matter of philosophical speculation, but an essential issue at every level of American life, from individuals on social media to citizens, journalists, and politicians responsible for sustaining a democratic society. This course is literally ‘ripped from the headlines,’ examining contemporary conflicts over credibility in print and online, in the context of historical experience. My goal is to help you think in new ways about how to assess when news really is ‘fake’ and when it’s just ‘an inconvenient truth.’

79-356 Neuroscience and the City
Intermittent: 9 units
How do we, as human beings, experience the urban environment? We will explore the underlying psychological and neural basis of our perceptions as they create the experience of historical change.

79-357 Science and the Body
Intermittent: 6 units
The human body has been always an object of fascination. Across time and space, people have wondered what lurks beneath the skin, why we get sick or remain well, and how to explain human variation. The methods used to investigate these questions have, however, varied widely. In this course, we will explore that diversity - from the dissection of medieval corpses to 19th century phrenology to contemporary biohacking - examining how different scientific efforts were shaped by the political, cultural, and economic values of their times. We will also pay attention to the profound and often ongoing effects of these experiments, particularly on the people who served - both willingly and unwillingly - as their ‘human subjects.’

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

79-360 Crime, Policing, and the Law: Historical and Contemporary Perspectives
Intermittent: 9 units
This seminar will critically explore the development of the American criminal justice system from the colonial era to the present. Topics covered will include slave patrols in the antebellum south, efforts to control labor unrest in the northeast, the emergence of urban police departments, corruption, private police forces, campus police forces, surveillance, the wars on crime and drugs (and their racial implications), deaths in custody, police oversight, and the portrayal of policing in popular culture. This course will be discussion-based and require significant reading. Assignments will include reading reflections and two essays.

79-363 The Rise of Modern Golf, 1860 to the Present
Aristocratic pastime or the people’s game? This course will examine the emergence of golf as both a professional and amateur sport and as a popular leisure activity between 1860 — when Prestwick Golf Club in Scotland hosted the first (British) Open — and the present day. Students will read and discuss historical, sociological, and literary texts, and view several documentary and feature films as well. In its mini course format (6 units), the course will have a take-home midterm exam (essay), a final exam (essay), and a few short, written assignments linked to students’ required oral presentations in class. In its full course format (9 units), the course will also ask students to complete a small, original research project on golf history that leads to a paper of approximately 2,000 to 2,500 words.

79-364 From Midwife to Obstetrician: The Transformation of Modern Childbirth
Intermittent: 6 units
At-home births, epidurals, C-sections: women’s experiences with childbirth have varied widely over time. Many of these differing experiences stem from societal developments that first occurred in Europe during the seventeenth and eighteenth centuries. Focusing specifically on England and the United States, we will identify the factors (e.g., human agents, ideologies, etc.) that influenced major changes in the childbirth process and examine how these changes affected mothers and childbirth practitioners of the time. Additionally, we will consider what implications this historical study holds for interpreting contemporary debates surrounding women’s health issues, including but not limited to childbirth. Throughout this course, we make liberal use of primary sources to develop arguments about the large-scale changes that occurred between 1600 and the present. Through assigned readings, class discussions, and diverse course assignments, students will develop an informed perspective on the transformation(s) of childbirth.

79-365 The Black Death: Bubonic Plague in Medieval Europe
Intermittent: 6 units
This mini course covers the history of a devastating pandemic: the Black Death of 1349-1353. In their first exposure to bubonic plague, Europeans died quickly and painfully in truly shocking numbers. The Black Death's path of destruction changed the course of European history. Each week of the course focuses on a major theme of the pandemic’s history: 1) the arrival and spread of the plague; 2) rates of mortality in various countries and reasons for its astounding lethality; 3) medical understanding of the plague — then and now; 4) efforts to stop or slow its spread; 5) religious interpretations and psychological reactions; 6) economic and social consequences; and 7) the Black Death in literature and art. Students will be required to read one book and seven articles. Grading will be based on class discussion and a weekly 2-3 page essay on class reading.

79-367 Disastrous Encounters
Intermittent: 9 units
This course is ONLY offered at Carnegie Mellon in Qatar. Disastrous Encounters explores the complex interaction between human beings and their environment by examining incidents in which those disasters have proven destructive or fatal to humankind. By the end of the class students will be able to: Explain the scientific principles behind ‘natural’ disasters, including cyclonic weather, global climate change, volcanoes, earthquakes, tsunamis, river flooding, famines, and diseases. Analyze to what extent a given disaster is in fact ‘natural’ at all, but rather was either caused by or exacerbated by human actions. Draw connections between different types of disasters, recognizing that major disasters often produce predictable secondary disaster effects. Read documents critically, especially in terms of the author’s agenda and the author’s likely biases. Write strong analytical essays.

79-368 Un-natural Disasters: Societies and Environmental Hazards in Global Perspective
Intermittent: 6 units
In the wake of Hurricane Katrina, Neil Smith famously observed that ‘there is no such thing as a natural disaster.’ This course takes a cue from Smith by examining the social production of disasters in the past and present, from acute environmental events like typhoons and earthquakes to disasters of ‘slow violence’ like chronic exposure to toxic pollution and food insecurity. Examining case studies from around the world, we will explore how these different forms of disaster collide with inequalities of race, class, and gender - and in the process challenge us to rethink the relationship between nature and society.

79-369 Disasters in American History: Floods and Hurricanes
Intermittent: 6 units
Unlike technological catastrophes, such as nuclear accidents or terror bombings, what we call natural disasters appear to be random and outside human control. In this course we will question that assumption by examining the material causes of disasters due to hurricanes and floods in U.S. History. We will investigate the historical roles played by people in shaping disaster-prone environments as well as how preparation for - and response to - ‘natural’ disasters have changed over time. In addition, we will look at how people have been affected differently according to their race, ethnicity, or class in order to try to understand the human experience of natural disaster from different perspectives. By the end of the course, we will have examined hurricanes and floods in detailed historical context and be prepared to use this knowledge to think about disasters that face us in the future.

79-370 Disasters in American History (2):Epidemics & Fires
Intermittent: 6 units
This course investigates the historical roles played by people in creating the conditions for disastrous outbreaks of disease and fire in the United States, examining the material causes of ‘natural disasters’ and analyzing how Americans have been affected differently according to race and class. By the end of the course, we will have examined some of America’s largest epidemics and wildfires in their historical contexts, and we will use this knowledge to think about disasters that Americans face now and in the future.

79-371 African American Urban History
Intermittent: 9 units
Popular perceptions of poor and working class people occupy a prominent place in discussions of today’s African American urban community in the unfolding Age of Donald Trump. In the contemporary quest to build livable urban communities, however, journalistic, public policy, and academic analysts often discuss the black poor and working class as ‘consumers’ rather than ‘producers,’ as ‘takers’ rather than ‘givers,’ and as ‘liabilities’ instead of ‘assets’ in the present moment of the nation’s history. Effective public policies, movement strategies, educational programs, media campaigns, and sensitive philanthropic decisions require deeper and more thoughtful perspectives on the history of urban race and class relations in the past. Focusing on the development of African American urban history from its colonial beginnings through today’s ‘Black Lives Matter Movement,’ this course will emphasize the many ways that people of African descent shaped American and African American urban life through their roles as workers, community-builders, and social justice activists. In addition to weekly classroom discussions of assigned readings, students will write a series of short essays (based upon a mix of secondary and primary sources) on selected topics/themes in the development of African American urban life, culture, and politics.

79-372 The Rise and Fall of Pittsburgh Steel
Intermittent: 6 units
For over 150 years, the Pittsburgh region was world-renowned for the scale and intensity of its iron and steel manufacturing complex. This mini course will trace the origins, explosive growth, stagnation and ultimate collapse of this remarkable industrial complex. Students will gain an understanding of Pittsburgh’s rich industrial history - what makes it ‘The Steel City,’ understand the emergence and evolution of iron and steel making technology, appreciate the impact of Pittsburgh’s iron and steel industrialization on living and working conditions for workers, and analyze the factors that drove the emergence of Pittsburgh steel then to its decline and collapse. The course is structured loosely around a set of periods in Pittsburgh’s history through which key themes are drawn.
79-373 Culture and Revolution: The Socialist Experiment in Soviet Russia
Intermittent: 6 units
In 1917, revolutionaries took power in Russia to create the world's first socialist society. In a series of radical and unprecedented experiments, they attempted to remake every phase of social and cultural life, from sexual relations to art to education. How could life be lived in a new way and better way? What values should replace the old traditions based on patriarchy and class hierarchy? How could ordinary people be empowered to create a new culture? In this course, we will study the 1920s, a riotous decade of experimentation in cultural, social, and political life.

79-374 Inequality, Social Justice, and the Black Urban Experience: 1930s to 2010s
Intermittent: 9 units
Since the 2016 Presidential Election, politicians, journalists, and academics have looked upon the white working class as the key to understanding the historic boom and bust cycles of American capitalism. What’s left out of this discussion is a crucial component to the American political economy—black workers. African-Americans’ contribution to the economy spans four hundred years, from the initial settlement of the American continent down through the present day. Throughout this period, black Americans found the courage and creativity to construct their own complex body of political ideas about the contradictory nature between democracy and capitalism. In effect, black Americans made their own history. The legacy of black workers also teaches us that the understanding of race is intimately intertwined with the understanding of class. Throughout this course, we will talk about a wide spectrum of African-American leaders, intellectuals, organizations and institutions spanning from the Great Depression to the today’s post-industrial era. This course is, thus, constructed around the voices and languages used by black people themselves. The key issues to be discussed are the rise of organized labor, urbanization and segregation, and law enforcement.

79-375 Science & Religion
Intermittent: 9 units
A widely held notion is that science and religion are perennially at ‘war’ with one another. Debates over evolution, and more recently climate change, are cited as examples, while predictions that science will eventually make religion obsolete are at least as old as the Enlightenment. Nevertheless, both science and religion continue to thrive in the 21st century, which raises the question of whether these two ways of seeing the world might, for some people at least, be more complementary than conflictual. We'll explore the history of the relationship between science and religion and the different ‘ways of knowing’ employed by each. Some common assumptions will be critically examined as we consider questions of fact and value, and the competency of science and religion to address the major challenges of our day.

79-376 Food, Culture, and Power: A History of Eating
Intermittent: 9 units
How can human societies ensure that everyone has enough food to eat that is good for them and does not trash the planet? This course will start with the assumption that the answer to that question requires not only technological innovations, but also an understanding of the historical evolution of food production and consumption. In other words, why do we eat what we eat? How and why have diets changed over time? What roles do government policy, commodity markets, and cultural practices play in creating opportunities and constraints for changing food systems? After exploring different aspects of these big questions via in-class discussions of readings, video, and guest lectures, students will pursue individual research projects focused on some aspect of food policy during the second half of the semester. Evaluation based on in-class participation, writing reflections, and research paper.

79-377 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 experiment with alternate ethnographic forms, such as autobiography, film, diary, and poetry.

79-380 Hostile Environments: The Politics of Pollution in Global Perspective
Intermittent: 6 units
Earth is an increasingly toxic planet. Fossil-fueled industrialization, chemical engineering, and resource-intensive consumerism have generated immense wealth, but they have also left long-term, cumulative legacies of toxic pollution and ecological disruption. While the legacies affect everyone, their impacts are by no means evenly distributed. In this course, we will use the tools of anthropology, political ecology, and history to examine experiences of toxic exposure in different parts of the world, including Pittsburgh. Our analyses will ask how inequities of race, class, and gender shape exposure as well as how cultural differences create divergent understandings of ecology, health, and their interrelationship. We will consider, moreover, how these disparities shape what people know about pollution and whether/how they demand accountability for it. Cases we explore will range from acute industrial disasters (and their aftermath) to the harms experienced by other-than-human beings to the gradual, often invisible exposures that affect all of us to varying degrees.

79-381 Energy and Empire: How Fossil Fuels Changed the World
Intermittent: 6 units
Few things have changed the world as much as petroleum: cars, airplanes, fertilizers, plastics are just some of the technologies derived from oil. Moreover, the wealth and power associated with ‘black gold’ has shaped geopolitics in the twentieth century, giving rise to so-called ‘petro-states.’ For the first five weeks, we will trace the evolution and expansion of ‘petrocultures’ around the world. The remainder of the course will be organized around individual student research projects. The major learning objective of this course is to give students experience writing an original research paper. Students will be expected to define a research question, assemble a bibliography of sources, write and revise an analytical paper, and do an oral presentation. This course, open to all students, partially fulfills the Theoretical and Topical Core course requirement for Global Studies majors.

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

79-383 The History of Capitalism
Intermittent: 6 units
What is capitalism? How does it differ from the systems that preceded it, and how did it come to revolutionize the globe? This course examines the development of capitalism from the 16th century to the present. We will read Karl Marx and Adam Smith, who both attempted to theorize the new emerging system. We will survey the transition from feudalism to capitalism, the role of slavery in capitalist development, and changes in women’s power and household production. We will examine the development and demise of the factory system and deindustrialization in America’s rust belt cities as well as ‘globalization,’ the latest dynamic phase of capitalism. Finally, we will discuss the impact of technology, casual labor, low wages, and unemployment on democracy, the prison system, and the rise of a new technocratic elite.
In this course we will look at fundamental changes in the approach of the United States to preparing for and engaging in armed conflict that have taken place since the War in Vietnam. The lowering of the voting age to eighteen and the end of conscription (‘the Draft’), committed the United States to the challenge of continuing the Cold War and winning - there has been no acceptable alternative since the fall of Saigon - post-Cold War conflicts with an all-volunteer military whose members were now enfranchised. At the same time, the U.S. defense establishment continued its pursuit of advanced technologies in all facets and at all levels of warfare, evolving through various regional interventions and culminating in the Gulf War, ‘Operation Desert Storm,’ in 1991. We will examine the continuing and increasing role of hi-tech in the chaotic decade after the collapse of the Warsaw Pact and in the American-led ‘War on Terror’ since 9/11, waged by a much smaller, highly professionalized military, and we will engage some ethical and social issues about the American Way of War in the recent past and the citizens who practice it.
Prerequisite: 79-200 Min. grade C regular individual consultations with the instructor. This course seeks to develop these intellectual skills through a combination of the interpretation of relevant primary source data are integral parts of this seminar. Students will then work on how to interpret and synthesize sources into a coherent and compelling thesis before you begin drafting your paper. Your research paper of 15-20 pages on a 1967 War-inspired topic.

79-397 Environmental and Public Health Crises in the City
Intermittent: 6 units
Cities throughout the world are our largest and most vulnerable population centers. Yet, since their origins, cities have consistently faced environmental and public health challenges from both natural and human-made factors and their interaction. This course will explore some of these environmental and public health challenges and events over time, examining the factors that resulted in urban crises. A number of the environmental and public health cases considered will focus on Pittsburgh.

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

79-400 Global Studies Research Seminar
Fall: 12 units
This research seminar is the capstone course for Global Studies majors. The course is designed to give you a chance to define and carry out a research project of personal interest. The first few weeks of the course will be devoted to developing a research topic and locating sources. We will then work on how to interpret and synthesize sources into a coherent and compelling thesis before you begin drafting your paper. Your research may be based on in-depth reading of a body of scholarly work, field notes from ethnographic observations, archival research, analysis of literary or visual media, or some combination of these sources. Incorporation of some non-English language sources is strongly encouraged 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.

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

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

79-470 Simulating Conflict Resolution
Intermittent: 3 units
This course is only offered at Carnegie Mellon's campus in Qatar. This pass-fail, 3-credit course for the Qatar campus is designed to prepare students for a capstone event: an international conflict resolution exercise, to be held in the 2018 Spring semester, that simulates a current Middle Eastern crisis. The course will consist of two parts. First, students will meet weekly with an instructor for 1 hour/week to discuss the historical and modern Middle East, so that they will be prepared to participate meaningfully in the simulation. For these classes, students will be expected to complete and discuss readings prepared by the instructor. Secondly, students will participate in the simulation exercise in late spring, taking the role of one of the Middle Eastern actors (these will be decided ahead of time) and role-playing their nation's response to the specific crisis scenario. Finally, after the simulation, students will submit to the instructor a reflection paper on what they learned from participating in the event. Suggested pre- or co-req: Conflict Resolution (80-242 or 70-321).

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

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

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

Prerequisite: Students must be Global Studies majors and obtain permission for the proposed internship from the Global Studies advisor.