

Carnegie Mellon University

Department of History

SPRING 2025 COURSE BULLETIN

79-124/A4
6 units

History of Indian Yoga and Meditation
Tuesday/Thursday, 12:30pm-1:50pm

****Mini Course****

S. Pamaratana

Yoga and meditation have gained popularity in Western countries as methods for stress relief, enhancing flexibility, physical strength, and mental well-being. But what are the original contexts and theoretical foundations of these practices? How did they evolve over time across different regions in Asia, and how were they influenced by encounters with modernity? This course delves into these questions, examining the underlying doctrines of yoga and meditation, pivotal texts, influential teachers, and the historical development of these practices. Using classical Indian religious and philosophical texts in translation, secondary studies, testimonials, and films, this course provides a foundational understanding of yoga and meditation's journey from their origins to their current manifestations.

79-156
9 units

Introduction to Indian History: From the Mughals to Modi
Monday/Wednesday, 2:00pm-3:20pm

S. Lakshminarasimhan

This class covers the roughly 500-year period that constitutes "modern India" from the establishment of the Mughal Empire in the subcontinent to the ascent of Prime Minister Narendra Modi and the BJP. This course will trace the rule of the Mughals, the arrival of Europeans, the British East India Company and the British Raj, the Indian nationalist movement, and focus extensively on post-independence Indian history (often ignored or short-changed in Indian surveys). In addition to providing a chronological narrative of the recent Indian past, this class will analyze the use and interpretation of history within post-independence and contemporary political debates between the Indian National Congress and Hindu nationalists along with the intersections of history and intellectual and pop culture.

79-171/A4
6 units

Pharaohs and Phoenicians: Flourishing, Collapse, and Recovery in the Bronze Age
Monday/Wednesday/Friday, 9:00am-9:50am

****Mini Course****

M. Oliver

Espionage, international trade, great-power diplomacy, unprecedented wealth, marriage alliances...all of these characterized the Bronze Age Mediterranean world, until it all came crumbling down. The Bronze Age Mediterranean was a peak of ancient civilization that collapsed almost completely after a stunning, and sometimes mysterious, series of crises. History has remembered a "dark age" in the wake of this collapse, yet newer evidence reinforces the pockets of resilience shining through the aftermath of the Late Bronze Age, and developments from this time are still visible within global society to this day. This course will introduce students to the major Bronze Age Mediterranean civilizations and their interactions with one another. These will include the Egyptians, Minoans, Mycenaeans, Hittites, Assyrians, Babylonians, Phoenicians, and some of the smaller groups in the Levant. Students will gain an understanding of the factors that allowed these civilizations to flourish, the factors that led to their collapse, and the factors that helped some to rebuild and even thrive once more. We will cover various cultural aspects and examine the evidence—archaeological, documentary, linguistic, etc.—by which historians have reconstructed our understanding of this period.

79-177
9 units

The Social Impact of War
Monday/Wednesday, 12:30pm-1:50pm

T. Haggerty

Wars and their effects are a continuing aspect of the human condition. This course will introduce students to the manner in which war is conceptualized in modern western societies, using readings from philosophy, literature, history and the social sciences to examine how warriors, belligerent societies and cultures describe the benefits and costs of war. The course will primarily focus on the

American experience of war in the twentieth and twentieth-first century, from the Great War to the War on Terror, while also examining the Cold War and the antecedents to contemporary conflict.

79-190/A4
6 units

Abortion Politics: An American Obsession

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

*****Mini Course*****

L. Tetrault

From Roe v. Wade in 1973, which legalized abortion, to the recent Supreme Court case overturning Roe, abortion politics have dominated the political and social landscape in the United States. Yet as much as the nation argues about abortion, most Americans know very little about the issues or their complexity. This course is the primer you need to understand the nuances and details here, including exactly what these now legendary court cases say. Because this issue shows no sign of quieting, this class gives you the tools to understand the consequences and stakes of this ongoing debate. ***PLEASE NOTE: This mini course is open to all students and does not require any pre-requisites; however, students who have already completed 79-331 ("Body Politics: Women and Health in America") cannot take this course for credit since both classes cover similar topics and materials.***

79-198
9 units

Research Training

Section A: Voting Rights in the United States

L. Tetrault

Section C: Environmental Justice and Human Rights in Latin America

J. Soluri

Section E: The Art and Science of Making Medieval Manuscripts

A. Garnhart-Bushakra

Section F: "Ireland" in the Global Imagination

A. Beatty

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

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

A. Beatty

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

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

E. Dean

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.*

79-206
9 units

Crime and Punishment in Early Modern Europe

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

A. Creasman

This course will examine European legal and social institutions and their role in defining and punishing crime in the early modern era (c. 1400-1800). European society was fundamentally transformed in this period of transition between the medieval and the modern eras, and the laws and legal systems that exist in the Western world today reflect those influences at the deepest levels. This course will focus on how shifting definitions of "crime" and "punishment" reflected prevailing societal attitudes and anxieties toward perceived acts of deviance and persons on the margins of society. Assigned readings will examine the evolution of early modern European criminal court systems and the investigation and punishment of crime, focusing in particular on the historical debates concerning the use of torture and capital punishment and the evolution of modern policing and prisons. It will also address the criminalization of social deviance (witches, religious minorities, and other outcasts) and the legal enforcement of sexual norms and gender roles. The course concludes with an examination of current debates concerning criminal justice reform, policing, torture, and criminal punishment.

79-220
9 units

Screening Mexico: Mexican Cinema, 1898 to Present

Tuesdays, 7:00pm-9:50pm

P. Eiss

This course is a survey of Mexican cinema from its origins in silent film to the present. Some areas of focus will include documentary footage and films of the Mexican Revolution (1910-1920), films of the Mexican "Golden Age" (1930-1960), and "New Mexican Cinema" from the 1990s forward. We will explore cinema as a window on Mexico's changing social, cultural and political dynamics, and as a way to probe such topics as: changing conceptions of Mexican identity; political critique and revolutionary movements; and urbanization, migration and the "drug war" in contemporary Mexico. *This course fulfills Dietrich College's "Contextual Thinking" general education requirement.*

79-226
9 units

African History: Earliest Times to 1780

Mondays and Wednesdays, 11:00am-12:20pm

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

79-228/A4
6 units

Buddhism and Modernity

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

*****Mini Course*****

S. Pematatana

This course examines how the upheavals of modernity have impacted Buddhism over the last two centuries. It explores the ways in which Buddhist institutions, beliefs, practices, and values have responded to dominant Western cultural and intellectual forces within the contexts of colonization and globalization. Focusing on the writings of Western enthusiasts of Buddhism and the reformative projects of Asian Buddhist leaders, this course demonstrates how the forces of modernity have led to distinct developments in the representation, beliefs, and practices of Buddhism.

79-230
9 units

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

Tuesday/Thursday, 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

I. Alexander

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.*

79-262
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.

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

79-266
9 units

Russian History and Revolutionary Socialism

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

W. Goldman

This course covers an epic set of events in Russian history beginning with the emancipation of the serfs in 1861 and ending with the death of Stalin in 1953. Spanning almost a century of upheaval and transformation, it examines the terrorist and populist movements against the tsar, the growth of urbanization and a new working class, the great general strike and revolution of 1905, the Russian revolution in 1917, and the Communist Party's attempt to build a new socialist society amid the wreckage of the old. We will discuss the struggle for power within the Party in the 1920s, Stalin's triumph over his opponents, the wrenching processes of collectivization and industrialization, and the "Great Terror." The course will explore the Soviet role in World War II, the shattering losses, and the death of Stalin in 1953. **PLEASE NOTE: This Spring 2025 section will be taught as part of CMU's Prison Education Project.** *This course fulfills Dietrich College's "Humanities" general education requirement.*

79-267
9 units

The Soviet Union in World War II: Military, Political, and Social History

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

W. Goldman

On June 22, 1941, Hitler invaded the Soviet Union. German troops surrounded Leningrad in the longest running siege in modern history, reached the outskirts of Moscow, and slaughtered millions of Soviet civilians. Of the 6 million Jews murdered by the Nazis, almost 2 million were killed on Soviet soil. Over 26 million Soviet citizens died in the war. Eventually, the Red Army came back from defeat to free the occupied territories and drive Hitler's army back to Berlin. Using history, film, poetry, veterans' accounts, documentaries, and journalism, this course surveys the great military battles as well as life in the occupied territories and on the home front. It highlights the rise of fascism, the Stalinist purges of the Red Army, and the Nazi massacres of the civilian population. Occasional film screenings may be required.

79-270
9 units

Anti-Semitism Then and Now: Perspectives from the Middle Ages to the Present

Monday/Wednesday, 2:00pm-3:20pm

M. Friedman

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

79-272
9 units

Coexistence and Conflict: Muslims, Christians, and Jews in Spain and Portugal

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

M. Friedman

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

79-275
9 units

Introduction to Global Studies

Section A: Monday/Wednesday, 2:00pm-3:20pm

B. Shaffer

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

B. Shaffer

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.*

79-280
9 units

Coffee and Capitalism

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

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.*

79-288
9 units

Bananas, Baseball, and Borders: Latin America and the United States

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

J. Soluri

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

79-297
9 units

Technology and Work

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

I. Alexander

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

79-299/A4
6 units

Jewish American History: From New Amsterdam to Pittsburgh

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

****Mini Course****

B. Burstin

This course will provide an opportunity for students to explore the history of the Jewish community in America including discussion on the history of antisemitism. Considering that the worst instance of violence and murder of Jews occurred just a mile or so from our campus in Pittsburgh in 2018, this is an important topic for us to look at. We will also look at how the war in Gaza has affected American Jewry and the spike in antisemitism that has occurred. We will explore the history of the Zionist movement and the relationship of American Jews to that movement both before and after the founding of the state of Israel. These are challenging, timely and important topics to consider.

79-304
9 units

History of Eugenics and Scientific Racism

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

J. Aronson

This course explores the history and legacy of eugenics, the scientific field that sought not only to divide people into superior and inferior groups, but also to manage human reproduction efficiently by encouraging the production of superior babies and reducing or even eliminating the production of inferior ones. We will begin in the 19th century and follow the trajectory of eugenics, and its close

cousin, scientific racism, to the present day. We will explore how and why eugenics and race science emerged and became dominant forces in public policy and politics around the world in the first half of the 20th century, underwriting immigration restriction, mass sterilization, and mass extermination campaigns in their most extreme form. We then examine the decline of eugenics and race science in the wake of the Holocaust and the emergence of human genetics in the 1950s. As we will see, however, eugenic ideals continue to live on today in science, medicine, popular culture, public policy, and politics. Throughout the semester, students will have the opportunity to investigate the complex relationship between science and society by: identifying how society impacted the development of eugenic theories and research programs; how eugenics in turn influenced social discourse and public policy; how past ideas and theoretical frameworks about race and human inheritance have had remarkable endurance even when it seems like we've outgrown them; and how scientific communities have often sought to move past embarrassing moments and research programs without fully confronting or abandoning the core principles that precipitated them. In the last few weeks of the course, we will ask what it might look like to meaningfully come to terms with the legacy of eugenics. *This course fulfills Dietrich College's "Scientific Inquiry" general education requirement.*

79-305
9 units

Global Perspectives in 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.

79-328/62-360
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.)

79-330
9 units

Medicine and Society: Health, Healers, and Hospitals
Monday/Wednesday, 3:30pm-4:50pm

E. Sanford

How have notions of health and healing changed over time in the United States? Why are doctors seen as professional "heroes"? Why are hospitals so central to patient care and professional training? How has American healthcare developed into its present form? This course explores the history of American medicine and its relationship to American society. By exploring major developments in the history of American medicine and public health, students will examine the voices of historical actors, including physicians, patients, activists, policymakers, and researchers. In analyzing these voices, students will learn what was at stake as Americans confronted diseases and struggled to explain and cure them. Students will also examine medical research, education, disease patterns, patient experiences, and technologies from the colonial period to the present day. Readings include a range of primary accounts and secondary sources of medicine and health in America.

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.

79-333
9 units

African Americans, Race, and the Fight for Reparations
Tuesday/Thursday, 9:30am-10:50am

J. Trotter

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

79-339/A4
6 units

Juvenile Delinquency & Film: From the Soul of Youth (1920) to West Side Story (1961)

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

*****Mini Course*****

S. Schlossman

How have American films portrayed juvenile delinquency and the juvenile justice system? What does filmmakers' portrayal of juvenile delinquency tell us about American culture and society? Do films vividly capture or badly distort the "realities" of crime and the operations of the justice system? This course uses feature films (to be viewed in advance of class) from the 1920s to the early 1960s, as well as sociological, psychological, and historical readings, to explore these issues. The course is run as a colloquium, with students playing central leadership roles in launching and guiding class discussions. The course will have a take-home midterm exam (essay), a final exam (essay), and a few short, written assignments linked to students' required oral presentations in class.

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

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.*

79-350
9 units

Early Christianity

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

A. Creasman

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

79-358/A3
6 units

Oil, Bananas, and Climate Change: An Environmental History of the 20th Century

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

*****Mini Course*****

F. Bonilla Gracia

This course engages students with some of the major themes of 20th century environmental history. Focusing on key human-environment interactions, students will examine major events and processes such as the creation of the Third World, the sociopolitical consequences of burning fossil fuels, and the impact of World War II on the environment. Additional focal points will include the development of the oil trade, the mass deaths in India and China at the turn of the 20th century, and the export-oriented agricultural economy of Latin America. ***PLEASE NOTE: Students who have completed a previous iteration of this course during the summer for 9 units may not retake this class for credit.***

79-365
9 units

Race, Medicine, and Civil Rights
Wednesdays, 7:00pm-9:50pm

E. Sanford

Health policy scholar David Barton Smith asserts that the modern health care system came of age in the Jim Crow, "separate but equal" era. As such, the social and political motivations of the era were deeply embedded into the developing system. Yet the relationship between health activism, health policy, and Black liberation is not fully understood. Students taking this course will be introduced to the nexus of the history of medicine and African American history using the important case of the "Medical Civil Rights Movement." The course proceeds roughly chronologically, a deep dive into the questions of racial segregation and integration in the spheres of medicine and public health. Such a lens helps students understand, perhaps more viscerally, how racism and segregation have severely impacted and impeded black experiences in the United States. But the course also seeks to complicate students' understandings of segregation and desegregation in medicine and public health. Students will be encouraged, throughout the course to ask: Was there a "Medical Civil Rights Movement?" If so, who were its major actors? What were its main motivations and contributions? When and how did it occur? What did it achieve? What wasn't achieved? How does the history of medical civil rights fit into larger movements for liberation and equality? Students taking this course are encouraged, though not required, to have some familiarity with the United States civil rights movement, either through previous coursework or independent study.

79-379
9 units

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

P. Eiss

Observation, participation and direct experience of "the field" are hallmarks of anthropological ways of knowing, and their representation has played a foundational role in ethnographic writing both past and present. Yet reflexive and postmodernist explorations of these topics have triggered contentious debates over the nature of anthropology as a scientific or humanistic enterprise, and over its ethical, political and epistemological value. In this seminar, we will approach such questions through an exploration of the extremes of ethnographic fieldwork and writing. We will consider such topics as: the colonial history and politics of explorers and ethnographers; liminality and the place of extreme experience--such as cultural dislocation, violence, derangement, intoxication, sex, possession, and dreaming-in fieldwork and writing; field-notes as an ethnographic genre, and their relationship to "official" published ethnography; ethnographic surrealism and surrealist ethnography; the dimensions of sensory experience (visual, auditory, olfactory, etc.) in fieldwork and ethnography; collecting and the powers of "exotic" objects; inter-subjectivity and its implications; and experimentation with alternate ethnographic forms, such as autobiography, film, diary, and poetry.

79-380
9 units

Hostile Environments: The Politics of Pollution in Global Perspective
Monday/Wednesday, 12:30pm-1:50pm

N. Theriault

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