Global Histories
Global Histories: Genocide and Weapons of Mass Destruction
Global Histories: The Modern World through Film

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

79-104/1 Global Histories: Genocide and Weapons of Mass Destruction
9 units MW 12:30-1:20 R. Law
Recitations on Fridays, 9:30, 10:30, 11:30, 12:30, 1:30

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.

79-104/2 Global Histories: The Modern World through Film
9 units MW 1:30-2:20 R. Law
Recitations on Fridays, 9:30, 10:30, 11:30, 12:30, 1:30

Ever since the invention of motion pictures in the late 1800s, the silver screen has served as a canvas for filmmakers and masses of cinemagoers alike for imagining events and people from distant times and places. Even with the advances in transportation today, most people still have to rely on the mass media to learn about the world. How does film as a medium benefit or undermine our understanding of the past? How should artists, historians, and audiences handle the history depicted in cinema? This course will answer these questions by focusing on the filmography of one particular actor with a worldwide reach and the ways he portrayed various episodes in the modern era. Through lectures, discussions, readings, assignments, and movie screenings, we will examine events within transatlantic slavery, European emigration, Japanese modernization, Nazi Germany, the Cold War, and the post-9/11 order. By the end of the course, students will come to appreciate 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.
This course will track the development of an American institution, the juvenile court, from its late 19th century origins to the present. We will integrate historical, legal, sociological, and cultural perspectives in tracking the court's evolution, culminating in a careful look at how recent reform movements are playing out nationally. Readings will include a wide variety of secondary and primary historical sources from different time periods. We will also view and discuss several films (including Frederick Wiseman's 1973 classic, "Juvenile Court"). As opportunities develop, we may also hear from current court practitioners as guest lecturers. The course will be discussion-based. I will do very little formal lecturing, and I expect students to take on increasing responsibility for launching and guiding class discussions as the semester progresses. Evaluation will be based on in-class mid-term and final exams, several oral presentations and brief writing assignments, and contributions to class discussion.

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.

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

Introduction to Anthropology

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.
79202  Flesh and Spirit: Early Modern Europe, 1400-1750
9 units  TR 1:30-2:50  A. Creasman
This course examines European history from the Black Death to the French Revolution, a period known to history as the "early modern" period. That is, it marks a period in European history that was not quite medieval, and yet not quite modern. Many features of modern society, such as the nation-state, free-trade economies, religious pluralism, scientific rationalism, and secular culture trace their origins to the early modern era, yet the period was also marked by important continuities with the Middle Ages. During this course, we will explore how Europeans re-imagined their world in its transition from the medieval to the modern. Topics to be considered will include the "renaissance" of the arts, the problems of religious reform, exploration and colonialism, the rise of science, and the expansion of the state. Through these developments, we will focus on Europeans' changing notions of the human body, the body politic, and the natural world, as well as their re-interpretations of the proper relation between the human and the divine, the individual and the community, and the present and the past.

79207  Development of European Culture
9 units  TR 10:30-11:50  D. Harsch
This course surveys the evolution of European culture from 1500-1950. It defines 'culture' broadly to include not only philosophy, literature, and art but also science, manners, sexuality, morality, and religion. Lectures, readings, and discussions will introduce students to European thinking and writing on these questions. The course will place cultural change in the context of politics and society. Readings will include historical studies, novels, plays, and memoirs. Assignments will include six 3-page essays and one 6-page essay.

79218  U.S. and the World
9 units  TR 9:00-10:20  R. Hutchings
Combining lecture and class discussion of primary source documents, this course will examine the United States' use of hard and soft power around the world since 1877. It will blend high-level foreign affairs with the daily lives of ordinary Americans and the lives of other peoples, and closely examine specific commodities like Hawai'ian pineapples, West African chocolate, Middle Eastern oil, and China-made iPhones.

79227  Introduction to African History: 1780-1994
9 units  MW 1:30-2:50  E. Fields-Black
The course is designed to give students an understanding and appreciation of African history and culture from the "inside out." Though it deals with the period of European expansion in Africa, it is centered on African language/ethnic groups, villages, and individuals as historical actors who daily make collective and personal decisions to pass down, innovate, and borrow practices, technology, spiritual systems, etc. in the face of social, political, and economic realities. The course is also designed to get students thinking critically about how historians select and interpret sources to construct and reconstruct history at these different levels.

79239  Shakespeare's England
9 units  TR 12:00-1:20  J. Otis
This course will focus on the political, economic, religious, cultural, and social transformations that occurred in Tudor and Stuart England, with particular emphasis on the period covered by the histories and lifespan of William Shakespeare (1564-1616). We will also focus on building necessary skills for the study of history, including analyzing sources and constructing arguments.
79245  Capitalism and Individualism in American Culture  
9 units  TR 10:30-11:50  S. Sandage  
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 79-169, Freshman Seminar: Culture and Identity in American Society, may not enroll.]

79249  20th Century U.S. History  
9 units  MWF 11:30-12:20  M. McGrath  
During the 20th Century, the United States established unprecedented economic, military, and political influence in the international sphere. American society itself, however, was often deeply divided by competing political ideologies, economic injustice and the denial of civil rights. This course examines the gradual expansion of economic, political, and civil rights for workers, women, African-Americans, and the GLBT community, as well as the periodic limitations placed on that expansion. It will analyze how Americans in the 20th Century balanced concepts of freedom with strategies for economic security, how the dueling political ideologies of conservatism and liberalism impacted ordinary Americans, and how social movements variously demanded both economic and civil liberties. Topics include the limitations of the Progressive Era, the shock of the Great Depression, the home-front during World War II, the impact of the Cold War on domestic life, the Civil Rights movement(s), and the rising influence of the New Right. Texts highlights the evolving relationship between the state, corporate America, and the ordinary citizen.

79257  Germany and the Second World War  
9 units  TR 3:00-4:20  D. Harsch  
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. Students will watch four films about the war on Thursday evenings (these will be the only Thursday evening sessions of the course).

79262  Modern China  
9 units  MW 10:30-11:50  D. Sutton  
Assuming no prior familiarity with China or its culture, this course examines China's continuous changes from the 1800s on, in its cultural traditions, identities, daily life, social relations, and self-perceptions, engendered by both internal initiatives and external contact. We look at how changes unfolded in mass movements and in individual lives, in statecraft thought and in societal practices. We examine the roles of such historical actors as the extended family, modern reformers, the state, the parties and ethnic groups. Participants learn to use primary sources in making historical observation and to critique some analytical approaches to modern Chinese history. Since we rely heavily on assigned readings, active class participation is essential in this course.
Russian History: From Communism to Capitalism
79266  9 units  MW 9:00-10:20  C. Storella
This course covers a broad sweep of Russian history from the socialist revolution in 1917 to the turmoil of the present. Spanning almost a century of upheaval and transformation, the course examines the October revolution, the ruthless power struggles of the 1920s, the triumph of Stalin, the costly industrialization and collectivization drives, the battle against fascism, and the "wild west" capitalism and collapse of the social welfare state in the present time. The course provides essential background for anyone interested in understanding the explosive, history-making events in the former Soviet Union.

Introduction to Global Studies
79275  9 units  MW 9:00-10:20  K. Faulk
"Globalization" is a familiar term that is often used to invoke the idea that places around the world are rapidly becoming more interconnected. This is so, but it is also true that this is far from being a simple or harmonious process. Rather, "globalization" involves a wide range of uneven and disputed cultural, political, economic, and social developments that often influence one another but vary markedly in their significance, impact, and intensity. Economic crisis, impoverishment, rising inequality, environmental degradation, pandemic disease, and militant ethnic, religious, and nationalist movements are just as much a part of the contemporary global landscape as are technological innovation, instantaneous communication, shifts in the global division of labor, the creation of new wealth and knowledge, the promotion and defense of human rights, and the rise of cosmopolitan values and perspectives. This course introduces you to important ways of thinking about globalization and will acquaint you with the kinds of research, evidence, and information upon which these kinds of thinking rely. It serves as a foundation for further study of the contemporary world in advanced Global Studies courses.

Beyond the Border
79276/A4  6 units-Mini  MW 10:30-11:50  P. Eiss
In this course we will consider the place of the border in the making of the Americas. Our explorations will be far-ranging: from the initial encounters of Columbus with indigenous Taino, to contemporary debates over migration and border control; from the making of borderlands to the shaping of border identities; from history to ethnography, literature, music, visual arts and film. The first part of the course will focus on the ramifications of the conquest and colonization of the Americas, and specifically on the power of colonial narratives used to inscribe borders and frontiers in the colonial imagination--to define "civilization" and "barbarism," self and other. After a discussion of indigenous counter-narratives, we will move on to the second part of this course, an exploration of how what is now known as the southwestern United States and northern Mexico were transformed from borderlands into bordered lands, over the course of the nineteenth and early twentieth centuries. In the final part of the course, we will move through and beyond the U.S.-Mexico border, to consider how "border thinking" helps to illuminate the frontiers of language, race, ethnicity, nationalism, and religion in the contemporary Americas.

Introduction to Religion
79281  9 units  TR 12:00-1:20  M. Rencewicz
This course introduces students to methods of inquiry used in the academic study of religion and some of its key concepts, such as "the sacred," ritual and myth. Students learn how scholars study religion in the fields of history, anthropology, sociology, psychology, philosophy and literary criticism. Throughout the course, students examine the questions "What is religion?" and "How can I best study religion?" in order to prepare themselves to pursue a Religious Studies Minor or to further their own study of religion in any discipline.
This course examines the tumultuous and paradoxical relationship between Latin America and the United States from the early 1800s to the present, with an emphasis on 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, 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. We will learn about these people via readings, historical documents, film, music, and video.

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

Unmanned aerial vehicles (commonly referred to as drones) have become a central feature of the United States' global counterterrorism strategy since September 11, 2001. According to proponents, drones are much safer than manned aircraft (because there is no pilot to be injured or killed), so accurate that they can be used to target individuals and small clusters of suspicious people in non-battlefield environments, and efficient and inexpensive enough to be used for long-term surveillance missions around the globe. According to critics, the use of drones by military and intelligence agencies is often unethical, that it is illegal to target individuals or small groups of people outside of formally declared war, and that there are hidden costs to drone warfare that are underreported in the mainstream media (including high civilian casualties, the intense psychosocial trauma inflicted upon communities that experience drone strikes, and the psychological impact on drone operators who witness the damage they cause through a computer monitor thousands of miles away). This course will evaluate these issues through the lenses of law, ethics, politics, history, and military strategy.
79307    Religion and Politics in the Middle East
         9 units        MW 12:00-1:20         L. Eisenberg
This course looks at the historic relationship among Islam, Judaism and Christianity and what they have to say about the nature of government, the state's treatment of religious minorities, and relations among states in the Middle East. We will consider the impact of religion on domestic and foreign policy in selected Middle Eastern countries and communities, the role of religion in fueling conflicts, the phenomenon of religious fundamentalism, the challenge and opportunity this presents to the United States, and the potential for religion to help advance Middle East peace. We will take advantage of the unprecedented upheavals roiling the Arab world since 2011 and use contemporary social media to contact people on the ground in the states we are studying to produce "updates" as to where religion and politics seem to be intersecting at this time.

79312/A3   International Human Rights Institutions in Theory and Practice
         6 units-Mini   MWF 10:30-11:20        K. Faulk
What role do international human rights institutions play in the protection and promotion of human rights? How and when did they emerge? To what extent are they (or could they be) effective? This mini course considers the historical development of the contemporary idea of human rights, the theoretical and ethical debates that accompanied the creation of international bodies designed to regulate and enforce them, and the promises and limitations embedded in the forms these have taken. It considers ethical, legal, moral, and political dilemmas that arise over the nature of such institutions and around the concept of rights they uphold. Finally, the course considers the effectiveness of these bodies in serving as vehicles or facilitators of forms of justice and in promoting the construction of just and peaceful societies.

79320    Women, Politics, and Protest
         9 units        TR 1:30-2:50         L. Tetrault
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.

79321    The Roots of Contemporary Gender Debates
         9 units        TR 9:00-10:20         J. Ramey
Have you ever wondered why women are paid less than men for the same work in the U.S. today? Ever wondered where our laws came from regulating who can marry and who cannot? Would you like to know the origins of modern debates over domestic violence, women's bodies, reproductive health, or even combat deployment? This course explores the roots of contemporary gender issues. We will trace the significant events and shifts in thinking around issues such as women's labor, the gender wage gap, LGBTQ rights, partner violence, civil marriage, and reproductive justice through the nineteenth and twentieth centuries. By historicizing these themes we will work to understand how different groups of people perceived these issues and how those perceptions changed over time.

We will pay special attention to the ways in which issues become gendered, and the intersections between gender, race, class and other relationships of power. In other words, we will take into account the ways in which these issues have been socially constructed and re-constructed over time. Finally, we will consider the long-term consequences of these gendered concerns (about women, masculinity, sexuality) and how they shaped U.S. social, political, and economic structures. To do this, we will draw on a variety of fields including history, sociology, public policy, feminist studies, sexuality studies, and law. We will read articles and books by scholars; we will also watch films and make extensive use of contemporary documents. The purpose of this course is to help you think historically about contemporary social issues, to ask questions about how and why historical insight helps frame current debates and social agendas.
Family, Gender, and Sexuality in European History, 500-1800
9 units  TR 3:00-4:20  A. Creasman
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.

Paths to Adulthood, 1900 to the Present
9 units  MW 9:00-10:20  J. Modell
Persons of college age know well that the path to adulthood is in many ways prescribed and in many ways confusing and challenging. The prescriptions sometimes go against the grain; successful performance often seems to presume the secure existence of an active, secure, and consistent self. But one does not always experience oneself thus.

The path to admired adulthood has changed markedly over the past century-plus, in the substance and variety of prescriptions, in the agencies making and facilitating them, in the structure of rewards and penalties for achieving them, the geographic and social locations of those moving toward adulthood along differing paths, and in the subjective transformations that working one's way along a given path implies.

The course will pursue this transnational history, making particular use of American examples, with special attention to three major components of social change that in important part explain the great changes in the path to adulthood. (1) Demographic patterns of fertility, family formation and dissolution, and mortality have changed massively. As a result, age-relations within the family have transformed the home setting that has commonly formed young people's ambitions and provided means to accomplish them. (2) In part, the family determines less of its children's paths to adulthood because the state--most obviously the school--has supplanted the family's role, not only because of the expansion of enrollment but also because of the claims of educationists for the value of schooling to productive skills, to personhood, and to life chances. (3) Often to the distress of both families and schools, elective affinities increasingly govern the composition of age-peer grouping, the more so as technological and commercial interests have made fine-grained choices of peer culture attractive and available.

U.S. Gay and Lesbian History
6 units-Mini  TR 12:00-1:20  T. Haggerty
US Gay and Lesbian History offers an overview of the changing context and circumstances of sexual minorities in American culture. From early constructions of moral opprobrium, criminal deviance or medical pathology, the LGBT community emerged in the twentieth and twenty-first century as a political constituency and a vital part of contemporary society. Students should be aware that this course will necessarily address issues of intimate relations and sexuality as well as broader historical issues.
Photographers and Photography Since World War II
9 units  TR 12:00-1:20  L. Benedict-Jones

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.

In Spring 2015, students will be expected to make one or more visits to Carnegie Museum of Art to view Storyteller: The Photographs of Duane Michals, an internationally recognized living photographer who is being celebrated this year with this retrospective exhibition.

The Cold War in Documents and Film
9 units  MW 3:00-04:20  N. Kats

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

Introduction to Science and Technology Studies
9 units  MW 1:30-2:50  E. Grama

Could we analyze scientific objects as cultural forms? Are scientific facts "discovered" or rather actively produced via culturally and historically-informed protocols and scientific methodologies? How do distinct communities of expertise form around and are limited by protocols, codes and standards? How do these methodologies impact upon the ways "ordinary" people (non-scientists) relate one to another via things, redefine cultural categories, or/and imagine public futures? The course will address these questions via a critical reading of historical and anthropological studies of technoscience, with an eye to better understand the political, economic and social influences underlying the production of scientific and technical knowledge. Specifically, we will examine the following themes: the formation of new fields of interdisciplinary expertise following the Second World War (the emergence of "Big Science" projects); the cybernetic approach to humans as "systems," proposing a novel approach to human-non-humans relation; the emergence of "risk societies"; "biological citizenship" and "biocapital;" and recent studies in the anthropology of the mind, with a critical focus on neuroplasticity and neurobiological conceptions of personhood.
This course is about open source, collaborative innovation and the impact of social and technological change on American music between 1870 and 1970. We will spend the first 8 weeks on early “remix” music (slave songs, Anglo-Appalachian ballads, ragtime, and Depression era blues and country) before we hear a single electric guitar. After studying Bessie Smith, Woody Guthrie, Lead Belly, Hank Williams, and other early artists, we’ll spend the last 7 weeks on revolutionaries like Chuck Berry, Bob Dylan, Jimi Hendrix, and Janis Joplin. The format is informal lecture and discussion on Tues/Thurs afternoons, and in addition, a required film screening and discussion every Wednesday evening. Assignments include reading 2-3 books and many articles, weekly music listening, four short papers, readings quizzes, and a final project.

What makes someone leave their home and move to a strange new land? This course will examine the experience primarily of American Jewish immigrants and refugees from the 19th century to the present, including the anti-Semitism that often propelled their emigration. Particular emphasis will be on the early 20th century Eastern European immigration and on the World War II era with the rise of anti-Semitism both in the U.S. and in Europe with the advent of Hitler. We will consider the experience of refugees who came to America both before the war and the Holocaust survivors who came afterward. We will invite several speakers to class including a Holocaust survivor and Soviet emigre. Students will learn about the work of the Jewish Family and Children's Service, the lead organization that handles the immigration and adjustment of refugees settling in Pittsburgh.

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

What does it mean to say that someone does (or does not) have rights of citizenship? How are ideas of the rights and responsibilities of citizens different in nations across the world? In what ways does the lived practice of being a citizen differ from ideal notion(s)? In this course, we look at the history and development of the idea of citizenship in a cross-cultural perspective, focusing on the global interconnections that influence the forms that citizenship takes. We will examine the roots of political citizenship in Western society, and compare these to other foundational notions of state-subject relationships (such as in the Ancient Near East and Ancient China). We then consider the formation of European nation-states and the emergence of modern citizenships. In the second half of the course, we use examples from across the world to think about how subjects experience citizenship in particular ways, paying special attention to the margins and borders of citizenship (refugees, migrants, internally displaced peoples, cultural minorities, economically disadvantaged communities, etc.). The class is discussion-based, and students will complete short assignments and a final essay.
Spies, Assassins and the Development of 19th Century European States

European nation states developed in an environment of conflict, subterfuge and fear in which bureaucracies spied on citizens, citizens spied on each other, and the states sought to undermine the objectives of other states. Using case studies, this course examines the ways in which states and civilian organizations employed terror and information-gathering to define nationalism and patriotism and to shape or undermine the emerging states. Cases include, but are not limited to, the breaking of Napoleon's military code in the Peninsular War, the Cato Conspiracy, the Great Game, the Dreyfus Affair and the assassination of Archduke Ferdinand in 1914.

Disasters in American History (2): Epidemics & Fires

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.

China's Environmental Crisis

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

Doing Transnational History: From Western Africa to Gullah/Geechee and Back

This course has two broad learning objectives: introduce students to transnational and comparative perspectives on history, and provide students with experiences interpreting primary sources (i.e., historical documents).

Today the Gullah Geechee are African-Americans in the Sea Islands (Amelia, Edisto, Sapelo, John's, and St. Helena, for example) and coastal mainland along the Atlantic shores thirty to forty miles into the interior from Wilmington, North Carolina to Jacksonville, Florida. For decades, anthropologists, folklorists, and ethnomusicologists have focused on "Africanisms," African "retentions," and "survivals" among Gullah Geechee language, culture, and people. Using primary and secondary sources, this course will explore the creation, transnational and historical development of the Gullah Geechee. The course begins in Western Africa exploring the Upper Guinea Coast and West Central Africa, the two regions from which the majority of captives were imported into the South Carolina, Georgia, and Florida Lowcountry and their transport against their wills through the Middle Passage. It examines the geography of the Lowcountry and enslavement on rice, Sea Island cotton, and indigo plantations. In the Civil War period, it examines Lowcountry Blacks' access to education and land, following their fight to hold on to or regain land access into the Reconstruction period. For the early 20th century, the course examines the active roles played by anthropologists, linguists, and former planters in constructing Gullah Geechee identity. It returns to Western Africa for the late 20th century period to explore how African-Americans in the Lowcountry construct their Gullah Geechee identity, embracing "Africanisms," African "survivals," and "retentions" and tourism to save their coastal lands from the tourist industry and real estate developers.
79377  Food, Culture, and Power: A History of Eating  
9 units  TR 10:30-11:50  J. Soluri  
This course explores the globalization of food production and consumption in the modern world. We will begin in the present, looking at what specific families around the world eat and situating those meals in cultural, ecological, and historical contexts. We will also consider how powerful political actors like governments and corporations influence what we eat. Then, we will delve into the historical roots and cultural meanings of contemporary foodways. The second half of the semester will focus on individual student research projects focused on transnational dimensions of food. Because food is sensual, we will use images, music, video, and real food in addition to readings.

79379/A4  Extreme Ethnography  
6 units-Mini  MW 1:30-2:50  P. Eiss  
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 experimentaton with alternate ethnographic forms, such as autobiography, film, diary, and poetry. **Please Note**: students electing to take this class should have some previous acquaintance with anthropology. Students who would like for this class to fulfill the Anthropology minor methods requirement should register for an additional 3 unit independent study with Professor Eiss; please contact Professor Eiss to arrange this.

79392  History of Modern Warfare  
9 units  TR 1:30-2:50  V. Keller  
This course examines the role of warfare in western society and history during the period of emergence and expansion of western nation states. Central themes include the relationship of war to the political economy of the state, to military technology, and to technological changes in manufacturing. These themes are investigated in the framework of western imperial expansion and the resulting conflicts between competing European empires and the non-European societies in their path. After an introduction to warfare from the classical period through the emergence of modern armies in the 17th century, the course focuses on major global conflicts from the Seven Years War through World War Two. Topics include the gradual evolution of European thinking away from classical ideas about warfare and changing concepts of strategy, tactics, and generalship as a result of industrialization and the emergence of global economic empires.

79396  Music and Society in 19th and 20th Century Europe and the U.S.  
9 units  R 6:30PM-9:20PM  N. Kats  
This course will explore the interrelations between society and classical and popular music in the nineteenth and twentieth centuries in Europe and the United States. We will examine the importance of different musical forms in the life of society and how music contributed to the making of political consciousness, especially in the twentieth century. In addition to reading assignments, seminar discussions, and research papers in the history of music, students will be taken to the performances of the Pittsburgh Symphony, Pittsburgh Opera, and Chamber Music Society. A supplemental fee of a minimum of $275 will be charged to subsidize part of the considerable expense of purchasing tickets for concerts and performances. Prerequisite: Availability to attend musical events on several Thursday, Friday, and Saturday evenings.
Advanced Seminar in Global Studies
12 units     MW 9:00-10:20     E. Grama

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

Russia's Demons
9 units     TR 12:00-1:20     C. Castellano

Demons and devils, ghosts and goblins, witches and werewolves: Russian literature, art and music and are riddled with them. Where have they come from and why have they stayed? Under what conditions has Russian life conjured them, and what has their power been for creating conditions of their own? This course aims to find out by peering into the netherworld of demonic fantasy by the light of Russian social history from the nineteenth century to the current day. The core of the course is comprised of readings drawn from the literature of Pushkin, Lermontov, Gogol, Dostoevsky, Bely, Lunacharsky, Bulgakov and Zamyatin. Additional attention is paid to Vrubel's painting and Prokofiev's music, among others. Prerequisite: All work is conducted in English, three hours per week, for 9 units, for which there are no prerequisites. Under the course number 82-397, an additional 3 units can be awarded for work conducted in Russian during one additional hourly meeting per week; for the additional credits, 82-292 or permission of the Instructor is required.

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, 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.