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]

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 Nation-State through Film
9 units  MW 1:30-2:20  R. Law
Recitations on Fridays, 10:30, 11:30, 12:30, 1:30
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.

79-162  Freshman Seminar: “Slavery” and “Freedom” in African History?
9 units  TR 10:30-11:50  E. Fields-Black
Living in a society still struggling to come to grips with its own history of slavery, American scholars have often imposed words like "slavery" and "freedom" onto African contexts. Such labels have the effect of masking dynamic social institutions in pre-colonial Africa. This course will turn this terminology on its head by delineating the relationship between "slavery" and "freedom," kinship, dependency, and marginality. It will look historically at institutions which are integral to African societies, such as patron-client relationships, marriage, and pawns. It will interrogate the multiple ways that these institutions functioned before the period of the trans-Atlantic slave trade and the multiple ways that African communities transformed their institutions in response to it. Students will engage a variety of texts, historians? debates in secondary sources, first-hand testimonies of African "slaves" in primary sources,
novels which describe the lives of enslaved people in Africa, and recent films which highlight the experiences of enslaved people in Africa and distinguish their condition from enslaved people in the New World.

**79-178 Freshman Seminar: Body Politics: Women and Health in America**

*9 units  TR 1:30-2:50  L. Tetault*

Women's bodies have been the sites of long-standing, and sometimes deadly, political battles. This course takes a topical approach to the history of American women's health in the nineteenth and twentieth centuries in order to understand why women's bodies have been such heated sites of struggle. It covers topics such as the history of contraception, abortion, menstruation, sexuality, female anatomy, rape, domestic abuse, menopause, pregnancy, and childbirth. It explores how American culture has constructed these issues over time, while also examining women's organizing around them.

**79-200 Introduction to Historical Research**

*9 units  MW 1:30-2:50  L. Eisenberg*

Introduction to Historical Research acquaints students with how historians practice their craft in interpreting events from the past. As a class, we will work together through a progression of readings and exercises from an early American history textbook. By the second half of the semester, students will have identified their own topics, in any time period or field of history, and be working to develop research papers, incorporating the analytical techniques covered in the textbook. The goal is for students to learn 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.

**79-202 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.

**79-205 20th/21st Century Europe**

*9 units  TR 12:00-1:20  M. Friedman*

[Note: students who have already taken this course under its former title 79-205, 20th Century Europe may not enroll.]

This course surveys the history of Europe from 1900 to 2000 and beyond. While it covers major political trends and social/economic changes of the last century, it concentrates on the following themes: the extraordinary violence of the two World Wars -- and their continuing impact on politics, society, and culture; social and political movements/ regimes of the Far Right and of the Socialist/Communist Left; the rise and crisis of the European welfare state and of the European Union; reactions to U.S. power and to Americanization; cultural and political controversies surrounding Islam and Muslims in Europe today.

**79-209 Women and Gender in East Asia, 1600s to the Present**

*9 units  TR 3:00-4:20  J. Liu*

This discussion-oriented course examines the role of women and gender politics in East Asian history. We will learn about the changing conceptions and discourses of women and femininity and discuss how women’s place in family and community was related to the larger social and political order. We will also explore the actual practices of women that varied over time, region, and social class and understand their negotiation of identities and subject positions. Topics include sexuality and prostitution, marriage and family life, elite women, women’s work and reproduction, female chastity and virtue, politics of love and sympathy, and women’s role in the 20th-century revolutions and contemporary globalization.

**79-219/A4 Mini Modern Cuba: A Travel Guide for Millennials, 1898 to the Present**

*6 units  MW 1:30-2:50  J. Soluri*

In July 2015 Cuba and the United States re-established diplomatic relations after more than fifty years of conflict. This mini course is intended to provide students with a guide for understanding contemporary Cuba with an emphasis on its unique relationship to the United States, a relationship that started long before the Cold War, and remains controversial
long after the fall of Soviet-led communism. We will devote two weeks to exploring Cuba and its intimate relationship with the United States beginning in 1898 when Cubans gained independence from Spain only to become part of the United States’ “informal” empire. We will then examine the causes and outcomes of the 1959 Cuban Revolution led by Fidel Castro and Ché Guevara that promised to build a “new man” under socialism. The final third of the course will consider Cuba after the Cold War in order to understand how and why Cuban society is changing. Our “guide” to Cuba will include travel literature, music, film and video in addition to scholarly writings.

79-222/A Between Revolutions The Development of Modern Latin America
9 units MWF 11:30-12:20 K. Faulk
When the Haitian Revolution began in 1789, everything south of the newly created United States was under European colonial rule, slavery was an established institution, and the Catholic Church held considerable power over the daily lives of people. However, when the Mexican Revolution began in 1910, Spanish and Portuguese colonialism had collapsed along with slavery, and the power of the church had greatly diminished. New societal institutions emerged that reflected novel ideas about the role of secular nation-states, "free market" economies, and the meanings of "civilization." This course will use scholarly writings, fiction, film, and video to analyze the profound changes that took place in Latin American society during and between these two important revolutions. We will pay attention to the lives of both elites as well as the "everyday" people who helped to shape the region's history.

79-228 The Rise and Fall of the British Empire
9 units MWF 9:30-10:20 J. Roszman
Great Britain at the height of its power controlled a quarter of the world's population, a fifth of its dry surface, and mastery across its oceans. This course will explore the rise of the British Empire, how the country sustained this Empire throughout the 19th century, and what challenges developed both domestically and abroad that contributed to its ultimate demise. Using the work of historians, as well as primary sources such as newspapers, travel accounts, letters, and literature we will explore issues such as slavery, imperialism, famine, and resistance across India, the Americas, Africa, and Ireland. Ultimately, students will not only be able to recognize and assess the role of the British Empire in global history, but will also be able to identify imperialism's impact on the 21st century world we live in today.

79-230 Arab-Israeli Conflict and Peace Process since 1948
9 units MW 12:00-1:20 L. Eisenberg
This course begins in 1948 with the establishment of the State of Israel, the Palestinian dispersal and the first of many Arab-Israeli wars, and continues up to the present time. The examination of the many facets of the Arab-Israeli and Palestinian-Israel conflicts is accompanied by attention to the search for peace and its frustration. We will also situate this conflict within the framework of the war, chaos and religious extremism currently consuming the Middle East. The course culminates in an extended role-playing game in which students conduct simulated Arab-Israeli negotiations. We will be partnering with Israeli students from Bar Ilan University in the role playing: real-time negotiations will take place via Facebook and continue via various social media. The simulation game experience constitutes an exciting pedagogical experiment and an opportunity for delving deeper into the topic material than regular coursework allows.

79-235 Caribbean Cultures
9 units TR 12:00-1:20 S. Alfonso-Wells
This course will examine the cultures and societies of the Caribbean focusing on their colonial past, their current positioning in the world, their social structure, cultural patterns and current transnationalism. Using social history, film and music we will explore the topics of race, class, family, gender, religion, national identity and underdevelopment. Comparative research projects will provide concrete instances of the differences and similarities between the Anglo-Caribbean, Franco-Caribbean, and Hispanic Caribbean. This course is open to all students.

79-249 20th/21st Century U.S. History
9 units MW 6:30-7:50pm A. Ramey
[Note: students who have already taken this course under its former title 79-249, 20th Century U.S. History may not enroll.]

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.

79-262 Modern China
9 units TR 10:30-11:50 B. Weiner
This course is an introduction to major themes in twentieth-century Chinese history, including the transition from empire to nation, revolution, social change and modernization, western and Japanese imperialism, the rise of the party-state, Chinese socialism, economic liberalization and the so-called "Chinese Dream." The first half of the class is devoted to the period between the fall of the imperial system and the founding of the People's Republic of China (1911-1949). If the victory of the Chinese Communist Party and development of the socialist state are to be considered in historical context, it is necessary to first understand the political, cultural, economic and intellectual currents that immediately preceded them. During the second half of the course, we will examine the Maoist period (1949-1976). We will investigate the Chinese Communist Party as both a state-building institution and an engine of social transformation, and consider the tensions these dual roles produced. Finally, we will look at the Reform Period (1978-present), and reflect on a newly robust China's attempts to come to terms with its own recent past and what the consequences might be for both China and the world.

79-266 Russian History: From Communism to Capitalism
9 units TR 10:30-11:50 W. Goldman
This course covers a broad sweep of Russian history from the socialist revolution in 1917 to the collapse of the Soviet Union in the 1990s. Spanning almost a century of upheaval and transformation, the course examines the October revolution in 1917, 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. The course provides essential background for anyone interested in understanding Russia's place in the world today and its relationship with the West.

79-273 Jews and Muslims in History: From the Time of Muhammad to the Present
9 units MW 10:30-11:50 M. Friedman
What is the history of Muslim-Jewish relations beyond the Palestinian-Israeli conflict and the images of violence in the Middle East that permeate the media? The overarching goal of this course is to explore this question through close study of the history of Jews and Muslims who lived as neighbors, in cooperation as well as in conflict in the Middle East, North Africa and Europe, from the rise of Islam in the seventh century to the present day. Our sources will include works of scholarship, primary source texts such as religious queries and government documents, journalistic materials, memoirs, and films.

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

79-277 African/American: Creating Creole Culture
9 units TR 1:30-2:50 E. Fields-Black
For the past seventy years, anthropologists, linguists, and historians have asked how people of African descent made new cultures in the African Diaspora.

In this course, we will explore the making of African cultures in the Americas as “Creole” cultures, new cultures influenced by but distinct from both Western African and European cultures, a product of the New World environment. The Gullah Geechee will be our case study. 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 historical development of the Gullah Geechee. The course begins in Western Africa, moves to the “plantation crucible” in the Carolina and Georgia Lowcountry, continues through Reconstruction and the birth of the tourist industry in the early 20th century, then ends with Gullah Geechee people creating for themselves an African identity.

This course is affiliated with The Requiem for Rice, a CMU Center for the Arts in Society 2015-2017 Performance Initiative. Students will engage visual art and film depicting Gullah Geechee culture and created by Gullah Geechee artists with special lecturers by the Creative Team of The Requiem for Rice, Jonathan Green, a world renowned Gullah Geechee painter, and Julie Dash, filmmaker and director of Daughters of the Dust, the first major studio release by an African-American woman and winner of the Sundance Film Festival for Cinematography. For more information about The Requiem for Rice, see { HYPERLINK "http://www.requiemforrice" }.

**79-286/A3/Mini  Archaeology: Understanding the Ancient World**  
6 units  
MW 10:30-11:50  
L. Herckis

This course will familiarize students with archaeology as a field, including the techniques and methods archaeologists use to test hypotheses using archaeological data. Secondary objectives are to provide students with a framework for understanding the many archaeological sites that are open to the public across the United States and around the world and to explore problems having to do with the method and practice of archaeological investigation.

**79-287/A4/Mini  The Mummy’s Curse: Uses and Abuses of Archaeology**  
6 units  
MW 10:30-11:50  
L. Herckis

Popular representations of ancient civilizations often present fantastical versions of the past. This course will examine popular topics such as cursed mummies, ancient aliens, lost cities, and other alternative archaeologies to understand how they intersect with academic understandings of archaeology and human history. Students will explore how archaeologists and others answer questions about the past, and how we can evaluate competing interpretations.

**79-305  Moneyball Nation: Data in American Life**  
9 units  
MW 9:30-10:20, Friday recitations  
C. Phillips

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

**79-308  Crime and Justice in American Film**  
9 units  
TR 12:00-1:20  
J. Hinkelma

Films dealing with criminal activities and criminal justice have always been popular at the box office. From the gangsters of the Thirties and the film noir of the Fifties to the more recent vigilante avenger films of Liam Neeson, the film industry has profited from films about crime and its consequences. How those subjects are portrayed, however, tells us a great deal about larger trends in American history and society. Every imaginable type of criminal activity has been depicted on screen, as have the legal ramifications of those acts. But these films raise profound questions. What is the nature of crime? What makes a criminal? Are there circumstances in which crime is justified? How do socioeconomic conditions affect the consequences? How fair and impartial is our justice system? Perhaps most importantly, how do depictions of crime and justice in popular media influence our answers to these questions?

This class will utilize a variety of films to discuss the ways in which popular media portrays the sources of crime, the nature of criminals, the court and prison systems, and particular kinds of criminal acts. Films to be screened may include such titles as The Ox-Bow Incident, Out of the Past, 12 Angry Men, Young Mr. Lincoln, Brute Force, The Equalizer, Jack Reacher and Minority Report. By thoroughly discussing these films and related readings we will be able to trace the various changes in attitude towards crime and justice in America over the last century.

**79-314  The Politics and Culture of Memory**  
9 units  
TR 3:00-4:20  
E. Grama

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

79-320 Women, Politics, and Protest
9 units TR 10:30-11:50 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.

79-325 U.S. Gay and Lesbian History
9 units MW 3:00-4:20 T. Haggerty
U.S. 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.

79-328 Photographers and Photography Since World War II
9 units Tuesdays 6:30-9:20pm 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 2016, students will be expected to make one or more visits to photography exhibitions on view in Pittsburgh
(locations to be announced at the first class in January.)

9 units TR 9:00-10:20 K. Brown
This course will begin with the dawn of nuclear weapons research in World War II and the subsequent bombing of
Hiroshima and Nagasaki in August 1945. After this introduction the course will examine the seventy years since 1945,
a period where nuclear weapons have played a central role in shaping politics, diplomacy, technology, and
environmental history. Though the focus will be principally on the U.S., nuclear weapons can hardly be understood
without reference to the wider world, especially the context of the Cold War. We will explore four central topics: (1)
the production of nuclear material in the U.S. and U.S.S.R., including its human and environmental costs at places like
Hanford, Washington; (2) the design, testing, and strategic plans for nuclear weapons deployment; (3) the evolution of
the military and civilian apparatus for safeguarding and deploying nuclear weapons, a history fraught with "near
misses" of accidental detonation; and (4) the diplomatic and political efforts to control the testing, use, and proliferation
of nuclear weapons, including the recent agreement with Iran.

79-344/A4/Public History: Learning Outside the Classroom
6 units Wednesday 6:30-9:20pm A. Masich
Museums and other non-academic institutions reach large audiences with an array of history offerings, including
exhibitions, films, publications, performances, oral history, workshops, lectures, events, research, reenactments,
lectures, social media, webinars, online, radio and television programming. These educational tools are calculated to
engage diverse audiences. Museums and historical societies are also actively collecting and preserving artifacts and archival materials. This course will examine best practices in Public History while looking at the inner workings of a large history museum's collection, exhibition, conservation, and education programs. Behind-the-scenes field trips and virtual explorations will especially interest students considering non-traditional careers in history education.

<table>
<thead>
<tr>
<th>CRN</th>
<th>Title</th>
<th>Units</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>79-345</td>
<td>Roots of Rock &amp; Roll</td>
<td>9</td>
<td>TR 1:30-2:50</td>
<td>S. Sandage</td>
</tr>
<tr>
<td></td>
<td>This course is about open source, collaborative innovation and the impact of social and technological change on American music. We will spend the first 8 weeks on early 'remix' music (slave songs, Anglo-Appalachian ballads, ragtime, and Depression era blues and country). After studying Bessie Smith, Woody Guthrie, Lead Belly, Hank Williams, and other early artists, we'll spend the last 7 weeks on revolutionaries like Chuck Berry, Bob Dylan, Jimi Hendrix, and Janis Joplin. The format is informal lecture and discussion. Assignments include reading two books plus some articles, weekly music listening, short papers, and a final project.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>79-346</td>
<td>American Political Humor</td>
<td>9</td>
<td>TR 10:30-11:50</td>
<td>S. Sandage</td>
</tr>
<tr>
<td></td>
<td>This course takes a cultural approach to U.S. history since the Civil War, as seen by the nation's most astute and influential critics: its political humorists. Besides immortals like Mark Twain and contemporaries like Jon Stewart, we will (re)discover the satirical yet hilarious voices of H.L. Mencken, Will Rogers, Lenny Bruce, Dick Gregory, Richard Pryor, Nora Ephron, Whoopi Goldberg, and others through essays, recordings and films. At its sharpest edges, humor addresses issues of class, gender and race in American life, and provokes alternative thinking about mass culture, consumerism, and conformity. Assignments include short analytical essays and a final paper.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>79-349</td>
<td>The Holocaust in Historical Perspective</td>
<td>9</td>
<td>TR 1:30-2:50</td>
<td>B. Burstin</td>
</tr>
<tr>
<td></td>
<td>How should one approach the Holocaust? Multiple perspectives are possible, but in this course we will consider not only fundamental questions related to the Holocaust- Why the Jews? How did the process of destruction unfold? How could the perpetrators do what they did? Did the Jews go like “sheep to the slaughter,” etc.- but we will look at the role of non-European actors, particularly the United States. How did the US respond to events in Europe? What was the role of President Franklin Roosevelt? Does America bear any guilt for what happened? We will try to meet with at least one Holocaust survivor and consider the Holocaust in an age of genocide and murderous fanaticism.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>79-351</td>
<td>Germany &amp; the European Union</td>
<td>9</td>
<td>TR 3:00-4:20</td>
<td>S. Brockmann</td>
</tr>
<tr>
<td></td>
<td>This course offers an overview of contemporary Germany, its problems and its promise, with a particular focus on German politics, the German economy, and Germany's role in the European Union and in the world system. Primary topics include: 1) Germany on the World Stage; 2) Germany and the Past; 3) the German political system; 4) the German economic system; 5) the European Union, its challenges, and Germany's role in it; 6) Germany, the EU, and multiculturalism and ethnic and cultural pluralism, including the role played in Germany and Europe by ethnic, religious, and cultural minorities. Each of these topics will take about 2-3 weeks of the course. Students in the course will be required 1) to complete all required course readings (the equivalent of about three books in English, although in most cases we will be reading chapters from books rather than entire books, plus about five separate articles in English), 2) to take five short fifteen-minute quizzes on the some of the various themes of the course, 3) to do a book review of a book of their choosing dealing with contemporary Germany and/or the European Union and to make a presentation about that book in class, 4) to write three short (four page) papers on the themes of the course, and 5) to participate in two debates about A) Germany's response to the past; and B) Whether or not Germany and the EU should be more open to ethnic, cultural, and religious minorities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>[Note: students who have already taken this course under its former title 79-355, Who is a Citizen? The Politics and Cultures of Citizenship in Global Perspective, may not enroll.]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What does it mean to say that someone does (or does not) have rights of citizenship? Who can exercise such rights, and what political and historical conditions determine who can and cannot be a citizen? How are ideas of the rights and responsibilities of citizens and non-citizens different in nations across the world? In what ways does the lived practice of being a citizen (or not) differ from ideal notion(s)? In this course, we look at the history and development of ideas of political and social membership in a cross-cultural perspective, focusing on the global interconnections that influence the forms that citizenship takes. 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, including refugees, migrants, internally displaced peoples, cultural minorities, and economically disadvantaged communities. This course is discussion-based, and students will complete two short papers and a research project.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
79-357       History of Black American Music  
6 units  
MW 2:30-3:20  
K. Keeling  
Come and explore the rich musical heritage of Black America. This course will survey the music of Black America beginning with the African legacy and continuing through the music of the Twentieth Century. Class sessions will involve discussions, listening, viewing of films, and reports by students on topics of individual interest. Discussions will involve, historical, cultural and political perspective, as well as the music and composers themselves. Lecturing will be at a minimum. Innovative testing in quiz show format will be used. No prerequisites required. Open to upper level undergraduate students.

79-362       Law and Disorder in Early Modern Europe, 1400-1800  
9 units  
TR 3:00-4:20  
A. Creasman  
The growth of legal institutions and their expanding use in enforcing "social discipline" marked an important and often controversial development in consolidating the political authority of the emerging states of the early modern era. This seminar will examine this process, looking at early modern European legal institutions and their role in defining and enforcing societal norms of conduct and belief. We will examine how the shifting definitions of "crime" within the period reflected prevailing societal attitudes and anxieties toward perceived acts of deviance and persons on the margins of society. In addition to the workings of governmental and legal institutions, we will also explore the ways in which early modern communities used informal social and economic sanctions to police communal standards, sometimes against the will of the authorities. Assigned readings will address such topics as the early modern European civil, criminal, and ecclesiastical court systems, investigation and punishment of crime, criminalization of social deviance (witches, vagrants, religious minorities and other outcasts), and the legal enforcement of sexual morality and gender roles.

79-363/A4/Mini       The Rise of Modern Golf, 1860 to the Present  
6 units  
TR 3:00-4:20  
S. Schlossman  
Aristocratic pastime or the people's game? This mini-course will examine the historical emergence of golf as both an amateur and professional sport and as a popular leisure activity between 1860 — when Prestwick Golf Club in Scotland hosted the first (British) Open — and the present day.

With the U.S. Open being played at nearby Oakmont Country Club in June 2016, we will pay special attention to the emergence of the two best-known major American championships: the U.S. Open Championship and The Masters Tournament. Students will read and discuss historical, sociological, and literary texts, and view several documentary and feature films as well. Interested students will also have an opportunity to conduct a small-scale research project on the history of the U.S. Open or The Masters (it's worth noting here that this year is the 9th time that a U.S. Open will be held at Oakmont — the most of any golf course in the country).

If possible (no guarantees), we will arrange a class trip to visit Oakmont Country Club in the early Spring to learn in person about arrangements for staging this year's U.S. Open, and to see the course as well.

79-369/A4 Mini       Disasters in American History: Floods and Hurricanes  
6 units  
TR 6:30-7:50pm  
V. Keller  
In this course we will investigate the historical roles played by people in creating the conditions for disastrous floods and hurricanes in the United States, examining the material causes of "natural disasters" and analyzing how Americans have been affected differently according to race and class. By the end of the course, we will have examined some of America's largest flood and hurricane disasters in their historical contexts, and we will use this knowledge to think about disasters that Americans face now and in the future.

79-371       African American Urban History  
9 units  
TR 9:00-10:20  
J. Trotter  
Popular perceptions of poor and working class people occupy a prominent place in discussions of today’s African American urban community. In the contemporary quest to build livable urban communities, popular, journalistic, public policy, and academic analysts often discuss the black poor and working class as “consumers” rather than “producers,” as “takers” rather than “givers,” and as “liabilities” instead of “assets” in the present moment of the nation’s history. Effective public policies, movement strategies, educational programs, media campaigns, and sensitive philanthropic decisions require deeper and more thoughtful perspectives on the history of urban race and class relations in the past. Focusing on the development of African American urban history from its colonial beginnings through today’s “Black Lives Matter Movement,” this course will emphasize the many ways that people of African descent shaped American and African American urban life through their roles as workers, community-builders, and social justice activists. In addition to weekly classroom discussions of assigned readings, students will write a series of short essays (based upon a mix of secondary and primary sources) on selected topics/themes in the development of African American urban life, culture, and politics.
79-377 Food, Culture, and Power: A History of Eating
9 units MW 3:00-4:20 J. Soluri
This course explores food production and consumption in the modern world. This semester, we will focus on ongoing debates over how to feed a world of seven billion people on a planet undergoing major climate change. We will explore the historical roots of the problem of "feeding the world" and consider the overlapping yet competing ideas of food security and food sovereignty. What are the cultural, economic, environmental and political contexts that create opportunities and constraints for changing food systems? After exploring this big question through readings and group discussions, the second half of the semester will be devoted to individual research projects focused on the historical and cultural dimensions of food provisioning.

79-396 Music and Society in 19th and 20th Century Europe and the U.S.
9 units Mondays 6:30-9:20pm 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 Friday, and Saturday evenings.

79-400 Advanced Seminar in Global Studies
12 units TR 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 before you begin drafting your paper. Your research may be based on in-depth reading of a body of scholarly work, field notes from ethnographic observations, archival research, analysis of literary or visual media, or some combination of these sources. Incorporation of some non-English language sources is strongly encouraged where possible. Independent work, self-initiative, participation in discussion, and peer evaluations are required. There are several interim deadlines that will be strictly enforced in order to ensure successful completion of the course. Prerequisites: 79-275 and Theoretical and Topical Core must be complete or concurrently enrolled. Corequisite: 79-275.

79-427 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 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, Lunacharksy, Bulgakov and Zamyanin. 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.

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, 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.