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79-120: ***Introduction to African American History: Black Americans and the World***
9 units, Tuesday/Thursday, 12:30pm-1:50pm
E. Sanford

Exploring the history of Black Americans requires a global perspective. Beginning with early modern African civilizations, the transatlantic slave trade, the global age of revolutions, the implementation of transnational regimes of racial segregation, to the growth of transnational movements for civil and human rights, this course surveys the history of Black Americans from a global perspective. It analyzes how Black Americans conceived of their social position in relation to others in the world. It also explores how perspectives from across the world made sense of Black Americans. This course will follow African-descended people as they theorized, moved, migrated, and traveled throughout the world. From this perspective, students will learn about the diasporic dimensions of Black American identity. Students will also trace the historical circulation of African-descended people, knowledge, culture, and technologies. Students will analyze the important themes of freedom, movement, and migration from a global perspective. Through this course, students will learn that Black American historical actors have and continue to understand their position not only within the domestic social and political spheres of the United States but also in the global order of states and societies. From their marginalized social position, Black Americans, therefore, have articulated alternative frameworks for understanding the United States, the West, and the world. This is an introductory survey course.

79-149: ***Ancient Rome: What Have the Romans Ever Done for Us?***
9 units, Monday/Wednesday, 1:00pm-1:50pm
R. Law

Recitations on Fridays
Section A, Fridays, 1:00pm-1:50pm
Section B, Fridays, 1:00pm-1:50pm
Section C, Fridays, 12:00pm-12:50pm
Section D, Fridays, 2:00pm-2:50pm

The Romans are nowhere and everywhere in our world. Hundreds of years after anyone could plausibly claim to be Roman, the influence of ancient Rome is still palpable in our political institutions, religions, languages, geography, art, law, architecture, technology, and so much more. And not just in Europe. The legacy of ancient Rome can be felt in the Americas and elsewhere in the world. It affects how we think about the tension between West and East, the definitions of civilization and barbarism, and citizenship and belongingness in a multiethnic society. How did ancient Rome rise and how did it fall? Did it fall at all? How can a people who flourished about two thousand years ago still play a role now? If ancient Rome's impact is still so broad and deep, what lessons can or should we draw from the Romans? This course will explore these questions by tracing the history of Rome from its mythical and actual foundations to its expansion, gradual decline, and repeated renewals. At the end of the course, students will be able to answer that memorable question in Monty Python's Life of Brian: What have the Romans ever done for us?

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79-189: *Democracy and History: Thinking Beyond the Self*
9 units, Monday/Wednesday, 12:00pm-12:50pm
R. Law

Recitations on Fridays
Section A, Fridays, 12:00pm-12:50pm
Section B, Fridays, 12:00pm-12:50pm
Section C, Fridays, 12:00pm-12:50pm
Section E, Fridays, 9:00am-9:50am
Section F, Fridays, 11:00am-11:50am
Section H, Fridays, 1:00pm-1:50pm

[Note: Students who have passed 79-104, Global Histories: History of Democracy, may not enroll.] What is the best way to run a country? What is the worst? Democracy has been called both the best and worst form of government. Either way, as almost all countries in the world claim to be a democracy, chances are you come from one of them. What does it mean to live in a democracy? In essence, it means thinking beyond the self and from the perspectives of other people. It means looking for facts but being open to different interpretations. And it means taking responsibility to think critically and independently. These traits are also necessary for understanding history. This course will train you in the skillset and mindset of a historian so you can act democratically. You will learn to tell historical facts from opinions and to see from various angles. The course will also push you to think for yourself, and to argue persuasively for your own position. These skills of thinking historically are useful not just for school or work, but they are also indispensable to a democratic society. Democracy is chosen as the course theme because it is a feature that sets humans apart from other organisms. Knowing the history of democracy is thus knowing what it means to be human, which is the essence of the humanities. Our investigation will begin with ancient Rome and continue to revolutionary France, Weimar Germany, modern Japan, the Chinese nation, and the Iranian nation. At the end of our journey, you will have gained a basic appreciation of the philosophical appeal and practical challenges of democracy, so that you will be able to decide for yourself what role democracy should play in your life and vice versa.

79-201: *Introduction to Anthropology*
9 units, Monday/Wednesday, 11:00am-12:20pm
E. Grama

Anthropologist Ruth Benedict claimed that anthropology's mission is truly to "make the world safe for human difference." Cultural anthropologists "make the strange familiar and the familiar strange," attempting to understand the internal logic of cultures which might, at first glance, seem bizarre to us. At the same time, anthropologists probe those aspects of our own society which might appear equally bizarre to outsiders.

The goal of this course is to raise questions basic to the study of culture and social relationships in a multitude of contexts. We will also discuss the particular research methods informing anthropology, as well as anthropologists' relationship to the people they study, and the responsibilities informing those relationships.

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The readings focus on topics that have long captured anthropologists' attention and that continue to be intensely debated: social inequality, race, colonialism, body, kinship, religion, gender, social lives of things, globalization and migration. Through written work, including ethnographic readings and a novel, films, and in-class discussions, we will examine how anthropology makes us more aware of our own culturally ingrained assumptions, while broadening our understanding of human experiences.

This course is structured as a combination of lectures and seminar discussions. In the first part of the course, I will give a lecture every week, followed by a class session that will focus solely on discussing the readings and key concepts. In the second part of the course, I will introduce the readings by placing them within larger debates, but the course will become more discussion oriented.

79-207: Asian American History through the Novel
9 units, Monday/Wednesday, 9:30am-10:50am
C. Kubler

This course examines the interwoven histories of migration, language, and identity formation and re-formation in Asian American experience. How have migrant and diasporic identities been represented in fictional (or quasi-fictional) terms? How have factors such as race, religion, class, gender, and sexuality shaped everyday Asian American life? And how can literary sources enrich our understanding of such historical experiences? Course readings consist primarily of novels, representing a variety of Asian ethnicities and experiences, by authors including Gaiutra Bahadur, Carlos Bulosan, Maxine Hong Kingston, Joy Kogawa, Chang-Rae Lee, and John Okada. These works are supplemented by selected historical documents and short lectures to shed additional light onto the sociohistorical contexts and issues under study.

79-210*: Identity, Ethnicity, and Place in Modern China*
9 units, Tuesday/Thursday, 12:30pm-1:50pm
B. Weiner

Within popular imagination, China is often considered to be the world's oldest nation. As a result, concepts such as "China" and "Chinese" have become so embedded in our consciousness that we often fail to consider how, like all identities, ideas of Chinese-ness have been constructed hand-in-hand with the invention of the modern Chinese nation-state. This course examines nation-making in China from the outside in. We privilege avenues of inquiry that challenge state-sponsored narratives, complicate the hegemonic notion of "Han" as a majority identity, and consider ways in which processes of state consolidation and majoritization have subjected various ethnic, subethnic, diasporic, linguistic, gender, and religious communities to discrimination, marginalization, exclusion, and in some cases state and majoritarian violence. Rather than uncritically accepting the notion that China is a uniquely "historical nation," we instead consider the possibility that the Chinese state and nation are products of the same transglobal currents—such as imperialism, settler colonialism, assimilation, minoritization, and exclusion— that has made our modern world. Whenever possible, we employ historical texts, short stories, novels, memoirs, and film produced by members of disadvantaged, marginalized, and/or targeted communities in order to demonstrate how and why historical experiences and memories for example among "ethnic minorities" differ from the Han majority and from state orthodoxy, and why these differing perspectives matter.

79-223: *Mexico: From the Aztec Empire to the Drug War*
9 units, Tuesday/Thursday, 11:00am-12:20pm, P. Eiss

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

79-234: *Technology and Society*
9 units, Tuesday/Thursday, 11:00am-12:20pm
W. Laemmli

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

79-245: *Capitalism and Individualism in American Culture*
9 units, Tuesday/Thursday, 12:30pm-1:50pm
S. Sandage

This small discussion course traces ideas about individualism and capitalism in the U.S., from colonial times to the present. We will focus on three main themes: 1) the relationship between capitalism, work, and identity; 2) changing definitions of success and failure; and 3) the historical origins of 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," poems by the enslaved writer Phillis Wheatley, studies by Alexis de Tocqueville and Max Weber, writings of Frederick Douglass, Henry David Thoreau, Charlotte Perkins Gilman, Andrew Carnegie's classic essay "Gospel of Wealth," an essay by Malcolm Gladwell, Arthur Miller's "Death of a Salesman," and Sarah Lewis's "The Rise," a book about failure and ambition. Grading is based upon a readings journal, participation in discussion, three short essays and a longer final paper.

79-248: *U.S. Constitution & the Presidency*
9 units, Tuesday/Thursday, 2:00pm-3:20pm
S. Sandage

This course explores the changing role and powers of the American Presidency under the Constitution, from the founding era through the twentieth century. After absorbing drafting and ratification debates, we will focus on how particular presidents (Washington, Lincoln, FDR, Nixon) established or expanded the executive power and how particular conflicts (the Civil War, the “Court Packing” plan, Watergate) restructured or restricted the presidency.
Readings will include the U.S. Constitution (of course), selections from The Federalist Papers, and short books including Daniel Farber’s “Lincoln’s Constitution” and Cass Sunstein’s “Impeachment: A Citizen’s

Guide." Grades will be based on three short papers, a final paper, and daily preparedness and participation in group discussion.

79-250: ***Voting Rights: An Introduction***
9 units, Monday/Wednesday, 11:00am-12:20pm
L. Tetrault

Did you know that American citizens have no right to vote? None. The United States is one of the only constitutional democracies in the world that does not enshrine this right in its founding charter. Not only did the nation's founders punt on creating one, social movements have also never succeeded in creating one. What, then, have voting rights activists won over the centuries? And how and why has an affirmative right to vote never been achieved? Starting with the U.S. Constitution and working forward to the present, this course will help you make sense of all the accusations swirling in the news about voter fraud, voter suppression, voter theft, voting rights, and all the other things no one ever taught you about the world's oldest democracy. This course is open to all students.

79-261: ***The Last Emperors: Chinese History and Society, 1600-1900***
9 units, Tuesday/Thursday, 3:30pm-4:50pm
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 to not only end the dynasty but also challenged the very tenants of Chinese civilization. Lastly, we will look at the fall of China's imperial system, the end of empire, and the post-imperial struggle to reformulate the state and re-imagine society for the twentieth century.

79-266: ***Russian History and Revolutionary Socialism***
9 units, Tuesday/Thursday, 9:30am-10:50am
C. Storella

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

79-270: ***Anti-Semitism Then and Now: Perspectives from the Middle Ages to the Present***
9 units, Monday/Wednesday, 11:00am-12:20pm
M. Friedman

This course will examine the history of anti-Jewish hatred and violence from the Middle Ages through the present. The course will focus on representative case studies, texts, and films. These will include pre-modern incidents of "fake news" such as the medieval rumor of "blood libel" that unleashed massacres and mass expulsions of Jews from countless communities. In examining the rise of modern anti-Semitism, we shall focus on debates over Jewish assimilation and citizenship and consider the popular impact of the print media's dissemination of conspiracy theories of Jewish world domination, including the infamous forgery, "The Protocols of the Elders of Zion." We will also examine cases of mass anti-Jewish violence, known as pogroms, in Eastern Europe and Russia, and the genocidal onslaught against European Jewry by the National Socialist regime. Finally, we will discuss the contemporary global resurgence of anti-Semitism.

79-272: ***Coexistence and Conflict: Muslims, Christians and Jews in Spain and Portugal***
9 units, Monday/Wednesday, 2:00pm-3:20pm
M. Friedman

In Medieval Spain and Portugal, Islam, Judaism and Christianity coexisted in a situation distinguished by cooperation and exchange, as well as by friction, rivalry and violence. In this course, we shall explore the complexity of this unique historical encounter, as well as its role in shaping debates over modern Iberian and global identities, and historical memory. We shall discuss topics such as: Inter-ethnic collaboration and violence; Jewish-Christian disputations; the exclusion and expulsion of religious and ethnic minorities; as well as Muslim and Jewish presence in present day Spain and Portugal. Historical documents, literary texts, film, musical traditions, as well as contemporary political and cultural debates, will be discussed to enhance familiarity with the topic.

79-288: ***Bananas, Baseball, and Borders: Latin America and the United States***
9 units, Monday/Wednesday/Friday, 11:00am-11:50am
J. Soluri

This course will examine the tumultuous and paradoxical relationship between Latin America and the United States from the time of independence to the present, with an emphasis on Mexico, Central America, and the Caribbean during the Cold War (1945-1989) and its aftermath (1990s-present). We will literally talk about bananas, baseball and borders; the title also alludes to the key dimensions of the relationship we will study: economic, cultural, and geopolitical. We will learn about the actions of U.S. and Latin American government leaders and diplomats along with many other kinds of people including activists, artists, and journalists; athletes, movie stars, and scientists; and migrant workers, tourists, and drug traffickers. Mondays and Wednesdays will feature interactive lectures, videos and in-class activities; Fridays will be entirely devoted to student-driven discussion. Evaluation will be based on participation; two written analysis of historical documents, and a final reflection.

79-290: ***The Slave Passage: From West Africa to the Americas***
9 units, Tuesday/Thursday, 11:00am-12:20pm
E. Fields-Black

"The Slave Passage" begins among flourishing, technologically advanced, and globally connected regions of Western Africa before the advent of the trans-Atlantic slave trade. It tells the painful story of African captives during the Middle Passage, piecing together the historical record to recognize their suffering aboard the slaving vessels and their multiple strategies of resistance. Students will study slave narratives,

slave ship logs, and autobiographies of former enslaved people, as well as analyze films depicting the Middle Passage and New World enslavement.

79-296/A2: *Religion in American Politics*
6 units, Tuesday/Thursday, 11:00am-12:20pm
J. Gilchrist

Religion figures prominently in American politics, especially in congressional election years. A common view, reinforced by some media and polling organizations, holds that "religiosity" correlates with conservative politics, but that's highly misleading, as religious people are in fact all over the political map - even on issues like abortion, same-sex marriage, and what is taught in public schools. Thomas Jefferson's mention of a "wall of separation" between church and state indicates that religious institutions are generally kept separate from government in America, but religious motivations have always played an important part in our politics. This course will provide a historical perspective on religion in public life down to the present day, including religion's influence on political parties and public policies, and the boundaries set by the Constitution on such activity.

79-297: *Technology and Work*
9 units, Tuesday/Thursday, 12:30pm-1:50pm
W. Laemmli

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

79-300: *History of American Public Policy*
9 units, Mondays/Wednesdays, 12:30pm-1:50pm
J. Aronson

This course traces the development of US domestic public policy, the growth of the federal government, and the changing relationship among citizens, states, and the federal government over time. We begin with an examination of the current policy landscape and then go back in time to understand how we got to where we are today. We very quickly discover that our current political predicaments are not accidental. Particular people or groups across the political spectrum have worked hard to shape public policy at various critical points in history and have reaped tremendous benefit, even if their influence makes the overall system unstable or unworkable today. We identify critical moments of crisis or change in American politics, examine the imaginaries and policy levers available to people at that time, and explain how policy decisions were made. Students will gain a clear understanding of how interests and political will have been cultivated and mobilized in the past, which can offer them useful models for

advancing their own priorities and those of their generation. Topics covered currently include health care and health insurance, abortion, and immigration.

79-303/A2: *Pittsburgh and the Transformation of Modern Urban America*
6 units, Tuesday/Thursday 12:30pm-1:50pm
J. Tarr

This course will focus on the transformations, both positive and negative, of Pittsburgh and the Pittsburgh region in the period from 1945 through the present. It will explore the following themes: the rise of industrial Pittsburgh, the redevelopment of the city in the Pittsburgh Renaissance; urban renewal and its consequences; the collapse of the steel industry and its impacts; the development of an Eds/Meds service economy; air, land and water environmental issues; and the city's changing demography.

79-314: *How Do We Remember? The Politics and Cultures of Memory*
9 units, Monday/Wednesday, 3:30pm-4:50pm
E. Grama

What is the relationship between an individual person and collective memories? How do societies "remember"? This course proposes an interdisciplinary approach to the relationship between memory and history. It explores various ways in which societies have mobilized their remembrances of the past for political and economic ends in the present; how and whose memory began to matter in a global 20th century; and how individual testimonies have highlighted the role of body, experience, trauma, and nostalgia for writing new, more inclusive and heterogenous histories. In the first part of the course, we will read excerpts from works by historians, sociologists, and anthropologists about cultural and collective memory. In the second part of the course, we will analyze how the politics of memory intermesh at a local and global scale, via a set of case studies that focus on: the memory of the Shoah (the Holocaust) in post-1945 Western and Central Europe; political violence, civil war, and reconciliation in post-1990 Guatemala; and the role of remembrance and testimony for claims of moral retribution in the aftermaths of colonialism (the Mau Mau revolt in colonial Kenya and the long-term efforts of the British government to conceal their violent repression of the anticolonial struggles). This class will follow the format of a seminar. The professor will give short lectures each week in order to introduce the readings and place them within larger debates, but the course will mainly be discussion-oriented.

79-315: *Thirsty Planet: The Politics of Water in Global Perspective*
9 units, Monday/Wednesdays 2:00pm-3:20pm
A. Owen

Water is necessary for all forms of life on Earth. The purpose of this course is to introduce students to social and political aspects of water, using in-depth case studies that draw on a variety of perspectives. Examples of regional water projects we'll study include traditional tank irrigation in South India; international negotiations along the Nile River; and the U.S. Government in negotiation with native activists and fisheries on the Columbia River. In addition to regional variety, readings will explore a variety of themes, for example, water and gender; water and armed conflict; and water and private companies versus public management. By the end of this course, students should be able to articulate their own answers to these questions: How have global organizations and participants characterized, enacted, and addressed problems of water supply and delivery for those who need it most? How do

particular regions reflect global trends in water resource development, and how might these diverge from global trends? How have social and environmental studies in the literature of development come to understand the problem of water? One set of readings is assigned each week. Students should be prepared to discuss each week's readings in a thoughtful way during class meeting time.

79-316/62-371: ***Photography, the First 100 Years, 1839-1939***
9 units, Mondays, 7:00pm-9:50pm
A. May

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

79-317: *Art, Anthropology, and Empire*
9 units, Tuesday/Thursday, 2:00pm-3:20pm
P. Eiss

This seminar will explore the anthropology and history of aesthetic objects, as they travel from people and places sometimes labeled "primitive" or "exotic" to others, whose inhabitants deem themselves "civilized," "modern," 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 exoticism. 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.

79-320: *Women, Politics, and Protest*
9 units, Monday/Wednesday, 12:30-1:50
L. Tetrault

This course examines the history of women's rights agitation in the United States from the nation's founding 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, keeping intersectionality and women's diversity at the center of the course. This course is open to all students.

79-329*: LGBTQ+ History*
9 units, Monday/Wednesday, 3:30pm-4:50pm

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T. Haggerty

This class introduces and discusses LGBTQ history over time, drawing cases and readings from a number of cultures and timeframes. It introduces students to the concept of sexuality as an area of historical inquiry as well as introducing students to the methods and the questions that have engaged historians in this area.

79-333: ***African Americans, Race, and the Fight for Reparations***
9 units, Tuesday/Thursday, 8:00am-9:20am
J. Trotter

By the onset of the 21st century, African American history and interdisciplinary programs in Black studies had emerged at the center of our reinterpretation of the American experience. And with this new understanding of the nation's history there has been a growing interest in the relationship of history to public policy, race, human injustice, and resulting redress movements in comparative and historical perspective. Accordingly, this course will not only explore the case for reparations by analyzing the inequities of enslavement, Jim Crow, and post-industrial capitalism. It will examine the ongoing fight for reparations among people of African descent from the early postbellum years after the Civil War through the Black Lives Matter Movement in recent times. In addition to examining the experiences of Blacks in the United States, however, this course will consider other experiences around the globe: Native Americans, Mexican Americans, and Japanese Americans within the United States; the Holocaust in Germany; Japan's so-called "comfort women" system of sexual exploitation; and South Africa's movement toward reconciliation and reparations since the fall of apartheid.

79-350: ***Early Christianity***
9 units, Tuesday/Thursday, 3:30pm-4:50pm
A. Creasman

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

79-355/A2: ***Fake News: "Truth" in the History of American Journalism***
6 units, Tuesday/Thursday, 9:30am-10:50am
J. Gilchrist

Scandal, conspiracy, and partisan propaganda have been among the stuff of media ever since newspapers first appeared in America, and now they figure prominently in electronic media as well. The question "What is truth" is not just a matter of philosophical speculation, but a critical issue in contemporary life, from elections to pandemics to climate change and war. Officials at the highest levels make dubious claims, and find media outlets to support them – all driven by motivations other than a commitment to truth. This course is literally "ripped from the headlines" examining conflicts over credibility in print and

online in the context of historical experience. We'll explore ways of determining when news really is "fake" and when it's more likely to be "an inconvenient truth."

79-360: ***Crime, Policing, and the Law: Historical and Contemporary Perspectives***
9 units, Monday/Wednesday, 9:30am-10:50am
J. Aronson

This seminar will critically explore the development of the American criminal legal system from the colonial era to the present. Students will learn how the present system took shape and what they can do to make it fairer and more effective in the future. Students will analyze the role of race, class, and gender in policy decisions that have created the American criminal legal system; how these factors play into the differential enforcement of laws in various communities; and how they affect outcomes in the legal system. Students will understand the history of social movements that have emerged to advocate for changes in our criminal legal system, including an analysis of when they have been successful and when they have not. Topics covered will include slave patrols, the 19th century origins of modern policing and incarceration, the factors leading to the emergence of urban police departments, changing understandings of crime and criminals, surveillance, the wars on crime and drugs (and their racial implications), mass incarceration, deaths in custody, police corruption, police oversight, and the portrayal of law in popular culture. The course is discussion-based and includes many opportunities to engage directly with people whose lives have been impacted by crime and the criminal legal system.

79-370: ***Technology in the United States***
9 units, Tuesday/Thursday, 3:30pm-4:50pm
E. Russell

This course examines the ways in which technology and society have shaped each other in the United States from the colonial era to the present. Topics include Native Americans and technologies, farming, industrialization, transportation, automobiles, aerospace, information technology, drugs, and biotechnology. Students will read a textbook, write brief essays about technologies of their choice, and discuss their essays and the text in class. The course welcomes students from any major.

79-380: ***Hostile Environments: The Politics of Pollution in Global Perspective***
9 units, Monday/Wednesdays, 12:30pm-1:50pm
N. Theriault

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

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79-400: *Global Studies Research Seminar*
12 units, Monday/Wednesday, 2:00 pm-3:20pm
N. Theriault

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

79-415/82-215: *Arab Culture: Through Dialogues, Film, and Literature*
9 units, Monday/Wednesday, 12:30pm-1:50pm
N. Abraham

F23: Minorities in the Middle East and North Africa In today's society that explores Diversity, Equity, and Inclusion (DEI), one ought to ponder if Arab societies have made progress to achieve DEI among groups of other religions (Muslims, Christians, Jews), sects (Sunni and Shi'a), ethnicities (Copts, Nubians, Kurds), Palestinians, LGBTQ, and women. Some of the questions that this course addresses are whether a minority in Arab societies is defined by number or status; the role of education, social norms, and media in approaching issues of skin colors and minorities' rights; the autocratic governments' use of identity politics to serve their own interests; and the historical changes that have shaped citizenship and belonging. This course aims to enrich students' understanding of the diversity of Arab countries and the impact of colonialism, Pan-Arabism, socio-economy, and cultural norms on minorities' status through readings, films/documentaries, music, and data collected via surveys and virtual sessions with students in Arab countries.

79-420: *Historical Research Seminar*
12 units, Monday/Wednesday, 12:30pm-1:50pm
S. Schlossman

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

79-449: *EHPP Capstone Course*
12 units, Monday/Wednesday, 3:30pm-4:50pm
S. Schlossman

Fall 2023 Course Descriptions
History Department

In this Fall 2023 capstone course, Ethics, History, and Public Policy majors will carry out a collaborative or individual research project that examines a compelling current policy issue that can be illuminated with historical research and philosophical and policy analysis. Students will develop an original research report based on both archival and contemporary data and present their results in a public forum at the end of the semester.

Please note: this semester we are experimenting with a more flexible set of research options for EHPP students, rather than a single project topic that all students are required to work on. Collaborative projects in groups of 2-3 students are encouraged, but individual projects that integrate historical, ethical, and policy perspectives are permissible too.

79-510: *Global Studies Guided Reading*
3 units TBA
E. Grama

Global Studies Guided Reading (Fall 2023: The Environment and Climate Change) The main goal of this seminar is to encourage students to engage deeply with four books on a distinct topic, and discuss them under the guidance of the professor. You could think of this seminar as a more academically-oriented monthly book club! The small size of the seminar allows for a deep immersion in the readings, and for the development of critical thinking among students. The four books are selected by the professor, and the selection is based on several criteria, including the books' impact, current relevance, regional foci, as well as diversity and inclusivity reflected by the authors' different social, racial, and geographical backgrounds. The topics of the seminars each semester will vary, but all will have global relevance. (For instance, the Fall '22 seminar will focus on the environment and climate change, and the Spring '23 seminar will deal with the topic of cultural and historical memory). Important: In order to encourage all of the students' constant participation and their deep engagement with the books, as well as foster a sense of intellectual community, this seminar will be strategically small. For these reasons, only the GS majors will be allowed to register for this monthly guided reading. Meets monthly on Fridays.