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. A variety of sections are offered in order to give students the opportunity to choose between different themes and approaches. All sections are comparable in their composition of lectures and recitations, required amounts of reading, and emphasis on written assignments as the central medium of assessment. The sections all aim to help students: (1) master knowledge through interaction with the instructors, reading material, and other students, (2) think critically about the context and purpose of any given information, (3) craft effective verbal and written arguments by combining evidence, logic, and creativity, and (4) appreciate the relevance of the past in the present and future.

[SEE INDIVIDUAL SECTION DESCRIPTIONS FOR 79-104/1 AND 79-104/2 BELOW]

Today, halting genocide and curbing the proliferation of weapons of mass destruction rank amongst the top priorities in international relations. This understanding of world affairs, however, did not always hold true. In fact, if anything, in the last few centuries various individuals and institutions channeled much effort into the invention and development of new ideological, organizational, and technological means for mass murder or waging war. How and why did modern societies become so competent in inflicting death and destruction on fellow humans? What has been and can be done to prevent similar occurrences from happening again? This Global History course will answer these questions by analyzing the causes of and responses to past incidents resulting in mass deaths or tools for armed conflicts. Through lectures, discussion, primary sources, and assignments, the course will examine events within the European encounter with the New World, 19th-century Imperialism, the Holocaust, the atomic bombings of Japan, the Cold War, and decolonization and independence. By the end of the course, students will come to appreciate the historical significance of unintended consequences and the ambiguity of human progress.

In the latter 1800s two phenomena emerged to change the human condition. The first was the rise of nation-states as the agent of organized citizens in the world. The second was the maturation of films as art and entertainment. Soon the two phenomena began to influence each other, as nation-states sought to use motion pictures as a mass medium for their own purposes, while filmmakers saw powerful drama in the founding of nation-states. Indeed, since its invention the silver screen has served as a canvas for directors and cinemagoers to interrogate an individual’s place in a community and imagine distant or past events. How do films as a medium affect our understanding of the past? How should artists, historians, and audiences handle the history depicted in cinema? This course will answer these questions by studying various episodes in the modern era and their filmic portrayals. Through lectures, discussions, readings, assignments, and movies, we will examine the emergence of nation-states in different continents. By the end of the course, students will come to appreciate the function of nation-states in world affairs, the persuasive power of film, the importance of the past for the present and future, and the roles of the arts and humanities in society.
79-167  Freshman Seminar: Issues in American Environmental History
9 units  TR 10:30-11:50  J. Tarr
This seminar will focus on major issues in the evolution of the American environment. Much of America's past environmental history has been beset with controversy, as scientists and engineers, health officials, politicians and the public debated about the cause and solution for various environmental problems. This seminar will examine some of the major environmental issues that have evolved over time through a combination of reading, discussion, and short papers.

79-201  Introduction to Anthropology
9 units  TR 9:00-10:20  S. Alfonso-Wells
Cultural anthropologists "make the strange familiar and the familiar strange," attempting to understand the internal logic of cultures which might, at first glance, seem bizarre to us, while at the same time probing those aspects of our own society which might appear equally bizarre to outsiders. In doing so, anthropology makes us more aware of our own culturally-ingrained assumptions, while broadening our understanding of the possibilities and alternatives in human experience. This course will use ethnographic writings (descriptive accounts of particular cultures), as well as ethnographic films, to investigate the ways in which diverse societies structure family life, resolve conflict, construct gender relations, organize subsistence, etc. We will assess the advantages and pitfalls of comparing cross-cultural data, analyze the workings of power within and between societies, and consider the politics of cultural representations. We will also discuss the anthropologist's relationship to the people s/he studies, and the responsibilities inherent in that relationship. Throughout the course, students will learn the importance of an historical perspective on culture, looking at how and why societies change, and considering how we, as anthropologists, should assess these changes.

[Note: students who have taken 79-311, Introduction to Anthropology, may not enroll.]

79-211  East Asia in the World, 1600-Present
9 units  MWF 11:30-12:20  J. Liu
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, gender politics, 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.

[Note: students who will be taking 79-104, Global Histories: East Asia in the World, 1600-Present, offered during Summer Session Two, 2015, may not enroll.]

79-217  The War in Vietnam
9 units  TR 12:00-1:20  V. Keller
The Vietnam War, the first war to be televised, is one of the most controversial events in the post-World War Two history of the United States. What began as a limited advisory mission aimed at saving the "free" nation of South Vietnam from Communism soon escalated to full-scale warfare that provoked widespread domestic protest and resistance to and evasion of the Draft. Eventually, the strategic basis for U. S. foreign policy in general was called into question. The U. S. withdrew combat troops in 1973, and Saigon fell to the North Vietnamese in 1975 as America watched from its living room.

This course covers the war in Vietnam from the 1950s through the fall of Saigon in 1975 and its legacies. It will examine not only the military and political aspects of the war, but also the social and cultural consequences in the U. S. during and after the war.
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<th>Course Code</th>
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<tr>
<td>79-223</td>
<td>Mexico: From the Aztec Empire to the Drug War</td>
<td>9</td>
<td>MW 1:30-2:50</td>
<td>P. Eiss</td>
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<td>This course provides a survey of Mexican history and culture over a variety of periods, from the rise of the Aztec empire, to Spanish conquest and colonization, to national independence, to the Mexican Revolution and contemporary Mexico. A wide range of topics will be addressed, such as: race, ethnicity, and indigeneity; state formation and politics; national identity and the politics of memory; migration and the border; and the drug war. Students will discuss historical and anthropological scholarship on Mexico, but will also consider cultural documents of various kinds, like Mexican music, art, and food.</td>
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<tr>
<td>79-226</td>
<td>Introduction to African History: Earliest Times to 1780</td>
<td>9</td>
<td>MW 1:30-2:50</td>
<td>E. Fields-Black</td>
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<td>A beginning point for this course will be the question: how do historians reconstruct history when few written sources are available? Breaking disciplinary boundaries, the course will draw on linguistics, &quot;climateology,&quot; archaeology, and anthropology to reconstruct dynamic social, cultural, political, and economic processes in Africa before the arrival of Europeans and before the availability of written source materials. When written sources are available, the course will interrogate them to illuminate the changes that occurred in African societies during the early period of contact with Europeans. Lastly, by focusing on long-term processes, such as economic specialization, urbanization, and Islamization, the course will begin to put the slave trade in an African-centered perspective.</td>
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<td>79-229</td>
<td>Origins of the Arab-Israeli Conflict, 1880-1948</td>
<td>9</td>
<td>MW 12:00-1:20</td>
<td>L. Eisenberg</td>
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<td>This course considers the historical origins of the contemporary Arab-Israeli conflict, beginning with the decline of the Ottoman Empire and the rise of Arab nationalism and Zionism in the late 19th century and emphasizing the period of the British Mandate over Palestine (1920-1948). Students will move beyond the textbooks to explore primary source documents, maps, photographs, biographies and historical testimony. For five weeks in the middle of the semester, students will immerse themselves in an extended role-playing exercise, &quot;The Struggle for Palestine, 1936,&quot; an elaborate simulation game linked to Barnard College's &quot;Reacting to the Past&quot; program. Students portraying British examiners, specific Arab and Zionist characters and various journalists will recreate the activities of the 1936 Royal Commission which came to Palestine to investigate the causes of an Arab rebellion and Arab-Jewish strife. This historical reenactment experience constitutes an exciting pedagogical opportunity for delving deeper into the topic material than regular coursework allows. All the role-playing will take place during regular class time, but students should be aware that they will need to devote 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?</td>
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<td>79-231</td>
<td>American Foreign Policy, 1945-Present</td>
<td>9</td>
<td>MW 3:00-4:20</td>
<td>N. Kats</td>
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<td>This course provides an introduction to the study of U.S. foreign policy. Its main focus will be on problems and possibilities confronting the world during the Cold War as well as global political changes in the post-Cold War era and since 9/11. Important foreign policy strategies which will be discussed include the strategy of containment, NSC-68, the Eisenhower-Dulles New Look, the Kennedy-Johnson flexible response, détente, the democratic peace, and contemporary approaches to combating global terror. Theoretical readings in history and political science will be used as analytic filters to assess both scholarly evaluations of American foreign policy and key historical episodes.</td>
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The past few years have seen a proliferation of major motion pictures about enslavement, particularly Django and Twelve Years a Slave. They have all depicted enslavement in the context of the US South. This course will examine the enslavement of Africans and people of African descent from a comparative perspective, investigating labor organization on rice, sugar, cotton, tobacco, and indigo plantations, gender, class, as well as the experiences of enslaved children in the Americas, the Caribbean, and parts of Africa. Students will learn to critically read and analyze secondary sources, conduct independent research in primary sources. We will also view and discuss different representations of enslaved societies in popular media, including film.

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

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

This small discussion course traces ideas about individualism and capitalism in the U.S., from colonial times to the present. We will focus on three main themes: 1) the relationship between capitalism, work, and identity; 2) changing definitions of success and failure; and 3) the historical origins of contemporary attitudes toward 1 & 2. In short, we will study the economics and emotions of the American dream: how class, race, gender, occupation, and ambition shape our identities. Readings include "The Autobiography of Benjamin Franklin," studies by Alexis de Tocqueville and Max Weber, writings of Frederick Douglass, Ralph Waldo Emerson, Herman Melville, and Henry Thoreau, Kate Chopin's "The Awakening," Andrew Carnegie's "Gospel of Wealth," Arthur Miller's "Death of a Salesman," and other works. Grading is based upon a readings journal, participation in discussion, three short essays and a longer final paper.

[Note: students who have taken this course under 79-169, Freshman Seminar: Culture and Identity in American Society, may not enroll.]

This course examines America's pivotal middle period, a period of rising sectional tensions, bloody civil war, slavery's end, and protracted debates about the promise and limits of equality. The first third of the class traces the causes of the war, the middle third dwells on the devastating war itself, and the final third explores the aftermath of the war, when Americans clashed over how to reunite and over what the meaning of freedom for four million emancipated slaves ought to be. Sometimes known as "America's unfinished revolution," the Civil War continues to resonate in American society today, and the course concludes by considering current questions such as flying the confederate flag, slave reparations, and others.
### 79-252 Recent U.S. History: 1945-Present  
**9 units**  
**MWF 1:30-2:20 TBA**

This course will explore the social, cultural, and political history of America since World War II. Topics include: the dawn of the nuclear age, the Cold War, the Korean and Vietnam wars, the civil rights movement, the women’s movement, the counter culture, the energy crisis of the 1970s, the rise of environmentalism, and the turn toward conservatism in the 1980s. We will use music, film, television, and literature as evidence of cultural change in American society during the past 70 years.

### 79-253/A2-mini American Massacres in History and Memory  
**6 units**  
**Tuesdays 6:30-9:20pm A. Masich**

In this course we will investigate 19th century massacres in the American West, examining the causes and aftermath of violence between competing communities divided by ethnicity, class, religion, gender, and civil war. By the end of the class we will have examined some of America’s most tragic and best-known massacres—from the Alamo to Wounded Knee—and will have achieved a better understanding of their historical contexts and influence, as well as their transnational implications and repercussions for society today.

### 79-255/A2-mini Irish History  
**6 units**  
**TR 9:00-10:20 J. Roszman**

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

### 79-264 Tibet in History and Imagination  
**9 units**  
**MW 3:00-4:20 B. Weiner**

This course is an introduction to the history and culture of Tibet and the Tibetan Plateau. For a sparsely populated region lying atop the Himalayan Mountain Range, Tibet has long held a remarkable hold on the imaginations of outside observers. In this class, we will go beyond the many mythologies and stereotypes that have shaped perceptions of Tibet and Tibetans. Alongside the chronology of Tibetan history, we will investigate what it is that makes Tibetan civilization distinct. We will pay close attention to the foundations and development of Tibetan Buddhism and examine its centrality not only to the social, economic and spiritual life of Tibetans (and others) but also in the development of Tibet’s unique political culture, including the institution of the Dalai Lama. Other themes will include Tibet’s relationship to the surrounding civilizations of eastern, southern and inner Asia; western imperialism and western fascination with Tibet; and Tibet’s incorporation into the modern Chinese state. We will also address the current controversy over Tibet’s international status, the prospects for a political solution, and the state of Tibetan civilization in the twenty-first century. Finally, we will consider Tibet’s continuing ability to capture the imagination of peoples around the world.

### 79-265 Russian History: From the First to the Last Tsar  
**9 units**  
**MW 9:00-10:20 C. Storella**

This course covers a broad sweep of Russian history beginning with the first settlements of tribal nomads in the ninth century and ending with the fall of the 300-year-old Romanov dynasty in 1917. In our study of Russian colonization and state formation, we make the acquaintance of Mongol marauders, greedy princes, and peasant rebels, as well as Ivan the Terrible, Peter the Great, and the long succession of reformers and reactionaries who occupied the Russian throne. We explore the development of the revolutionary movement that ultimately brought down the Tsar.
79-271  Russian Studies Topics
6 units-A1 mini Literary Culture of 19th Century Russia  N. Kats
6 units-A2 mini Literary Culture of 20th Century Russia  N. Kats
TR 10:30-11:50

A1- Literary Culture of the 19th Century Russia
The purpose of the course is to give students an introduction to the cultural environment of the Imperial Russia through the works of major 19th century Russian writers. We will read and analyze some masterpieces of Russian fiction, including works of Pushkin, Lermontov, Gogol, Dostoevsky, Tolstoy, and Chekhov. Emphasis will be made on how these brilliant classics reflected turbulent history of the 19th century Russia.

A2- Literary Culture of the 20th Century Russia
This mini-course focuses on Russian prose and poetry of the early 20th century. Readings will include the “proletarian” writings of Maxim Gorky, “symbolism” of Alexander Blok, “futurism” and “modernism” of Vladimir Mayakovsky, as well as works of some other authors. We will discuss issues important to the 20th century Russian Cultural History such as the role of intelligentsia in Russian Revolution, the content and method of Russian decadence, symbolism, and modernism, as well as imprisonment, liberation, and exile that became so important for many writers and poets.

79-282/A  Europe and the World since 1800
9 units  TR 12:00-1:20  M. Friedman
This course will introduce students to topics of historical and contemporary relevance in European society and culture from the nineteenth-century to the present. The course will focus on issues of national and cultural identity with special attention to the situation of inhabitants who have been considered outsiders or “others.” We shall examine Europe’s place in shaping debates—both new and old—about topics such as: religious, ethnic, and national identity; immigration to and within Europe; Islamophobia; antisemitism, and marginalization of the Roma. Throughout the course we shall also consider the shifting meanings that have been assigned to the concept of Europe as well as how these meanings have been contested. In addition to class lectures, students will become familiar with these themes through the reading and discussion of historical and anthropological texts, current political and cultural debates, music and film.

79-299  Trafficking Persons: Children in a Global Context
9 units  TR 10:30-11:50  J. Schachter
Many items circulate around the world, including persons. This course will examine the movement of children from one place to another. From child soldiers to sex workers, from adoptees to laborers, children form part of a global circulation that has complex personal, practical, and political consequences. We will take an anthropological and a historical perspective, comparing the various ways in which children circulate, the changes over time, and the impact of scholarly writings, legal systems, and human rights policies on these movements. We will analyze the role of nation-states, international organizations, and NGO’s, along with the decisions individuals make about the well being of a child. Course material includes: anthropological studies, historical accounts, memoirs, and film.

79-300  History of American Public Policy
9 units  TR 1:30-2:50  J. Aronson
This course will describe and analyze aspects of the development of public policy in the United States from the colonial era to the present, with a focus on the post-Civil War era. For the purposes of this course, public policy will be defined as the making of rules and laws and their implementation by government: 1) in response to the failure of private actors (i.e., markets) to reach desirable outcomes; 2) to regulate markets to influence their outcomes; or 3) in an attempt to achieve a particular normative vision of what society ought to be like. This course assumes that the public policy landscape is complex but still comprehensible given the proper set of analytical frameworks and appropriate historical background. Particular emphasis will be placed on: changing views about the authority of the government to intervene in economic and social issues; the best way to balance individual and collective interests; and the variability within society of the life courses of individuals. Topics to be covered include: immigration, health care and health insurance, and domestic surveillance.
Pittsburgh and the Transformation of Modern Urban America

6 units  MW 10:30-11:50  J. Tarr

This course will focus on the transformations, both negative and positive, of the city of Pittsburgh and of the Pittsburgh region in the period from 1945 through the present. It will explore the following themes: the redevelopment of the city in the Pittsburgh Renaissances (I & II), the collapse of the steel industry and the development of a service economy, the city's changing demography, suburban development, neighborhood decline and renewal, and environmental policy and change.

Inventing the American Airplane: Technology and Military Aviation, 1898-1945

6 units  TR 1:30-2:50  L. Burke

This course explores one of the great technological inventions of the first half of the 20th century, the airplane. Beginning in 1898 with the Army’s support of Samuel Langley, whose efforts to invent the airplane ultimately failed, the course focuses on the key role played by the military in shaping the airplane’s evolving design, manufacture, and multiple uses.

As we will see, while the Wright brothers successfully invented the airplane, they gave little attention to how it might be used. In negotiating with the US Army in 1907 to sell their plane to the government, the brothers suggested merely that it would be useful in reconnaissance. By the end of World War II, however, the airplane had fundamentally changed the nature of modern warfare, with the US military using airplanes in a much wider variety of roles: offensive, defensive, and support.

This course will track these changes and place them in historical context. It will weave together themes from the history of technology, the history of the military, and American social and political history to explore the airplane’s use, especially in a military context, between 1898 and 1945.

From Al Qaeda to ISIS: U.S. and European Anti-Terrorism Policies, 9/11-Present

9 units  TR 6:30-7:50pm  A. Funk

The brutal regime that ISIS has established in parts of Syria and Iraq, and the recent terrorist attacks in Paris and Copenhagen, have reminded Americans and Europeans of an almost forgotten war: the "global war on terror" that President George W. Bush declared after September 11, 2001. However, the perception of the threats that ISIS poses to Western societies differs from the perceptions post-9/11, as do the policies the US and European governments have chosen. The frameworks of US and European policies towards "islamist terrorism" have been shaped primarily by the way governments and citizens experience, interpret, and assess the long "global war on terror."

In this course, we will review the origins of the "global war on terror" that started in the aftermath of 9/11, unfolded in Afghanistan and Iraq, played out in a secretive war "on the dark side," and resulted in today's global surveillance effort by the US. Analysis of current policy debates on the GWOT will conclude the course.

Photography, the First 100 Years, 1839-1939

9 units  Mondays 6:30-9:20pm  L. Benedict-Jones

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 image-makers Daguerre and Fox Talbot, the Civil War photographs organized by Mathew Brady, the introduction in 1888 of the Kodak by George Eastman, the critically important social documentary photography of Jacob Riis and his successor, Lewis Hine, the Photo-Secession of Alfred Stieglitz, the Harlem Renaissance of James VanDerZee, the precisionist f64 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.
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<tr>
<td>79-318/A1-mini</td>
<td>Sustainable Social Change: History and Practice</td>
<td>6 units</td>
<td>TR 1:30-2:50</td>
<td>N. Slate</td>
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<td>If you wanted to change the world, who would you ask for guidance? Mahatma Gandhi, Martin Luther King, Mother Theresa, Rachel Carson, or Nelson Mandela? In this interdisciplinary course, we will examine the history of efforts to create sustainable social change. Through a series of targeted case studies, we will examine the successes and failures of notable leaders, past and present, who strove to address social problems nonviolently and to create lasting improvements in fields such as education, healthcare, and human rights. In keeping with the example of the people we will be studying, we will bring our questions and our findings out of the classroom through a variety of creative, student-driven experiments in sustainable social change.</td>
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<tr>
<td>79-319/A1-mini</td>
<td>India through Film</td>
<td>6 units</td>
<td>TR 10:30-11:50</td>
<td>N. Slate</td>
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<td>filmscreening: Wednesdays 6:30-9:20pm</td>
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<td>Bollywood films attract hundreds of millions of viewers, not just in India but throughout the world. The name &quot;Bollywood&quot; 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.</td>
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<td>79-324/A2-mini</td>
<td>Adolescence in the 20th and 21st Centuries</td>
<td>6 units</td>
<td>MW 9:00-10:20</td>
<td>J. Modell</td>
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<td>This mini-course examines the changing pathways to adulthood over the past century, with particular focus on schooling, attitudinal and behavioral expectations for adolescents, and demographic patterns (fertility, family formation and dissolution, and mortality). Readings will be multi-disciplinary, including the perspectives of historians, sociologists, demographers, developmental psychologists, economists, and reports of state and international organizations. This is very much a discussion class, and you need to come to class prepared to wrestle together with our readings and our evolving understanding of the history of the paths to adulthood.</td>
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<tr>
<td>79-331</td>
<td>Body Politics: Women and Health in America</td>
<td>9 units</td>
<td>TR 1:30-2:50</td>
<td>L. Tetrault</td>
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<td>Women's bodies have been the sites of long-standing, and sometimes deadly, political battles. This course takes a topical approach to the history of American women's health in the nineteenth and twentieth centuries in order to understand why women's bodies have been such heated sites of struggle. It covers topics such as the history of contraception, abortion, menstruation, sexuality, female anatomy, rape, domestic abuse, menopause, pregnancy, and childbirth. It explores how American culture has constructed these issues over time, while also examining women's organizing around them. This course is open to all students.</td>
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<tr>
<td>79-332</td>
<td>Medical Anthropology</td>
<td>9 units</td>
<td>MW 12:00-1:20</td>
<td>K. Faulk</td>
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<td>This course will explore the ways in which different cultures conceptualize the body and its relation to the physical, social, and supernatural environments. We will examine how illness and its causes are understood, investigating not only the beliefs and practices surrounding healing, but also the social position and training of the healers themselves. In order to understand the context of healing in cross-cultural perspective, we will problematize the boundaries between medicine and other arenas of social life: religion, politics, law, economics, etc. We will investigate issues of medical efficacy (what &quot;works&quot;?) by asking who or what is being healed in different kinds of medical practices, and we will consider the ways in which power and social control are exerted through medical discourses of various sorts. Finally, we will examine the history of medical anthropology from its &quot;clinical&quot; origins in international development, through anthropological critiques of clinical perspectives, to attempts to fuse clinical and critical approaches. Throughout the course, Western medical practice will be analyzed as one of many forms of ethnomedicine and ethnopsychology.</td>
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79-338 History of Education in America  
9 units TR 3:00-4:20 C. Phillips  
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 in enforcing No Child Left Behind, 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 vouchers, charter schools, national standards, and curriculum controversies.

79-350 Early Christianity  
9 units TR 10:30-11:50 A. Creasman  
In this course we examine the origins of Christianity. Although we deal with biblical as well as other contemporary materials, the approach is not theological but historical. We want to understand how and why Christianity assumed the form that it did by examining its background in the Jewish community of Palestine, its place in the classical world, its relationship to other mystery religions of the time and certain variant forms (now known as Gnosticism) which it assumed prior to the crystallization of orthodoxy.

79-353 Religious Identities and Religious Conflicts in 19th Century Europe  
9 units TR 3:00-4:20 K. Lynch  
This course explores the place of religious identity and conflict in the history of European society from the French Revolution to World War I. We study the many ways that individuals constructed and used their religious identities to approach problems of public life. We examine continuities and changes in religious institutions as well as conflicts between churches and states. The course shows that, far from declining in importance during the processes of economic and political modernization, or becoming part of private life, religious beliefs and identities played an increasingly critical role in public life. We approach the topic through case studies, beginning with the religious conflicts and settlement between church and state during the French revolution, Evangelical Christian participation in the anti-slavery movement in Britain, Protestant-Catholic rivalries in Germany, the power of the papacy in Italy, and the Dreyfus case in France. Students will have reading assignments from both primary and secondary sources.

79-360/A2 mini Conspiracies, Spies, and Assassins in Revolutionary Europe  
6 units MW 6:30-7:50 R. Kittner  
This course focuses on several conspiracies that dominated European thinking in the late 18th and early 19th centuries (roughly, 1790-1820.) Fueled by the French Revolutionary and Napoleonic Wars, many Europeans saw conspiracies behind every door and spies in every corner. Some of these conspiracies and spies were real, some less so.

The French Revolution spawned its own set of conspiracies and counter revolutions: the antifederalist revolts; the royalist counter-revolution; the supposed military conspiracies of Charles François Dumouriez, Jean-Charles Pichegru, and Jean Victor Moreau; the efforts to undermine the Conference at Rastatt; the conspiracies to overthrow Napoleon; and the abduction and execution of the Duke d’Enghien offer insight into the convergence of new national identities and modes of public behavior with new technologies. Such post-war events as the Peterloo Massacre, the Cato Street Conspiracy, the assassinations of August von Kotzebue and the Duke of Berry reflect some of the ways in which the wars changed public expectations.

Using contemporary sources (including newspaper reports, letters, military dispatches and diaries), we will examine the social and political impact of these conspiracies, and the insurgents, spies and assassins who carried out their agendas.
79-364  Russian Fairy Tales
9 units  TR 12:00-1:20  C. Castellano
Baba Yaga, Koschei the Immortal, the Firebird, Ivan the Tsarevich: Russian fairy tales brim over with monsters and magic, witches and devils, heroes and villains, princes and queens. In this course we examine a wide selection of these tales for what they can reveal about Russian culture's ethics, aesthetics, values and habits of mind. We discover these through four analytical approaches: structural, psychological, feminist and socio-political. Attention is paid to the ways in which fairy tales hold sway in literature and the fine arts from centuries past right through to the present day. Course requirements include primary and secondary readings, oral presentations, written essays, tests and participation in class discussions. No prerequisites; 9 units. For students with advanced Russian language skills, 3 additional units can be earned for additional meetings covering reading and writing tasks performed in Russian; permission of the instructor is required.

79-374  American Environmental History: Critical Issues
9 units  TR 12:00-1:20  A. Ramey
This course explores critical issues in the history of the American environment during the last three centuries. Among the specific topics to be covered are changing attitudes toward nature; forms of rural and urban development and environmental effects; the impacts of technology and industrialism; the conservation and environmental movements; and environmental problems and prospects today.

79-380  Ethnographic Methods
9 units  TR 3:00-4:20  J. Schachter
In this class, students will become familiar with the history, the use, and the problems attached to "ethnographic methods." Drawing on diverse anthropological writings, students learn to assess various methods, including observation, participation, interviewing, conversing, mapping, and documenting in visual media in order to create a "thick description" or ethnography. In addition to reading and watching films, the main work in the class involves a fieldwork project: each student is expected to develop a project that can be completed in one semester, that involves an application of one or more strategy of inquiry, and that can be written up in a final, interpretive and descriptive paper. There are no exams in the course.

79-384  Garbage Gone Global: Managing Waste in an Age of Mass Consumption
9 units  MWF 9:30-10:20  K. Faulk
In this course, we will use readings and film to explore a variety of issues related to the production, classification, and management of waste. Topics to be covered include the environmental impacts of different waste disposal techniques, the global trade in used and discarded materials, garbage as a source of work and the way gender influences who does this work, the history and current structure of the waste disposal industry in the US and in other places around the world, and practices of recycling and scavenging. Throughout we will pay attention to the different ways we as humans think about, care for, and ultimately discard our material things. Class time will be dedicated to discussion, and students will complete weekly short assignments and a research paper.

79-395  The Arts in Pittsburgh
9 units  Thursdays 6:30-9:20pm  N. Kats
This course will examine the arts in Pittsburgh, both historically and in the present. We will focus especially on art exhibits and musical events scheduled by the city's museums and concert halls during the semester. The "curriculum" will derive from the artistic presentations themselves, which will provide a springboard for reading assignments, seminar discussions, and research papers in the history of music and art. We will also examine the historical development of cultural institutions in Pittsburgh. The History Department will pay for students' admission to all museums and studios. However, students will be charged a supplemental fee of a minimum of $275 to help subsidize the considerable expense of purchasing tickets for concerts and performances by the Pittsburgh Symphony, Pittsburgh Opera, Chamber Music Society, and Renaissance and Baroque Society. Attendance at all art exhibits and musical events is required. Prerequisite: Availability to attend art exhibits on several Fridays and Saturdays, and to attend musical events on several Thursday, Friday and Saturday evenings.
79-400  Advanced Seminar in Global Studies  
12 units  TR 9:00-10:20  J. Soluri  
This research seminar is the capstone course for Global Studies majors. The course is designed to give you a chance to define and carry out a research project of personal interest. The first few weeks of the course will be devoted to developing a research topic and locating sources. We will then work on how to interpret and synthesize sources into a coherent and compelling thesis or argument before you begin drafting your paper. Your research may be based on in-depth reading of a body of scholarly work, field notes from ethnographic observations, archival research, analysis of literary or visual media, or some combination of these sources. Incorporation of some non-English language sources is strongly encouraged where possible. Independent work, self-initiative, participation in discussion, and peer evaluations are required. There are several interim deadlines that will be strictly enforced in order to ensure successful completion of the course. 
Prerequisites: 79-275 and Theoretical and Topical Core must be complete or concurrently enrolled. 

79-420  Historical Research Seminar  
12 units  TR 3:00-4:20  S. Schlossman  
The purpose of this research seminar is to help you conceptualize, design, organize, and execute a substantial research project that embodies and extends the knowledge and skill set you have been developing as a History major at Carnegie Mellon. The identification and collection of relevant primary source data, and the positioning of your project within a relevant historiography, are integral parts of this intellectual task. 
Along the way, we will strive to hone your written and oral presentation skills, deepen your command of research methodologies and strategies, and sharpen your abilities as a constructive critic of others’ research. The seminar seeks to develop these intellectual skills through a combination of in-class, student-led discussions of everyone’s research-in-progress, and regular individual consultations with the instructor. 

79-449  Ethics, History, and Public Policy Project Course  
12 units  TR 10:30-11:50  J. Aronson  
The Ethics, History and Public Policy Project Course is required for the Ethics, History and Public Policy major and is taken in the fall semester of the senior year. In this capstone course, Ethics, History and Public Policy majors carry out a collaborative research project that examines a compelling current policy issue that can be illuminated with historical research and philosophical and policy analysis. The students develop an original research report based on both archival and contemporary policy analysis and they present their results to a client organization in the community. 

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