Global Histories: The Best Worst Form of Government: Democracy through the Ages

Lecture 1

Global Histories: The Best Worst Form Government: Democracy through the Ages

Lecture 2

Global Histories: Death and Destruction: Genocide and Weapons of Mass Destruction

Lecture 3 & 4

Global Histories: Death and Destruction: Genocide and Weapons of Mass Destruction

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. For descriptions of specific sections, see “First Year Experience” at the Dietrich College General Education Website: [http://www.hss.cmu.edu/gened/](http://www.hss.cmu.edu/gened/). [SEE INDIVIDUAL SECTION DESCRIPTIONS FOR 79-104/1, and 79-104/2 BELOW]

79-104/1

Global Histories: The Best Worst Form of Government: Democracy through the Ages

9 units

Lecture 1, MW 12:30-1:20

R. Law

Recitations: Fridays

By the end of the 20th century, the spread of democracy seemed all but inevitable as most nations in the world had established a version of it as their governing system. Even many of those that had not still adopted trappings of democracy such as popular elections, representative assemblies, constitutions, and terms of office. Yet the history of collective governance has shown repeatedly that its progress is not unstoppable or its continuation irreversible, and that democracies rose and fell just like other systems of government.

Nevertheless, the ideals of democracy remain a powerful inspiration today. How did democracy become such a widespread phenomenon? What are its features, strengths, and weaknesses? What factors determined whether a democracy would thrive or collapse? This Global History course will answer these questions by surveying the origins and developments of democratic systems in Ancient Rome, Revolutionary France, Weimar Germany, Taisho Japan, and others. By the end of the course, students will come to understand the importance of past lessons and the appeal and challenges of collective governance, and decide for themselves what role democracy should play in their lives.

79-104/2

Global Histories: Death and Destruction: Genocide and Weapons of Mass Destruction

9 units

Lecture 2, MW 1:30-2:20

R. Law

Recitations on Fridays

Today, halting genocide and curbing the proliferation of weapons of mass destruction rank among 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 refinement 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 Western Hemisphere, Imperialism in Africa, the Holocaust, the atomic bombings of Japan, the Cold War, and decolonization and independence. By the end of the course, students will come to realize the historical significance of unintended
consequences and the ambiguity of human progress.

79-104/3  Global Histories: Global Empire: Commerce, Finance, and Naval Power in the Rise & Fall of the British Empire
9 units  Lecture 3, MW 12:30-1:20  J. Roszman
Section U, Fridays 12:30-1:20

Lecture 4, MW 10:30-11:20
Section V, Fridays 10:30-11:20

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. The British Empire operated as a vast network of people, institutions, commercial interests, and commodities that fueled Britain’s rising geopolitical importance and made London the financial capital of the world through the First World War. Often relying on the power of the Royal Navy, the Empire incorporated far-flung territories into this web of interconnectedness and unleashed what we now call “globalization.”

Using the writings of historians, as well as primary sources such as newspapers, travel accounts, letters, and literature, “Global Empire” will follow the development of the British Empire from the sixteenth century to its demise after the Second World War. We will pay particular attention to the way Britain’s economic interests shaped its imperial project. Thus, the course will explore topics such as colonial commodities, slavery, imperialism, naval power, free trade, and war in the Americas, Asia, Africa, and the British Isles. Ultimately, students will not only be able to recognize and assess the role of the British Empire in the development of “globalization,” but will also be able to identify the ways that economic interests shape state policy in the world we live in today.

79-200  Introduction to Historical Research & Writing: Documenting the 1967 Arab-Israeli War
9 units  MW 3:00-4:20  L. Eisenberg

This course introduces students to methods and materials that historians use to study the past. Its goals are: first, to familiarize students with ways that historians think about their research, how they carry it out, and how they debate findings with other historians; second, to train students in “best practices” for doing historical research in primary and secondary sources. We discuss how to ask questions about the past and develop a one-semester research topic, find appropriate primary and secondary sources, take notes from those sources, and write a paper that answers an original question using skills we have studied. In the Fall 2017 semester, we will use the topic of the 1967 Arab-Israeli War. Work includes reading and discussing a variety of sources; completing short assignments such as primary document analyses, response papers, and reports related to students’ research topics; occasional oral progress reports to the class, and outlines or drafts. There is a final 10-15 page research paper.

79-211  Introduction to Southeast Asia
9 units  MWF 10:30-11:20  N. Theriault

When you hear the term “Southeast Asia,” what comes to mind? The Vietnam War? The ruins of Angkor Wat (in Cambodia)? Beautiful beaches? Or perhaps your own ethnic heritage? However you imagine it, Southeast Asia is an incredibly diverse and dynamic region that has long been integral to world affairs and whose importance continues to grow.

This course will offer an introductory survey of Southeast Asia. Together we will develop a foundational understanding of the region’s peoples, their histories, and some of the issues they face today. We will also reflect on how the region has interacted with the West economically, politically, and culturally.

79-212/A2/Mini  Nationalism, Diplomacy and the Origins of the First World War
6 units  MWF 9:30-10:20  J. Weigel

This course examines the nineteenth-century origins of the “seminal catastrophe of the twentieth century,” the First World War, and spotlights two essential trends. The first trend was the rise of national identities among Europe’s peoples, many of whom lacked a national state or any state at all. Nationalism undermined yet also tempted imperial governments, destabilizing European diplomacy. The second trend was the fading of fluid competition among the dominant national powers in favor of a pair of rigid alliances supposed to ensure peace while carrying the risk of total war if they came to blows. And they did. Please join our course to learn more!
The Vietnam War, the first war to be televised, is one of the most controversial and influential events in the post-World War Two history of the United States. A limited advisory role for U.S. troops to help the pro-Western government of South Vietnam fight off a Communist insurgency soon escalated to a full-scale American-led war against North Vietnam. This provoked widespread domestic protest and resistance to compulsory military service - "the Draft." Eventually, the strategic basis for U.S. foreign policy in general came into question. The U.S. withdrew combat troops and much financial support in 1973; Saigon (now Ho Chi Minh City) fell to the North in 1975 as Americans watched from their living rooms.

This course covers war in Vietnam from the intervention of the U.S. in the mid-1950s through the fall of Saigon in 1975, with particular emphasis on the last decade, which saw the "Americanization" and subsequent "Vietnamization" of the war under the administrations of presidents Johnson and Nixon. It examines the military and political aspects of the war, as well as some of the social and cultural consequences in the U.S. as a result.

This course considers the historical origins of the contemporary Arab-Israeli conflict, beginning with the decline of the Ottoman Empire and the rise of Arab nationalism and Zionism in the late 19th century and emphasizing the period of the British Mandate over Palestine (1920-1948). Students will move beyond the textbooks to explore primary source documents, maps, photographs, biographies and historical testimony. For five weeks in the middle of the semester, students will immerse themselves in an extended role-playing exercise, "The Struggle for Palestine, 1936," an elaborate simulation game linked to Barnard College's "Reacting to the Past" program. Students portraying British examiners, specific Arab and Zionist characters and various journalists will recreate the activities of the 1936 Royal Commission which came to Palestine to investigate the causes of an Arab rebellion and Arab-Jewish strife. This historical reenactment experience constitutes an exciting pedagogical opportunity for delving deeper into the topic material than regular coursework allows. All the role-playing will take place during regular class time, but students should be aware that they will need to devote outside time for preparation and research. Outstanding attendance is also a requirement. Regular classroom activity resumes at the end of the five weeks. The goal of the course is for students to develop a nuanced understanding of the varying goals and priorities of all the actors in Mandate Palestine. Running throughout the course is the question, was peace ever possible?

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

This 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 students' attitudes toward 1 & 2. In short, we will study the economics and emotions of the American dream: how class, race, gender, occupation, and ambition shape our identities. Readings include "The Autobiography of Benjamin Franklin," studies by Alexis de Tocqueville and Max Weber, writings of Frederick Douglass, Ralph Waldo Emerson, Herman Melville, Henry Thoreau, Charlotte Perkins Gilman, Andrew Carnegie's classic essay "Gospel of Wealth," Arthur Miller's "Death of a Salesman," and Malcolm Gladwell's "Outliers." Grading is based upon a readings journal, participation in discussion, three short essays and a longer final paper.
Running for President: Campaigns & Elections in the History of the American Presidency
9 units
TR 12:00-1:20
K. Allen
This course examines the history of presidential campaigns, focusing on the institutions, individuals, and events involved in such contests. Using a variety of texts, ranging from debate transcripts, journalistic accounts, and scholarly works, students will analyze and understand how campaigns have come to take their current form. Though focusing on campaigns in the 20th and 21st centuries, earlier, formative contests will also be studied, allowing for discussion of how more recent campaigns (including the 2016 General Election) compare to historical ones.

1968: The Year Everything Changed (in the U.S. and around the world)
9 units
MWF 11:30-12:20
A. McGee
This course presents a global history of one of the twentieth century's most tumultuous years. A period of tremendous political, social, intellectual, and cultural ferment, 1968 saw protests against authority rock the globe, unsettle governments, and upend social norms. Through the lens of a "long 1968," course materials will trace the origins and underlying conditions of this revolutionary moment as well as examine its still-relevant historical consequences. Readings and discussion will converge on the theme, "Why 1968 matters."
Within the United States, topics will include the assassinations of Martin Luther King and Robert Kennedy, the legacy of Civil Rights activism and legislation, the rise of Black Power and other political identity movements, the hippie and antivar movements, student activism and occupations of universities, political protests and urban unrest, the Vietnam War and the Great Society, and changes in liberalism and conservatism.
Globally, topics will include the Cold War, the Prague Spring, Paris protests, the Summer Olympics in Mexico City, political clashes in Northern Ireland and China, and incidents of mass protests, riots, and civil unrest in Brazil, Poland, West Germany, Italy, Spain, Jamaica, Sweden, Australia, and the Soviet Union. Additional readings investigate broader trends reshaping the world of the late 1960s: cybernetics and the computer revolution, the environmental movement, counterculture art and music, Second Wave Feminism, decolonization and the developing world, advances in science and technology (including the Space Race), new trends in terrorism and crime, deindustrialization, and the transformation of the global financial system.

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

The Last Emperors: Chinese History and Society, 1600-1900
9 units
MW 12:00-1:20
B. Weiner
This course is an introduction to late-imperial “Chinese” history and society with a focus on the Qing dynasty (1644-1912). We begin by examining the Qing not just as the last of China’s imperial dynasties but also as an early-modern, multi-ethnic empire that included Mongolia, Tibet, and Xinjiang. In fact, China’s “last emperors” were actually Manchus from northeast Asia. Secondly we investigate the social, economic, intellectual and demographic developments that transformed late-imperial China prior to the coming of the West. Thirdly, we examine Qing responses to a string of nineteenth-century disruptions, including but not limited to western imperialism, that threatened not only the dynasty but also challenged the very tenants of Chinese civilization. Lastly, we will look at the fall of China’s imperial system, the end of empire, and the post-imperial struggle to reformulate the state and re-imagine society for the twentieth century.
Mao and the Chinese Cultural Revolution

9 units  
MW 3:00-4:20  
B. Weiner

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

Russian History: From the First to the Last Tsar

9 units  
MW 9:00-10:20  
C. Storella

This course covers a broad sweep of Russian history beginning with the first settlements of tribal nomads in the ninth century and ending with the fall of the 300-year-old Romanov dynasty in 1917. Our course profiles how the Russian state was formed and how its territory expanded to become a mighty empire. Over the centuries, we make the acquaintance of Mongol marauders, greedy princes, and peasant rebels, as well as Ivan the Terrible, Peter the Great, and the long succession of reformers and reactionaries who occupied the Russian throne. We explore terrorism, general strikes, and development of the revolutionary movement that ultimately brought down the Tsar in 1917.

Anti-Judaism and Antisemitism in Europe: From the Middle Ages to the Present

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

This course will focus on the history of anti-Jewish sentiment and its implications for European Jewish communities, from the Middle Ages through the Holocaust. We shall explore the early origins of anti-Judaism, and its wide dissemination throughout medieval and early modern Europe through what we might consider pre-modern “fake news,” such as ritual murder accusations and blood libels, and its impact on European-Jewish communities. Topics will also include the Crusades, religious polemics, expulsions, the Inquisition and the Reformation. We will further examine its transformation through the Enlightenment and the modern era in the context of shifting theological, political, cultural, ideological, and scientific trends that shaped the perception of Jews and Jewish lives. In this case, we shall examine the development of racial antisemitism in the nineteenth and twentieth centuries, including Nazism. Finally, we will discuss what is viewed as a resurgence of antisemitism in Europe, including in debates over the State of Israel and Zionism.

Beyond the Border

9 units  
MW 1:30-2:50  
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.

The Mummy's Curse: Uses and Abuses of Archaeology

6 units  
MW 1:30-2:50  
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.
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.

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

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.

79-310 Modern U.S. Business History: 1870-Present
9 units MWF 9:30-10:20 A. McGee
This course explores the development of American business within its economic, political, and social context from the late nineteenth century to the present. Through the lens of "history of capitalism," readings and discussions will explore the interconnections of State and Market in the twentieth century United States that shaped how, why, and where business transactions occurred. Particular attention will be paid to the institutional, social, technological, environmental, labor, and cultural context in which American commerce developed, from the rise of the modern corporation in the late nineteenth century to the emergence of a true information economy in the twenty-first. Students will encounter primary sources, scholarly secondary readings, business case studies, and cultural artifacts as they explore how business functioned and changed over time in an American context.

79-311/Mini PaleoKitchen: Food and Cooking in the Ancient World
6 units MW 1:30-2:50 L. Herckis
From home cooking to haute cuisine, people are passionate about food. But what did people eat in the ancient world? This class will center around the origins of the human diet, including human dietary adaptation to diverse ecological and technological situations; social, cultural, behavioral, and ecological factors which influenced diet in ancient societies; and the origins of cuisines around the world.

79-315 The Politics of water: Global Controversies, Past and Present
9 units TR 1:30-2:50 A. Owen
Water is necessary for all forms of life on Earth. With a global population of 7 billion humans, an estimated 1 billion suffer from inadequate drinking water; an estimated 2 billion do not have access to adequate sanitation facilities for human health, safety, and dignity. The purpose of this course is to introduce students to critical studies of water and development, using in-depth case studies that draw upon a variety of historical and social scientific perspectives. Examples of regional water projects addressed might include traditional tank irrigation in South India; international negotiations among states along the Nile River; historical changes in farming and landscape use in central China; and the U.S. Government in negotiation with native activists and fisheries experts on the Columbia River. In addition to this regional variety, readings will explore thematic approaches, for example, water and gender, water and armed conflict, and water and privatization interests. By the end of this course, students should be able to articulate their own answers to these questions: How have global organizations and participants characterized, enacted, and addressed problems of water supply and delivery for those who need it most? How do particular regions reflect global trends in water resource development, and how might these diverge from global trends? How have social and environmental studies in the literature of development come to understand the problem of water? All students should be prepared to read widely, and to discuss readings in a thoughtful way during each class meeting.

79-316 Photography the First 100 Years, 1839-1939
9 units Tuesdays 6:30-9:20pm D. Oresick
Photography was announced to the world almost simultaneously in 1839, first in France and then a few months later in England. Accurate " likenesses" of people were available to the masses, and soon reproducible images of faraway places were intriguing to all. This course will explore the earliest image-makers Daguerre and Fox Talbot, the Civil War photographs organized by Mathew Brady, the introduction in 1888 of the Kodak by George Eastman, the critically important social documentary photography of Jacob Riis and his successor, Lewis Hine, the Photo-Scission of Alfred Steiglitz, the Harlem Renaissance of James VanDerZee, the precisionist f64 photographers Ansel Adams, Imogen Cunningham, and Edward Weston, and other important photographers who came before World War II. The class will be introduced to 19th century processes, such as the daguerreotype, tintype, and ambrotype, as well as albumen prints, cyanotypes, and more.

79-317 Art, Anthropology, and Empire
9 units MW 9:00-10:20 P. Eiss
This seminar will explore the anthropology and history of aesthetic objects, as they travel from places considered "primitive" or "exotic," to others deemed "civilized" or "Western." First, we will consider twentieth-century anthropological attempts to develop ways of appreciating and understanding objects from other cultures, and in the process to reconsider the meaning of such terms as "art" and "aesthetics." Then we will discuss several topics in the history of empire and the "exotic" arts, including: the conquest, colonization and appropriation of
indigenous objects; the politics of display and the rise of museums and world fairs; the processes by which locally-produced art objects are transformed into commodities traded in international art markets; the effects of "exotic" art on such aesthetic movements as surrealism, etc.; and the appropriation of indigenous aesthetic styles by "Western" artists. Finally, we will consider attempts by formerly colonized populations to reclaim objects from museums, and to organize new museums, aesthetic styles, and forms of artistic production that challenge imperialism's persistent legacies.

79-318 Sustainable Social Change: History and Practice
9 units TR 3:00-4:20 N. Slate
If you wanted to change the world, who would you ask for guidance? Mahatma Gandhi? Rachel Carson? Nelson Mandela? In this interdisciplinary course, we will examine the history of efforts to create sustainable social change. Through a series of targeted case studies, we will examine the successes and failures of notable leaders, past and present, who strove to address social problems nonviolently and to create lasting improvements in fields such as education, healthcare, and human rights. In keeping with the example of the people we will be studying, we will bring our questions and our findings out of the classroom through a variety of creative, student-driven experiments in sustainable social change.

79-327/A2/Mini Modern Girlhood: Historical and Contemporary Perspectives
6 units MW 3:00-4:20 C. Hagan
Through primary documents, film and popular media, material culture, and interdisciplinary scholarship from the emerging field of girl(hood) studies, this course will examine historical conceptions of girlhood and accounts of girls' lives, to contemporary concerns and representations. In seeking to understand the meaning and experience of "modern" girlhood, our focus will primarily be on the 20th and 21st century American experiences, though at times we may look to perspectives from earlier periods and elsewhere in the world. Because there is no single experience or representation of girlhood, we will pay attention to the ways that girlhood is lived and constructed through the frameworks of race, class, culture, and geographic specificity.

79-330 Medicine and Society
9 units TR 1:30-2:50 C. Phillips
This course examines the history of American medicine, public health, medical research and education, disease patterns, and patients' experiences of illness from the colonial period to the present. Students read the voices of historical actors, including physicians, patients, policy makers, and researchers. In analyzing these voices, students will learn what was at stake as Americans confronted diseases and struggled to explain and cure them.

79-331 Body Politics: Women and Health in America
9 units TR 10:30-11:50 L. Tetrault
Women's bodies have been the sites of long-standing, and sometimes deadly, political battles. This course takes a topical approach to the history of American women's health in the nineteenth and twentieth centuries in order to understand why women's bodies have been such heated sites of struggle. It covers topics such as the history of contraception, abortion, menstruation, sexuality, female anatomy, rape, domestic abuse, menopause, pregnancy, and childbirth. It explores how American culture has constructed these issues over time, while also examining women's organizing around them. This course is open to all students.

79-333 Sex, Gender & Anthropology
9 units TR 12:00-1:20 S. Alfonso-Wells
This course introduces students to an anthropological perspective on the relationship between sex (biological) and gender (cultural). In order to understand the various debates we will examine the ideas of manhood, womanhood, third genders and sexuality in cross-cultural perspective. The focus will be primarily on non western cultures and will examine the construction of status, sexuality, and gender roles within the broader context of ritual, symbolism, marriage, kinship. Utilizing film, the popular media, and anthropological case studies this course will provide students with ways to understand and question how and why we express ourselves as "men," "women," and "other."

79-347 European Society & Culture Between and After the Two Great Wars of the 20th Century
9 units TR 3:00-4:20 N. Kats
How did World War I and World War II change European society and culture? Defining the meaning of "Europe" or "European" is complicated, since it refers to both a geographical location and a shared history and cultural identity. This course will focus on the most important cultural developments and achievements of
Europe in the 20th and 21st centuries. Based on an interdisciplinary approach to the multiple regions and countries located on a single continent, the course will equip students with the skills, methods, and concepts essential for a better understanding of European culture, society and thought. It will focus particularly on such tragic events as World War I and World War II, and the rise and fall of Nazi and Communist regimes and ideologies. Students will learn how to present material effectively, to analyze texts critically and to construct coherent arguments.

79-352 Christianity Divided: The Protestant and Catholic Reformation, 1450-1650
9 units  MW 1:30-2:50  A. Creasman
At the dawn of the sixteenth century, western Europeans still shared a common religion and identity as members of the Roman Catholic Church. Within less than two decades, this uniformity began to crumble, and the very fabric of western culture was irrevocably altered. By 1550, Europe was splintered into various conflicting churches, confessions, sects, and factions, each with its own set of truths and its own plan for reforming the church and society at large. This period of rapid and unprecedented change in western history is commonly known as the Reformation. Though this term has traditionally referred to the birth of Protestantism, it also encompasses the simultaneous renewal and reform that occurred within Roman Catholicism. This course will survey the Reformations of the sixteenth century, both Protestant and Catholic, examining the causes of the Reformation, the dynamics of reform, and its significance for western society and culture. In the process, we will analyze such on-going problems as religious persecution and the accommodation of dissent, the relationship between religion and politics, and the interactions between ideology and political, social, and economic factors in the process of historical change.

79-359 Truth, Propaganda, and “Alternative Facts”: A Historical Inquiry
9 units  TR 1:30-2:50  J. Aronson
For many commentators, the election of Donald Trump in November 2016 marks the beginning of the “post-truth” era, in which reality is no longer knowable, or even relevant. While this narrative certainly captures the unease that many Americans feel, it is historically inaccurate. There never was a time in the past when we could readily discern truth from falsehood without difficulty.

The goal of this course is to examine the social history of truth. We will explore the concept of truth in philosophy and science; the evolution of methods for discovering facts about the world; the centrality of trust in knowledge production; and the innumerable ways that facts have been questioned, manipulated, discredited, purposefully ignored, and fabricated over the past several centuries. The course will include case studies from science, law, politics, war, art, journalism, and history.

79-372/A2/Mini Cities, Technology, and the Environment
6 units  MW 1:30-2:50  J. Tarr
This course will explore the interaction of cities, technology and the natural environment over time. In doing so it will consider major issues confronting cities today including landscape and site changes; water supply; wastewater disposal and flooding; solid waste disposal; transportation and suburbanization; energy changes; and the impact of deindustrialization. These themes will be approached through a combination of class discussions, lectures, and visiting speakers. Class participation is expected, and will comprise a portion of the grade. In addition to required texts, readings will be distributed on Blackboard.

79-395 The Arts in Pittsburgh
9 units  Section A, Mondays  6:30-9:20pm  N. Kats
Section B, Thursdays  6:30-9:20pm
This course will examine the arts in Pittsburgh, both historically and in the present. We will focus especially on art exhibits and musical events scheduled by the city's museums and concert halls during the semester. The "curriculum" will derive from the artistic presentations themselves, which will provide a springboard for reading assignments, seminar discussions, and research papers in the history of music and art. We will also examine the historical development of cultural institutions in Pittsburgh. The History Department will pay for students' admission to all museums and studios. However, students will be charged a supplemental fee of a minimum of $275 to help subsidize the considerable expense of purchasing tickets for concerts and performances by the Pittsburgh Symphony, Pittsburgh Opera, Chamber Music Society, and Renaissance and Baroque Society. Attendance at all art exhibits and musical events is required. Prerequisite: Availability to attend art exhibits on several Fridays and Saturdays, and to attend musical events on several Thursday, Friday and Saturday evenings.
In the 19th century, Russian writers produced some of the most beloved works of Western literature, among them Dostoevsky’s *Crime and Punishment*, Gogol’s *Dead Souls*, and Tolstoy’s *Anna Karenina*, to name just a few. These novels continue to captivate audiences and have inspired innumerable adaptations in theater, film, and television. This course will examine the fertile century that yielded these masterpieces. In addition to the novels mentioned above, students will encounter texts by writers who may be less well known but are no less significant, including Pushkin, Lermontov, and Turgenev. We will consider the social and cultural circumstances in which these works were produced and reflect on the reasons these Russian masterpieces have appealed to audiences well beyond the Russian-speaking world. By analyzing some of Russia’s key cultural achievements, students will come to better understand contemporary Russian society and its place in world culture.

Students will be asked to critically analyze literary and historical texts, participate actively in class discussions, and write three short essays. This is a 9-unit course taught in English. For those proficient in Russian, however, a total of 12 units can be earned by conducting some portion of the work in Russian and meeting outside of class for some additional hours. Details are to be worked out in advance, in consultation with the instructor.

The purpose of this research seminar is to help you conceptualize, design, organize, and execute a substantial research project that embodies and extends the knowledge and skill set you have been developing as a Social and Political History major at Carnegie Mellon. The identification and collection of relevant primary source data, and the positioning of your project within a relevant historiography, are integral parts of this intellectual task.

Along the way, we will strive to hone your written and oral presentation skills, deepen your command of research methodologies and strategies, and sharpen your abilities as a constructive critic of others' research. The seminar seeks to develop these intellectual skills through a combination of in-class, student-led discussions of everyone's research-in-progress, and regular individual consultations with the instructor.

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

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.