Spring 2020
History Department
Course Descriptions

79-104  Global Histories
Lecture 1  Global Histories: Environment and Empire: The Making of the Modern World
Lecture 2  Global Histories: Environment and Empire: The Making of the Modern World

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. 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.

79-104  Global Histories: Environment and Empire: The Making of the Modern World
9 units
Lecture 1, MW 12:30PM-1:20PM  A. Ramey
Lecture 2, MW 1:30PM-2:20PM
Recitations- Fridays

This course begins with a simple question: how can we make sense of the world we live in? Our global society can be at times chaotic, confusing, and contradictory. By analyzing the past to explore where we came from and how we got here, we will construct a narrative framework that can at least explain some of what we see. This course combines insights from environmental history with economic and political history to give a fresh account of the making of the modern world. We’ll ask new questions, such as how humans have interacted and reacted to animals, natural resources, and the climate, to help explain major events from the past 500 years of human history. The two most important developments that we will analyze from an ecological standpoint are the rise of global capitalism and the emergence of a world system divided into nation-states where sovereignty rests, at least in theory, with the people. In addition to those new questions about the environment, we’ll revisit familiar topics such as politics, science, religion, technology, and warfare to explain how the early 21st century world is a unique product of the interactions between human institutions and the global environment.

79-200  Introduction to Historical Research & Writing
9 units  MW 12:00PM-1:20PM  L.Z. Eisenberg  S. Schlossman

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 variety of tools in the historian's toolbox, using episodes from American history as case studies. By the second half of the semester, students will have identified their own topics, in any time period or field of history, and will write research papers incorporating the analytical techniques covered earlier. The goal is for students to learn 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. Students who have taken the 79-209 mini, The Art of Historical Detection with Prof. Eisenberg previously, are not eligible to enroll in this course.

79-201  Introduction to Anthropology
9 units  TR 6:30PM-7:50PM  S. Alfonso-Wells

Cultural anthropologists “make the strange familiar and the familiar strange,” attempting to understand the internal logic of cultures which might, at first glance, seem bizarre to us, while at the same time probing those aspects of our own society which might appear equally bizarre to outsiders.

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 anthropologist's relationship to the people s/he studies, and the responsibilities inherent in that relationship. The readings have been chosen to focus on topics that have long captured anthropologists’ attention and that continue to be intensely debated: social inequality, race, colonialism, body, kinship, gender, history and memory, social lives of things, affect, globalization, and migration and
humanitarianism. They reveal the diversity of human practices and experiences across time and space, as well as the wide range of approaches to these practices within the field of anthropology.

This class will follow the format of a seminar. I will introduce the readings by placing them within larger debates, but the course will mainly be discussion-oriented. Through written work, readings, films, and in-class discussion, we will examine how anthropology makes us more aware of our own culturally-ingrained assumptions, while broadening our understanding of human experiences.

79-202  Flesh and Spirit: Early Modern Europe, 1400-1750
9 units  TR 1:30PM-2:50PM  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.

79-208  Witchcraft and Witch-Hunting
9 units  TR 3:00-4:20  A. Creasman
Between the late 15th and the early 18th centuries, many Europeans became convinced that their society was threatened by a conspiracy of diabolic witches. Although Western beliefs in witchcraft and "devil worship" dated back to antiquity, the 16th and 17th centuries witnessed the most intense campaign of witch-hunting in all of Europe's history. Before it was over, the "Great European Witch-Hunt" of the early modern era cost the lives of thousands across Europe and in its colonies. And although the witch-hunts in early modern Europe and its colonies gradually came to an end, beliefs in witchcraft persist into the modern era and, in many parts of the world today, continue to generate campaigns of popular violence against alleged perpetrators. This course examines witchcraft beliefs and witch-hunting in historical perspective in both their European and colonial contexts. In addition to the early modern witch-hunts, it will address modern witchcraft beliefs and consider witch-hunting as a global problem today. It will focus on the origin and rationale of witch beliefs, the factors driving the timing and intensity of witch-hunts, and the patterns of accusations. Throughout, we will examine the many historical and regional variations in witch beliefs and prosecutions and explore how they reflect major social and cultural issues such as the relationship between "popular" and "elite" culture; religious change; state formation; gender and patriarchy; and the rationalization of law, medicine, and science. This course satisfies one of the elective requirements for the Religious Studies minor.

79-213/A4-Mini The American Railroad: Decline and Renaissance in the Age of Deregulation
6 units  MW 10:30AM-11:50AM  H. Posner
Railroads in the USA are often considered as a subject for nostalgia or public sector failure, an image largely based on passenger service. However, the USA's private sector freight rail industry is considered a model for the world as the result of its renaisance following deregulation in 1980. This is a "stealth" industry whose history and economics are both intertwined and complex. Starting with the development of the first U. S. railroads, students will gain a basic understanding of the industry's history and economics, with special attention to the past half-century. In addition, students will participate in small group research projects in particular areas of special interest -- for example, economic history, industry culture, network economics, utility regulation or transportation policy.

79-222  China and the Second World War
9 units  TR 1:30PM-2:50PM  B. Weiner
This course is an introduction to China's experiences during the Second World War. Although China’s involvement in the war is often considered to be of secondary importance, it was in China that the war began (1937) and China was occupied longer than any other allied country. Throughout, sustained Chinese resistance ensured that 1.5 million Japanese troops could not be transferred to other war theaters. However, it came at great cost. Only the Soviet Union suffered more casualties during World War II, perhaps as many as 20 million lives lost. In this class we explore the roots of the Second World War in both China and Japan, trace the political and
military history of the war, contemplate the terrible levels of violence that were inflicted upon the Chinese population, including violence committed by Chinese forces, seek to understand the social impact of the war, and think about the consequences of the war for China and the world, including the rise of Mao Zedong’s Chinese Communist Party. We also explore the manner in which the war is commemorated in China and Japan and the role communal memory plays in galvanizing nationalism among both the Chinese and Japanese publics.

79-226  African History: Earliest Times to 1780
9 units  TR 1:30PM-2:50PM  E. Fields-Black
A beginning point for this course will be the question: how do historians reconstruct history when few written sources are available? Breaking disciplinary boundaries, the course will draw on linguistics, "climateology," archaeology, and anthropology to reconstruct dynamic social, cultural, political, and economic processes in Africa before the arrival of Europeans and before the availability of written source materials. When written sources are available, the course will interrogate them to illuminate the changes that occurred in African societies during the early period of contact with Europeans. Lastly, by focusing on long-term processes, such as economic specialization, urbanization, and Islamization, the course will begin to put the slave trade in an African-centered perspective.

79-230  Arab-Israeli Conflict Since 1948
9 units  MW 3:00PM-4:20PM  L.Z. 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 primary source documents and 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 prevailing in the Middle East. The course culminates in an intensive role-playing game in which students conduct simulated Arab-Israeli negotiations. For the role-playing we will be partnering with Arab and Israeli students from universities in the Middle East: 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.

79-238/A4-Mini  Modern African American Film: History and Resistance
6 units  Tuesdays  6:30PM-9:20PM  D. Glave
This course explores black film emphasizing the historical and contemporary impact of resistance from enslavement to the present. Resistance was expressed by blacks through passive resistance, violence, striving to be middle-class, and even reinventing black stereotypes. Social and political transformative movements Black Power and Black Lives Matter. The class will pivot on the intersectionality of racism with sexism, homophobia, colorism, and classism.


Class structure will be based in part on the following questions:

• What is the significance and meaning of the history of resistance in black film?
• How can we use the tools for studying history to better understand resistance in black film?
• How can we contextualize contemporary issues and popular culture through the history of black film?
• What are the implications of resistance and intersectionality of racism with other “isms” in black film?

79-249  Politics and Social Change in 20th Century America
9 units  TR 3:00-4:20  R. Oppenheimer
[Note: students who have already taken this course under its former title, 79-249, 20th Century U.S. History may not enroll.] The twentieth century marked the rise of the United States as a global power. By the end of the century, the United States had achieved economic, military, and political dominance. The United States also made great strides in expanding political and civil rights for workers, women, African Americans, and gays and lesbians. This course explores the social and cultural implications of these developments on the generations of
American people who came of age in the twentieth century. It assesses both the triumphs and tribulations of twentieth-century life. We will analyze continuities, contradictions, and conflicts in American history, especially in regard to the nation's dueling political ideologies: conservatism and liberalism. Special attention will be paid to the relationship between movements for social change and the maintenance of law and order. Topics include: the Progressive Era, World War I, the Great Depression, World War II, the Cold War, Civil Rights, Vietnam, and the New Conservatism.

79-252 1619: 400 Years of American Slavery 9 units TR 10:30AM-11:50AM E. Fields-Black
2019 was the 400th year anniversary of the arrival of the first African captives in the US colonies. It marks the beginning of the phase of the trans-Atlantic slave trade during which 400,000 captives were directly imported from West Africa to the US. Drawing on primary and secondary historical sources, documentaries, and feature films, this course examines the experiences of blacks enslaved in the US and the legacy of slavery. Using podcasts and print media, it will also examine how the nation marked this important anniversary and remembers the legacy of slavery. It will also examine how dialogue about this very painful chapter in American and African history is evolving.

79-255/A4-Mini Irish History 6 units MW 9:00AM-10:20AM R. Oppenheimer
This 6-unit mini course surveys Irish history from the earliest human settlements until the present day, with emphasis on the period since the late eighteenth century. Our main objective is to understand the sources of conflict in modern Ireland. In order to do that, however, we will look at a number of topics such as the role of religion in Irish society; the causes of population growth, movement, and decline; changing forms of protest; and the formation of rival myths of the Irish past and its meaning.

79-261 The Last Emperors: Chinese History and Society, 1600-1900 9 units TR 10:30AM-11:50AM 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 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.

79-268 World War I: The Twentieth Century's First Catastrophe 9 units TR 9:00AM-10:20AM M. Hauser
This course offers a comprehensive retrospective of the First World War (1914-1918), examining the American experience alongside its European context. The course will cover the military, political, social, and business history of the war. Guiding questions will be: Why did the war begin? How did countries adjust their economic output to rapidly field their armies? How did the war impact immigrants and minority communities? What role did women play in the war effort? What was the war's legacy on culture and politics?

79-269 Russian History: From Socialism to Capitalism 9 units MW 10:30AM-11:50AM W. Goldman
Beginning with Stalin's death in 1953, this course will focus the efforts of a new group of Soviet leaders to eliminate the repression of the Stalinist period and to create a more democratic socialism. It will examine the reforms of Khrushchev and the reaction against them, the long period of Brezhnev's rule, and the hopeful plans of Gorbachev. Finally, it will survey Gorbachev's loss of control, the collapse of socialism and the Soviet Union, and the growth of "wild west" or "gangster" capitalism. We will look at the rise of the oligarchs and the impact of the capitalist transition on ordinary people. The course provides essential background for anyone interested in understanding Russia's place in the world today and its relationship with the West.
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<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Time</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>79-275</td>
<td>Introduction to Global Studies</td>
<td>9</td>
<td>TR 10:30AM-11:50AM</td>
<td>P. Eiss</td>
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<td>We live in an increasingly interconnected world, one in which our everyday actions have repercussions across vast distances. To understand this ever-denser web of connections, we must think beyond simplistic accounts of globalization as a uniformly positive, negative, or homogenizing process. Economic crisis, impoverishment, rising inequality, environmental degradation, pandemic disease, and irredentist movements are just as much a part of the story as are technological innovation, digital communication, global supply chains, cultural exchange, the promotion of human rights, and the rise of cosmopolitan values. This course aims to equip you with a conceptual toolkit for thinking critically and holistically about the many dimensions of globalization. By examining how globalization connects and shapes the everyday lives of people around the world, including our own, we will establish a foundation both for your advanced coursework in Global Studies and for your lifelong education as a globally aware professional and citizen.</td>
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<td>79-281</td>
<td>Introduction to Religion</td>
<td>9</td>
<td>TR 12:00PM-1:20PM</td>
<td>J. Gilchrist</td>
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<td>Religion can be understood from the &quot;outside,&quot; through the academic lenses of history, sociology, psychology, philosophy, etc., and from the &quot;inside,&quot; listening to the experiences and reflections of those who practice various faiths. The course will examine major religious traditions from several perspectives, and begin to explore such topics as the relationship between religion and science, faith and reason, and religion in public life. This introduction is designed for students with a general interest in religion, as well as those contemplating a Religious Studies minor.</td>
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<td>79-284</td>
<td>Geopolitical Conflict, Past/Present: Int'l/Interdisciplinary Perspectives</td>
<td>9</td>
<td>MWF 9:30AM-10:20AM</td>
<td>R. Bernazzoli</td>
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<td>This course integrates historical and geographic perspectives for studying past and current international conflicts. By applying both historians’ and geographers’ toolkits to a variety of case studies (e.g., World Wars I and II; Bosnia; Iran; multiple conflicts in Latin America), we will explore such pressing questions about conflict as: How do various political actors negotiate, initiate, or try to avoid conflict? Where do combatants end and civilians begin? How are our own lives implicated in conflicts – past, present, and future? What might the future of conflict look like, given technological innovation and the shifting balances of power between state and non-state actors? Students will put course concepts into practice through short writing assignments, quizzes, and a small-scale final project in which they can research a topic of their choosing.</td>
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<td>79-297</td>
<td>Technology and Work</td>
<td>9</td>
<td>TR 3:00PM-4:20PM</td>
<td>W. Laemmli</td>
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<td>This course will examine the history of the relationship between technology and work, 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. We will pay attention to who benefitted, who was harmed, and what broader economic, cultural, or social purposes these technologies were designed to serve.</td>
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<td>79-302/A4-Mini</td>
<td>Killer Robots: The Ethics, Law, and Politics of Lethal Autonomous Weapons System</td>
<td>6</td>
<td>MW 3:00PM-4:20PM</td>
<td>J. Aronson</td>
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<td>[Note: students who have already taken this course under its former title 79-302, Drone Warfare and Killer Robots: Ethics, Law, Politics, and Strategy, may not enroll.] Unmanned aerial vehicles (drones) have become a central feature of the United States’ global counterterrorism strategy since September 11, 2001, and autonomous weapons systems (often called &quot;killer robots&quot; by critics) are increasingly being integrated into military arsenals around the world. According to proponents, drones and autonomous weapons systems are much safer than manned systems, so accurate that they can be used to target individuals and detect threats in real time, and efficient and inexpensive enough to be used for long-term surveillance and protection missions around the globe. According to critics, the use of such systems is problematic because of the obfuscation of historically accepted chains of accountability and responsibility, and the difficulty of translating complex ethical decision making processes into computer code. This course will evaluate these issues through the lenses of law, politics, morality, history, and military strategy.</td>
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79-308  Crime and Justice in American Film
9 units  MW 3:00PM-4:20PM  J. Hinkelmann
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.

79-320  Women, Politics, and Protest
9 units  MW 12:00PM-1:20PM  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—keeping intersectionality and women’s diversity at the center of the course.

79-322  Stalin and the Great Terror
9 units  MW 1:30PM-2:50PM  W. Goldman
Joseph Stalin has been vilified and praised, damned and worshipped. He left behind a mixed and complex legacy. He created an industrialized modern economy in the Soviet Union and won a great and painful victory over the Nazis. At the same time, he built a police state, sent millions to labor camps, and destroyed the possibilities for socialist democracy. When he died, thousands of Soviet citizens wept at his funeral. This course will combine elements of biography and social history to examine Stalin, the man, and Stalinism, the phenomenon. Using history and film, we will explore one of the most complicated and influential dictatorships of the 20th century.

79-325/A4-Mini  U.S. Gay and Lesbian History
6 units  TR 3:00PM-4:20PM  T. Haggerty
US Gay and Lesbian History offers an overview of the changing context and circumstances of sexual minorities in American culture. From early constructions of moral opprobrium, criminal deviance or medical pathology, the LGBT community emerged in the twentieth and twenty-first century as a political constituency and a vital part of contemporary society. Students should be aware that this course will necessarily address issues of intimate relations and sexuality as well as broader historical issues.

79-328  Photographers and Photography Since World War II
9 units  Monday 6:30PM-9:20PM  D. Oresick
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. As available, 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.)
Body Politics: Women and Health in America

9 units  
MW 10:30AM-11:50AM  
L. Tetrau1t

[Note: Students who have taken 66-121, First Year Seminar: Body Politics: Women and Health in America, may not enroll.] This course takes a topical, intersectional approach to the history of U.S. women's health in the nineteenth and twentieth centuries. It is less about governmental politics, although we do some of that. Rather, it sees bodies as cultural texts through which power is built and contested. The course covers topics such as the history of anatomy, menstruation, reproductive rights, body image, mental health, sexuality, violence, childbirth, and menopause. We explore how science and American culture both have constructed these issues over time (some of it is super whacky!), while also examining women's organizing around them. This course is open to all students.

Culture & Mental Health: Anthropological, Psychological & Historical Perspectives

9 units  
MW 9:30AM-10:20AM  
L. Sealy Krishnamurti

How do we determine what is "normal" human behavior? What forces are at play in shaping our perceptions of a "healthy" mind? Culture plays a major role in influencing our attitudes and beliefs about mental illness—its origins, its manifestations—as well as the treatment of the mentally ill in society. This course will provide an overview of psychological thought in anthropology, taking a cross-cultural approach in examining different configurations of what constitutes "normal" human behavior. We will begin by grounding ourselves in the early approaches of 20th century American psychological anthropology, focusing on classic studies that attempted to explain the links between "culture and personality." We will draw on these early frameworks as we examine contemporary ethnographies of mental health/wellness in non-Western contexts. Our final texts bring us back to the United States, where we will compare and question some of our own social norms surrounding mental health. The goal of this course is to view the diversity in global experiences of mental health as a window into understanding how our own perceptions of health and wellness are shaped by powerful cultural forces.

Education Policy and “School Choice”: Historical and Contemporary Perspectives

6 units  
MW 1:30PM-2:50PM  
C. Phillips

Fierce battles have been fought over education policy throughout American history. Parents, teachers, students, and everyday Americans have sought to position schools to meet often conflicting goals. This course introduces students to historical and contemporary perspectives on the rise of charter schools and school privatization, debates over religion in the classroom, legal questions surrounding segregation and forced bussing, as well as fundamental political shifts in who controls and funds public schools.

Public History: Learning Outside the Classroom

6 units  
Wednesdays 3:00PM-5:50PM  
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 educational nonprofits are also actively collecting and preserving artifacts and archival materials. This course will focus on Pittsburgh history as students examine best practices in Public History. The class will study the inner workings of a large history museum’s collection, exhibition, conservation and education programs. Students will participate in field trips and behind-the-scenes tours, virtual explorations, and "hands-on history" outside the classroom at the Heinz History Center and other Pittsburgh attractions. This course will especially interest students considering non-traditional careers in history, education, communications, and nonprofits. MAXIMUM ENROLLMENT IS 15. ALL CLASSES WILL BE HELD ONCE PER WEEK OFF CAMPUS, STARTING AT THE HEINZ HISTORY CENTER IN THE STRIP DISTRICT (1212 SMALLMAN STREET).

Roots of Rock & Roll

9 units  
TR 1:30PM-2:50PM  
S. Sandage

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. NB: This course may be taken pass-fail (with submission of appropriate form).
79-347  European Society & Culture Between and After the Two Great Wars of the 20th Century
9 units  TR 12:00PM-1:20PM  N. Kats
[Note: students who have already taken this course under its the title 79-347, Masterworks of European Culture: Music, Art, Society Before and After WW I & II, may not enroll.] 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. Students will learn how historical cataclysms of the last century were reflected in European music, art and literature. 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 also learn how to present material effectively, to analyze texts critically and to construct coherent arguments.

79-349/A4-Mini  United States and the Holocaust
6 units  MW 12:00PM-1:20PM  B. Burstin
This course will explore challenging historical material related to Hitler, the Nazis and America’s response. Issues relating to immigration, refugee status, contrasting styles of political leadership, foreign policy goals, news coverage, anti-Semitism, theories of racial supremacy, decision making, global responsibilities will be considered both in the perspective of then and now as we look both at America and at Europe. This course will prompt you to think not only about the events then, but also about the implications for us today as individuals and as citizens of the world. A film, a meeting with a survivor or child of survivor as well as the inclusion of first hand readings will serve to strengthen the learning impact.

79-353  Saving the Juvenile Delinquent
9 units  MWF 10:30AM-11:20AM  C. Grant
Can young lawbreakers be rehabilitated, or should they be removed from society to prevent them endangering others? Since the 1820s, reformers, philanthropists, and state officials in the Western world have wrestled with the question of how to reduce juvenile crime and turn delinquents into good citizens. The institutions and policies they created reflected their conceptions of young criminals, their backgrounds and families, their gender and their race. How did experts develop a body of knowledge about at-risk youth, what practices did they put into place, and what spaces did they build to house and contain the children? How have the children themselves responded, developing a sense of their own identity through compliance with or resistance to reformers’ intent?

In this course, we will explore ideas, practices, and institutions created to save juvenile delinquents, presented in reports and studies as well as fiction and film. Students will read and view a variety of primary and secondary sources from North America and Europe from the early nineteenth to the late twentieth centuries. Assessment will include participation in class discussion, written assignments, and exams.

79-354/A4-Mini  Kids and Schools in the 20th Century
6 units  TR 6:30PM-7:50PM  J. Suzik
This course examines the history of children's experiences in American K-12 schools, both public and private, at three critical moments in the 20th and early 21st centuries. We will first examine the emergence of Progressivism as a perceived antidote to the impacts of industrialization, urbanization, and the immigrant experience on children and youth in the early 1900s. We will then study the retreat from Progressive educational ideas in the wake of the Cold War and "Space Race" with the Soviet Union in the decades following World War II. Finally, we will analyze the impacts on American schoolchildren of the "Excellence" and "No Child Left Behind" movements that began around the turn of the 21st century and and continue today. To ground class discussions, we will use both secondary and primary historical sources, including policy and curricular documents, documentary film, and first-person accounts of both children and teachers in schools.

79-357/A4-Mini  Science and the Body
6 units  TR 10:30AM-11:50AM  W. Laemmlli
This course explores how human beings have sought to study, control, change, and enhance their bodies using scientific methods over the past 200 years. We will study the social and cultural reactions to these experiments, from accusations of blasphemy to joyous celebration and everything in between. At the same time, we will explore the on-the-ground historical experience of the individuals and groups—engineers, artists, scientists, designers, and amateurs—who made, used, and adapted these new bodily technologies.
This seminar will critically explore the development of the American criminal justice system from the colonial era to the present. Topics covered will include slave patrols in the antebellum south, efforts to control labor unrest in the northeast, the emergence of urban police departments, corruption, private police forces, campus police forces, surveillance, the wars on crime and drugs (and their racial implications), deaths in custody, police oversight, and the portrayal of policing in popular culture. This course will be discussion-based and require significant reading. Assignments will include reading reflections and two essays.

Unlike technological catastrophes, such as nuclear accidents or terror bombings, what we call natural disasters appear to be random and outside human control. In this course we will question that assumption by examining the material causes of disasters due to hurricanes and floods in U. S. History. We will investigate the historical roles played by people in shaping disaster-prone environments as well as how preparation for – and response to – “natural” disasters have changed over time. In addition, we will look at how people have been affected differently according to their race, ethnicity, or class in order to try to understand the human experience of natural disaster from different perspectives. By the end of the course, we will have examined hurricanes and floods in detailed historical context and be prepared to use this knowledge to think about disasters that face us in the future.

Since the 2016 Presidential Election, politicians, journalists, and academics have looked upon the white working class as the key to understanding the historic boom and bust cycles of American capitalism. What’s left out of this discussion is a crucial component to the American political economy—black workers. African-Americans’ contribution to the economy spans four hundred years, from the initial settlement of the American continent down through the present day. Throughout this period, black Americans found the courage and creativity to construct their own complex body of political ideas about the contradictory nature between democracy and capitalism. In effect, black Americans made their own history. The legacy of black workers also teaches us that the understanding of race is intimately intertwined with the understanding of class. Throughout this course, we will talk about a wide spectrum of African-American leaders, intellectuals, organizations and institutions spanning from the Great Depression to the today’s post-industrial era. This course is, thus, constructed around the voices and languages used by black people themselves. The key issues to be discussed are the rise of organized labor, urbanization and segregation, and law enforcement.

This 7-week mini-course explores the history of obesity from the point of view of health professionals, government regulators, and—most importantly—of obese people themselves. How did the rhetoric of an "obesity epidemic" develop around a physical characteristic that is not contagious? What (if anything) should individuals or societies do about their weight? Learning materials will include scholarly publications, popular media such as blog posts and videos, and data about weight, health, and food access here in Allegheny County.

How can human societies ensure that everyone has enough food to eat that is good for them and does not trash the planet? This course will start with the assumption that the answer to that question requires not only technological innovations, but also an understanding of the historical evolution of food production and consumption. In other words, why do we eat what we eat? How and why have diets changed over time? What roles do government policy, commodity markets, and cultural practices play in creating opportunities and constraints for changing food systems? After exploring different aspects of these big questions via in-class discussions of readings, video, and guest lectures, students will pursue individual research projects focused on some aspect of food policy during the second half of the semester. Evaluation based on in-class participation, writing reflections, and research paper.
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<tr>
<td>79-389</td>
<td>Art, Conflict, and Technology</td>
<td>12</td>
<td>Tuesdays 10:30AM-11:50AM</td>
<td>J. Carson</td>
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<td>Thursdays 10:30AM-12:50PM</td>
<td>J. Keating</td>
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This course considers the period of violence in Northern Ireland from 1968 to 1998 known as The Troubles, and recent issues pertaining to sovereignty and borders caused by Brexit, Britain's proposed exit from the European Union, as a point of comparison between societies rife with strife, division and predilections to violence. We investigate the ways in which visual art to literature to theatrical performance explores and interrogates societal conflict and emergence from conflict, and how evolving technological systems influence political power dynamics and modes of artistic practice.

We will use the legacy of societal conflict in Ireland and Northern Ireland to compare concepts and physical manifestations of borders, barriers and bridges in the region and in global contexts. We will examine fluctuating development of democratic processes in Ireland and Northern Ireland, individual and group public performance, and the influence of technologically crude and highly sophisticated tools on communities emerging from strife.

We will use our analytical lens to focus on figurative and literal borders, barriers and bridges to explore work produced in Belfast, Derry and Dublin, alongside circumstances and artistic practice in present-day Pittsburgh, Cuidad Juarez, Jerusalem and Soweto.

On a visit to Ireland and Northern Ireland over spring break, students will meet with artists, writers, legislators, community organizers, academics and ex-combatants, to learn about their past experience and current motivations. Students will analyze artistic practice, peacekeeping initiatives and performance of identity in relation to the historical framework from which it emerges in Ireland and Northern Ireland. We will use this foundation as a point of comparison to practices throughout the world. Students will process their experience and developing analytical skills by documenting their responses through original creative work.

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<td>79-396</td>
<td>Music and Society in 19th and 20th Century Europe and the U.S.</td>
<td>9</td>
<td>Mondays 6:30PM-9:20PM</td>
<td>N. Kats</td>
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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 performances of the Pittsburgh Symphony, Pittsburgh Opera, and Chamber Music Pittsburgh. A supplemental fee of approximately $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.

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<tr>
<td>79-417</td>
<td>Topics in Russian Language and Culture: 19th Century Russian Masterpieces</td>
<td>9</td>
<td>MW 12:00-1:20pm</td>
<td>T. Gershkovich</td>
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SPRING 2020: Topics in Russian Language and Culture: 19th Century Russian Masterpieces 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 Diary of a Madman, and Tolstoy's Anna Karenina, to name just a few. These novels continue to captivate audiences and inspire adaptations in theater, film, and television. This course will examine the fertile century that yielded these masterpieces. In addition to the works mentioned above, students will encounter texts by writers who may be less well known but are no less significant, including Pushkin, Lermontov, and Chekhov. 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. No prior knowledge of Russian language or culture is required. The course is conducted in English, but students will have the option to do work in Russian for three extra course units.

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<td>79-420</td>
<td>Historical Research Seminar</td>
<td>12</td>
<td>MW 3:00-4:20pm</td>
<td>S. Schlossman</td>
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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 strive to 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.

PERMISSION OF INSTRUCTOR REQUIRED.

79-424 History of German Film
9 units Wednesday 6:30PM-9:50PM S. Brockmann
This course is a chronological introduction to one of the world's greatest cinema traditions: German cinema. It moves from the silent cinema of the 1910s to the Weimar Republic, when German cinema represented Hollywood's greatest challenger in the international cinema world. It then addresses the cinema of Hitler's so-called "Third Reich," when German cinema dominated European movie theaters, and moves on to the cinema of divided Germany from 1949-1989, when cinema in the socialist east and cinema in the capitalist west developed in very different ways. In the final week of the semester, the course will address German cinema in the post-unification period, which has experienced a revival in popularity and interest. The two historical foci of the semester will be the Weimar Republic, the classic era of German cinema, and the era of the so-called "New German Cinema" of the 1970s and 1980s, when major German directors developed radical new approaches to cinema and critiques of Hollywood. Among the great directors focused on in the course of the semester will be Friedrich Wilhelm Murnau, Fritz Lang, Leni Riefenstahl, Wolfgang Staudte, Werner Herzog, Wim Wenders, and Rainer Werner Fassbinder. No knowledge of the German language is required for this course. Most of the films will be in German with English subtitles. The course will be cross-listed in the departments of Modern Languages, English, and History. Students will be required to attend class, including all film screenings, to actively participate in discussion, to write a term paper on a topic related to German cinema history, and to take two midterm examinations. NOTE: The 9-unit option is for students who wish to do extra work in German. Otherwise, the 6-unit option should be chosen.

79-427 Topics in Russian Language & Culture:
Reckoning with Stalinism in Soviet Politics, Literature, and Film
9 units TR 1:30PM-2:50PM O. Rosenblum
SPRING 2020: Reckoning with Stalinism in Soviet Politics, Literature, and Film In a "secret speech" delivered at the Twentieth Party Congress of the Communist Party of the Soviet Union, Nikita Khrushchev (First Secretary of the Communist Party) called on Soviet leadership to acknowledge the political murders, unjust imprisonment, and other forms of repression that took place under Stalin's leadership. He suggested that these abuses were possible because a "cult of the individual" had developed around Stalin, a cult built not only by politicians but also by Soviet writers, artists, and filmmakers. This course explores the period of public reflection on the abuses of Stalinism that was initiated by Khrushchev's speech. The seminar will begin with an analysis of the core ethical and aesthetic problems of Socialist Realism, the official artistic style of the Soviet Union. It will then examine how the goals of artists changed in the decades following Stalin's death, paying particular attention to artistic treatments of subjects such as World War II and the Stalinist purges. In order to examine how a society comes to terms with its complicity in widespread abuse of its citizens, students will be required to critically analyze literature, film, and historical documents. No prior knowledge of Russian language or culture is required. The course is conducted in English, but students will have the option to do work in Russian for three extra course units.

79-431 New Directions in Hispanic Studies: Spanish Film
9 units MW 1:30PM-2:50PM C. Skibba
SPRING 2020: Spanish Film Spanish film is known for its quirkiness, irreverence and, as referenced by the inimitable Luis Buñuel, contemplation of truth. This course will enter into that discourse by analyzing films from 20th and 21st century Spain. While no prior knowledge of Spanish language, culture nor history are required, interest in cultural exploration and critical thinking is necessary. Film analysis will form part of the crux of the course, as we will examine cinematography, sound, script, and music. Some questions that might arise may include - How does the film portray emotion? How does the film reflect cultural nuance? The class will be student-centered, and thus highly interactive. It is also a goal of this course to stimulate analytical thinking, and to promote the close readings of texts directed by argumentation and well-structured insights.