GLOBAL STUDIES (Div II)
Chair: Professor Ngonidzashe Munemo

Advisory Committee

- Magnús T. Bernhardsson, Brown Professor of History and Faculty Affiliate in Arabic Studies, Leadership Studies and Religion, Chair of Global Studies; affiliated with: History, Global Studies, Religion, Leadership Studies
- Farid Hafez, Class of 1955 Visiting Professor of International Studies

An informed engagement with the world is an indispensable part of the liberal education that is the goal of the Williams experience. The Global Studies Program enables students to achieve this goal through a cross-disciplinary and comparative curriculum. The program offers multiple tracks, on a region of the world or theme, around which students construct their global studies concentration.

Requirements
To complete the concentration, students must: take one introduction course from the Global Studies 101-110 series; take a comparative course; fulfill the requirements of a track; and complete a senior exercise in their track.

Global Studies 101-110 Series
All students wishing to pursue the concentration should take one introduction course from the Global Studies 101-110 series early in their careers. The topics and regions covered will vary and be selective, but all will be designed to place cultural, political, economic and technological issues in conversation with one another to illustrate the necessity of cross-disciplinary and comparative perspectives. On occasion, students may petition to substitute a course equivalent in scope to Global Studies 101 to meet this requirement.

TRACKS
After taking an introductory course from the Global Studies 101-110 series, students are asked to select a track that will structure their global studies curriculum. There are two types of track. The first focuses on a particular region of the world or a contact zone where multiple communities encounter one another. The second type is organized thematically and permits students to explore a cultural, political, economic or technological issue globally and comparatively. Each track is administered by faculty teaching in that track in consultation with the advisory committee. At present the program consists of the following tracks:

Area Tracks
- African Studies
- East Asian Studies
- Latin American Studies
- Middle Eastern Studies
- Russian and Eurasian Studies
- South and Southeast Asian Studies

Thematic Tracks
- Borders, Exile and Diaspora Studies
- Economic Development Studies
- Urbanizing World

To fulfill the requirements of a track, students must complete three approved courses from at least two disciplines and address their track in their senior exercise. Faculty in each track may set an additional requirement of a level of language competency for its concentrators. Students may petition to use courses completed on approved study away programs to fulfill elective requirements. Students may not count a course toward more than one requirement in the track.

Senior Exercise
All concentrators must complete a senior exercise. The senior exercise will be a substantial piece of writing (20-25 pages) that draws together concentrators’ disciplinary skills and their expertise in their track. It might be work done in the context of a senior capstone course in a relevant department or in the context of a shared seminar sponsored by the Global Studies program. Concentrators present their final senior exercise in class
Concentrators must also take a comparative course—that is, a course that might not cover material directly dealing with the track, but would enrich a student's engagement through comparative inquiry.

Honors

A candidate for honors in Global Studies must maintain at least a B+ average in the concentration and be admitted to candidacy by the program faculty. An honors candidate must complete their project in a semester (and Winter Study). An honors candidate will prepare a forty-page thesis or its equivalent while enrolled in the senior thesis course, 491 or 492 (and Winter Study). This course will be in addition to the courses required to fulfill the concentration.

A student wishing to become a candidate for honors in Global Studies should secure a faculty sponsor and inform the program chair in writing before spring registration of her/his junior year.

Study Away, Research, and Internships

Although not a requirement, study away, research, and/or relevant internships are an essential component of Global Studies. Where relevant to the curriculum plan of concentrators, the program Chair, in coordination with the Study Away Advisor and the Career Center, will advise students on opportunities in these areas.

FAQ

Students MUST contact department/program BEFORE assuming study away credit will be granted toward the major or concentration.

Can your department or program typically pre-approve courses for major/concentration credit?

Yes, in many cases, though students should be sure to contact the department.

What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?

Course title and description, and complete syllabus, including readings/assignments.

Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?

No, but students should not expect to get more than 3 study abroad courses counted towards the concentration.

Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?

No.

Are there specific major requirements that cannot be fulfilled while on study away?

Yes. Typically the Introduction to Global Studies and the senior exercise cannot be fulfilled abroad.

Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)

No.

Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn’t:

None to date.

Note: as course offerings change every year, students should feel free to check with the Program Chair to see if courses not listed below might count as electives.

AREA TRACKS

African Studies

AFR 200(F, S) LEC Introduction to Africana Studies

Taught by: VanNatta Ford

Catalog details

AFR 395 / ENVI 395 / GBST 395 / WGSS 395 SEM Black Reparations Within/Beyond Borders

Taught by: Keston Perry

Catalog details

ARTH 207 / AFR 207 TUT “Out of Africa”: Cinematic Portrayals of a Continent

Taught by: Michelle Apotsos

Catalog details

BIOL 134 / ENVI 134(F) LEC The Tropics: Biology and Social Issues

Taught by: Joan Edwards

Catalog details
DANC 201 / AFR 201 / MUS 220(F) STU African Dance and Percussion
  Taught by: Sandra Burton, Tendai Muparutsa
Catalog details

DANC 202 / AFR 206 / MUS 221(S) STU African Dance and Percussion
  Taught by: Sandra Burton, Tendai Muparutsa
Catalog details

ECON 204 / ENVI 234 / ECON 507 LEC Global Poverty and Economic Development
  Taught by: Pamela Jakiela
Catalog details

ENVI 231 / AFR 231 / STS 231(S) SEM Africa and the Anthropocene
  Taught by: Brittany Meché
Catalog details

HIST 104 / AFR 104 / GBST 104 SEM Race and a Global War: Africa during World War II
  Taught by: Benjamin Twagira
Catalog details

HIST 205 / AFR 203 LEC The Making of Modern Africa
  Taught by: Benjamin Twagira
Catalog details

HIST 305 / AFR 304 / GBST 305 SEM A History of Health and Healing in Africa
  Taught by: Benjamin Twagira
Catalog details

HIST 311 Women Warriors, Colonial Soldiers, and Slave Armies: Soldiering and Warfare in African History
  Taught by: TBA
Catalog details

MUS 120 / AFR 113(F) LEC Musics of Africa
  Taught by: Corinna Campbell
Catalog details

PSCI 245(S) SEM South African Politics
  Taught by: Michael MacDonald
Catalog details

PSCI 281 / GBST 281 LEC Contemporary African Politics
  Taught by: Elizabeth Iams Wellman
Catalog details

East Asian Studies

CHIN 223 / ANTH 223 SEM Ethnic Minorities in China: Past and Present
  Taught by: Li Yu
Catalog details

CHIN 275 / COMP 271 / THEA 271 / AAS 275 / ASIA 275(S) SEM Acting Out: Performativity, Production, and Politics in East Asian Theatres
  Taught by: Man He
Catalog details

COMP 255 / ASIA 253 SEM Love and Death in Modern Japanese Literature and Visual Culture
  Taught by: Christopher Bolton
Catalog details

COMP 266 / ASIA 266(S) SEM Confession and Deception in Japanese Literature
  Taught by: Christopher Bolton
Catalog details

HIST 213 / ASIA 213 LEC Modern China, 1600-Present
  Taught by: Anne Reinhardt
Catalog details

HIST 218 / ASIA 218 LEC From Crises to Cool: Modern Japan, 1850s-Present
  Taught by: Eiko Maruko Siniawer
Catalog details

HIST 313 / ASIA 313 SEM The People's Republic: China since 1949
  Taught by: Anne Reinhardt
Catalog details

HIST 319 / ASIA 319 / WGSS 319(F) SEM Gender and the Family in Chinese History
  Taught by: Anne Reinhardt
Catalog details

HIST 416 / ASIA 416 SEM The Many Lives of Tokyo
  Taught by: Eiko Maruko Siniawer
Catalog details

JAPN 220 / ASIA 220 LEC Being Korean in Japan
  Taught by: Eun Young Seong
Catalog details

Catalog details
PSCI 247 / ASIA 249(S) LEC Political Power in Contemporary China
Taught by: George Crane
Catalog details
PSCI 345 / ASIA 345(F) SEM The Meaning of Life and Politics in Ancient Chinese Thought
Taught by: George Crane
Catalog details
PSCI 354 / HIST 318 / ASIA 354 LEC Nationalism in East Asia
Taught by: George Crane
Catalog details
REL 250 / ASIA 250 LEC Scholars, Saints and Immortals: Virtue Ethics in East Asia
Taught by: Jason Josephson Storm
Catalog details

Latin American Studies
HIST 346 / AFR 346 LEC Modern Brazil
Taught by: Roger Kittleson
Catalog details
HIST 347 SEM Democracy and Dictatorship in Latin America
Taught by: Roger Kittleson
Catalog details
MUS 125 / DANC 125 SEM Music and Social Dance in Latin America
Taught by: Corinna Campbell
Catalog details
PSCI 253 LEC The Tragedy of Venezuela
Taught by: James Mahon
Catalog details
PSCI 266 LEC The United States and Latin America
Taught by: James Mahon
Catalog details
PSCI 349(S) TUT Cuba and the United States
Taught by: James Mahon
Catalog details
PSCI 351 / GBST 351 LEC The New Left and Neoliberalism in Latin America
Taught by: James Mahon
Catalog details
PSCI 352 / GBST 352 LEC Politics in Mexico
Taught by: James Mahon
Catalog details
RLSP 203 LEC From Modernismo to El Boom de la Novela
Taught by: Gene Bell-Villada
Catalog details
RLSP 206(S) LEC Latin-American Civilizations
Taught by: Gene Bell-Villada
Catalog details
RLSP 230 SEM Mexican Literature and Cultural Production
Taught by: Carlos Macías Prieto
Catalog details
RLSP 231 SEM Indigenous Writers of Colonial Mexico and Peru
Taught by: Carlos Macías Prieto
Catalog details
RLSP 259 LEC Violent States, Violent Subjects: Nation-Building and War in 19th Century Latin America
Taught by: TBA
Catalog details
RLSP 308 SEM Survey of Colonial Latin American Literature from 1492 to the Early 19th Century
Taught by: Carlos Macías Prieto
Catalog details
RLSP 319(F) SEM Dictatorship and the Latin-American Novel
Taught by: Gene Bell-Villada
Catalog details
RLSP 342 SEM Reading Sor Juana: "única poetisa americana, musa décima."
Taught by: Carlos Macías Prieto
Catalog details
WGSS 337 / ANTH 337 SEM Race, Sex & Gender in Brazil
Taught by: Gregory Mitchell
Catalog details
Middle Eastern Studies

**ARAB 331 / COMP 332 SEM Popular Culture in the Arab World: Youth, Populism, and Politics**
Taught by: TBA  
Catalog details

**HIST 207 / GBST 102 / ARAB 207 / LEAD 207 / JWST 217 / REL 239(F) LEC The Modern Middle East**
Taught by: Magnús Bernhardsson  
Catalog details

**PSCI 227 / LEAD 227 LEC International Relations of the Middle East**
Taught by: Galen E Jackson  
Catalog details

**PSCI 268 SEM Israeli Politics**
Taught by: Michael MacDonald  
Catalog details

Russian and Eurasian Studies

**RUSS 203 / COMP 203(F) SEM Nineteenth-Century Russian Literature in Translation**
Taught by: Peter Orte  
Catalog details

**RUSS 204 / COMP 204 / GBST 204 SEM To See the Past: Russian and Soviet Cinema on History**
Taught by: Olga Kim  
Catalog details

**RUSS 306 / COMP 306(S) SEM Tolstoy and the Meaning of Life**
Taught by: Julie Cassiday  
Catalog details

**SOC 348 / GBST 348 / RUSS 348(S) TUT Altering States: Post-Soviet Paradoxes of Identity and Difference**
Taught by: Olga Shevchenko  
Catalog details

South and Southeast Asia Studies

**ANTH 249 / REL 149 / ASIA 242 LEC The Sacred in South Asia**
Taught by: Joel Lee  
Catalog details

**ARTH 105 / ASIA 105(S) LEC Arts of South Asia**
Taught by: Murad Mumtaz  
Catalog details

**COMP 243 LEC Performance Practices of India**
Taught by: TBA  
Catalog details

**ECON 240 / ASIA 241 TUT Colonialism and Underdevelopment in South Asia**
Taught by: Anand Swamy  
Catalog details

**ECON 470 SEM The Indian Economy: Development and Social Justice**
Taught by: Anand Swamy  
Catalog details

**GBST 357 LEC Democratization in South Asia**
Taught by: Natasha Murtaza  
Catalog details

**HIST 117 / ASIA 117 / GBST 117(F) SEM Bombay/Mumbai: Making of a Modern Metropolis**
Taught by: Aparna Kapadia  
Catalog details

**HIST 221 / ASIA 221 / GBST 221(S) LEC South Asia: Colonialism to Independence, 1750-1947 CE**
Taught by: Aparna Kapadia  
Catalog details

**HIST 388(F) SEM Decolonization and the Cold War**
Taught by: Jessica Chapman  
Catalog details

**HIST 391 / ASIA 391 / GBST 391 SEM When India was the World: Trade, Travel and History in the Indian Ocean**
Taught by: Aparna Kapadia  
Catalog details

**PSCI 255(S) LEC Comparative Politics of South Asia**
Taught by: Natasha Murtaza  
Catalog details
THEMATIC TRACKS

Borders, Exile and Diaspora Studies

AFR 132 / AMST 132 / PSCI 171 SEM Contemporary Africana Social and Political Philosophy
  Taught by: Neil Roberts
  Catalog details
AFR 317 / AMST 317 / DANC 317 / ENGL 317 / THEA 317 / COMP 319(F) SEM Black Migrations: African American Performance at Home and Abroad
  Taught by: Rashida Braggs
  Catalog details
AFR 323 / ARTH 223 / COMP 322 / AMST 323 / ENGL 356 SEM Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora
  Taught by: Rashida Braggs
  Catalog details
COMP 242 / AMST 242 / GBST 242 / ENGL 250 SEM Americans Abroad
  Taught by: Soledad Fox
  Catalog details
COMP 369 / HIST 306 / ARAB 369 / GBST 369 SEM Indigenous Narratives: From the Fourth World to the Global South
  Taught by: Amal Eqeiq
  Catalog details
GERM 201 SEM "Oida!" Living Language in Vienna
  Taught by: Gail Newman
  Catalog details
HIST 361 / AMST 360(S) SEM The Atlantic World: Connections, Crossings, and Confluences
  Taught by: Christine DeLucia
  Catalog details
JAPN 220 / ASIA 220 LEC Being Korean in Japan
  Taught by: Eun Young Seong
  Catalog details
LATS 409 / WGSS 409 / AMST 411 SEM Transnationalism and Difference: Comparative Perspectives
  Taught by: Maria Elena Cepeda
  Catalog details
PSCI 225 / LEAD 225(S) LEC International Security
  Taught by: Galen E Jackson
  Catalog details
PSCI 334(F) SEM Theorizing Global Justice
  Taught by: Nimu Njoya
  Catalog details
PSCI 382 SEM The Politics of Migration: Citizen, Immigrant, Alien, Refugee
  Taught by: Elizabeth Iams Wellman
  Catalog details
RLFR 229 LEC Black Outside the U.S.
  Taught by: TBA
  Catalog details
THEA 284 SEM Global Digital Performance
  Taught by: Shanti Pillai
  Catalog details

Economic Development Studies
AMST 202 / AFR 209 SEM Introduction to Racial Capitalism
Taught by: TBA
Catalog details
ECON 204 / ENVI 234 / ECON 507 LEC Global Poverty and Economic Development
Taught by: Pamela Jakiela
Catalog details
ECON 215 / GBST 315(F) LEC Globalization
Taught by: Will Olney
Catalog details
ECON 216(S) TUT Global Crises and Socio-Economic Policies
Taught by: Michael Samson
Catalog details
ECON 218 / GBST 218(F) SEM Capital and Coercion
Taught by: Ashok Rai
Catalog details
ECON 348 / ECON 548 LEC Human Capital and Development
Taught by: Owen Ozier
Catalog details
ECON 360(F) LEC Monetary Economics
Taught by: Kenneth Kuttner
Catalog details
ECON 362 LEC Global Competitive Strategies
Taught by: Michael Fortunato
Catalog details
ECON 376 LEC The Economics of Global Inequality
Taught by: Quamrul Ashraf
Catalog details
ECON 378 LEC Long-Run Comparative Development
Taught by: Quamrul Ashraf
Catalog details
ECON 470 SEM The Indian Economy: Development and Social Justice
Taught by: Anand Swamy
Catalog details
ECON 501(F) SEM Economic Growth and Development
Taught by: Quamrul Ashraf
Catalog details
ECON 504(F) SEM Public Economics in Developing Countries
Taught by: Jon Bakija
Catalog details
ECON 505(F) LEC Developing Country Macroeconomics I: Theory
Taught by: Peter Montiel
Catalog details
ECON 510 / ECON 352(S) LEC Financial Development and Regulation
Taught by: Burak Uras
Catalog details
ECON 515 / ECON 359(S) SEM Developing Country Macroeconomics II: Institutions and Policy Regimes
Taught by: Kenneth Kuttner
Catalog details
ECON 516 / ECON 366(S) SEM International Trade and Development
Taught by: Will Olney
Catalog details
ENVI 206 SEM Global Environmental Politics
Taught by: April Merleaux
Catalog details
ENVI 231 / AFR 231 / STS 231(S) SEM Africa and the Anthropocene
Taught by: Brittany Meché
Catalog details
ENVI 249 SEM Food, Agriculture, and Globalization
Taught by: April Merleaux
Catalog details
ENVI 250 / STS 250 SEM Environmental Justice
Taught by: Laura Martin
Catalog details
PSCI 229 LEC Global Political Economy
Taught by: Darel Paul
Catalog details
In spite of predictions that religion would wither away in the face of modernization, even casual observation indicates that it remains a powerful force in contemporary political life. Our goal is to obtain an enhanced understanding and appreciation of the salience of religion in public life. The course will be divided into three parts. The first part focuses on different theoretical approaches to making sense of the relation between religion, politics, and society, discussing especially the concept of the ‘secular’ in Western thought and decolonial critique thereof. The second part will take a global perspective on the relation between religion and politics. We will discuss cases of Buddhism, Christianity (Catholicism and Protestantism), Confucianism, Hinduism, Islam (Sunni and Shi’a), and Judaism. The third part focuses on religion in the USA. Here, we will discuss the role of religion in American political culture, the relation of religion to the state, the relevance of religious interests and their political mobilization, religious minorities in the United States, and many other aspects of religion in the US society. Although the study of religion and politics raises a host of deep philosophical questions, the principal aim of the course is to understand how religion affects politics (and vice versa), rather than to explore the normative dimensions of questions raised by the interaction of these two forces.

Requirements/Evaluation: Class participation and three papers, in these proportions: 10% attendance; 20% participation; 20% first paper (7 pages); 30% second paper (8-10 pages); and 20% third paper (7 pages). No final exam.

Prerequisites: none

Enrollment Limit: 35

Enrollment Preferences: Global Studies concentrators and intended concentrators; Religion majors and intended majors

Expected Class Size: 25

Grading: no pass/fail option, yes fifth course option

Unit Notes: Core course for GBST

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 181(D2) GBST 101(D2) REL 126(D2)

Difference, Power, and Equity Notes: An engagement with religious difference in the world, with a spotlight on how religion and politics–that is, power–interact globally and in the USA.

Not offered current academic year
GbSt 102 (F) The Modern Middle East (Dpe)

Cross-listings: Hist 207 Lead 207 Arab 207 Gbst 102 Jwst 217 Rel 239

Secondary Cross-listing

This survey course addresses the main economic, religious, political and cultural trends in the modern Middle East. Topics to be covered include the cultural diversity of the Middle East, relations with Great Powers, the impact of imperialism, the challenge of modernity, the creation of nation states and nationalist ideologies, the discovery of oil, radical religious groups, and war and peace. Throughout the course these significant changes will be evaluated in light of their impact on the lives of a variety of individuals in the region and especially how they have grappled differently with increasing Western political and economic domination.

Requirements/Evaluation: participation, online responses, quizzes, midterm, and final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: History & Arabic majors, and Jewish studies concentrators; completion of course admission survey if overenrolled

Expected Class Size: 30-40

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (Dpe)

This course is cross-listed and the prefixes carry the following divisional credit:

Hist 207(D2) Lead 207(D2) Arab 207(D2) Gbst 102(D2) Jwst 217(D2) Rel 239(D2)

Difference, Power, and Equity Notes: This course introduces students to the incredible diversity of the Middle East. It will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

Attributes: Gbst Middle Eastern Studies Electives Hist Group E Electives - Middle East Jwst Elective Courses Lead Facets or Domains of Leadership

Fall 2023

Lec Section: 01  Mw 11:00 am - 12:15 pm  Magnus T. Bernhardsson

GbSt 103 (S) America and the World

Cross-listings: Psci 161 Lead 165 Gbst 103

Secondary Cross-listing

This course will help students understand the US role in the world. US wealth and military power force its leaders to make choices that no other leaders in the world confront. Students will learn to evaluate the decisions that US leaders have made on a wide range of difficult foreign policy issues, including: rising Chinese power; Russian moves in Ukraine; nuclear proliferation to Iran; terrorist threats; humanitarian disasters in Syria and Libya; and long-term challenges like climate change. We will not only describe American involvement in various international issues but also seek to understand the reasons why the US perhaps should or should not be involved, and we will see why such careful reasoning only sometimes gains traction in actual US foreign policy debates. Finally, we will assess whether US foreign policy decisions are coherent - that is, whether the US can be said to follow a "grand strategy." By the end of the course, students will develop their ability to think about foreign policy issues, improving their ability to participate in public life as engaged citizens.

Class Format: discussion

Requirements/Evaluation: short papers, class participation, and final exercise

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: first-years and sophomores

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option
GBST 104  (S)  Race and a Global War: Africa during World War II  (DPE)  (WS)

Cross-listings: GBST 104  AFR 104  HIST 104

Secondary Cross-listing
This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during this global conflict. In fact, many Africans remember the Italian invasion of Ethiopia in 1935 as the start of the war. African servicemen fought alongside the Allied and Axis forces on major warfronts in Europe, Africa and Asia. African communities and individuals also established war charity campaigns to collect funds, which they sent to war ravaged societies in Europe. Indeed, African economies, despite their colonial statuses, kept European imperial nations afloat in their most hour of need. At the same time, African colonial subjects faced severe food shortages, the loss of working-age men to labor and military recruiters, and dramatically increased taxes. We will examine the impact of these and other wartime pressures on different African communities. How did African societies meet such challenges and how did they view the war? In this course we will examine the roles that women played during the war, and the various other ways that African communities met wartime demands. Other topics we will explore include the role of African women; colonial propaganda; political protest against the war; race and racial thought in the wartime era; war crimes; African American support for the liberation of Ethiopia; and the war's impact on decolonization across the continent. We will further study how Africans and outsiders have differently conceptualized the continent's role in the war by analyzing a variety of sources, including scholarly writings, archival materials, films, former soldiers' biographies, and propaganda posters.

Requirements/Evaluation: active participation in discussion, map quiz, 2 reading responses, and 3 essays (of about 5 pages)

Prerequisites: first-year or sophomore standing; juniors or seniors with permission of instructor

Enrollment Limit: 19

Enrollment Preferences: first-year students and then sophomores who have not previously taken a 100-level seminar

Expected Class Size: 19

Grading: no pass/fail option, no fifth course option

Distributions:  (D2)  (DPE)  (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 104(D2)  AFR 104(D2)  HIST 104(D2)

Writing Skills Notes: Students will write two 3-5-page essays each written in two drafts with instructor comments. They will also write an 8-12-page research paper with required submission of a proposed topic, an annotated bibliography, an outline, and a draft before the final paper itself. Students will receive from the instructor timely comments on their writing skills, with suggestions for improvement.

Difference, Power, and Equity Notes: This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions despite various and complex inequities.

Attributes:  AFR Core Electives  GBST African Studies Electives  HIST Group A Electives - Africa

Not offered current academic year

GBST 105  (F)  Islamophobia: A Global Perspective  (DPE)

Cross-listings: PSCI 173  REL 107  GBST 105

Primary Cross-listing
This course's goal is to show how the racialization of Islam and Muslims has been constitutive to the latter's imagination. It looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. The course goes back to the founding moments of an imagined white-Christian Europe and how the racialization of Muslim bodies was central to this project and how anti-Muslim racism continues to be relevant in our world today.
The course will give a global perspective on Islamophobia and how it is structuring and used by political actors in various territories. The course will show how Muslims were constructed as subjects in history, politics, and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. The course is based on the literature of multidisciplinary studies by leading scholars in the field, drawing from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology. This course's goal is to show how the racialization of Islam and Muslims has been constitutive to the latter's imagination. It looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. The course goes back to the founding moments of an imagined white-Christian Europe and how the racialization of Muslim bodies was central to this project and how anti-Muslim racism continues to be relevant in our world today. The course will give a global perspective on Islamophobia and how it is structuring and used by political actors in various territories. The course will show how Muslims were constructed as subjects in history, politics, and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. The course is based on the literature of multidisciplinary studies by leading scholars in the field, drawing from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.

Requirements/Evaluation: Class participation and two papers, in these proportions: 10% attendance; 20% participation; 35% first paper (7 pages); 35% second paper (7 pages). No final exam.

Prerequisites: no

Enrollment Limit: 35

Enrollment Preferences: freshmen and concentrations

Expected Class Size: 30

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 173(D2) REL 107(D2) GBST 105(D2)

Difference, Power, and Equity Notes: The course critically examines difference, power, and equity. Thematically, it looks at the racialization of Islam and the intersection of race, religion, class, and gender in the construction of the 'Muslim problem' from a historical as well as a global contemporary perspective. On one side, the course content explores forms of difference and power. On the other side, the course attempts to help students to engage in alternative forms of action to address these inequalities.

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Fall 2023

LEC Section: 01 M 7:00 pm - 9:40 pm Farid Hafez

GBST 116 (F)(S) The Art of Playing: An Introduction to Theatre and Performance

Cross-listings: GBST 116 THEA 101 COMP 151 THEA 101 GBST 116 COMP 151

Secondary Cross-listing

This is an introduction to the global art and practice of making theatre. Students will learn about the history, aesthetics, and approaches to the performer's labor associated with select performance forms from around the world. Emphasis will be on the analysis of embodied practices and the relationship between the stage and everyday life. Through readings, audiovisual materials, performance exercises, and discussions we will engage with theatre as a constantly evolving art form, sharpening our analytical skills through theoretical approaches from performance studies. Central to our exploration will be excavating the Eurocentric assumptions that conventionally shape the practice and study of theater in the United States. We will seek ways to decolonize our perspectives and ask critical questions about performance's potential to enact strategies of anti-racism and anti-imperialism. This course, open to all students, is a gateway to the major in Theatre, and is a prerequisite for THEA 201, THEA 204, THEA 301, and THEA 401.

Requirements/Evaluation: two 5-page critical essays, journal reflections, studio exercises, and active participation in all activities

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: prospective Theatre majors or Theatre majors or Comparative Literature majors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option
GBST 117 (F) Bombay/Mumbai: Making of a Modern Metropolis  (WS)

Cross-listings: ASIA 117 HIST 117 GBST 117

Secondary Cross-listing
Bombay or Mumbai is India's foremost urban center and is well known today as a truly global city. It is the heart of India's commercial life comparable in vibrancy and multiculturalism with the world's emerging cities like Shanghai, Hong Kong and Sao Paulo. What are the historical elements that contributed to the making of India's most modern and global metropolis? What are the antecedents of the modernity, the vibrant culture, dark underbelly and economic diversity that characterize Bombay today? What does the history of Bombay tell us about modernity in India and the emerging countries of the third world in general? This seminar will help students to answer these questions through historical materials on Bombay as well a wide range of multimedia sources including cinema, photography and literature. With a focus on the 19th and 20th centuries, we will explore themes like the commercial culture of a colonial port city, the modern public sphere, theatre and film, labor migration, public health and prostitution to understand what went into the making of this modern metropolis. The primary objective of this course is to introduce students to a wide range of historical sources and ways of interpreting them. The other objective is facilitating their understanding of the history of colonial and modern India through the history of its most important city.

Requirements/Evaluation: assessment will be based on class participation and weekly written responses to readings (2 pages), 2-3 short papers (4-5 pages), leading to an oral presentation and final paper (10-12 pages). All writing assignments are structured to build up the final paper.

Prerequisites: First years and sophomores only

Enrollment Limit: 19

Enrollment Preferences: first-years, and then sophomores who have not previously taken a 100-level seminar.

Expected Class Size: 12-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ASIA 117(D2) HIST 117(D2) GBST 117(D2)

Writing Skills Notes: Weekly reading response (2 pages), several short papers leading to a final research paper. Peer reviews and instructor feedback of all written work to improve writing skills and opportunities to write several drafts.

Attributes: GBST South + Southeast Asia Studies Electives GBST Urbanizing World Electives HIST Group B Electives - Asia

Fall 2023
SEM Section: 01 MWF 11:00 am - 12:15 pm Aparna Kapadia

GBST 133 (S) Plantation and the Plot: the Poetics of Caribbean Economic Thought and Struggle

Cross-listings: GBST 133 AFR 133 ECON 133 COMP 133

Secondary Cross-listing
This introductory course to Caribbean Economic Thought contextualizes the poetics of economic ideas, struggle and knowledge alongside popular literary works connected to contemporary challenges of Caribbean Economic Development. Using the 'plantation' and the 'plot' as sites of continuing exploitation and struggle, this course delves into Caribbean postcolonial development thinking. We will explore the present-day relevance of these
sites to racial justice and environmental crises and their historical roots in colonial surplus extraction. By examining literary and economic writings of Caribbeanists and Caribbean connected contributors side by side, we seek to uncover these links to how the Caribbean economy, its seascape and society are framed, conceptualized and traversed as transplanted spaces, economic zones, and extractive geographies today. Unorthodox perspectives on economic and social thought that emerged to explain the region's integral role in merchant and industrial capitalism, New World social formations and contemporary globalization will also be discussed. We will closely analyze critical texts of contributors to the New World Group that centers the Caribbean within global economic transformations. Some events this course covers are indigenous genocide, labor regimes, agrarian change, structural adjustment, economic and ecological crises, postcolonial debt, technology, current fragmentation of global neoliberalism. These events will help shape an appreciation for the material and socio-cultural understandings of economic phenomena starting from the plantation to the plot within cultural and literary works in pluralistic, productive, and powerful ways.

Requirements/Evaluation: Oral or poster presentation analyzing a literary and Caribbean economist's work side-by-side (15 minutes or full-length multi-page poster); critical analysis of a Caribbean economic sector or major regional report--choice made after discussion with instructor (10 pages); final project: review of a specific Caribbean community defined by group, geography or economic status drawing upon class, race, gendered axes of analysis (15 pages); participation (creative presentation of a reading drawing upon Caribbean cultural traditions that raise questions for class discussion)

Prerequisites: None
Enrollment Limit: 10
Enrollment Preferences: Preference also for 1st and 2nd year students. If over-enrolled preference to AFR and Political Economy students.
Expected Class Size: 10
Grading: no pass/fail option, no fifth course option
Distributions: (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
GBST 133(D2) AFR 133(D2) ECON 133(D2) COMP 133(D1)
Attributes: AFR Core Electives

Not offered current academic year

GBST 151 (F) Global Questions, Global Frameworks (DPE)
In this foundational course in the Global Scholars Program, students will be introduced to an interdisciplinary approach to exploring critical global issues. Students will engage with new frameworks and concepts to consider global processes and examine the complexities of the changing and increasingly interconnected world. The first part of the course will explore critical topics in Global Studies and grapple with influential theories on global trends and experiences. The second part will be focused on a particular country and city and how some of the major global trends impact the reality of life in that area. One purpose of this module is to prepare students for their Winter Study trip to that region and engage in research related to their academic interests. Only students admitted to the Global Scholars Program will be able to register for this course.

Class Format: Discussion-based class
Requirements/Evaluation: Participation in class discussions, reading course materials, engaging with our speakers, two 5pp. papers and a final project.
Prerequisites: None
Enrollment Limit: 12
Enrollment Preferences: Global Scholars Program Fellows
Expected Class Size: 12
Grading: no pass/fail option, no fifth course option
Distributions: (D2) (DPE)
Difference, Power, and Equity Notes: Taking an interdisciplinary approach to exploring critical global issues, students will grapple with difference, power and equity in a global context particularly by being introduced to some of the leading theories of global experiences as well as how these issue impact particular communities around the world. One purpose of this course is to enable students to become better equipped to conduct research on pressing issues around the world and to be more responsible global citizens.

Fall 2023
SEM Section: 01 MR 2:35 pm - 3:50 pm Brahim El Guabli
GBST 162  (S) Languages of East Asia  

Cross-listings: GBST 162 ANTH 162 CHIN 162 ASIA 162

Secondary Cross-listing

A survey of the Chinese, Japanese, and Korean languages in their linguistic and cultural context. Working with various types of multimedia including audio, video, animation, and texts, we'll take up the phonetics, phonology, morphology, syntax, and lexicon of these three major East Asian languages, including also their history and writing systems as well as how they function in the societies where they are spoken. Though the emphasis of the course is on linguistic description and analysis, there will also be an applied component, as part of which we'll learn several dozen common expressions in each language. Some of the questions to be discussed are: What are the similarities and differences among these three languages? How are and how aren't they related? How did the modern standard form of each develop and what is its relationship to any non-standard languages or dialects? How do these three languages reflect sociolinguistic phenomena such as gender, class, and politeness? How do the writing systems of these languages function and what is the role of Chinese characters in them? What has been the influence of Classical Chinese on Modern Chinese, Japanese, and Korean? How have these languages changed due to influence from English and other languages? How are they used in Asian American speech communities? And what are the prospects for their future development, including the influence of computers and digital communications? While this course is not intended as a comprehensive introduction to linguistics, it does introduce many basic terms and concepts from that discipline.

Class Format: combination of lecture, discussion, and language practice

Requirements/Evaluation: three quizzes, two 2- to 3-page papers, an oral presentation, and an 8- to 10-page term paper

Prerequisites: none (lectures, class discussions, and readings in English; no prior background in linguistics or any Asian language required)

Enrollment Limit: 20

Enrollment Preferences: open to all with preference to first-year students and sophomores as well as majors/concentrators in CHIN, JAPN, EALC, ANTH, ASIA and GBST

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 162(D2) ANTH 162(D2) CHIN 162(D1) ASIA 162(D1)

Attributes: Linguistics

Spring 2024

SEM Section: 01    MW 8:25 pm - 9:40 pm    Cornelius C. Kubler

---

GBST 203  (F) Colonial Rule and Its Aftermaths in Africa  (DPE)

Cross-listings: HIST 204 GBST 203 AFR 227

Secondary Cross-listing

This course focuses on the history of Africa during the colonial and post-colonial periods, especially focusing on the period between 1885 and 2000. The first part of the course will explore the imposition of colonial rule and its attendant impacts on African societies. During this section, we will especially examine how Africans responded to colonialism, including the various resistance movements that arose at different moments to contest colonial rule. We will also explore the various transformations wrought by colonialism. The second part of the course will explore the African struggle to decolonize their societies and to fashion viable political systems. In addition to historical texts, the course will make use of cultural materials such as novels and films.

Class Format: Mixed format of lecture and discussion seminar

Requirements/Evaluation: active participation in discussion, map quiz, response papers, midterm and final exams, and case study paper (7-10 pages)

Prerequisites: None

Enrollment Limit: 30

Enrollment Preferences: if course is over-enrolled, preference to history majors and students with a demonstrated interest in African studies
**Expected Class Size:** 30

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 204(D2) GBST 203(D2) AFR 227(D2)

**Difference, Power, and Equity Notes:** This course will introduce students to how Africans contended with the forces of colonialism and its aftermaths. It will examine how different African societies as well as social groups on the continent were affected by and responded to colonial rule. All of the readings, discussions, and assignments will ask students to contend with the issues of how to write African lives into the history of colonialism.

**Attributes:** HIST Group A Electives - Africa

Not offered current academic year

---

**GBST 204 (S) To See the Past: Russian and Soviet Cinema on History**

**Cross-listings:** GBST 204 COMP 204 RUSS 204

**Secondary Cross-listing**

This course surveys Soviet and Russian cultural history of the 20th- and 21-centuries through the history of the cinematic medium. We will watch and analyze key films of this period--films by Eisenstein, Vertov, Tarkovsky, Muratova, Balabanov, Zviagintsev, and Fedorchenko among others--from a double perspective. On the one hand, we will study the cultural and historical contexts of the Soviet Union and Russia; on the other hand, we will learn the formal and stylistic aspects of the cinematic medium as it developed historically (from silent, to sound, to color, to digital etc.). From this double perspective, we will try to answer a larger question that underlies this course: What kind of historical thinking can we learn through cinema as a medium? In other words, we will take cinema neither simply as a direct reflection of state ideology nor as pure aesthetic form or entertainment for the masses. Rather, we will approach the films of this period as audio-visual texts that are rich in historical content and require our informed and attentive interpretation.

**Requirements/Evaluation:** For each class you'll watch 1 or 2 film(s) and read typically 1 article under 20 pages. You will submit short viewing response before each class. Additionally, there will be short viewing or creative assignments to familiarize students with formal aspects of film. Evaluation will be based on participation, one presentation, short sequence analysis, and final paper or video essay

**Prerequisites:** none, open to all students

**Enrollment Limit:** 15

**Enrollment Preferences:** declared or prospective Russian or Comparative Literature majors, Russian Certificate seekers, Global Studies concentrators

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 204(D2) COMP 204(D1) RUSS 204(D1)

**Attributes:** GBST Russian + Eurasian Studies Electives

Not offered current academic year

---

**GBST 208 (F) The U.S. and Afghanistan: A Post-Mortem** (DPE)

**Cross-listings:** PSCI 220 ASIA 208 GBST 208 ANTH 208

**Secondary Cross-listing**

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a
consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

Requirements/Evaluation: grading will be determined by class participation, two short (500 word) essays, and a 15-page research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

Expected Class Size: 15-20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 220(D2) ASIA 208(D2) GBST 208(D2) ANTH 208(D2)

Difference, Power, and Equity Notes: Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Fall 2023

SEM Section: 01 MWF 10:00 am - 10:50 am David B. Edwards

GBST 212 (F) Foundations of China

Cross-listings: REL 218 GBST 212 CHIN 214 ANTH 212 ASIA 211 HIST 214

Secondary Cross-listing

This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

Requirements/Evaluation: short writing assignments (approximately 750-1000 words each), quizzes, a mid-term, and a final exam

Prerequisites: none

Enrollment Limit: 40

Enrollment Preferences: Chinese majors, History majors, Religion majors, and Anthropology majors

Expected Class Size: 25

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

REL 218(D2) GBST 212(D2) CHIN 214(D1) ANTH 212(D2) ASIA 211(D1) HIST 214(D2)

Attributes: HIST Group B Electives - Asia HIST Group P Electives - Premodern

Not offered current academic year

GBST 214 (F) Asian/American Identities in Motion (DPE)

Cross-listings: THEA 216 DANC 216 ASIA 216 AAS 216 GBST 214 AMST 213

Secondary Cross-listing

The course aims to explore dance and movement-based performances as mediums through which identities in Asian and Asian-American (including
South-Asian communities are cultivated, expressed, and contested. Students will engage with how social and historical contexts influence the processes through which dance practices are invested with particular sets of meanings, and how artists use performance to reinforce or resist stereotypical representations. Core readings will be drawn from Dance, Performance, Asian, and Asian American Studies to engage with issues such as nation formation, racial and ethnic identity politics, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

Requirements/Evaluation: reading responses, in-class writing assignments, participation in discussions and presentations, essays, and a final cumulative essay assignment.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: first years and sophomores

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

THEA 216(D1) DANC 216(D1) ASIA 216(D1) AAS 216(D2) GBST 214(D2) AMST 213(D2)

Difference, Power, and Equity Notes: This course introduces students to the role of performance in nation formation in Asia and the history of Asian-Americans in the US through analysis of dance practices. Student will explore how race was central to the formation of Asian and the American nation, and how social and legal discriminatory practices against minorities influenced popular culture. The assigned material provide examples of how artists address these inequalities and differences in social power.

Attributes: AAS Core Electives AAS Gateway Courses

Fall 2023

SEM Section: 01  WF 11:00 am - 12:15 pm  Munjulika R. Tarah

GBST 217  (F) Viral Inequality: Power and Difference in Pandemics  (DPE)

Cross-listings: STS 215 GBST 217

Secondary Cross-listing

From contested data to controversial containment strategies, the shape and course of pandemics are influenced at every level by the question: Who matters? Whose lives are prioritized and protected? Whose expertise is made actionable, and why? Focusing on the uneven distribution of risk and care during pandemics, this course explores how global health emergencies are not states of exception, but rather events that lay bare the priorities and interests of their host societies. Our investigation into pandemics--including Black Death, cholera, "Spanish" flu, HIV/AIDS, Ebola and novel coronaviruses--will provide a critical entry point into understanding the social, political, and economic processes that shape health interventions and outcomes, and their divergences along lines of social difference. We will ground our discussion and analysis using key concepts in Science & Technology Studies, while drawing from critical medical anthropology, disability studies, theories of capitalism and disaster studies to enrich our conversation.

Class Format: Online seminar

Requirements/Evaluation: Several short essays and reflection papers

Prerequisites: None, open to all students

Enrollment Limit: 12

Enrollment Preferences: If overenrolled, preference will be given to first-years and sophomores

Expected Class Size: 12

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

STS 215(D2) GBST 217(D2)

Difference, Power, and Equity Notes: This course takes an intersectional approach to understanding how global pandemics unfold. It will emphasize
how power dynamics and social differences shape responses to, and outcomes of, health emergencies. Readings in social and critical race theory are designed to give students a deeper appreciation of these issues.

Attributes: PHLH Social Determinants of Health

Not offered current academic year

GBST 218  (F) Capital and Coercion  (DPE)

Cross-listings: GBST 218 ECON 218

Secondary Cross-listing

Capital, tradable ownership shares in long-lived corporations, invented in the 17th century, has connected people of different races, religions, and geographies. There are huge profits from such economic interactions, but also risks: of being cheated, deceived, or coerced. This course uses insights from the economics of incentives (principal-agent models, contracts, mechanism design) to investigate the interplay between capital, coercion, and resistance. The role of prejudice will be central, as will the rise of middlemen as enforcers of coercion. Case studies span the 17th century to the 20th and include: the spice trade and conflict in the Indian Ocean, capital markets and fraud in Amsterdam and London, the Atlantic trade in enslaved people, the Dutch “cultivation system” in Java, the slow end of slavery in Brazil, and colonial control and independence in Kenya. Required readings for this class will include primary historical sources, and even excerpts from autobiographical novels!

Requirements/Evaluation: Students will be evaluated based on weekly reading responses, class participation, a midterm and a final.

Prerequisites: Econ 110

Enrollment Limit: 15

Enrollment Preferences: If overenrolled, students will be asked to submit a short statement of interest.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 218(D2) ECON 218(D2)

Difference, Power, and Equity Notes: This course analyzes the evolution of economic inequity. It analyzes how global market opportunities have been shaped by race, religion, wealth, and power.

Attributes: GBST Economic Development Studies Electives POEC Depth

Fall 2023

SEM Section: 01    TF 1:10 pm - 2:25 pm     Ashok S. Rai

GBST 219  (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia  (DPE) (WS)

Cross-listings: RUSS 217 GBST 219 ANTH 217

Secondary Cross-listing

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigenesities.

Requirements/Evaluation: 10 posts to the course Glow discussion page, 3 times leading class discussion on the assigned readings, 1 short presentation, 1 extended portfolio project with regular shorter and longer writing submissions, and 1 final paper and final presentation (as the final part of the portfolio).

Prerequisites: None
Enrollment Limit: 16

Enrollment Preferences: Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

Expected Class Size: 12-15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

RUSS 217(D1) GBST 219(D2) ANTH 217(D2)

Writing Skills Notes: This course has the following assignments: Weekly post to the Glow discussion page, 1 short presentation, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have instructor feedback for all project assignments. In instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed. There will also be peer feedback/review.

Difference, Power, and Equity Notes: In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2024

SEM Section: 01    TF 2:35 pm - 3:50 pm     Kamal A. Kariem

GBST 221  (S) South Asia: Colonialism to Independence, 1750-1947 CE

Cross-listings: GBST 221 ASIA 221 HIST 221

Secondary Cross-listing

This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from c. 1750 to 1947. This period spans the decline of the Mughal Empire through British colonial rule, South Asians’ struggle for independence, and the Partition of India. We will explore a range of themes including the rise of colonialism, nationalism, religion, caste, gender relations, and the emergence of modern social and political institutions on the subcontinent. In addition to reading key texts and historical primary sources on the specific themes, we will also work with a variety of multimedia sources including films, short stories and podcasts. One objective of this course is to introduce students to the different political and social processes that led to the creation of India and Pakistan; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.

Class Format: This class will also have a small but significant discussion component.

Requirements/Evaluation: class participation, response papers (2-3 pages), two short essays (4-5 pages), midterm and final exams

Prerequisites: none; open to all

Enrollment Limit: 40

Enrollment Preferences: history majors if the the class is overenrolled.

Expected Class Size: 25

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 221(D2) ASIA 221(D2) HIST 221(D2)

Attributes: GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia

Spring 2024

LEC Section: 01    MR 1:10 pm - 2:25 pm     Aparna Kapadia

GBST 226  (F) The Working Globe: North and South Workers in Globalized Production  (DPE)
The course introduces students to the concept of globalization of production by focusing on how workers from distant cities and villages across the Global North and South are joined together in the same transnational labor processes. We will reflect on case studies that trace the real-world production of everyday goods and services like automobiles, garments, retail, and electronics. We will map global supply chains and investigate how they exploit and reproduce global inequalities. Focusing specifically on the labor process and on the condition of workers, students will acquire a grounded perspective on the global economy, as well as on the dynamics underlying precarity, deindustrialization, and uneven development. The key guiding concern for the course will be to understand the relationship between workers of the North and South: Does global production place these workers in a relation of fundamental conflict, or can a community of interest emerge between them?

Class Format: Assignments will require group work and presentations

Requirements/Evaluation: Class participation; 1-2 group presentations; 1 final paper

Prerequisites: None, open to all students

Enrollment Limit: 20

Enrollment Preferences: Preference given to ANTH/SOC majors and GBST concentrators

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 226(D2) SOC 226(D2)

Difference, Power, and Equity Notes: Primarily the course investigates how historical inequalities between countries are reproduced by centering production relations and the site of work. Students will delve deeply into the inequality between workers of the global North and South, and they will also encounter situations where these differences intersect with racial and gendered dynamics.

Fall 2023

SEM Section: 01 MWF 10:00 am - 10:50 am Bhumika Chauhan

GBST 229 Performance Practices of India (DPE)

This course explores ancient and contemporary performance practices in India. Our objects of study will include the text and performance of Sanskrit plays, contemporary and experimental theater productions, as well as forms of dance and ritual. We will discuss dramaturgical structure, staging, acting conventions, gender representation, performer training, the experience and role of the audience, as well as mythological and political themes. Thinking historically and ethnographically, we will seek to understand the aesthetics and social purposes of these practices, in addition to the relationship that performance has with everyday life, contested concepts of the nation, and caste. Throughout the semester we will interrogate the ways in which Western categories such as "classical," "folk," "religious," "traditional," and even the distinction between "dance/theater/music/visual arts" are not indigenous or accurate concepts for organizing thinking about performance in this part of the world.

Requirements/Evaluation: Evaluation will be based on participation in discussion, reading responses, an oral presentation, and one 10-page paper.

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: preference for seniors and juniors

Expected Class Size: 12

Grading:

Distributions: (D1) (DPE)

Difference, Power, and Equity Notes: We will examine British colonial edicts that prohibited performance practices as a form of social control as well as in the name of Christian morality. From here we will explore how upper-caste Independence era artists and leaders sought to reinvent the arts as vessels of "Indian" identity, at the cost of further marginalizing hereditary performance communities. We will also interrogate how the Indian state has promoted narrow visions of "femininity" and how artists contest religious nationalism

Attributes: GBST South + Southeast Asia Studies Electives

Not offered current academic year
GBST 232  (S) Islam in Africa  (DPE)

Cross-listings:  AFR 232 HIST 202 REL 232 ARAB 232 GBST 232

Secondary Cross-listing

Islam in Africa is often relegated to the peripheries in the study of Islam, a religion most associated with Arabs and the Middle East. On the flip side, Islam is also portrayed as foreign to African belief systems and institutions. The relationship between Islam and Africa, however, begins with the very advent of Islam when early Arab Muslim communities took refuge in the Abyssinian empire in East Africa. This course explores the history of Islam and Muslim societies on the African continent by focusing on the localized practices of Islam while also connecting it to Islam as a global phenomenon. The course will begin with a historical focus on the spread of Islam in Africa from East Africa and North Africa in the seventh century all the way to the spread of Islam through Sufi brotherhoods in the eighteenth and nineteenth centuries. The course will also take an anthropological approach, exploring the diverse practices of Islam in African Muslim communities and the social and cultural impact of Islam on African societies. Among the topics the course will cover include African Muslim intellectual traditions, local healing practices, religious festivals, early modern African Muslim abolitionist movements, and the historical interactions between African and Asian Muslim communities in the Indian ocean world.

Requirements/Evaluation:  Two essays during the semester and final project.

Prerequisites:  None

Enrollment Limit:  25

Enrollment Preferences:  REL, HIST, ARAB, AFR, GBST majors

Expected Class Size:  20

Grading:  yes pass/fail option,  yes fifth course option

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 232(D2) HIST 202(D2) REL 232(D2) ARAB 232(D2) GBST 232(D2)

Difference, Power, and Equity Notes:  The course will urge students to consider how scholars construct centers and peripheries through a study of Islam in Africa that is often rendered to the peripheries in the study of Islam. The course will also explore the diversity of African Muslim communities, getting students to think about the diversity of human experiences and interpretations of shared sacred texts.

Attributes:  HIST Group A Electives - Africa

Not offered current academic year

GBST 233  (F) Colonialism, Capitalism and Climate Crisis  (DPE)

Cross-listings:  GBST 233 AFR 233 ENVI 204

Secondary Cross-listing

Evictions are part of human existence. These changes are not necessarily natural, uniform or linear across space and time. As colonial conquests sought to capture, dominate and exploit vast swathes of land, nature and people, supported by economic theories, violent, wide-ranging and long-term changes profoundly altered the environment and human-nature relationships. This course examines these transformations, specifically attending to the relationship between colonized/colonial (hu)man, nature and non-human species, drawing in perceptions of nature and the economy. Our starting point for this intellectual journey is the colonial imprint on human-ecological relations i.e. economic man, or Sylvia Wynter's conception of "ethno-class man" and "homo-economicus". We will consider social difference especially race as a central conjuncture of the changing relationship of capitalism and social organization relative to natural resource extraction, techno-scientific knowledge, industrial development and resulting accumulation of greenhouse gases that induce climate and ecological crises. We will also examine economic perspectives of climate change as a market failure, loss of economic value or a financial risk to stock portfolios that may be at odds with humane ways of organizing our collective planet. This course exposes the hierarchies of social difference and resulting inequalities (class, race, gender, species) under climate crisis to advance reparative and decolonial understandings. Drawing upon experiences from social, labor and environmental movements for climate justice, students will be able evaluate situated political economic responses to the climate crisis.

Requirements/Evaluation:  'Colonialism and my community' writing/ poster assignment (5 pages) 20%; Either a video essay on a 'green' technology (10 minutes), recorded interview with an environmental justice movement/activist/practitioner (20 minutes) or critical in-class presentation on an emerging 'green' technology (10 minutes) 25%; Creative activist project that reflects on histories and axes of power - gender, race, class, species (6-8 pages); Participation and attendance (leading a discussion/presentation) 20%

Prerequisites:  None
Enrollment Limit: 15

Enrollment Preferences: If over enrolled preference goes to Africana Studies and then Environmental Studies students.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 233(D2) AFR 233(D2) ENVI 204(D2)

Difference, Power, and Equity Notes: The course addresses from a global perspective and from different contexts how social groups, societies and organizations are being transformed under climate crisis.

Attributes: AFR Black Landscapes  AFR Core Electives  ENVI Humanities, Arts + Social Science Electives

Fall 2023

LEC Section: 01  Cancelled

GBST 235  (S) Race, Land, Dis/Re-possession: Critical Topics in Environmental Injustice and Subaltern Geographies

Cross-listings: AFR 235 GBST 235 ENVI 253 HIST 275 AMST 235

Secondary Cross-listing

This course is an introduction to ongoing and contemporary topics in colonialism, racial thinking, African Diaspora and, Global and Caribbean studies, studies of ‘the environment,’ and dispossession. We will examine how race, gender and class operate under racial capitalism and settler colonialism as ongoing, sometimes continuous and discontinuous processes. The readings will center the works of critical geographers, caribbeanist, scholars of the African Diaspora, and other critical, anti-capitalist or decolonial scholars. Readings, as in AFR 234, will take up the question(s) of land and land-making; race, racialization, and racial thinking; of space and place as they all relate to the various processes, projects and methods of (dis)(re)possession, both “past” and “contemporary.” We will interrogate temporal binaries, settler time, notions of the “progress(ives)” and other bifurcated understandings of the world. This course is the second part of a complementary course, titled, “Race, Land and Settler (Racial) Capitalism,” which focuses on the historical geography of processes of (dis)(re)possession from a Black and Indigenous Atlantic perspective. In this iteration, weekly in-class discussion will be combined with guest lectures to provide the opportunity for exploring how race, space and (dis)(re)possession can be understood geographically, and to explain how a range of these territorializing processes operate. Sound, music and other audio will complement discussions. Therefore, the capacity of deep listening, in-and-out of class, is a grounding. Sample topics covered in the course include: indigeneity and Blackness; (dis)possession and accumulation; plantation geographies and economies; housing and houselessness; the problem of parks and conservation; prisons and carceral geographies; Black geographies; environmental racism and colonial resistance. You are strongly encouraged to participate in both courses in this sequence, but are not required to do so.

Requirements/Evaluation: The following requirements serve as the basis for course evaluation: Attendance and Participation 30%; Serve as Discussion Leader Once 20%; Weekly 300-500-word Critical Response Papers 20%; One Final Creative Project, which can take any number of forms, including the conventional research paper (8-12 double-spaced pages plus bibliography). More creative projects might include, a pamphlet or zine, a written play or theatrical performance, or an op-ed. We will discuss further possibilities in class. 30%

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: If the course is overenrolled, preference will be given to Africana studies concentrators.

Expected Class Size: 7

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 235(D2) AFR 235(D2) ENVI 253(D2) HIST 275(D2) AMST 235(D2)

Attributes: HIST Group D Electives - Latin America + Caribbean  HIST Group F Electives - U.S. + Canada  HIST Group G Electives - Global History  LATS Countries of Origin + Transnationalism Elect

Not offered current academic year
GBST 236  (S)  Reading the Qur'an

Cross-listings: COMP 213 ARAB 236 GBST 236 REL 236

Secondary Cross-listing

In the nearly 1500 years of Islamic history, the Qur'an has been a central source of spiritual insight, ethical and legal guidance, sacred stories, and theological principles. Considered the divine word of God, the Qur'an is central to devotional life. This course will explore the Qur'an as a text that is always in a state of production. We will focus significantly on close readings of the text of the Qur'an, in addition to pre-modern and modern Qur'anic exegesis. The course will begin with a historical account of the revelation and collection of the Qur'an, placing the form and content of the text in the context of 7th century Arab society and the life of the Prophet. We will then study Qur'anic commentaries to discuss how Muslims have drawn theological, legal, philosophical, and mystical meaning from the Qur'an. We will pose some of the following questions: What do the different exegetical methods tell us about the intertextual nature of the Qur'an? How have these shifting notions affected the meaning made from Qur'anic verses and passages? What role do interpretive communities play in determining what the Qur'an says? Lastly, through an exploration of the art of Qur'an recitation, calligraphy, and Qur'an manuscripts, we will explore the ways in which the Qur'an is also an object of devotion in Muslim life.

Requirements/Evaluation: class participation, weekly reading responses, 3- to 4-page midterm paper, and a final project with a media component and a 4- to 6-page analytical essay

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion and Arabic Studies majors

Expected Class Size: 15

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 213(D1) ARAB 236(D2) GBST 236(D2) REL 236(D2)

Not offered current academic year

GBST 238  (F)  Black Voices in Anthropology

Cross-listings: GBST 238 AFR 238 ANTH 238

Secondary Cross-listing

What names and faces come to your mind when you think about Anthropology? The course introduces students to the lives and work of pioneering Black anthropologists whose contributions are still unknown or overlooked. Through different styles, methods, and theoretical approaches, each of these intellectuals has developed antiracist perspectives on foundational topics in the Social Sciences and the Humanities, contributing to advancing the study of the African continent and the Black Diaspora. Throughout the classes, students will learn about each author's journeys, which can spark significant changes in how we think about our roles as social scientists within and outside academic boundaries.

Class Format: Students will be required to develop and give a class presentation focused on contemporary Black anthropologists from Africa and the Diaspora.

Requirements/Evaluation: Class participation and attendance (asking questions and leading discussions); weekly e-reading response papers (300-500 words); formal class presentation (individually or in groups); and a final essay or research paper (5-10 pages).

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Should the course be overenrolled, preference will be given to majors and concentrators in Africana Studies, Sociology, and Anthropology.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 238(D2) AFR 238(D2) ANTH 238(D2)

Attributes: AFR Black Landscapes
GBST 241 (F) History of Sexuality

**Cross-listings:** HIST 292 WGSS 239 GBST 241 REL 241

**Secondary Cross-listing**

Is sexuality an immutable aspect of who we are or is it socially constructed? How have people understood sex and sexuality throughout history? Why does religion have any say in the sexual lives of individuals and society? What are sexual transgressions and why are they punished? Is sex a commodity that can be exchanged for money? Is sex political? This course will explore these questions through a historical approach, focusing in particular on the shifting understanding of sex and sexuality across historical time and different geographical regions. In investigating the category of sexuality, this course will push us to consider three key questions: 1) Is sexuality a useful category for historical analysis, 2) how have our assumptions regarding sexuality and sexual ethics taken shape and changed over time and 3) how do social, cultural, political, and economic conditions affect changing meanings of sexuality. Historical studies will be read in conjunction with different theoretical frameworks about sexuality. Reading historical accounts of sexuality alongside theoretical pieces will allow us to consider how historians construct an argument and the influence of theoretical frameworks in shaping scholarship. Some of the theorists we will read in the course include: Michel Foucault, David Halperin, Afsaneh Najmabadi, Valerie Traub, and Carla Freccero.

**Requirements/Evaluation:** reading responses, two essays, and final research paper

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion, History, and Women's, Gender and Sexuality Studies majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

- HIST 292(D2) WGSS 239(D2) GBST 241(D2) REL 241(D2)

**Attributes:** HIST Group G Electives - Global History

Not offered current academic year

---

GBST 242 (S) Americans Abroad (DPE)

**Cross-listings:** GBST 242 AMST 242 ENGL 250 COMP 242

**Secondary Cross-listing**

This course will explore some of the many incarnations of American experiences abroad between the end of the 19th century and the present day. Materials will be drawn from novels, short stories, films, and nonfiction about Americans in Europe in times of war, peace, and pandemic. We will compare and contrast the experiences of novelists, soldiers, students, war correspondents, jazz musicians, and adventurers. What has drawn so many Americans to Europe? What is the difference between a tourist, an expat, and an émigré? What are the profound, and often comic, gaps between the traveler's expectations and the reality of living in, say, Paris or a rural village in Spain? What are the misadventures and unexpected rewards of living, working, writing, or even falling in love in translation? How did recent lockdowns and border closings impact and/or interrupt these complex experiences? Authors may include: Edith Wharton, Henry James, Langston Hughes, Martha Gellhorn, Ernest Hemingway, Elaine Dundy, Richard Wright, and Ben Lerner. Additional reading will be drawn from historical and critical works. All readings will be in English. This comparative course is designed to highlight the challenges and benefits of cultural immersion abroad. It will focus on the linguistic, emotional, intellectual, and social adaptation skills that are required to understand others, and oneself, in new contexts. Many of the authors chose, or were forced to, leave oppressive situations in the United States where their futures were limited due to factors related to politics, gender, race or class (and combinations thereof). We will study their dislocation, and freedom, and struggles to reshape their (and our) concept of "home" into something that reflects individual identity, and not one imposed by any national culture--American or foreign.

**Requirements/Evaluation:** each student will give an in-class presentation and complete 3 writing assignments totaling 20 pages; one of these writing assignments will be a personal travel narrative based on the student's own experiences

**Prerequisites:** any literature course at Williams or permission of instructor

**Enrollment Limit:** 18
Enrollment Preferences: Comparative Literature, English or American Studies majors, and/or students who have studied away or plan on doing so.

Expected Class Size: 18

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 242(D2) AMST 242(D2) ENGL 250(D1) COMP 242(D1)

Difference, Power, and Equity Notes: We will read and analyze primary materials and literature that reflect on Americans who chose, or were forced to, reinvent themselves abroad to escape oppressive situations in the United States related to gender, class, race, or political views. The socio-historical context of each writer will be crucial to understanding their situations. Students will write critical papers, and their own narrative in which they reflect on a situation of personal dislocation, either while traveling, or at home.

Attributes: AMST Arts in Context Electives GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

GBST 243 (S) Anti-Muslim Racism: A Global Perspective (DPE)

Cross-listings: GBST 243 PSCI 244 REL 247

Primary Cross-listing

The racialization of Islam and Muslims has been constitutive to how they have been imagined in Europe and elsewhere. This course looks at how difference works and has worked, how identities and power relationships have been grounded in lived experience, and how one might both critically and productively approach questions of difference, power, and equity. It goes back to the founding moments of an imagined white (at the beginning Christian) Europe and how the racialization of Muslim and Jewish bodies was central to this project, and how anti-Muslim racism continues to be relevant in our world today. The course will not only show how Muslims were constructed as subjects in history, politics and society from the very beginning of the making of Europe and the Americas to the end of the Cold War to the post-9/11 era. Rather, it also looks at how Muslims live through Islamophobia. It looks at processes of racialization of Muslims within the Muslim community and between Muslim communities, while also considering which agencies Muslims take to determine their own future. The course draws from anthropology, gender studies, history, political science, religious studies, postcolonial studies, decolonial studies, and sociology.

Requirements/Evaluation: Active class participation, two response papers, and a comprehensive, open-book and open-note final exam.

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: Global Studies concentrators and Religion majors

Expected Class Size: 20

Grading: no pass/fail option, yes fifth course option

Unit Notes: Also qualifies for the GBST Urbanizing World track

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 243(D2) PSCI 244(D2) REL 247(D2)

Difference, Power, and Equity Notes: The course critically examines difference, power, and equity. Thematically, it looks at the racialization of Islam and the intersection of race, religion, class and gender in the construction of the 'Muslim problem' from a historical as well as a global contemporary perspective. It aims to promote a self-conscious and critical engagement with the practice and experience of difference, especially as it relates to the dynamics of power in structuring that experience.

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

GBST 246 (F) Asian American Performance: Activism and Aesthetics (DPE)

Cross-listings: GBST 246 AMST 249 THEA 246

Secondary Cross-listing

This seminar will explore contemporary Asian American plays, stand-up comedy, performance art, and spoken word with an eye to how artists do politics through their cultural labor. We will begin with a brief survey of images from popular media to identify legacies of Orientalism. From here we will
move towards examining the ways in which Asian American artists from various eras subvert stereotypes and pursue projects of social justice. In watching performances and reading scripts, essays, and interviews, we will attend to narratives, acting methods, theatrical design, spectatorship, and the political economy of cultural production that shapes how Asian American artists make and show work. In addition, we will explore how artists stake political claims in the public sphere through teaching and community organizing.

Requirements/Evaluation: two 5-page critical essays, reading responses, class presentations, and active discussion participation

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: sophomores, juniors, and seniors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 246(D2) AMST 249(D2) THEA 246(D1)

Difference, Power, and Equity Notes: Course fosters critical engagement with artistic practices that seek to address the concerns of populations in the US who have historically had unequal access to resources and audiences for representing themselves and their political concerns. Students will ask questions about how Asian American artists address legacies of Orientalism, as well as how they facilitate community engagement and approach projects of social justice.

Not offered current academic year

GBST 249 (S) Penning the Path: Writing and Publishing Black Studies

Cross-listings: AFR 249 GBST 249 AMST 250

Secondary Cross-listing

Since the mid-20th century, Black intellectuals from Africa and the Diaspora have founded seminal journals within and beyond academic boundaries. Despite being separated by global distances and different contexts, these initiatives have decisively contributed to the emergence and consolidation of Black and Pan-African studies. Presence Africaine, founded in Paris in 1947 by Senegalese intellectual Alioune Diop; Quilombo, first published in 1948 by the Afro-Brazilian intellectual Abdias do Nascimento; and The Black Scholar, founded in California in 1969 by Robert Chrisman, Nathan Hare, and Allan Ross are just a few groundbreaking examples. From this global perspective, students will explore these and other cornerstone journals which paved the way for the emergence of Black and Pan-African Studies in the US and abroad. Additionally, the course aims to encourage students to be part of a collective effort to relaunch Kaleido[scopes]: Diaspora Re-imagined, a student led-journal created in 2014 in the Africana Studies Department by Sevonna Brown (’15), Ahmad Greene-Hayes (’16), and Nneka Dennie (’13). Students will receive guidance and mentoring to conceive and write articles, essays, audiovisual creations, and interviews with students and intellectuals from the African continent and the Diaspora in the Americas and the Caribbean.

Class Format: Students will be required to develop and give a class presentation focused on pioneering Black Studies journals.

Requirements/Evaluation: Class participation and attendance (asking questions and leading discussions); weekly e-reading response papers (300-500 words); formal class presentation (individually or in groups); final projects (such as essays, papers, interviews, and audiovisual creations) aimed to be published in the new edition of Kaleido[scopes]: Diaspora Re-imagined (Spring 2024).

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Students interested in expanding their knowledge and skills in writing and publishing, focusing on Black Studies/Africana journals. Should the course be overenrolled, preference will be given to Africana Studies students.

Expected Class Size: 10-15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 249(D2) GBST 249(D2) AMST 250(D2)

Attributes: AFR Culture, Performance, and Popular Technologies
GBST 252 (S) Black Migrations: Histories of African Diasporas to the U.S.

Cross-listings: GBST 252 AFR 252

Secondary Cross-listing

Migration remains an integral aspect of Black experiences. This comprehensive course centers the histories of Black migration to and within the United States. Migration includes the involuntary, forceful movement of populations, but it also comprises voluntary movement of populations that seek new economic opportunities. Therefore, this course covers three historical periods of migration: 17th-19th century (Transatlantic slave trade), early 20th century (Great Migration and the arrival of Caribbean migrants to major urban centers in the United States), and the late 20th and early 21st century (Migration continental Africans to the US). This course will ask the following questions as it relates to Black migration: What were the social, political, and economic factors that contributed to the migration of Black populations to and within the US especially in the 20th and 21st century? How do current-day Black migration patterns differ from earlier periods? In what ways can migration be utilized as a form of resistance to oppression both domestically and internationally?

Class Format: discussion

Requirements/Evaluation: Class participation, weekly response papers (2 pages), and a final paper.

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Preference given to AFR majors

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 252(D2) AFR 252(D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Spring 2024

LEC Section: 01 TR 8:30 am - 9:45 am Christopher O. Ndubuizu

GBST 255 Comparative Politics of South Asia

South Asia is home to around 2 billion people (over 24% of the world), making it the most populous and densely populated region in the world. The region is also one of the poorest in the world and lags in human development. Ethnic, linguistic, and religious diversity is offset by common cultural traditions and practices that serve to unite the people of the Indian Subcontinent. The course introduces students to the comparative politics of South Asia, highlighting the complexities and potential of the region. Every week we explore a different component of South Asian politics. The course covers the creation of the states of modern South Asia, partition and independence, democratization, electoral politics and political parties, economic and social development, ethnic identity and conflict, and the contemporary regional challenges of democratic backsliding and climate change.

Requirements/Evaluation: three 5-7 page papers or one research paper; presentation; class participation

Prerequisites: no pre-requisites

Enrollment Limit: 25

Enrollment Preferences: preference given to political science majors

Expected Class Size: 20

Grading:

Distributions: (D2)

Attributes: GBST South + Southeast Asia Studies Electives PSCI Comparative Politics Courses

Not offered current academic year
GBST 256  Electoral Politics in the Developing World

Electoral politics in the developing world often differs from democratic politics in Western Europe and the U.S. Electoral volatility, decrepit state institutions, weak parties, clientelism, and electoral violence in developing democracies complicate foundational theories on representation and accountability. The course surveys the electoral politics of low and middle-income democracies in the developing world, investigating its similarities and differences with the historical and contemporary politics of developed democracies. It examines work on electoral systems, formal and informal institutions, bureaucratic politics, political parties, party systems, clientelism, ethnic politics, and political violence. We will draw on case studies from Latin America, Africa, South Asia, Southeast Asia, and the Middle East to analyze the effectiveness of these theories. Assignments focus on crafting solutions to contemporary political challenges in the developing world.

Requirements/Evaluation: one to two papers, midterm, group policy brief, presentation

Prerequisites: no prerequisites

Enrollment Limit: 25

Enrollment Preferences: preference given to political science majors

Expected Class Size: 25

Grading:

Distributions: (D2)

Attributes: PSCI Comparative Politics Courses

GBST 262  (S)  Paper Trails  (DPE)

Cross-listings: GBST 262 SOC 262 STS 262

Secondary Cross-listing

Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities. Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold—when identification documents are invalidated, birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the US-Mexico border. In this project-based course, students will exhume paper trails and imagine alternative ways to create, alter, and subvert them.

Requirements/Evaluation: thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and final project and presentations

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and sociology majors, Global Studies concentrators; Science and Technology Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 262(D2) SOC 262(D2) STS 262(D2)

Difference, Power, and Equity Notes: In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about bureaucratic documentation toward the benefit of a community partner.

Not offered current academic year

GBST 279  (S)  Islam on the Indian Ocean

Cross-listings: GBST 279 ARAB 279 REL 279 ASIA 279
Secondary Cross-listing
While colonial and Eurocentric geographies speak in terms of continental separation, historically the continents of Africa and Asia have been connected to one another through a dual link: Islam and the Indian Ocean. Indian Ocean trade and travel have historically connected East Africa, the Arabian Peninsula, South Asia, and South East Asia, shaping the lives of people and communities who lived not only along the coasts but also inland. This course focuses on these transregional connections, looking at the Indian ocean as a connective space that binds people and regions together rather than separating them. The course will also examine the role of Islam as a religious, economic, social and political force that brought together Muslim communities throughout the regions along the Indian ocean. In exploring these connections, the course will cover a broad historical period, from the 7th century with the rise of Islam to European colonialism and the emergence of a global economy in the nineteenth century.

Requirements/Evaluation:  weekly responses, midterm essay, final paper
Prerequisites:  none
Enrollment Limit:  15
Enrollment Preferences:  majors
Expected Class Size:  15
Grading:  yes pass/fail option, yes fifth course option
Distributions:  (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
GBST 279(D2) ARAB 279(D2) REL 279(D2) ASIA 279(D2)

Spring 2024
SEM Section: 01  Cancelled

GBST 281 (S) Contemporary African Politics  (DPE)
Cross-listings:  PSCI 281 GBST 281
Secondary Cross-listing
This course is an introduction to the contemporary politics of Africa, with the aim of sparking a life-long interest in the affairs of the region. Comprised of nearly 50 countries and home to over 1 billion people, sub-Saharan Africa is remarkable in its diversity, particularly in regards to a number of outcomes central to the study of political science: how do institutions of the past shape current dynamics of political competition and economic growth? Why are some countries stable democracies while others struggle with military coups or authoritarian rule? What sparks political violence and how can countries emerge from conflict? Our focus is both contemporary and comparative, organized thematically around common political experiences and attributes across the region. We begin with the legacies of colonialism, the slave trade, and the politics of liberation. We then interrogate dynamics central to political life in Africa over the 60 years since independence: the role of ethnic diversity in shaping competition, the prominence of patronage politics, and the evolution of elections. We next assess major dimensions that have historically shaped the study of African politics, including conflict and violence, economic development, and foreign aid. The final section takes a comparative approach to some of the most pressing issues in Africa today: health crises, migration and mobility, technological revolution, climate change, and the emerging power of women and youth.

Class Format: A typical class session will be about 60% lecture and 40% discussion
Requirements/Evaluation:  Class Participation, Map Quiz, 3 short papers (5 pages)
Prerequisites:  None.
Enrollment Limit:  25
Enrollment Preferences:  all first-years and sophomores; those juniors and seniors majoring in political science or concentrating in Global Studies.
Expected Class Size:  25
Grading:  no pass/fail option, no fifth course option
Distributions:  (D2)  (DPE)
This course is cross-listed and the prefixes carry the following divisional credit:
PSCI 281(D2) GBST 281(D2)
Difference, Power, and Equity Notes: This course takes the racial, ethnic, linguistic, and religious diversity of sub-Saharan Africa as a starting point for understanding the contemporary politics of the region. The course addresses the legacies of systemic inequality as well as strategies of resistance
to oppression. We also examine how ethnic and religious diversity shape political institutions, competition, and conflict, comparing different countries and over time.

**Attributes:** GBST African Studies Electives  PSCI Comparative Politics Courses

*Not offered current academic year*

**GBST 282 (F) Africanist Project to Black Consciousness**

**Cross-listings:** PSCI 282 GBST 282

**Secondary Cross-listing**

In 1957, when it was clear the African Nation Congress was unwilling to change its multiracialist and nonracialist language in favor of Africanist pronouncements, Robert Mangaliso Sobukwe left the party and became the editor of *The Africanist* newspaper. Two years later he formed the Pan-Africanist Congress. Similarly frustrated that the National Union of South African Students was dominated by white liberals, in 1968 Bantu Steve Biko helped form the black-only South Africa Students’ Organization and, four years later, was the key figure in founding of the Black People’s Convention, created to promote black consciousness ideas within the broader South African population. This course focuses on Sobukwe’s Africanist project and Biko’s Black Consciousness Movement, the strategies against apartheid they promoted, and the visions of a free South Africa they imagined.

**Requirements/Evaluation:** class participation; 3 two-page response papers; and a 10-12 final paper.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science Majors, Global Studies Concentrators, Africana Studies Concentrators

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 282(D2) GBST 282(D2)

**Attributes:** PSCI Comparative Politics Courses

*Not offered current academic year*

**GBST 287 (F) Global Sustainable Development**  (DPE)

**Cross-listings:** ENVI 297 GBST 287

**Secondary Cross-listing**

In 2015, the United Nations launched the Sustainable Development Goals, an ambitious multi-pronged effort to eliminate poverty, improve health outcomes, advance clean energy, address the effects of climate change, and support more equitable forms of life on earth. This course explores the historical antecedents and contemporary manifestations of global sustainable development, a constellation of ideas and a set of policy imperatives. This course will ask: what is sustainability and how did it emerge as a key paradigm in the present? Relatedly, how have different organizations and actors worked to address entrenched global challenges? Students will engage a range of materials, including policy documents from the United Nations, World Bank, and international non-governmental organizations. Students will also explore critical scholarship on the possibilities and limitations of global development. Together we will grapple with ways to build more sustainable futures.

**Requirements/Evaluation:** Class discussions; 2 Policy Analysis Papers (4-6 pages each); Class presentations; Final Take-Home exam (8-10 pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Envi majors and concentrators

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 297(D2) GBST 287(D2)
Difference, Power, and Equity Notes: This class considers topics of global inequality, including the impacts of colonialism, uneven development, extractive capitalism, gender-based discrimination/violence, and racial/ethnic environmental disparities. Students are invited to reconsider stereotypes about the "developing world" through a deep engagement with history and policy-making.

Attributes: ENVI Environmental Policy  EVST Social Science/Policy

Not offered current academic year

GBST 288  (S)  Environmental Security: Policy Dilemmas and Solutions
Cross-listings: ENVI 288 GBST 288

Secondary Cross-listing

Water wars. Climate refugees. Scarcity-induced conflict. These and other challenges shape collective discourses about the climate change present and future. This course explores the relationship between environmental and security issues. It surveys the emergence of environmental security as a field of study and a policy arena. Students will engage a range of materials, including policy documents from the United Nations, international non-governmental organizations, global think tanks, the United States Department of Defense, and other security agencies. Students will also explore critical scholarship on the possibilities and limitations of environmental security as a leading policy paradigm.

Requirements/Evaluation: Class discussions; Two short response papers (2-5 pages each); Semester-long group policy project, including a mid-term policy report (4-6 pages) and a final group presentation as part of a mini conference put on by the class.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: environmental studies majors and concentrators; global studies concentrators

Expected Class Size: 19

Grading: no pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 288(D2) GBST 288(D2)

Attributes: ENVI Humanities, Arts + Social Science Electives  ENVI Environmental Policy  EVST Social Science/Policy

Spring 2024

SEM Section: 01  MR 1:10 pm - 2:25 pm  Brittany Meché

GBST 300  (S)  Far-Right Populism Across the Atlantic

Cross-listings: GBST 300 PSCI 336

Primary Cross-listing

The course will discuss the relationship between nationalism and far-right populism, also often referred to as alt-right politics in the United States. We will explore the causes of the rise of nationalism and far-right populism in the US and Europe, discuss their relations with liberal democracy, conservatism, and authoritarian politics to study varieties of far-right populism and nationalism not only within the nominal far-right but all political parties in Western democracies. We will address basic questions such as ‘What is populism?’ and discuss the causes of the rise of far-right populism, the origins of far-right ideology, and the phenomenon of successful populist voter mobilization. Central notions such as democracy, identity, and their relation to far-right populism will be discussed alongside questions of contemporary mobilization strategies.

Requirements/Evaluation: active class participation; three response papers (2 pages); final research paper (12 pages); no final exam

Prerequisites: statement of interest

Enrollment Limit: 20

Enrollment Preferences: juniors and majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 304 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)

Cross-listings: HIST 304 AFR 335 ENVI 304 GBST 304

Secondary Cross-listing

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of deforestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

Requirements/Evaluation: active participation in discussion, map quiz, reading reflections, critical reflections on films, a case study (5-7 pages), and one exam.

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies.

Expected Class Size: 20

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

HIST 304(D2) AFR 335(D2) ENVI 304(D2) GBST 304(D2)

Difference, Power, and Equity Notes: This course will intensively explore the question of how various global and local actors have defined environmental degradation and promoted approaches to conservation in Africa. It guides students through an examination of the different power dynamics that have shaped environmental conservation thought and practices on the continent. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

GBST 305 (S) A History of Health and Healing in Africa (DPE)

Cross-listings: GBST 305 HIST 305 AFR 304

Secondary Cross-listing

This class will explore the history of health and healing in Africa, with emphasis on the colonial and post-colonial eras. During the semester we will explore diverse medical and social interventions in African health over the past 150 years. How have African societies understood healthy communities and public health? We will examine this question through the study of spirit possession and other African healing practices but also how they have intersected with different biomedical practices and public health programs. We will also study the patterns and social impacts of new diseases in the twentieth century, as well as transformations in the understanding and treatment of diseases long present on the continent. In particular we will explore shifting understandings of the causes, treatment, and social implications of sleeping sickness, malaria, and HIV/AIDS. The development of colonial rule, shifting environmental conditions, changing diets, and urbanization all impacted the disease landscape, as well as the way African societies have understood public health. Indeed, the themes of health, medicine and disease provide a useful lens for understanding important social transformations across the continent.
GBST 306 (F) Transcending Boundaries: The Creation and Evolution of Creole Cultures (DPE)

Cross-listings: GBST 306 AFR 306 RLFR 320 COMP 310

Secondary Cross-listing

Born out of a history of resistance, Creole cultures transcend racial boundaries. This course provides a comprehensive framework for understanding the creation of Creole nations in various parts of the world. Beginning with an examination of the dark history of slavery and French colonialism, we will reflect upon the cultural transformation that took place when people speaking mutually unintelligible languages were brought together. We will then delve into the study of how deterritorialized peoples created their languages and cultures, distinct from the ones imposed by colonizing forces. As we journey from the past to the present, we will also explore how international events such as a worldwide pandemic, social justice, racism, and police brutality are currently affecting these islands. Potential readings will include prominent authors from different Creole-speaking islands, including Frantz Fanon and Aimé Césaire from Martinique, Maryse Condé from Guadeloupe, Ananda Devi from Mauritius and Jacques Roumain from Haiti. Conducted in French with introductions to different creoles.

Requirements/Evaluation: Active class participation, three papers (of 3-4 pages each), presentation, final research paper (7-8 pages)

Prerequisites: Any RLFR 200-level course or above, or by permission of instructor.

Enrollment Limit: 18

Enrollment Preferences: All are welcome. If overenrolled, preference will be given to French majors and certificate students; Comparative Literature majors; Africana Studies students; Global Studies students; and those with compelling justification for admission

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 306(D2) AFR 306(D2) RLFR 320(D1) COMP 310(D1)

Difference, Power, and Equity Notes: This course qualifies for a Difference, Power, and Equity requirement because it examines the history of slavery as related to French colonialism in different parts of the world. It also considers International issues of social justice, racism and police brutality.

Fall 2023

SEM Section: 01 MW 11:00 am - 12:15 pm Preea Leelah

GBST 312 (S) The Mughal Empire: Power, Art, and Religion in India

Cross-listings: HIST 312 REL 312 GBST 312 ASIA 312
Established in the early 1500s, the Mughal Empire was one of the grandest and the longest to rule the Indian subcontinent for over three hundred years. Commanding unprecedented resources and administering a population of 100 to 150 million at its zenith—much larger than any European empire in the early modern world—the Mughals established a centralized administration, with a vast complex of personnel, money, and information networks. Mughal emperors were also political and cultural innovators of global repute. Moreover, while the Mughal dynasty was brought to an end with British colonial rule over India in 1857, the Mughal administrative structures and cultural influences continued to have a lasting impact on the British and later Indian states that followed. Centered around the intersection of the themes of power, patronage of art and architecture and religion, this course will ask: What factors contributed to the durability of the Mughal Empire for three centuries? How did global trade and innovations in taxation contribute to its wealth and stability? How did this dynasty of Muslim monarchs rule over diverse, and largely non-Muslim populations? How did they combine Persian cultural elements with regional ones to establish an empire that was truly Indian in nature? How were the Mughals viewed in their contemporary world of gunpowder empires like the Safavids of Persia and the Ottomans of Turkey? Readings will include the best of the recent scholarship on this vastly influential empire and a rich collection of primary sources, including emperor's memoirs, accounts of European travelers, and racy biographies, which will allow students make their own analysis. They will also have the opportunity to interpret paintings (some of which are held in the WCMA collections) and architecture. They will also discuss how the Mughals are remembered in South Asian film and music.

**Requirements/Evaluation:** participation, several short essays, one final paper

**Prerequisites:** none, open to first-year students with instructor permission

**Enrollment Limit:** 20

**Enrollment Preferences:** History majors and potential History majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

HIST 312(D2) REL 312(D2) GBST 312(D2) ASIA 312(D2)

**Attributes:** HIST Group B Electives - Asia HIST Group G Electives - Global History HIST Group P Electives - Premodern

---

**GBST 315 (F) Globalization**

**Cross-listings:** ECON 215 GBST 315 ECON 215 GBST 315

**Secondary Cross-listing**

This course will examine the causes and consequences of globalization. This includes studying topics such as trade, immigration, foreign direct investment, and offshoring. The impact of these forms of globalization on welfare, wages, employment, and inequality will be a focal point. Throughout we will rely on economic principles, models, and empirical tools to explain and examine these contentious issues.

**Class Format:** discussion

**Requirements/Evaluation:** problem sets, two midterms, and a final paper and presentation

**Prerequisites:** ECON 110

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ECON 215(D2) GBST 315(D2) ECON 215(D2) GBST 315(D2)

**Attributes:** GBST Economic Development Studies Electives MAST Interdepartmental Electives POEC Depth

---

Spring 2024

SEM Section: 01  MW 11:00 am - 12:15 pm     Aparna Kapadia

Fall 2023
GBST 320  (F)  The Nile  (DPE)

Cross-listings:  ENVI 335  AFR 350  HIST 308  GBST 320  ARAB 308

Secondary Cross-listing

For millennia, the Nile River has sustained civilizations in eastern and northern Africa. It was on the banks of this river that the great Egyptian empires were founded that led to the building of some of humanity’s most astounding structures and artworks. While the Nile seems eternal and almost beyond time and place, now in the 21st century, the Nile River is at a historical turning point. The water level and quality is dwindling while at the same time the number of people who rely on the river is ever increasing. This alarming nexus of demography, climate change, and economic development has led to increasingly urgent questions of the Nile’s future. Is the Nile dying? How has the river, and people’s relationship with it, changed over the last century? This course will consider the history of the Nile and and its built and natural environment. After a brief overview of the role of the river in ancient Egypt, we will explore the modern political and cultural history of the Nile. By following an imaginary droplet flowing from tributaries until it makes its way into the Mediterranean Sea, we will learn about the diverse peoples and cultures along the way. We will evaluate the numerous attempts to manage and control the Nile, including the building of big dams, and the continuous efforts to utilize the river for economic development such as agriculture and the tourism industry. At the end of the semester we will consider the relationship of the major urban centers with the Nile and whether the tensions among Nile riparian states will lead to “water wars” in East Africa and the Middle East.

Requirements/Evaluation:  short papers and final project/paper
Prerequisites:  none, though background in Middle East history is preferable
Enrollment Limit:  19
Enrollment Preferences:  History and Arabic Studies majors
Expected Class Size:  15
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 335(D2)  AFR 350(D2)  HIST 308(D2)  GBST 320(D2)  ARAB 308(D2)

Difference, Power, and Equity Notes:  The course fulfills the DPE requirement because it evaluates the differing experiences of the Nile among different cultural groups. It will evaluate how the central government is constantly trying to change how people use their water and therefore over-determine how people interact with their natural environment.

Attributes:  HIST Group E Electives - Middle East  HIST Group P Electives - Premodern

---

GBST 321  (F)  Migration Governance: A Global Perspective  (DPE)

Cross-listings:  LEAD 324  GBST 321  PSCI 322

Secondary Cross-listing

This class is interested in thinking critically and empirically about one of the most polarizing and relevant issues of our time: how countries regulate cross-border mobility. Currently over 281 million international migrants live in a country different from where they were born, about 1 out of every 30 humans in the world and a population that has roughly doubled since 1990. How are international organizations and domestic governments regulating this level of unprecedented global mobility in destination countries as well as countries of origin? Throughout the semester we interrogate three themes central to migration politics (and political science): rights, access, and agency. The course is organized with a focus on legal status: which "categories" of people (i.e. illegal migrants, refugees) have differential access to rights, services, and representation depending on how they are classified where they live (and where they are from). We will critically analyze how those categories are constructed at the international and domestic levels, as well as how those categorizations are also racialized, politicized, and gendered. While we address current debates over migration governance in the United States, we situate US migration policy within the contemporary global context. The course places the US in conversation not only with European countries, but also (and especially) considerations of migration governance in destination countries in Latin America, the Middle East, Asia and Africa. We also attend to the emigration governance of diaspora citizens particularly from the Global South. Students will have the
opportunity to apply course readings to real-world contexts through guest speakers from global organizations at the frontlines of migration policy (UNHCR, Doctors without Borders), and filmmakers documenting border crossing around the world.

Requirements/Evaluation: Participation, 3 Short Response Papers, Research Paper (15 pages)

Prerequisites: PSCI 202 or PSCI 204 or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Political Science majors and Leadership Studies Concentrators

Expected Class Size: 15

Grading: yes pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

LEAD 324(D2) GBST 321(D2) PSCI 322(D2)

Difference, Power, and Equity Notes: This class attends to the racial and gendered dimensions of global migration governance. We also focus on the diverse, uneven, and often arbitrary ways global migration governance is executed on the ground depending on destination country, where migrants are from, and why they are crossing borders. Finally, this class foregrounds global migration governance from the vantage of the Global South, highlighting migration policies within sub-Saharan Africa, Latin America, Asia, and the Middle East.

Attributes: POEC International Political Economy Courses PSCI International Relations Courses

Not offered current academic year

GBST 322 (F) Waste and Value

Cross-listings: ANTH 322 ENVI 322 GBST 322

Secondary Cross-listing

What is trash and what is treasure? In what ways does value depend upon and necessitate waste, and how is the dialectic between the two inflected by culture? When we 'throw away' things at Williams College, where exactly do they go, and who handles them 'down the line'? What are the local and global economies of waste in which we are all embedded and how are they structured by class, race, caste, gender and nation? In this seminar we critically examine the production of waste - both as material and as category - and its role in the production of value, meaning, hierarchy and the environment. Readings include ethnographic accounts of sanitation labor and social hierarchy; studies of the political and environmental consequences of systems of waste management in the colonial period and the present; and theoretical inquiries into the relation between filth and culture, including work by Mary Douglas, Dipesh Chakrabarty and Karl Marx. Geographically the foci are South Asia, Japan, and the United States. There is also a fieldwork component to the course. In fieldtrips we follow the waste streams flowing out of Williams - to an incinerator, a sewage treatment plant, recycling and composting facilities and other sites - and students explore in individual, participant-observation-based research projects the everyday social life of waste in our communities.

Requirements/Evaluation: regular posting of critical response papers, field notes on waste streams, research-based final paper

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: majors in ANSO, ENVI, ASST

Expected Class Size: 12

Grading: yes pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

ANTH 322(D2) ENVI 322(D2) GBST 322(D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

GBST 335 (F) Nowheres (DPE)

Cross-listings: GBST 335 SOC 335

Secondary Cross-listing
We live in a world of nation-states. The world map, according to journalist Joshua Keating, is "itself as an institution, an exclusive club of countries" that rarely accepts new members. Throughout the course, we question how countries conquered the world and became the taken-for-granted political unit. We do so, paradoxically, by looking at contemporary nations that do not appear on the world map. These include nations without statehood, such as Somaliland; those that span countries, including indigenous nations across the US and Canada; and nations that have lost their countries, such as Palestine and South Vietnam. By interrogating "nowheres," we tease out what it means to be a country, and pinpoint when and why the definitions do not apply uniformly. Students will reflect on why the world map has been so remarkably static since the end of the Cold War. We will further probe the social, political, and human costs of the exceptions to this general rule. Students will raise questions and attempt answers to what our interconnected world means for "nowheres" looming on the horizon--nation-states that, as a result of climate change, will soon vanish.

Requirements/Evaluation: Thoughtful and consistent class participation, visits to Sawyer Library and WCMA, three short response papers, and a final assessment on a "nowhere" of students' choosing

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 335(D2) SOC 335(D2)

Difference, Power, and Equity Notes: This course asks students to grapple with the asymmetries of modern statehood--why some places meet the criteria for statehood but are denied it, while others fall short of formal definitions but are still considered states. Students will assess the stakes of statehood for places that cannot achieve it or do not aspire to. They will creatively marshal these lessons to become the class expert on a "nowhere" that provides us with a lens for interrogating the world map as it currently exists.

GBST 342 (F) Democratic Erosion

Cross-listings: PSCI 343 GBST 342

Secondary Cross-listing

A central tenet of political science is that once a country reaches a certain level of political and economic development, democracy will endure indefinitely. The contemporary moment calls on us to revisit this assumption. This course explores the causes and consequences of democratic erosion through the lens of comparative politics. We ask three central questions to inform our investigation: 1) What is democracy and its alternatives? 2) How do we identify democratic breakdown? and 3) What are strategies to counteract backsliding when it occurs? Importantly, this course is not intended as a partisan critique of any particular American politician or political party. Rather, it is designed to provide an opportunity to engage, critically and carefully, with claims about the state of democracy in the US and elsewhere; to evaluate whether those claims are valid; and, if they are, to consider strategies for mitigating the risk of democratic erosion here and abroad. Readings draw from academic scholarship, media commentary, and current events as they unfold. We will address both empirical and normative dimensions of the issues, as well as learn about examples of democratic erosion around the world from early 20th century until today. As a collaborative class taught at dozens of other colleges, the course enables you to engage in debates about democratic erosion with students throughout the US and around the world.

Requirements/Evaluation: Active Class Participation, 3 Short Response Papers, Country Case Study (15-20 pages, written incrementally throughout semester) and Presentation.

Prerequisites: Prior coursework in political science or permission of instructor.

Enrollment Limit: 12

Enrollment Preferences: Political Science Majors, Global Studies Concentrators

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
American Studies emerged with the idea that transdisciplinarity is crucial for comprehending the concept of America. Building on this framework, this course foregrounds transepistemology as an equally important method for understanding the dynamics of America, both locally and globally, at the level of the world-system. In addition to tracing the consubstantial genealogy of racism and capitalism, we will examine their local manifestations, mainly in Asia, Europe, Africa and America, as well as their current geopolitical, social and economic outcomes, especially the reproduction of systemic inequalities and domination. Through an interdisciplinary approach and engagement with a variety of resources from economics, anthropology, sociology, critical race theory, comparative ethnic studies and decolonial thinking, this course will address the following: i) review the different forms of economic organization of human societies throughout history (with special focus on the work of Karl Polanyi); ii) trace the epistemological origins of capitalism and investigate what makes capitalism and its crises unique; iii) trace the genealogy of the concepts of race, racism and discrimination; iv) interrogate the intersection of racism and capitalism in different traditions of thought and epistemologies in Asia, Europe, Africa, and the Americas. For example, we will read key texts from "French theory", (Deleuze, Foucault, etc.), US Black tradition, (W. E. B. Du Bois and Cedric Robison, etc.), Chinese social sciences (Li Shenming, Cheng Enfu, etc.) and African economy and anthropology (Mahdi Elmandjra, Cheikh Anta Diop, etc.) and Latin American decolonial philosophy (Quijano, Dussel, Mignolo, etc.) By doing this, we will situate the rupture that capitalism and racism introduced at the level of global history, which is the first step to conceptualizing racism and capitalism. After showing that the development of capitalism and racism are historically linked, we will proceed to examine the manifestations of their interaction at local and global levels. Locally, we will focus on the effects of racism on the labor market: discrimination in hiring, wage discrimination, segregation, duality and stratification of the labor market, etc. We will also analyze how sexism and racism play out in the labor market in racialized communities. We will also reflect on the links between racism and politics and their effects on economic policies. From a more global perspective, we will analyze the roots of the global economic crisis and the resulting geopolitical issues at the international level and the racist dynamics they generate. Overall, as we will move through readings, we will situate the United States in a cross-regional perspective that would enable us to develop critical insights concerning links and convergences between capitalism and racism.

Requirements/Evaluation: Requirements: An active participation is required of students in terms of engaging in the in-class debates and weekly response paper as a feedback on the lectures as well as a final paper. Evaluation: Participation 25%; Weekly Response (350-500 words) 30%; Final Research Paper (12-15 pages) 45%

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: American Studies majors and seniors

Expected Class Size: 20

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 353(D2) AMST 345 GBST 344

Difference, Power, and Equity Notes: This course addresses questions of difference, power, and equity through its examination of domination, racialization, the economics of discrimination, geopolitical and epistemological inequalities at the world-system level. Students will learn how racism and capitalism produce social categories, such as race, ethnicity, and class; how they interact with issues of gender; and how they perpetuate difference, power dynamics, and inequalities across these categories.

Attributes: AMST Comp Studies in Race, Ethnicity, Diaspora AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement

Fall 2023

SEM Section: 01 W 1:10 pm - 3:50 pm Souhail Chichah
GBST 345 (F) Wonderland(s): Alice in Translation

Cross-listings: COMP 345 ENGL 365 GBST 345

Secondary Cross-listing

"What do you mean by that?" said the Caterpillar, sternly. "Explain yourself!" "I can't explain myself, I'm afraid, Sir," said Alice, "because I'm not myself, you see?" The confusion around personal identity, which Alice is seen to experience as she makes her way through Wonderland, can be examined productively as an allegory of translation. Beyond living through the developmental and socio-cultural transitions of a child, what happens to Alice, a seminal text in children's literature, when it travels down the rabbit hole to a new linguistic wonderland? For starters, the seven-year-old girl becomes Marie in Danish, Arihi in Maori, Ai-chan in Japanese, and Paapachchi in Kannada. Then there are the highly idiosyncratic humor, word play, embedded English nursery rhymes, and iconic illustrations by Tenniel. How do they fare in new linguistic, cultural, and even genre contexts? Lewis Carroll told his publisher in 1866: "Friends here seem to think the book is untranslatable." And yet. Over 200 translations later, including Kazakh, Shona, Papiamento, Braille, and Emoji, Alice continues to delight and confound readers all over the world and to pose myriad challenges as well as opportunities for translators. This course will serve as an introduction to the theory and practice of translation using Carroll's Alice as an anchoring primary text. We will examine key disciplinary issues and concepts, such as equivalence, domestication, foreignization, and autonomy and challenge the old canard that translation leads ineluctably, and exclusively, to loss.

Requirements/Evaluation: active and substantive class participation; discussion leading; weekly translation exercises; 2-3 short writing assignments; final project

Prerequisites: students must have at least three years of college-level second-language instruction or the equivalent (advanced proficiency), or permission of the instructor

Enrollment Limit: 16

Enrollment Preferences: COMP majors; language majors; language students

Expected Class Size: 10

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 345(D1) ENGL 365(D1) GBST 345(D2)

Not offered current academic year

GBST 346 (S) Dark Debts: Race, Money and Finance in the Modern World Economy

Cross-listings: GBST 346 AFR 345

Secondary Cross-listing

What does the history of capitalism tell us about the interrelationships of people reduced to 'commodities', the accumulation/dispossession of wealth and financial crises? In this course, students engage the relationship between, finance and money and the 'global color line'. Starting with the timeless work of Eric Williams' 'Capitalism and Slavery' and W.E.B. Du Bois' 'The Souls of Black Folk', we explore how the modern construction of finance has evolved across various periods from chattel slavery, to Jim Crow, colonialism, the post-war era, decolonization, neoliberal financialization to the present. We will also engage contemporary topics like global financial crises, financialization, development finance, reparations, housing, 'green' finance in the context of climate change, and the effects of the COVID-19 pandemic for Black and racialized communities. These concerns show the (trans)formations and relevance of finance for social reproduction which have created unprecedented racialized inequality and injustices. This seminar also explains how Black communities have organized and responded to finance capitalism over time and across space. Students will engage with fictional and non-fictional writings, documentaries, scholarly works and popular media.

Requirements/Evaluation: Attendance and Participation including serving as a class discussion leader (25%); 3 themed short response papers (15% each); Produce a podcast episode (30%)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If over-enrolled preference to AFR majors and concentrators, and GBST concentrators.

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the war Russia is currently waging on Ukraine, or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Poland, and Ukraine. This course fulfills the DPE requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Requirements/Evaluation: 5-page paper every other week, written comments on the partner's paper in alternate weeks

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian majors

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 348(D2) SOC 348(D2) RUSS 348(D1)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Attributes: GBST Russian + Eurasian Studies Electives

Spring 2024

TUT Section: T1 TBA Olga Shevchenko
Class Format: discussion then seminar

Requirements/Evaluation: three 3-page essays, a 1-page reflection paper, and a 12-page research proposal

Prerequisites: a course on Latin America and a course in Economics or permission of the instructor

Enrollment Limit: 15

Enrollment Preferences: Political Science majors

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

PSCI 351(D2) GBST 351(D2)

Difference, Power, and Equity Notes: The New Left in Latin America originated in efforts to remedy inequalities born of the Conquest, uneven capitalist development, and racial prejudice. Its neoliberal foes generally do not doubt the existence of these inequalities, but they question the proposition that the state could adequately address them. This course engages, contextualizes, and deepens the debate.

Attributes: GBST Latin American Studies Electives POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses PSCI Research Courses

Not offered current academic year

GBST 352 (F) Politics in Mexico (DPE)

Cross-listings: GBST 352 PSCI 352

Secondary Cross-listing

Geography has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, important cultural differences, and mixed feelings about its neighbor to the north. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, following a modified tutorial format, we consider politics and cultural policies around Mexican national identity in the twentieth century, looking at films, journalism, popular music, and cultural criticism. Topics include the politics of race; rapid urbanization, especially in the valley of Mexico; and the cultural impact of the turn toward the north, after 1990, in economic policy. Then, after a few discussion classes on migration, organized crime, political corruption, the COVID-19 pandemic, and other issues facing the current government of Andrés Manuel López Obrador, we turn to a seminar-style discussion of student research projects.

Class Format: lectures will be recorded for viewing before class sessions; four weeks of modified tutorials in pairs or small groups online; discussion classes to include in-person and online, in distinct sections if appropriate; online seminar

Requirements/Evaluation: map quiz; one three-page and three two-page essays; two one-page commentaries; and a seven- to eight-page research proposal, an early version to be presented to the class in online seminar

Prerequisites: some knowledge of Mexican history

Enrollment Limit: 15

Enrollment Preferences: Political Science majors and seniors

Expected Class Size: 14

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 352(D2) PSCI 352(D2)

Difference, Power, and Equity Notes: One unit of the course directly engages the tension between racial and cultural diversity, on one side, and national identity in 20th century Mexico. Another critically analyzes the reception in Mexican national discourse of the experiences of discrimination suffered by migrants in the USA.

Attributes: GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect POEC Comparative POEC/Public Policy Courses PSCI Comparative Politics Courses PSCI Research Courses

Not offered current academic year
Democratization has had both successes and failures in postcolonial South Asia. The region is home to the world's largest democracy in India, often cited as an unlikely and puzzling success story. At the same time, periods of democratic rule in Pakistan and Bangladesh are broken up by military interference, Sri Lanka's democracy is plagued by ethnic conflict, and Afghanistan has been unable to sustain democracy due to weak state institutions. What explains this diverse and uneven pattern of democracy in South Asia? The course delves into theories on political parties, ethnic politics, electoral institutions, civil-military relations, political violence, state-building, inter-state conflict, and civil wars to understand the variation in regime type in the region. It covers domestic and international factors that lead to democratization and democratic backsliding. We will focus on the role of political parties in democratization; the emergence of political dynasties; changes in the characteristics of the political elite; investigate claims of democratic deepening; and examine the effect of inter-state wars, land disputes, and insurgencies on democratic stability in the region.

Requirements/Evaluation:  three 5 to 7-page papers or one research paper; presentation; class participation
Prerequisites:  previous course in political science or permission of the instructor
Enrollment Limit:  16
Enrollment Preferences:  preference given to political science majors
Expected Class Size:  14
Grading:  
Distributions:  (D2)
Attributes:  GBST South + Southeast Asia Studies Electives  PSCI Comparative Politics Courses
Not offered current academic year
co-constitutive terrains of violence and race that form the unconscious. Querying what escapes the hermeneutics of psychoanalysis and aesthetics in the fantasies race engenders, we will examine modernity's articulation of racialization through conceptualizations--both fantasmatic and real--of self, world, knowledge, and possibility. Course texts may include: Edwidge Danticat's The Farming of Bones, Adrienne Kennedy's Funnyhouse of a Negro, Bessie Head's A Question of Power, Arthur Jafa's APEX and Love is the Message and the Message is Death, Conceição Evaristo's Ponciá Vicêncio, Lars von Trier's Manderlay, Charles Burnett's Killer of Sheep, Derek Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, Melanie Klein, Jacques-Alain Miller, Melanie Suchet, and Jean Laplanche. Note: This course will reflect the Continental tradition in philosophy. Student should be familiar with the basic interventions of psychoanalysis.

Requirements/Evaluation: Weekly discussion posts and questions, 2 Papers, 10-12 pages, Research presentation

Prerequisites: One Writing Skills or writing intensive course; one intro course in one of following: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, Women, Gender, and Sexuality Studies

Enrollment Limit: 15

Enrollment Preferences: Juniors or Seniors with majors or concentrations in any of the areas: American Studies, Africana Studies, Comparative Literature, English, Global Studies, Philosophy, Psychology, and Women's, Gender, and Sexuality Studies

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
ENGL 320(D1) GBST 365(D2) AMST 365(D2) AFR 365(D2)

Difference, Power, and Equity Notes: This course examines racialization as it relates to the racial violence of slavery on the psyche. Racialization as a process will be connected to concepts of self, world, and knowledge. Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa will be at the forefront of the course.

Attributes: AMST Critical and Cultural Theory Electives

Not offered current academic year

GBST 366 (S) #OutofHaiti: Haiti, Black Sovereignty and the Global Political Economy

Cross-listings: AFR 366 GBST 366

Secondary Cross-listing

In the Western hemisphere, Haiti (Ayiti kreyòl) is a symbol of many extremes related to revolution, impoverishment, governance and institutional sabotage, Black liberation, artistic and cultural achievement, and underdevelopment. This course places Haiti at the center of broad global political economic transformations. Starting from the Haitian Revolution and its reverberations throughout colonial empires to the present, this course will critically interrogate these superlatives and depictions of Haiti. Recent media portrayals of a 'Haitian migrant crisis' at the United States border defy empirical facts, and whitewash imperial misadventures and harm, further exposing a narrative of Haitian anti-blackness that has been pervasive throughout US history. We will unpick these imageries and material realities to consider broader perspectives within historical and contemporary significance of struggles for Black sovereignty and liberation. Taking economic and political history as data sources, documentary films and recent academic, artistic and popular works as starting points for discussion, the course will stir debate and a broader appreciation of the political contributions of civic movements and figures within Haiti and the Haitian diaspora. From the perspective of 'connected Blackness', the course explores how Black peoples' links through global struggles for liberation and freedom and against imperialism emerge today.

Requirements/Evaluation: Journal entries (250 words each); individual essay on documentary film or media (10 pages); research report on a major contemporary social/economic/environmental issue in Haiti (10 pages); "Haiti Black Liberation Space" group public education project on the contemporary importance of Haiti to global Black liberation/ racial justice and a summative reflection on a meaningful aspect of this project (5 pages); class participation (discussion and readings)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If over-enrolled, preference to AFR and Global Studies concentrators

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2)
GBST 367  (S)  Decolonizing International Relations  (DPE)
Cross-listings:  GBST 367 PSCI 367
Secondary Cross-listing
The Oxford English Dictionary defines Decolonization as "the withdrawal from its colonies of a colonial power; the acquisition of political or economic independence by such colonies." The emergence of an international system of sovereign states--the core foundation of international relations--presumes the process of dismantling systems of domination, extraction, and exclusion ended long ago. However, there is increasing recognition that International Relations in all forms, including theory, research, and policy, continue to be structured by traditional paradigms of power (e.g. white, male, elite). This course begins with the premise that knowledge is embedded within, and often reproduces, power hierarchies. Thus, this class is organized as a collaborative investigation with the aims of: 1) examining how whiteness and other historically dominant perspectives shape International Relations theory and research areas; 2) expanding and improving our understanding of International Relations through different lenses (e.g. race, class, gender, disability, indigenous, queer, subaltern); and 3) exploring the implications of a more inclusive approach to International Relations, both within the classroom as well as contemporary decolonization movements in the US and around the world.

Requirements/Evaluation:  Participation, 3 response/reflection papers, annotated bibliography
Prerequisites:  One prior course in International Relations or permission of the instructor
Enrollment Limit:  15
Enrollment Preferences:  Juniors and Seniors
Expected Class Size:  15
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D2)  (DPE)

GBST 369  (S)  Indigenous Narratives: From the Fourth World to the Global South  (DPE) (WS)
Cross-listings:  COMP 369 GBST 369 ARAB 369 HIST 306
Secondary Cross-listing
In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.
Requirements/Evaluation: active class participation, several short response assignments (3-4 pages), two film reviews (1 page), a performance project, and a final paper (7- to 10-pages)

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Comparative Literature majors

Expected Class Size: 15

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

COMP 369(D1) GBST 369(D2) ARAB 369(D1) HIST 306(D2)

Writing Skills Notes: This course will enable students to write weekly while engaging with various forms of writing skills: articulating arguments in short response papers (3-4 pages each), developing visual criticism through writing two film reviews, (1 page each), journaling through writing a personal reflections on a performance project, and honing research language in producing a final paper of 7-10 pages. Instructor's feedback and peer review sessions will include review of drafts and argumentative structures.

Difference, Power, and Equity Notes: At the heart of this course is the history of global Indigenous struggle for liberation and decolonization. The various novels, short stories, poems, films and other texts that students will engage with narrate histories of colonial dispossession, racial oppression, economic subjugation and dehumanization of minoritized Indigenous communities in the Americas, North Africa and the Middle East.

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year

GBST 370 (S) Archives of Global Solidarity: Records of Collective Memory of Emancipation (DPE) (WS)

Cross-listings: GBST 370 ARAB 370 COMP 370

Secondary Cross-listing

Departing from the Arabic notions of takaful and taddamun as interlinked expressions of social and political solidarity, this course seeks to investigate the textual and visual cultural production of solidarity in the Arabic-speaking world. While both terms have informed the shaping of modern Arab politics in the mid 20th century—from the birth of the socialist state to the rise of pan-Arabism—their instrumentalization as key principles of internationalism, Third Worldism, trans-nationalism, and global camaraderie since the 1990s is parallel to the emergence of social movements and popular resistance across the Middle East, North Africa and beyond. What is the meaning of solidarity and how it mobilized collective emancipation is the guiding question of this course. To interrogate this question we will read novels, poems, memoirs, labor unions and feminist manifestos, and essays that feature multidirectional solidarity and alliance building across borders of East-East and South-South. We will also examine visual and digital archives that documents particular historical moments that marked a turning point of global solidarity, such as the Spanish Civil War, the Cuban Revolution, the Algerian War, the Prague Spring, the Palestinian Intifada, the Zapatista Uprising, and most recently, the Arab Uprisings. As we approach these historical moments through a variety of texts and genres, we will identify encounters between activists and writers who established cross-regional movements and the cultural exchange between artistic collaborations.

Requirements/Evaluation: Students will write five responses to partner's papers (2 pages long); two 5-7 pages paper discussing aspects of the readings; one 10-minutes oral presentation of a reflection on digital solidarity, and a final poster project on archiving global solidarity.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: This tutorial will be aimed at first year and second year students interested in majoring in Arabic Studies, and/or concentrating in Comparative Literature and Global Studies.

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 370(D2) ARAB 370(D1) COMP 370(D1)

Writing Skills Notes: Students will engage a variety of writing forms, including weekly response papers to their tutorial partner, a research final paper, an outline for an oral presentation, a reflection on digital media and a design of a poster. Throughout this process, they will receive oral and written
feedback and work with revisions. The interdisciplinary material that will be covered in the tutorial will also require the production of distinct formats of writings and research skills.

**Difference, Power, and Equity Notes:** South-South and East-East encounters during the 1960s in the writings of contemporary Arab writers and activists resisting dictatorship and police states is the core of this tutorial. Students will gain a deeper understanding of DPE through a close examination of the triangulation of colonial boundaries, postcolonial states, and imperialist domination that shape the context of global solidarity in the Arab world and beyond.

Not offered current academic year

**GBST 391  (S) When India was the World: Trade, Travel and History in the Indian Ocean (DPE) (WS)**

**Cross-listings:** GBST 391 HIST 391 ASIA 391

**Secondary Cross-listing**

What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spiced, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

**Requirements/Evaluation:** class participation and weekly responses to readings, 4 short papers (4-5 pages), an oral presentation and final research (10 pages) paper based on any one of the 4 papers written during the course.

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

**Enrollment Preferences:** history majors and students with demonstrable interest in maritime/Indian Ocean history

**Expected Class Size:** 10-12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

GBST 391(D2) HIST 391(D2) ASIA 391(D2)

**Writing Skills Notes:** Students will write 4 short papers (4-5 pages) each and receive detailed feedback from the instructor. One of the four papers will become the basis of a final research paper (10-12 pages) on which each student will work closely with the instructor and receive feedback on improving research and writing skills.

**Difference, Power, and Equity Notes:** This course questions the conventional view that global interconnectedness was the result of Europe's discovery of 'new worlds'. Instead, it centers non-European actors in facilitating global networks before colonialism. Throughout, students will critically engage questions of how Asian and African players forged and shaped global connections across the Indian Ocean arena and examine the ways in which these contributions have been overshadowed in traditional historiography.

**Attributes:** GBST South + Southeast Asia Studies Electives HIST Group B Electives - Asia HIST Group P Electives - Premodern MAST Interdepartmental Electives

Not offered current academic year

**GBST 395  (F) Black Reparations Within/Beyond Borders (DPE)**

**Cross-listings:** ENVI 395 AFR 395 GBST 395 WGSS 395

**Secondary Cross-listing**

Generations of Black people around the world have demanded restitution for the harms and legacies of enslavement, indigenous genocide and colonialism in order to advance social justice, new ways of living and freedom. In this way, freedom fighters, Black Power leaders, abolitionist movements, Pan-Africanists, maroons, Rastafarians, Black politicians, climate justice leaders, and revolutionary anti-capitalists have all put forward
ideas on and approaches to reparations and reparatory justice. This course will analyze ‘geographies of Black struggle’, the differences and commonalities among these approaches, the political strategies and movements, including responses to global climate change and socio-environmental disasters that advance reparations as a just remedy within and beyond borders. We give particular attention to Pan-Africanist and Black feminist perspectives, as well as liberal and popular struggles for reparations within the African diaspora across space and time. Do Pan-Africanism and Black feminism offer new visions for reparations movements in the 21st century? Employing speeches, writings, audio-visual content and documentary film from and about these earlier and emerging movements and their leaders, we will draw long lines between historical circumstances and drivers, and examine Black (un)freedoms within the context of calls for reparations today.

Requirements/Evaluation: Attendance and Participation including serving as a class discussion leader (20%); Written double-spaced essay about and the legacies and role that Pan-Africanism or Black Feminist perspectives play in contemporary global reparations movement (8 pages plus bibliography) (25%); Research and creatively present using written text, flyer, video, audio-visuals or poster a profile of Pan-African feminist leader focusing on her ideas, movement activities, and role in the reparations movement including innovative ideas (max. 5 pages or 10 minutes) (25%); Final project: simulation activity of a Pan-African Congress on Reparations (30%)

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: If over-enrollment, preference to AFR, GBST and HIST students

Expected Class Size: 10

Grading: no pass/fail option, yes fifth course option

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 395(D2) AFR 395(D2) GBST 395(D2) WGSS 395(D2)

Difference, Power, and Equity Notes: This course encourages students to think, articulate and engage with social difference, social movements and the gendered power relations that underpin struggles for reparations among people racialized as Black. It helps students appreciate and assess how power dynamics around reparations have shifted over space and time, and how these struggles intersect with actions toward and from the state, within and across Black communities and popular movements, and other powerful groups in society.

Attributes: AFR Core Electives ENVI Humanities, Arts + Social Science Electives GBST African Studies Electives WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

GBST 397 (F) Independent Study: International Studies

Global Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Fall 2023

IND Section: 01 TBA Magnús T. Bernhardsson

GBST 398 (S) Independent Study: International Studies

International Studies independent study.

Grading: yes pass/fail option, yes fifth course option

Distributions: (D2)

Spring 2024

IND Section: 01 TBA Magnús T. Bernhardsson


Cross-listings: AFR 372 GBST 400 AMST 400 INTR 400 PSCI 379
This seminar focuses on the entwined histories of liberation movements against racism, enslavement, and imperialism in the US, Cuba and Africa. Readings include: Hugh Thomas, *Cuba: A History*; Che Guevara: *The Motorcycle Diaries*; Walter Rodney, *How Europe Underdeveloped Africa*; Laird Bergad, *The Comparative Histories of Slavery in Brazil, Cuba, and the United States*; Thomas Sankara, *Women's Liberation and the African Freedom Struggle*; Nelson Mandela and Fidel Castro, *How Far We Slaves Have Come!* Students will read and analyze texts, screen documentaries, collectively compile a comprehensive bibliography, and present group analyses. The seminar is open to all students; however, priority is given to seniors majoring in American Studies.

**Requirements/Evaluation:** Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses; two brief papers due at midterm and the end of the semester

**Prerequisites:** None

**Enrollment Limit:** 12

**Enrollment Preferences:** Seniors majoring in American Studies

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:

AFR 372(D2) GBST 400(D2) AMST 400(D2) INTR 400(D2) PSCI 379(D2)

**Difference, Power, and Equity Notes:** This course addresses international, anti-colonial solidarity between Blacks in the US, Cuba, Africa. It tracks the evolution of "racial capitalism," noting intersections between enslavers in the US and Cuba, and accumulation of wealth through the Atlantic slave trade. Students will analyze the powers of the enslaved, tracing history, political economies, culture, violence, and dispossession, to emphasize resistance to human bondage and successful and compromised revolutions in Cuba and the US.

**Attributes:** AMST 400-level Senior Seminars

Not offered current academic year
GBST 413 (F)  The Big Ideas: Intended and Unintended Consequence of Human Ambition  (DPE) (WS)

Cross-listings:  ENVI 413 HIST 413 ARAB 413 GBST 413

Secondary Cross-listing

What have been the most consequential ideas of the last 100 years? This course will explore some of the more audacious and ambitious plans to alter natural and urban environments in the late 19th century to the early part of the 21st, specifically those that sought to improve the human condition through science, engineering, and technology. By building big bold things, politicians around the globe sought to bring prosperity to their nation and embark on a path of modernity and independence. Through an intellectual, political and environmental history of major construction projects such as the building of the Suez Canal and the Aswan Dam, extensive river valley developments in Iran, Turkey and Iraq, and utopian and futuristic city planning in western Asia, students will consider how, with the benefit of hindsight, to best evaluate the feasibility of such bold schemes. Who has benefited and who has not, what have been some of the unanticipated consequences, what was sacrificed or neglected, and what do these projects tell us about the larger processes of global capitalism, decolonization, and climate change?

Requirements/Evaluation:  A presentation, shorter writing assignments and a longer research paper (20-25 pages) in the end. Students will submit shorter drafts of final paper in order to receive constructive feedback prior to final submission.

Prerequisites:  None

Enrollment Limit:  15

Enrollment Preferences:  Seniors, especially History, Arabic and Environmental Studies majors.

Expected Class Size:  15

Grading:  no pass/fail option,  no fifth course option

Distributions:  (D2)  (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:

ENVI 413(D2) HIST 413(D2) ARAB 413(D2) GBST 413(D2)

GBST 420  (F)  Architecture and Sustainability in a Global World  (WS)

Cross-listings:  ENVI 420 ARTH 420 GBST 420

Secondary Cross-listing

What does it mean to create a sustainable built environment? What do such environments look like? Do they look the same for different people across different times and spaces? This course takes these questions as starting points in exploring the concept of architectural sustainability, defined as "minimizing the negative impact of built form on the surrounding landscape," and how this concept can be interpreted not only from an environmental point of view, but from cultural, political, and social perspectives as well. Over the course of the class, students will explore different conceptualizations of sustainability and how these conceptualizations take form in built environments in response to the cultural identities, political agendas, social norms, gender roles, and religious values circulating in society at any given moment. In recognizing the relationship between the way things are constructed
(technique of assembly, technology, materials, process) and the deeper meanings behind the structural languages deployed, students will come to understand sustainability as a fundamentally context-specific ideal, and its manifestation within the architectural environment as a mode of producing dialogues about the anticipated futures of both cultural and architectural worlds.

Requirements/Evaluation: weekly reading discussion question posts on GLOW, leading class discussions, and a final project/paper (15-20 pages) with presentation

Prerequisites: none, although a course in art/architectural history or environmental studies would be advantageous

Enrollment Limit: 12

Enrollment Preferences: Art History majors, Environmental Studies majors, History and Studio majors

Expected Class Size: 12

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
ENVI 420(D1) ARTH 420(D1) GBST 420(D2)

Writing Skills Notes: This course develops writing proficiency using a series of sequenced assignments that culminate with the formation of a well-articulated, compelling final project. Students will receive extensive feedback on these assignments via a progression-oriented evaluative system that involves both instructor and peer feedback, and will take part in a writing seminar towards gaining the necessary tools for drafting work, formulating ideas, organizing sections, and crafting an abstract.

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

GBST 480 (F) Media and Society in Africa (DPE) (WS)

Cross-listings: AFR 381 GBST 480 HIST 480

Secondary Cross-listing

The Media have long played important roles in African societies. As early as the second half of the 19th century, African intellectuals were using print technology to address the people. As radio technology was in its infancy during the first half of the twentieth century, Africans were gathering around re-diffusion stations and later around single receivers to listen to news and entertainment programing. In this tutorial, we will examine these histories of media and media technologies on the continent. Ultimately, we will explore the roles that media played in serving particular community needs and how communities also adapted new media technologies to fit local conditions. Media content has historically been determined based on standards beyond viewers’, readers’ and listeners’ control. We will examine the influences that editors and political leaders on the continent have exerted on content as well as what forces they responded to. We will also further explore the media’s role in major events on the continent, from governmental changes to the ending of apartheid in South Africa and the role that media have played in areas of conflict.

Requirements/Evaluation: Students will be evaluated based on a series of 5-7-page tutorial response papers and 2-page critiques, as well as preparedness for and performance in weekly tutorial discussions.

Prerequisites: This course open to all students

Enrollment Limit: 10

Enrollment Preferences: Preference will be given to history majors and students with prior experience with African history. If the course is over-enrolled, students may be asked to complete a questionnaire to determine enrollment

Expected Class Size: 10

Grading: no pass/fail option, no fifth course option

Distributions: (D2) (DPE) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
AFR 381(D2) GBST 480(D2) HIST 480(D2)

Writing Skills Notes: Students will alternate weekly between writing 5-7-page tutorial papers and 2-page critiques of their peers’ writing. Formal writing assignments throughout the semester will total at least 40 pages. Students will receive regular feedback and critiques- both oral and written - from the professor, as well as oral critiques from tutorial partners.

Difference, Power, and Equity Notes: Modern media developed in Africa as means of control and cultivating dutiful colonial subjects. However, media then emerged as sites of contestation and even tools with which colonial subjects challenged colonial rule. They have continued to be revealing
sites for issues of gender, race, class, and ethnicity. As such, this course immensely explores diversity, power and equity and how these all-important societal concerns are expressed through the media in Africa.

Not offered current academic year

**GBST 491 (F) Senior Honors Project: International Studies**

International Studies senior honors project.

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Fall 2023

HON Section: 01  TBA  Magnús T. Bernhardsson

**GBST 492 (S) Senior Honors Project: International Studies**

International Studies senior honors project.

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Spring 2024

HON Section: 01  TBA  Magnús T. Bernhardsson

**Winter Study .................................................................**

**GBST 10 (W) Soccer and Revolution**

Soccer is a serious game! It can trigger revolutionary dynamics and support struggles for emancipation. Take for example soccer in Brazil where legendries, such as Socrates and Walter Casagrande became the symbol of Brazilian resistance to the dictatorship. Another striking example is the Argentino Juniors team that was formed by young Italian immigrants from a working-class background, imbued with socialist and anarchist ideas. Soccer can express class conflict too. On the other side of the Atlantic, Manchester United, which has the most successful record in English soccer, was created by a railway company union. The recent Netflix series “The English Game,” which puts under scrutiny the soccer’s class dynamics in the late 19th century, is another example. Soccer may look different today, but class conflict remains a key players, not only in England. Likewise, soccer can express gender or religious affiliation. Drawing upon these aspects of soccer, this course aims to examine how this popular game is a soundboard for many different social, political, cultural, racial or gender identities throughout the world. Some questions that we will address include: why soccer stadiums are the primary place where Moroccans protest the country’s social, economic and political situation? Why when the Raja Casablanca (Morocco’s largest city) plays, the Moroccan anthem is frequently drowned out by the crowd singing the Raja’s anthem with the chorus: “Fi blady dhalmouni” -- “In my country, they have oppressed me”? What can we learn from the case of Ahmed Ben Bella, a former player of Olympique de Marseille who became the first president of Algeria after playing a major role in a fierce and bloody decolonial war against France? To this end, we will read a selection of theoretical and critical texts and watch soccer games, documentaries, and read sport reports and interviews with players and coaches to gain a deeper understanding of the historical paths of some soccer icons who proved to be Rebels and are largely regarded as such: Lucarelli (Italy), Navazo (Spain), Drogba (Ivory Coast), Caszely (Chili), Mekhloufi (Algeria), Pasic (Bosnia and Herzegovina), Socrates (Brazil), Claudio (Argentine), Thaljieh (Palestine), etc.

**Requirements/Evaluation:** active participation, in-class presentations, creating or updating wikipedia pages about soccer players (a tutorial about wikipedia will be arranged in collaboration with the library).

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** None

**Expected Class Size:** 20

**Grading:** pass/fail only
GBST 30 (W) Sr Proj: Global Studies
To be taken by candidates for honors in Global Studies.
Class Format: honors project
Grading: pass/fail only

GBST 31 (W) Senior Thesis: Global Studies
Global Studies senior thesis.
Class Format: independent study
Grading: pass/fail only

GBST 44 (W) Global Challenges, Global Research
As part of the Global Scholars Program, this travel course is only to those students admitted to the Global Scholars Program. Each January, students who successfully completed GBST 151 in the Fall will travel with their instructor(s) to a major city around the world. After a short introduction to some of relevant international and political institutions, students will explore specific global questions working with local researchers and centers, based on their academic interests and goals. They will engage with this research to think new concepts and generate innovative questions as they enter and examine the complexities of the always evolving and interconnected world. They will be encouraged to tackle urgent issues and rethink conventional paradigms and thus develop multi-faceted awareness through the task of analyzing and appreciating diverse perspectives and experiences.
Class Format: Travel Course. Open only to Global Scholars Fellows.
Requirements/Evaluation: A weekly journal and a final 10 page report.
Prerequisites: Admittance to Global Scholars Program and completion of GBST 151.
Enrollment Limit: 12
Enrollment Preferences: Global Scholars Fellows
Expected Class Size: 12
Grading: pass/fail only
Attributes: GBST Urbanizing World Electives

GBST 98 (W) Indep. Study: Global Studies
Open to upperclass students. Students interested in doing an on-campus independent project during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.
Class Format: independent study
Grading: pass/fail only
GBST 99 (W) Indep. Study: Global Studies
Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

Class Format: independent study
Grading: pass/fail only

Winter 2024
IND Section: 01 TBA Magnús T. Bernhardsson