

79-106/A4
6 units

Mini Course: Introduction to Asian Religions
Monday/Wednesday, 9:30am-10:50am

P. Soorakkulame

This course provides an introduction to the traditional religions from Asia, particularly Hinduism, Buddhism, Jainism, Daoism, and Confucianism from historical, comparative, and cross-cultural perspectives. The course focuses on each tradition's history, beliefs, and practices, while also exploring its internal diversity. The study of these religions will be based on lectures, readings, film, and discussion. Readings include primary sources in translation as well as scholarly research. In the process, students will develop the ability to engage the worlds of Asian religions in an informed manner and see how religions influence people's attitudes and behaviors. No prior knowledge required.

79-110
9 units

Introduction to the Medieval Mediterranean World
Monday/Wednesday, 9:30am-10:50am

A. Garnhart-Bushakra

This class addresses the many transformations of the medieval west from late antiquity until the dawn of modernity. Our study will center on the Mediterranean Sea as a focal point of spiritual, intellectual, artistic, diplomatic, and economic exchange. Moreover, the Mediterranean world's influence reached far beyond its shorelands, at times helping to shape societies in sub-Saharan Africa, the British Isles, even Scandinavia and the Baltic states, and whose routes serviced pilgrims, conquerors, and tricksters alike. We will emphasize the role played by peoples and cultures of three interconnected continents in an age when Christians, Muslims, and Jews of various denominations, along with communities of other faiths, engaged one another in both conflict and collaboration. Our selected readings will reflect a variety of genres, including but not limited to sacred scriptures, local chronicles, travelogues, personal memoirs, fables, poetry, and courtly music, and we will also cover a myriad of art and architecture relevant to the period 600-1600 C.E. Course assessments will include active participation in classroom discussions, short thematic essays, and three unit quizzes.

79-112
9 units

Introduction to Asian American History
Tuesday/Thursday, 12:30pm-1:50pm

C. Kubler

This introductory course surveys the histories of Asian Americans from the early nineteenth century to the present. We will cover major themes such as migration and diaspora, race, labor, citizenship, and identity and community formation as we examine the continuities and discontinuities between the Asian American past and present. Special attention will also be paid to both local and global aspects of Asian American history (in the United States, in other countries of the Americas, and in Asia) as we work to build a more robust understanding of what it means to be "Asian American" and how such social categorizations fit into broader patterns of construction and re-articulation according to varying historical contexts.

79-160
9 units

Introduction to the History of Science
Monday/Wednesday, 11:00am-11:50am
Recitations on Fridays

C. Phillips

This course provides an introduction to the history of modern science in Europe and North America, from the Enlightenment to the mid-twentieth century. Our goal is to understand scientific theories and practices on their own terms and as products of their own contexts, rather than as a progression of developments moving inevitably toward the present. The course seeks to explore both how and why science has become the dominant way of knowing about the natural world, as well as how scientific activity intersects with the history of religion, war, commerce, and the state. The course also introduces students to the history of science as a standalone discipline, and in particular to the

similarities and differences with other objects of historical inquiry (art, politics, etc.). This course fulfills Dietrich College's "Humanities" general education requirement.

79-170
9 units

Introduction to Science, Technology, and Society

Tuesday/Thursday, 12:30pm-1:50pm

J. Aronson

Science and technology are among the most powerful transformative forces in today's global society. They shape the way we think about ourselves, the world around us, and even what is possible in the future. This course provides an introduction to Science and Technology Studies, a vibrant interdisciplinary field that examines the ways that science and technology interact with contemporary politics, culture, and society. Using theories and methods from history, philosophy, anthropology, sociology, and public policy, we will examine: the nature of scientific and technical knowledge; how facts are produced both inside and outside the laboratory; how politics and societal values impact scientific inquiry and the development of new technologies; whether objectivity is possible; what expertise is and the role that experts play in the world today; how our understanding of science and technology has been enhanced by focusing on issues of race, sex, gender, sexuality, and class; as well as the imperative to make science and technology more equitable and just than they have been in the past. Specific topics covered will include the development of military technologies like radar and the atomic bomb, genetic engineering and cloning, artificial intelligence, social media, transportation infrastructure, racial classification, gender identity, and the Covid-19 pandemic, among others. This course is meant to serve as a foundation for the new Science, Technology, and Society major, but it is open to anyone concerned with the social and political dimensions of science and technology.

79-175
9 units

Moneyball Nation: Data in American Life

Monday/Wednesday, 9:30am-10:50am

C. Phillips

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

79-198
9 units

Research Training

Section A: Voting Rights in the United States

L. Tetrault

Section B: The History of Biostatistics

C. Phillips

Section C: Environmental Justice and Human Rights in Latin America

J. Soluri

Section D: Mapping Segregated Medicine

E. Sanford

Section E: Topics in Asian American History: Chinatowns

C. Kubler

This course is part of a set of 100-level courses offered by Dietrich College departments as independent studies for second-semester freshmen and first- or second-semester sophomores in the College. In general, these courses are designed to give students some real research experience through work on a faculty project in ways that might stimulate and nurture subsequent interest in research participation. Faculty and students devise a personal and regularized meeting and task schedule. Each Research Training course is worth 9 units, which generally means a minimum for students of about 9 work-hours per week. For Dietrich College students only; minimum cumulative QPA of 3.0 (at the time of registration) required for approved entry; additional prerequisites (e.g., language proficiency) may arise out of the particular demands of the research project in question. By permission of the relevant professor and the Director of Undergraduate Studies.

79-200
9 units

Introduction to Historical Research & Writing: Cities and Scandals and Crime (Oh My!)
Monday/Wednesday, 2:00pm-3:20pm
E. Russell

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.

79-201
9 units

Introduction to Anthropology
Monday/Wednesday, 2:00pm-3:20pm
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. 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. This course fulfills Dietrich College's "Social Sciences" general education requirement.

79-202
9 units

Flesh and Spirit: Early Modern Europe, 1400-1750
Tuesday/Thursday, 2:00pm-3:20pm
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.

79-203
9 units

The Other Europe: The Habsburgs, Communism, & Central/Eastern Europe, 1740-1990
Monday/Wednesday, 9:30am-10:50am
E. Grama

During the last two centuries, Central and Eastern Europe has been a political laboratory--a region in which various political actors had attempted to launch and develop radical political and social

experiments, from imperial reforms meant to strengthen and modernize the Habsburg empire, to the ethnic cleansing promoted by Nazi Germany and their acolytes in the region, to the attempts at establishing of a new social order under the post-WWII communist regimes. An understanding of the profound and rapid political and social changes that have occurred in this region will enable you to see global politics in a new light, and better understand the modern era. This course is a survey of the history of modern Central and Eastern Europe, from late 18th to late 20th century. It begins with a focus on modern Habsburg empire, the rise of nationalism in mid-19th century, and the demise of the Austro-Hungarian empire following the First World War. It continues with an examination of the rise of illiberal politics during the interwar era, the Second World War, and the establishment of the communist regimes and the Soviet sphere of influence during the Cold War. Course materials include secondary historical analyses, primary sources, memoirs, and documentaries. The course will rely heavily on the format of interactive lectures, a combination of lecture and discussion, which will productively challenge the students to engage with the material in a critical manner, and will help them contextualize and enrich the knowledge they gain from the course readings. This course fulfills Dietrich College's "Humanities" general education requirement.

79-204
9 units

American Environmental History

Monday/Wednesday, 3:30pm-4:50pm

E. Russell

This course examines how people in North America have interacted with their surroundings from the end of the last ice age to the present. This course fulfills Dietrich College's "Contextual Thinking" general education requirement.

79-205
9 units

20th Century Europe

Monday/Wednesday 11:00am-12:20pm

M. Friedman

This course surveys the history of Europe from 1900 through the present. We shall examine some of the major political trends and social/economic changes of the last century, including: the collapse of Europe's multiethnic empires and the rise of the modern nation-state; the extraordinary violence and impact of WWI and the rise of ethno-nationalism and fascism during the inter-war period; The Spanish Civil War, WWII and the War in the Balkans in the 1990s. We will also examine Communism and its collapse; colonial resistance and the process of decolonization; and the creation of the European Union. In addressing contemporary Europe, we shall discuss: the re-emergence of ethno-nationalism and rising anti-immigrant sentiment and antisemitism over the last decades; cultural and political debates surrounding Islam and Muslims; contemporary debates over the memory of the Holocaust, and Russia's brutal war against Ukraine. Primary sources, academic articles, memoir and film will be used in the classroom to explore these topics. Classes will combine lecture, discussion and group work.

79-211
9 units

Modern Southeast Asia: Colonialism, Capitalism, and Cultural Exchange

Monday/Wednesday, 12:30pm-1:50pm

N. Theriault

When you hear the term "Southeast Asia," what comes to mind? The US War in Vietnam? The ruins of the Angkor civilization? Rich culinary traditions? Or perhaps your own heritage? However you imagine it, Southeast Asia is an incredibly diverse and dynamic region that has long been integral to world affairs and whose importance continues to grow. This course offers a wide-ranging survey of Southeast Asia's peoples, their histories, and some of the issues they face today. Together we will explore the region as a "global crossroads," where the world's religions, economies, cultures, and politics come together in generative, sometimes traumatic, and often surprising ways. This course fulfills Dietrich College's "Contextual Thinking" general education requirement.

79-212
9 units

Jim Crow America

Tuesday/Thursday, 12:30pm-1:50pm

E. Sanford

Michelle Alexander's *The New Jim Crow* (The New Pres 2010) has drawn attention to the ways that American institutions and social systems continue to produce racial inequalities. The recent failure of

federal voting rights bills in the United States Congress and the proliferation of state-led efforts to constrain voting rights have led activists to claim "Jim Crow 2.0." Using these present-day assessments as a point of departure, this course introduces students to the Jim Crow period of American history spanning the late nineteenth century to the mid-twentieth century. From the 1890s to the 1950s, Black freedoms were limited by the policies and practices of racial segregation in the Jim Crow system of American apartheid. This course critically examines Black life in Jim Crow America, from the halls of federal power, to the every-day practices of racial subjugation and resistance. It examines cross-cutting themes: how racial segregation structured the legal, social, economic, and political sectors of American life; the role of national, state, and local policy mandating racial segregation; African American modes of resistance; vigilante and state racial violence. This course will also endeavor to make connections between the consequences of anti-Black racism and the social life of other American minoritized populations. Throughout the course, as an exercise in historical interpretation and periodization, students will consider the question: Is this current moment "Jim Crow 2.0.?" This course fulfills Dietrich College's "Contextual Thinking" general education requirement.

79-225
9 units

West African History in Film

Monday/Wednesday, 3:30pm-4:50pm

E. Fields-Black

Film Screenings on Wednesdays, 7:00pm-9:50pm

West Africa is a vibrant, diverse, and rich region, which has had the largest influence demographically, culturally, socially, and linguistically on the Americas. This course will examine West Africa's history from the pre-colonial to the independence period. It will cover such topics as states vs. stateless societies, urbanization, trans-Saharan trade, Islamization, European interaction, the trans-Atlantic slave trade, colonialism, cash crops, missionaries, nationalism, and independence. Students will understand how this dynamic region changed over time as a result of internal factors, such as state formation, as well as external factors, interaction with Muslim and European traders. Students will also be exposed to the variety of sources used by historians to reconstruct West Africa's rich history. The course will use historical films by some of West Africa's most famous filmmakers, such as Ousman Sembene, to illustrate the diversity of the region and its historical change over time. Course includes two class meetings and mandatory film screenings on Wednesdays from 6:40-9:30pm. This course fulfills Dietrich College's "Contextual Thinking" general education requirement. Note to CFA Students: If the film-showing portion of this class conflicts with a theatre/stage placement, please know that alternative screening times can be arranged on a case-by-case basis. If you have any questions or concerns, please contact the instructor directly.

79-230
9 units

The Arab-Israeli Conflict and Peace Process Through 1948 to Present

Monday/Wednesday, 12:30pm-1:50pm

L. Banko

The course begins with the origins of both Zionism as an intellectual, European movement and of Arab and then Palestinian Arab claims for sovereignty in the early 20th century. The course interrogates not only the histories of ideologies that led to revolution and violence in the modern history of Palestine and Palestinians and of Zionism and Israel, but also the very notions of 'conflict' and 'peace.' It examines ideas of state and nation as well as practices of Ottoman and then British imperialism and Zionist settler colonialism in the territory that became Palestine, then Eretz Israel, and now Israel and the occupied Palestinian territories. Throughout the semester, students will explore how these ideas and practices are linked to the development of violence, armed struggle and a myriad of nationalist and religious-nationalist ideologies as they came to be understood by Palestinian Arabs, Zionist settlers, Palestinian citizens of Israel, Islamists, and Israeli religious/national groups. Students are tasked with considering the historical social, political, cultural, and religious implications of these discourses and practices. We will make use of documentary and other primary sources and texts, including poems, excerpts from literature, memoirs, film footage, posters, and other forms of media. By the end of the semester, students will be able to analyze and discuss the historical significance of the multi-faceted ideologies and motivations held by actors involved in the armed struggle movement(s) in Palestine and Israel, and the shifting nature of nationalisms as dependent upon

locations, time periods, and understandings of history and politics. This course fulfills Dietrich College's "Intercultural and Global Inquiry" general education requirement.

79-234
9 units

Technology and Society

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. This course fulfills Dietrich College's "Humanities" general education requirement.

79-255
9 units

Modern Ireland: Politics and Culture from the Famine (1847) to Today

Monday/Wednesday, 12:30pm-1:50pm

A. Beatty

This course studies the political, economic and social development of Ireland across its long nineteenth century. Beginning with the social and economic effects of the Famine of the 1840s, it studies Ireland's growing incorporation into the British-centric global economy, the growing role of Catholicism in Irish politics, the cultural ferment of the late nineteenth century and the events leading up to formal independence in 1922. Following on from this, the course reviews the development of the two Irelands (the Republic of Ireland and Northern Ireland), the rise to hegemony of Fianna Fáil and the Ulster Unionist Party, the politics of gender and sexuality in two of western Europe's most conservative societies, violence in Northern Ireland, and rapid economic, social and political changes since the 1990s. Ultimately, this course seeks to use Ireland as a case study for understanding the history of small nations and modern European nationalism as well as economic and political development on the periphery of Europe.

79-257
9 units

Germany and the Second World War

Fridays, 2:30pm-5:10pm ****PEP Course Meets at SCI Somerset**

D. Harsch

This course, taught in Somerset prison, covers many aspects of the war unleashed by the Third Reich: its origins; Hitler's ideology and war plans; the course of the war; major military operations; the Holocaust; Nazi occupation of Europe; resistance to Nazism; and life inside Germany. It concentrates on the Wehrmacht's strategies, decisions, and its relationship with Hitler and Nazi organizations. (The Wehrmacht was the Third Reich's "defense/armed forces" but the term is generally used to refer to its army.) We will investigate the role of the Wehrmacht in Nazi/SS crimes against humanity, including genocide, fighting partisans, killing civilians, and the treatment of Soviet POWs. We aim to understand how, where, why, and when the Wehrmacht came to have "dirty hands." Course readings; chapters from Ben H. Shepherd, *Hitler's Soldiers: The German Army in the Third Reich*; chapters from Nicholas Stargardt, *The German War: A Nation under Arms, 1939-1945*; primary documents. Written assignments (10 in total): weekly 500-600 word responses to questions based on course readings. The course combines lecture, discussion, in-class group exercises, and a debate.

79-262
9 units

Modern China: From the Birth of Mao . . . To Now

Monday/Wednesday, 11:00am-12:20pm

B. Weiner

This course is an introduction to major themes in twentieth-century Chinese history, including the transition from empire to nation, revolution, social change and modernization, western and Japanese imperialism, the rise of the party-state, Chinese socialism, economic liberalization and the so-called "Chinese Dream." The first half of the class is devoted to the period between the fall of the imperial

system and the founding of the People's Republic of China (1911-1949). If the victory of the Chinese Communist Party and development of the socialist state are to be considered in historical context, it is necessary to first understand the political, cultural, economic and intellectual currents that immediately preceded them. During the second half of the course, we will examine the Maoist period (1949-1976). We will investigate the Chinese Communist Party as both a state-building institution and an engine of social transformation, and consider the tensions these dual roles produced. Finally, we will look at the Reform Period (1978-present), and reflect on a newly robust China's attempts to come to terms with its own recent past and what the consequences might be for both China and the world.

79-269
9 units

Russian History: From Socialism to Capitalism

Tuesday/Thursday, 11:00am-12:20pm

W. Goldman

Beginning with Stalin's death in 1953, this course focuses on the efforts of a new group of Soviet leaders to eliminate the repression of the Stalin years 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. This course fulfills Dietrich College's "Intercultural and Global Inquiry" general education requirement.

79-275
9 units

Introduction to Global Studies

Section A: Tuesday/Thursday, 2:00pm-3:20pm

P. Eiss

Section B: Tuesday/Thursday, 11:00am-12:20 pm

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 an interdisciplinary toolkit for thinking critically about the many dimensions of globalization (economic, social, political, cultural) and for engaging thoughtfully with differing experiences of them. 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. This course fulfills Dietrich College's "Intercultural and Global Inquiry" general education requirement.

79-278
9 units

How (Not) to Change the World

Monday/Wednesday, 9:30am-10:50am

N. Theriault

It's often said that the road to hell is paved with good intentions. What, then, can we learn by excavating some of those pavers and interrogating the theories of change that underlie them? And what can we learn from more successful attempts to enact social change? In this course, we will use the tools of history, anthropology, and critical theory to examine various efforts to 'change the world'. From top-down social engineering to neoliberal 'market citizenship' to grassroots organizing, case studies will challenge us to detect theories of change (even when they are concealed) and evaluate their consequences (intended and otherwise). With those lessons in mind, we will then apply our tools to the theories of change that we enact, often unwittingly, as members of a university. Which roads are we paving and where do they lead?

79-280
9 units

Coffee and Capitalism
Monday/Wednesday, 11:00am-12:20pm

J. Soluri

What role has coffee played in connecting people and places to capitalist markets and consumer cultures? What are the economic, social, and environmental consequences of these connections? How did espresso change from an "ethnic drink" to something served at McDonalds? Why do college students (and professors!) hang out in coffee shops? This course will answer these questions and more by using coffee to learn about the history of capitalism, and capitalism to understand the history of coffee. We will follow the spread of coffee and capitalism across the globe, with excursions to places where people grow coffee (Ethiopia, Yemen, Indonesia, Brazil, and Costa Rica), and also where they drink coffee (Seattle, Tokyo, Seoul, New York, and Berlin). In the process, we will confront global problems linked to economic inequality, trade, gender relations, and environmental degradation. Course meetings will combine interactive lecture, group discussions, and mini-presentations. Assignments will include journal responses, ethnographic observations, and writing a short script that tells a story about coffee and capitalism.

79-281
9 units

Introduction to Religion
Tuesday/Thursday, 12:30pm-1:50pm

J. Gilchrist

Religion can be understood from the "outside," through the academic lenses of history, sociology, psychology, philosophy, etc., and from the "inside," 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, religion and moral values, 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.

79-289
9 units

Animal Planet: An Environmental History of People and Animals
Monday/Wednesday, 2:00pm-3:20pm

J. Soluri

Why do modern societies go to great lengths to protect some animals and slaughter others? Why do some cultures make pets of animals that other cultures turn into a meal? What are the environmental ramifications of hunting, domestication, and trading animals? Is there a connection between human pandemics like COVID-19 and animals? Why are there so many cute animals inhabiting social media? These are some of the questions that we will seek to answer as we trace changes in human--animal relationships over time. We will explore these themes through both texts and visual representations (art, film, photography) of animals. Evaluation will be based on active participation in class discussions, submission of weekly field notes, and a final curated exhibit of images of people and animals.

79-292
9 units

China and the West
Tuesday/Thursday, 2:00pm-3:30pm

C. Kubler

This course examines the global history of China from the time of Marco Polo to the era of Xi Jinping, with particular emphasis on the political, social, and economic dimensions of how "China" and "the West" have interacted over the past three centuries. How have European and American writers, travelers, and political figures thought about China over time? How have their Chinese counterparts thought about the West? What have been the dominant narratives about Sino-Western relations, and how do these compare with how China and the West actually interacted? We will cover major topics such as the Opium Wars and Cold War geopolitics as well as more mundane issues, including the everyday lives of foreigners in China and the experiences of Chinese abroad. Using government documents, trade records, memoirs, and other sources, students will come to situate Sino-Western relations in a new historical perspective as they examine the dynamics of transnational interaction and reflect critically on how the present informs the construction of narratives about the past.

79-299/A4
6 units

Mini Course: Jewish American History: From New Amsterdam to Pittsburgh

Tuesday/Thursday, 9:30am-10:50am

B. Burstin

This course will provide an opportunity for students to explore both the history and the contemporary perspective on issues like Anti-Semitism in America and American Jewry's relationship to the Zionist movement, Israel and American-Israeli relations today. We will hear from several experts on these matters. We will also consider the story of Jews in America--who they were, why they came, what happened when they got here, what responses they made to the challenges they faced including their response to the Holocaust.

79-305
9 units

Advanced Topics in Global LGBTQ+ History

Monday/Wednesday, 3:30pm-4:50pm

T. Haggerty

In the half century since the Stonewall Uprising, a social revolution has occurred. With Lesbians and Gay men have been accorded civil liberties and individual rights, Trans individuals have been recognized as a discrete minority, and the once rigid binaries of gender, sexuality and identity have become increasing labile and fluid. Alongside these gains, there have been reversals, backlashes, and attacks against LGBTQ individuals both domestically and abroad, notably in the former Soviet Union, the Middle East, and emerging African nations as activists assume public identities and confront resistance and violence. If these reversals have a common denominator, gay people have become identified as a constituency that suffers from sanctioned persecution. This course will examine these contrapuntal movements and will utilize a series of case studies that focus on the emergence of a LGBTQ minority and examine them as political identities. These include the international case for gay marriage, the inclusion of gay men and women into armed forces, the impact of AIDS and the emergence of gay identities as political controversies in the Eastern Block, the Arab world, and African republics. Please note: This course is designed as an upper-level seminar, and seniors and juniors will be given priority in admission.

79-320
9 units

Women, Politics, and Protest

Monday/Wednesday, 12:30pm-1:50pm

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. This course is open to all students.

79-328/62-360
9 units

Photographers and Photography Since World War II

Mondays, 7:00pm-9:50pm

A. May

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.)

79-331
9 units

Body Politics: Women and Health in America
Monday/Wednesday, 11:00am-12:20pm

L. Tetrault

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.

79-345
9 units

Roots of Rock & Roll
Tuesday/Thursday, 2:00pm-3:20pm

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 half 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 second half 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, listening to short Spotify playlists, and writing three short essays. This course fulfills Dietrich College's "The Arts" general education requirement.

79-349/82-224
9 units

The Holocaust in History and Culture
Tuesday/Thursday, 3:30pm-4:50pm

D. Harsch and S. Brockmann

This course will examine the Holocaust in its historical and cultural context. Historical analysis of the Holocaust will examine how and why it came about, placing it within the frameworks of modern German history, European Anti-Semitism, and the Second World War. The course will cover the history of the National Socialist party and ideology of Adolf Hitler. We will trace the rapid radicalization and intensifying violence of Nazi policies against Jews during the first two years of the war. We will discuss how historians' explanations of the Holocaust have been shaped by the mountain of new evidence that has been discovered since 1945. Cultural analysis will examine the ever-evolving place of the Holocaust within German, Jewish, and Eastern European postwar cultures, and it will consider the ways that writers, filmmakers, and other cultural producers have understood the challenges posed by the Holocaust in the context of their own time and cultural milieu. This course fulfills Dietrich College's "Contextual Thinking" general education requirement.

79-352
9 units

Christianity Divided: The Protestant and Catholic Reformations, 1450-1650
Tuesday/Thursday, 3:30pm-4:50pm

A. Creasman

At the dawn of the sixteenth century, most western Europeans shared a common religious identity as members of the Roman Catholic Church. Within less than two decades, this consensus began to crumble, and the very fabric of western culture was irrevocably altered. By 1550, Europe was splintered into various conflicting churches, confessions, sects, and factions, each with its own set of truths and its own plan for reforming the church and society at large. This period of rapid and unprecedented change in western history is commonly known as the Reformation. Though this term has traditionally referred to the birth of Protestantism, it also encompasses the simultaneous renewal and reform that occurred within Roman Catholicism. This course will survey the Reformations of the sixteenth century, both Protestant and Catholic, examining the causes of the Reformation, the dynamics of reform, and its significance for western society and culture. In the process, we will analyze

such on-going problems as religious persecution and the accommodation of dissent, the relationship between religion and politics, and the interactions between ideology and political, social, and economic factors in the process of historical change.

79-389

9 units

Stalin and Stalinism

Tuesday/Thursday, 3:30pm-4:50pm

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.