GLOBAL STUDIES (Div II)

Chair: Professor Magnús T. Bernhardsson

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
- Jie-Hyun Lim, 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

AFR 200(F, S) LEC Introduction to Africana Studies
Taught by: Armond Towns
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 134 / CAOS 134 The Tropics: Biology and Social Issues
Taught by: Joan Edwards
Catalog details

ENVI 231 / AFR 231 / STS 231 SEM Africa and the Anthropocene
Taught by: TBA
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 311 Women Warriors, Colonial Soldiers, and Slave Armies: Soldiering and Warfare in African History
Taught by: TBA
Catalog details
East Asian Studies

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(F) SEM Love and Death in Modern Japanese Literature and Visual Culture
Taught by: Christopher Bolton
Catalog details

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

GBST 294 / HIST 395(S) SEM Victimhood Nationalism in Global History & Memory
Taught by: Jie-Hyun Lim
Catalog details

GBST 373 / HIST 377(F) SEM A Global History of Mass Dictatorship
Taught by: Jie-Hyun Lim
Catalog details

HIST 213 / ASIA 213(S) LEC Modern China, 1600-Present
Taught by: Anne Reinhardt
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 SEM Gender and the Family in Chinese History
Taught by: Anne Reinhardt
Catalog details

MUS 112 / ASIA 112(S) LEC Musics of Asia
Taught by: W. Anthony Sheppard
Catalog details

PSCI 247 / ASIA 249 LEC Political Power in Contemporary China
Taught by: George Crane
Catalog details

PSCI 345 / ASIA 345 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

PSCI 347 SEM Democracy and Dictatorship in Latin America
Taught by: Roger Kittleson
Catalog details

MUS 125 / DANC 125(F) 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 349 TUT Cuba and the United States
Taught by: James Mahon
Catalog details
RLSP 203(F) LEC From Modernismo to El Boom de la Novela
Taught by: Gene Bell-Villada
Catalog details
RLSP 205 / COMP 205(S) LEC Magical Realists, Fantasists, Experimentalists: The Latin-American Novel in Translation
Taught by: Gene Bell-Villada
Catalog details
RLSP 206 LEC Latin-American Civilizations
Taught by: Gene Bell-Villada
Catalog details
RLSP 231 SEM Indigenous Writers of Colonial Mexico and Peru
Taught by: Carlos Macias Prieto
Catalog details
RLSP 259 Violent States, Violent Subjects: Nation-Building and War in 19th Century Latin America
Taught by: TBA
Catalog details
RLSP 319 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 Macias Prieto
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
GBST 294 / HIST 395(S) SEM Victimhood Nationalism in Global History & Memory
Taught by: Jie-Hyun Lim
Catalog details
GBST 373 / HIST 377(F) SEM A Global History of Mass Dictatorship
Taught by: Jie-Hyun Lim
Catalog details
HIST 207 / GBST 102 / ARAB 207 / LEAD 207 / JWST 217 / REL 239 LEC The Modern Middle East
Taught by: Magnús Bernhardsson
Catalog details
PSCI 227 / LEAD 227(F) LEC International Relations of the Middle East
Taught by: Galen E Jackson
Catalog details
PSCI 268(S) SEM The Israeli-Palestinian Conflict
Taught by: Michael MacDonald
Catalog details

European Studies

Russian and Eurasian Studies

GBST 294 / HIST 395(S) SEM Victimhood Nationalism in Global History & Memory
Taught by: Jie-Hyun Lim
Catalog details
GBST 373 / HIST 377(F) SEM A Global History of Mass Dictatorship
Taught by: Jie-Hyun Lim
Catalog details
RUSS 203 / COMP 203 SEM Nineteenth-Century Russian Literature in Translation
Taught by: Peter Orte
Catalog details
RUSS 204 / COMP 204 / GBST 204(S) SEM To See the Past: Russian and Soviet Cinema on History
South and Southeast Asian Studies
Caribbean and Central American Studies

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

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

COMP 243 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

GBST 373 / HIST 377(F) SEM A Global History of Mass Dictatorship
Taught by: Jie-Hyun Lim
Catalog details

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

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

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

PSCI 255 LEC Comparative Politics of South Asia
Taught by: Natasha Murtaza
Catalog details

PSCI 356 / ASIA 356 / GBST 357 SEM Democratization in India and Pakistan
Taught by: Natasha Murtaza
Catalog details

REL 244 / ASIA 244 / PHIL 245(S) LEC Mind and Persons in Indian Thought
Taught by: Georges Dreyfus
Catalog details

REL 255 / ANTH 255 / ASIA 255(F) LEC Buddhism: Ideas and Practices
Taught by: Georges Dreyfus
Catalog details

REL 269 / ANTH 269 / ASIA 269 / STS 269 TUT Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience
Taught by: Kim Gutschow
Catalog details

Oceania

Thematic Tracks
Borders, Exile and Diaspora Studies

AFR 317 / AMST 317 / DANC 317 / ENGL 317 / THEA 317 / COMP 319 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(S) 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(S) SEM Americans Abroad

Taught by: Soledad Fox
Catalog details
COMP 369 / HIST 306 / ARAB 369 / GBST 369(F) SEM Indigenous Narratives: From the Fourth World to the Global South

Taught by: Amal Eqeiq
Catalog details
GBST 105 / REL 107 LEC Islamophobia: A Global Perspective

Taught by: Farid Hafez
Catalog details
GBST 243 / REL 247 SEM Anti-Muslim Racism: A Global Perspective

Taught by: Farid Hafez
Catalog details
GBST 294 / HIST 395(S) SEM Victimhood Nationalism in Global History & Memory

Taught by: Jie-Hyun Lim
Catalog details
GERM 201 SEM “Oida!” Living Language in Vienna

Taught by: Gail Newman
Catalog details
HIST 361 / AMST 360 / CAOS 361(F) SEM The Atlantic World: Connections, Crossings, and Confluences

Taught by: Christine DeLucia
Catalog details
HIST 434 / REL 335 / JWST 434(S) SEM Humanitarianism and Jewish History

Taught by: Alexandra Garbarini
Catalog details
PSCI 225 / LEAD 225 LEC International Security

Taught by: Galen E Jackson
Catalog details
PSCI 334(S) SEM Theorizing Global Justice

Taught by: Nimu Njoya
Catalog details
RLFR 229 Black Outside the U.S.

Taught by: TBA
Catalog details

Economic Development Studies

ECON 204 / ENVI 234 / ECON 507 LEC Global Poverty and Economic Development

Taught by: Pamela Jakiela
Catalog details
ECON 215 / CAOS 216 / GBST 315(F) LEC Globalization

Taught by: Will Olney
Catalog details
ECON 216 TUT Global Crises and Socio-Economic Policies

Taught by: Michael Samson
Catalog details
ECON 219(S) TUT Global Economic History

Taught by: Steven Nafziger
Catalog details
ECON 348 / ECON 548 LEC Human Capital and Development

Taught by: Owen Ozier
Catalog details
ECON 360 LEC Monetary Economics

Taught by: Kenneth Kuttner
Catalog details
ECON 378 LEC Long-Run Comparative Development

Taught by: Quamrul Ashraf
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
Urbanizing World

**ANTH 216 / GBST 216(F) TUT Cities and Urbanism of the Ancient World**
  - Taught by: Antonia Foias
  - Catalog details

**ENVI 101(F, S) LEC Nature and Society: An Introduction to Environmental Studies**
  - Taught by: Giuseppina Forte
  - Catalog details

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

**PSCI 215 / LEAD 215(S) SEM Race and Inequality in the American City**
  - Taught by: Mason Williams
  - Catalog details

**RLFR 316 / COMP 314 / WGSS 315(F) SEM Paris on Fire: Incendiary Voices from the City of Light**
  - Taught by: Brian Martin
  - Catalog details

**SOC 216 SEM The City**
  - Taught by: Marketa Rulikova
  - Catalog details

Global Indigenous Studies

Food and Agriculture

Poverty and Insecurity

Human Rights
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 or in a Global Studies colloquium, or in both.

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: Armond Towns
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 134 / CAOS 134 The Tropics: Biology and Social Issues
Taught by: Joan Edwards
Catalog details

ENVI 231 / AFR 231 / STS 231 SEM Africa and the Anthropocene
Taught by: TBA
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 311 Women Warriors, Colonial Soldiers, and Slave Armies: Soldiering and Warfare in African History
Taught by: TBA
Catalog details

HIST 486(S) TUT Race and A Global War: Africa During World War II
Taught by: Benjamin Twagira
Catalog details

MUS 120 / AFR 113 LEC Musics of Africa
Taught by: Corinna Campbell
East Asian Studies

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

COMP 255 / ASIA 253(F) SEM Love and Death in Modern Japanese Literature and Visual Culture

Taught by: Christopher Bolton

COMP 266 / ASIA 266 SEM Confession and Deception in Japanese Literature

Taught by: Christopher Bolton

GBST 294 / HIST 395(S) SEM Victimhood Nationalism in Global History & Memory

Taught by: Jie-Hyun Lim

GBST 373 / HIST 377(F) SEM A Global History of Mass Dictatorship

Taught by: Jie-Hyun Lim

HIST 213 / ASIA 213(S) LEC Modern China, 1600-Present

Taught by: Anne Reinhardt

HIST 313 / ASIA 313 SEM The People's Republic: China since 1949

Taught by: Anne Reinhardt

HIST 319 / ASIA 319 / WGSS 319 SEM Gender and the Family in Chinese History

Taught by: Anne Reinhardt

MUS 112 / ASIA 112(S) LEC Musics of Asia

Taught by: W. Anthony Sheppard

PSCI 247 / ASIA 249 LEC Political Power in Contemporary China

Taught by: George Crane

PSCI 345 / ASIA 345 SEM The Meaning of Life and Politics in Ancient Chinese Thought

Taught by: George Crane

PSCI 354 / HIST 354 LEC Nationalism in East Asia

Taught by: George Crane

Latin American Studies

GBST 373 / HIST 377(F) SEM A Global History of Mass Dictatorship

Taught by: Je-Hyung Lim

HIST 347 SEM Democracy and Dictatorship in Latin America

Taught by: Roger Kittleson

MUS 125 / DANC 125(F) SEM Music and Social Dance in Latin America

Taught by: Corinna Campbell

PSCI 253 LEC The Tragedy of Venezuela

Taught by: James Mahon

PSCI 349 TUT Cuba and the United States

Taught by: James Mahon

RLSP 203(F) LEC From Modernismo to El Boom de la Novela

Taught by: Gene Bell-Villada

RLSP 205 / COMP 205(S) LEC Magical Realists, Fantasists, Experimentalists: The Latin-American Novel in Translation

Taught by: Gene Bell-Villada
Catalog details
RLSP 206 LEC Latin-American Civilizations
Taught by: Gene Bell-Villada

Catalog details
RLSP 231 SEM Indigenous Writers of Colonial Mexico and Peru
Taught by: Carlos Macías Prieto

Catalog details
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Catalog details
RLSP 319 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
Middle Eastern Studies
ARAB 331 / COMP 332 SEM Popular Culture in the Arab World: Youth, Populism, and Politics
Taught by: TBA

Catalog details
GBST 294 / HIST 395(S) SEM Victimhood Nationalism in Global History & Memory
Taught by: Jie-Hyun Lim

Catalog details
GBST 373 / HIST 377(F) SEM A Global History of Mass Dictatorship
Taught by: Jie-Hyun Lim

Catalog details
HIST 207 / GBST 102 / ARAB 207 / LEAD 207 / JWST 217 / REL 239 LEC The Modern Middle East
Taught by: Magnus Bernhardsson

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

Catalog details
PSCI 268(S) SEM The Israeli-Palestinian Conflict
Taught by: Michael MacDonald

Catalog details
Russian and Eurasian Studies
GBST 294 / HIST 395(S) SEM Victimhood Nationalism in Global History & Memory
Taught by: Jie-Hyun Lim

Catalog details
GBST 373 / HIST 377(F) SEM A Global History of Mass Dictatorship
Taught by: Jie-Hyun Lim

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

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

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

Catalog details
SOC 348 / GBST 348 / RUSS 348(F) 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 LEC Arts of South Asia
Taught by: Murad Mumtaz
COMP 243 Performance Practices of India
    Taught by: TBA

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

GBST 373 / HIST 377(F) SEM A Global History of Mass Dictatorship
    Taught by: Jie-Hyun Lim

HIST 117 / ASIA 117 / GBST 117 SEM Bombay/Mumbai: Making of a Modern Metropolis
    Taught by: Aparna Kapadia

HIST 221 / ASIA 221 / GBST 221 LEC South Asia: Colonialism to Independence, 1750-1947 CE
    Taught by: Aparna Kapadia

HIST 388(S) SEM Decolonization and the Cold War
    Taught by: Jessica Chapman

PSCI 255 LEC Comparative Politics of South Asia
    Taught by: Natasha Murtaza

PSCI 356 / ASIA 356 / GBST 357 SEM Democratization in India and Pakistan
    Taught by: Natasha Murtaza

REL 244 / ASIA 244 / PHIL 245(S) LEC Mind and Persons in Indian Thought
    Taught by: Georges Dreyfus

REL 255 / ANTH 255 / ASIA 255(F) LEC Buddhism: Ideas and Practices
    Taught by: Georges Dreyfus

REL 269 / ANTH 269 / ASIA 269 / STS 269 TUT Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience
    Taught by: Kim Gutschow

THEMATIC TRACKS
Borders, Exile and Diaspora Studies

AFR 317 / AMST 317 / DANC 317 / ENGL 317 / THEA 317 / COMP 319 SEM Black Migrations: African American Performance at Home and Abroad
    Taught by: Rashida Braggs

AFR 323 / ARTH 223 / COMP 322 / AMST 323 / ENGL 356(S) SEM Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora
    Taught by: Rashida Braggs

COMP 242 / AMST 242 / GBST 242 / ENGL 250(S) SEM Americans Abroad
    Taught by: Soledad Fox

COMP 369 / HIST 306 / ARAB 369 / GBST 369(F) SEM Indigenous Narratives: From the Fourth World to the Global South
    Taught by: Amal Eqeiq

GBST 105 / REL 107 LEC Islamophobia: A Global Perspective
    Taught by: Farid Hafez

GBST 243 / REL 247 SEM Anti-Muslim Racism: A Global Perspective
    Taught by: Farid Hafez

GBST 294 / HIST 395(S) SEM Victimhood Nationalism in Global History & Memory
    Taught by: Jie-Hyun Lim

GERM 201 SEM "Oida!" Living Language in Vienna
    Taught by: Gail Newman

HIST 361 / AMST 360 / CAOS 361(F) SEM The Atlantic World: Connections, Crossings, and Confluences
    Taught by: Christine DeLucia
HIST 434 / REL 335 / JWST 434(S) SEM Humanitarianism and Jewish History  
Taught by: Alexandra Garbarini  
Catalog details  
PSCI 225 / LEAD 225 LEC International Security  
Taught by: Galen E Jackson  
Catalog details  
PSCI 334(S) SEM Theorizing Global Justice  
Taught by: Nimu Njoya  
Catalog details  
RLFR 229 Black Outside the U.S.  
Taught by: TBA  
Catalog details

Economic Development Studies

ECON 204 / ENVI 234 / ECON 507 LEC Global Poverty and Economic Development  
Taught by: Pamela Jakiela  
Catalog details  
ECON 215 / CAOS 216 / GBST 315(F) LEC Globalization  
Taught by: Will Olney  
Catalog details  
ECON 216 TUT Global Crises and Socio-Economic Policies  
Taught by: Michael Samson  
Catalog details  
ECON 219(S) TUT Global Economic History  
Taught by: Steven Naftziger  
Catalog details  
ECON 348 / ECON 548 LEC Human Capital and Development  
Taught by: Owen Ozier  
Catalog details  
ECON 360 LEC Monetary Economics  
Taught by: Kenneth Kuttner  
Catalog details  
ECON 378 LEC Long-Run Comparative Development  
Taught by: Quamrul Ashraf  
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 515 / ECON 359(S) SEM Developing Country Macroeconomics II: Institutions and Policy Regimes  
Taught by: Bumsoo Kim  
Catalog details  
ECON 515 / ECON 366(S) SEM International Trade and Development  
Taught by: Will Olney  
Catalog details  
ENVI 231 / AFR 231 / STS 231 SEM Africa and the Anthropocene  
Taught by: TBA  
Catalog details  
GBST 218 / CAOS 218 Capital and Coercion  
Taught by: Ashok Rai  
Catalog details  
PSCI 229 LEC Global Political Economy  
Taught by: Darel Paul  
Catalog details  
WGSS 211 / ECON 105(F) SEM Gender in the Global Economy  
Taught by: Kiaran Honderich  
Catalog details
Urbanizing World

ANTH 216 / GBST 216(F) TUT Cities and Urbanism of the Ancient World
Taught by: Antonia Foias
Catalog details

ENVI 101(F, S) LEC Nature and Society: An Introduction to Environmental Studies
Taught by: Giuseppina Forte
Catalog details

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

PSCI 215 / LEAD 215(S) SEM Race and Inequality in the American City
Taught by: Mason Williams
Catalog details

RLFR 316 / COMP 314 / WGSS 315(F) SEM Paris on Fire: Incendiary Voices from the City of Light
Taught by: Brian Martin
Catalog details

SOC 216 SEM The City
Taught by: Marketa Rulikova
Catalog details

GBST 101 (F) Religion, Politics, and Society: A Global Perspective (DPE)

Cross-listings: REL 126

Primary Cross-listing

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:

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: REL 239 / ARAB 207 / JWST 217 / HIST 207 / LEAD 207

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:
REL 239(D2) ARAB 207(D2) JWST 217(D2) HIST 207(D2) LEAD 207(D2) GBST 102(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 HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Not offered current academic year

GBST 104 (S) Race and a Global War: Africa during World War II (DPE) (WS)

Cross-listings: HIST 104 / AFR 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:
HIST 104(D2) GBST 104(D2) AFR 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 spite of various and complex inequities.

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

Not offered current academic year

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

Cross-listings: REL 107

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:

GBST 105(D2) REL 107(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

Not offered current academic year

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

Cross-listings: THEA 101 / 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

Distributions: (D2)

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

THEA 101(D1) COMP 151(D1) GBST 116(D2)

Fall 2024

SEM Section: 01 MW 11:00 am - 12:15 pm Shanti Pillai
SEM Section: 02 M 7:00 pm - 9:40 pm Shanti Pillai

GBST 117 (F) Bombay/Mumbai: Making of a Modern Metropolis (WS)

Cross-listings: ASIA 117 / HIST 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) GBST 117(D2) HIST 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  GBST Urbanizing World  HIST Group B Electives - Asia

Not offered current academic year

**GBST 132 (S) Musics of the Spanish Colonial Empire, ca. 1500-1800 (DPE)**

**Cross-listings:** MUS 133

**Secondary Cross-listing**

With territories around the globe from the Americas to the Philippines to portions of Western Europe, the Spanish colonial empire was, at its height, one of the largest and most expansive in history. This course explores the myriad ways in which Spanish colonial powers influenced, interacted with, and reacted to the musical cultures of the colonized and how indigenous and/or colonized peoples persisted in asserting their musical voices over the course of several centuries—from the time of the Spanish arrival in the Americas (as well as southern Italy and the East Indies) during the fifteenth and sixteenth centuries to the empire’s eventual decline in the nineteenth century. We will begin by defining the concepts of "colonialism" and "imperialism" in order to understand how such political and socio-economic power structures developed and attempted to exert control and influence over subjugated populations—and consequently over their music. From there, we will investigate some of the musical developments and repertories that resulted from these efforts through a series of modules on various territories colonized by Spain, including the Spanish territories of Naples/southern Italy, New Spain, and the Philippines. Coursework will include discussion-based and written responses to weekly readings and listening assignments and small group presentations on a Spanish colonized space not covered in one of the central course modules. The ability to read musical notation is not required.

**Class Format:** Lecture-discussion

**Requirements/Evaluation:** Attendance/participation; weekly discussion-leading and informal written forum responses to assigned materials; two close reading/listening papers; and a final collaborative presentation project to be conducted in small groups

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** Preference given to first years and sophomores

**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 132(D2) MUS 133(D1)

**Difference, Power, and Equity Notes:** The course explores how political and socio-economic power structures exerted control and influence over subjugated populations in the Spanish colonial empire—and consequently over their music, and examines the myriad ways in which Spanish colonial powers influenced, interacted with, and reacted to the musical cultures of the colonized and how indigenous and/or colonized peoples persisted in asserting their musical voices over the course of several centuries

**Attributes:** MUS Music History: Pre-1750

Spring 2025

SEM Section: 01  TR 9:55 am - 11:10 am  Elizabeth G. Elmi

**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. The course is organized according to three key themes -- sustainability, democracy, and indigeneity -- which will structure our academic explorations in the fall semester and provide important context for on-site work in Santiago, Chile, during Winter Study. Students will engage these frameworks and concepts to consider global processes and examine the complexities of life on an increasingly overheated and fragmented planet. The first part of the course will explore critical topics in Global Studies and grapple with influential theories on climate change, sustainability, and human rights. The second part will be focused on a particular country and city -- Chile and its capital of Santiago -- and how overarching geopolitical tendencies impact the reality of life in that area as well as creative strategies emerging in local communities. One purpose of this module is to prepare students for their Winter Study trip to that region, where they will 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 5-7 pp. 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 through leading theories of climate change, sustainability, and human rights as well as how these issues 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 be more responsible global citizens.

Fall 2024

SEM Section: 01    TF 1:10 pm - 2:25 pm     Jennifer L. French

GBST 162 (S) Languages of East Asia

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

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

Attributes: Linguistics

Not offered current academic year
GBST 203 (F) Colonial Rule and Its Aftermaths in Africa (DPE)

Cross-listings: AFR 227 / HIST 204

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

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:

AFR 227(D2) HIST 204(D2) GBST 203(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: RUSS 204 / COMP 204

Secondary Cross-listing

This course surveys Soviet and Russian cultural history of the 20th- and 21st-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:
RUSS 204(D1) COMP 204(D1) GBST 204(D2)

Attributes: GBST Russian + Eurasian Studies

Spring 2025
SEM Section: 01   MR 1:10 pm - 2:25 pm   Olga Kim

GBST 208  (F)  The U.S. and Afghanistan: A Post-Mortem  (DPE)
Cross-listings: ASIA 208 / ANTH 208
Secondary Cross-listing
The United States attacked and defeated the Afghan Taliban regime over 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:
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.

Not offered current academic year

GBST 209  (S)  The Art and Archeology of Maya Civilization
Cross-listings: ANTH 219 / ARTH 209
Secondary Cross-listing
The ancient Maya civilization was one of the most sophisticated and complex cultures of prehispanic Central America. Its complex calendrics, astronomy, mathematics, art and hieroglyphic writing system are celebrated worldwide. The course will examine the trajectory and nature of ancient Maya civilization from the combined perspectives of archaeology and art history. The origins and evolution of the Maya states during the Preclassic period (1000 B.C.-A.D. 250) will be explored through the rich archaeological remains and Preclassic art styles. The Classic Maya civilization (A.D. 250-1000) will then be presented through a detailed survey of the archaeology, art and hieroglyphic texts of this period. Finally, the collapse of Classic Maya civilization and its transformation and endurance during the Postclassic period and under early Spanish rule (A.D. 1000-1600) will be critically evaluated through a review of the archaeological, iconographic, and ethnohistorical evidence.

Class Format: lecture/discussion
Requirements/Evaluation: midterm and final exams, hieroglyphic project, 15pp research paper
Prerequisites: none, but an introductory ARTH or ANTH course recommended
GBST 214  (F)  Asian/American Identities in Motion  (DPE)

Cross-listings:  AAS 216 / AMST 213 / DANC 216 / ASIA 216 / THEA 216

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, movement workshops, and discussion with guest artists and scholars. No previous dance experience is required.

Requirements/Evaluation:  reading responses, in-class writing assignments, participation in discussions and presentations, two 5-6 page 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:
AAS 216(D2) AMST 213(D2) DANC 216(D1) GBST 214(D2) ASIA 216(D1) THEA 216(D1)

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 nations, and how social and legal discriminatory practices against minorities influence identity and popular cultural practices. The assigned material provide examples of how artists address these inequalities and differences in social power.

Attributes:  AAS Core Electives  AAS Gateway Courses

Fall 2024

GBST 216  (F)  Cities and Urbanism of the Ancient World  (WS)

Cross-listings:  ANTH 216

Secondary Cross-listing
This is a course on cities in the ancient world, which will examine four major ancient urban centers (Nineveh and Nimrud, Iraq; Teotihuacan, Mexico; and Angkor, Cambodia) and end with a sustained, in-depth exploration of urbanism in prehispanic Maya civilization. As more and more people move into cities across the world, human societies are becoming forever transformed. This transformation into an urban globalized world has ancient roots at
the beginning of the first civilizations in Euroasia and the Americas. We will delve into the nature of the urban transformation by first exploring sociological and anthropological definitions of urbanism, and recent studies of modern urbanism. We will look at Nineveh, Nimrud, Teotihuacan, and Angkor to consider how ancient urbanism was distinct from modern cities, while at the same time, ancient urbanites had to deal with similar issues as residents of modern cities. We will then examine in more depth the cities of prehispanic Maya civilization, answering such questions as: how different were Maya cities from other premodern ones? Is there one type of Maya city or many? How different was life in Maya cities from life in Maya villages? What were the power structures of Maya cities? How common were immigrants and slaves in these ancient cities?

Requirements/Evaluation: 5-page papers every other week, oral responses on alternate weeks; tutorial attendance is required.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first years, sophomores, or majors in Anthropology or Sociology

Expected Class Size: 10

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:

GBST 216(D2) ANTH 216(D2)

Writing Skills Notes: Throughout the semester, writing skills (developing an argument, construction of paragraphs, use of case studies) will be emphasized. An opportunity to rewrite at least one tutorial paper will allow students to actively apply what they are learning.

Attributes: GBST Urbanizing World

Fall 2024

TUT Section: T1    TBA    Antonia E. Foias

GBST 218 Capital and Coercion (DPE)

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:

Distributions: (D2) (DPE)

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  POEC Depth

Not offered current academic year

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

Cross-listings:

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 Indigeneities.

**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:

GBST 219(D2)

**Writing Skills Notes:** This course has the following assignments: Weekly post to the Glow discussion page, 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.

Not offered current academic year

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

**Cross-listings:** ASIA 221 / HIST 221

**Secondary Cross-listing**

What did colonialism look like in India, Britain's most valuable and populous possession for over two hundred years? How did the British establish their rule over the vast subcontinent? And how did the people who lived there experience and finally overthrow colonial rule? 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 is combination of lectures and discussions. Student participation will be an essential component of the class and the overall evaluation

**Requirements/Evaluation:** class participation, responses papers (2-3 pages), mid-term and final exam

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Enrollment Preferences:** history majors if the the class is overenrolled.
**GBST 226 (F) The Working Globe: North and South Workers in Globalized Production** (DPE)

**Cross-listings**: SOC 226

**Secondary Cross-listing**

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.

Not offered current academic year

**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
Not offered current academic year

GBST 231 (S) Music in the Global Middle Ages, ca. 500-1500 (WS)

Cross-listings: MUS 235
Secondary Cross-listing

Spanning 1000 years, the period encompassing the Middle Ages (ca. 500-1500) was a time of experimentation, exploration, and growing interconnection around the world. From economic expansions to developing trade routes and from violent religious crusades to flourishing universities, cities, and courts, opportunities for cultural investment and exchange among regions in Western Europe, North Africa, and Central and East Asia were plentiful, if not always peaceful. In this seminar, we will consider how a global historical perspective shifts our understanding of music in the Middle Ages from one based on hegemonic European progress in isolation to one that reveals a multitude of influences, interactions, and interconnections among people of various cultures, races, and religions both within and outside of the European continent. In this tutorial, we will investigate a series of case studies in order to address how and where these global interconnections took place and what musical practices flourished as a result. We will give special consideration to the following topics: orality and literacy, race and difference, the politics of religion, economic power, and manuscript culture. In grappling with these topics, students will engage in weekly readings on musical and broader historical topics, listening and score analysis of key repertory in modern transcription, and study of original notation through manuscript facsimiles.

Requirements/Evaluation: Students will write and present a 5- to 6-page paper every other week and a 1-2 page response to their partner's paper in the alternate weeks. Evaluation will be based on five papers/presentations, and five responses.

Prerequisites: Ability to read music, or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Any student who expresses a strong interest in the course

Expected Class Size: 6

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

Distributions: (D1) (WS)

This course is cross-listed and the prefixes carry the following divisional credit:
MUS 235(D1) GBST 231(D2)

Writing Skills Notes: In this tutorial course, students will write and present a 5- to 6-page paper every other week (five papers total) and a 1- to 2-page response to their partner's paper in the alternate weeks (five responses total). Through discussion in the tutorial sessions and comments on the papers, the course will place strong emphasis on developing students' critical thinking and writing skills.

Attributes: MUS Music History: Pre-1750

Not offered current academic year

GBST 232 (S) Islam in Africa (DPE)

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

GBST 232(D2) AFR 232(D2) ARAB 232(D2) REL 232(D2) HIST 202(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 238 (F) Black Voices in Anthropology

Cross-listings: ANTH 238 / AFR 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:

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

Attributes: AFR Black Landscapes

Not offered current academic year

GBST 241 (F) History of Sexuality

Cross-listings: HIST 292 / REL 241 / WGSS 239

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) GBST 241(D2) REL 241(D2) WGSS 239(D2)

Attributes: HIST Group G Electives - Global History

GBST 242 (S) Americans Abroad (DPE)

Cross-listings: AMST 242 / COMP 242 / ENGL 250

Secondary Cross-listing

This course will explore some of the many incarnations of American experiences abroad from the end of the 19th century to 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 and artists we will study 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, and/or students who are from international and/or bilingual (or multilingual) backgrounds.

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) COMP 242(D1) ENGL 250(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

Spring 2025
SEM Section: 01 TR 9:55 am - 11:10 am Soledad Fox

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

**Cross-listings:** 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:

REL 247(D2) GBST 243(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

Not offered current academic year

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

**Cross-listings:** AFR 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 Kaleidoscopes: 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:

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

Attributes: AFR Culture, Performance, and Popular Technologies

Not offered current academic year

GBST 252 (S) Patterns of African Diasporas to the U.S.

Cross-listings: AFR 252 / AMST 255

Secondary Cross-listing

Migration remains an integral aspect of Black experiences. This comprehensive course, formerly titled "Black Migrations: Histories of African Diaspora in the US," 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:

AFR 252(D2) GBST 252(D2) AMST 255(D2)

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

Spring 2025

LEC Section: 01  TF 1:10 pm - 2:25 pm  Christopher O. Ndubizu
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  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
Not offered current academic year

GBST 262  (F)  Paper Trails  (DPE)
Cross-listings: 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. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

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:
SOC 262(D2) STS 262(D2) GBST 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.

Fall 2024

SEM Section: 01    MWF 8:30 am - 9:45 am     Phi H. Su

GBST 273 (S) The Humanities: A Literary and Cultural History (DPE)

Cross-listings: COMP 273

Secondary Cross-listing

This course will start with a history of the curriculum of Williams College, and will include a research project students will complete through the course catalogues and other materials in the college archives. From that point of departure we will read several novels and articles, see films, listen to music, and study cultural moments in the United States and abroad when the Humanities have peaked (for example, the GI Bill) and others when their value has been questioned, censored or come under threat (from the McCarthy era to AI).

Requirements/Evaluation: A semester-long research project in the Williams College Archives, engaged daily class participation, midterm exam, final paper, two in-class presentations (one in pairs, one individual), discussion leading.

Prerequisites: None

Enrollment Limit: 18

Enrollment Preferences: Open to all students. If overenrolled, instructor will send out a survey to determine enrollment in the course.

Expected Class Size: 18

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

Materials/Lab Fee: None

Distributions: (D2) (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 273(D1) GBST 273(D2)

Difference, Power, and Equity Notes: One of the goals of this course is to consider the democratizing role the humanities play within a Liberal Arts education, and the role of this type of education in the larger context of the world we live in. Is the pursuit of the study of literature, languages, and the arts in sync with career readiness goals that students are, very reasonably, concerned with? We will explore this and related questions. This course proposes the humanities as a space for all, not a luxury for the privileged few.

Spring 2025

SEM Section: 01    TR 11:20 am - 12:35 pm     Soledad Fox

GBST 279 Islam on the Indian Ocean

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:

Distributions: (D2)

GBST 287 (F) Global Sustainable Development (DPE)

Cross-listings: ENVI 297

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 (F) Environmental Security: Policy Dilemmas and Solutions

Cross-listings: ENVI 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.
GBST 294 (S) Victimhood Nationalism in Global History & Memory  (DPE) (WS)

Cross-listings:  HIST 395

Primary Cross-listing
As globalization of the 21st century has shifted its focus from imagination to memory, the global memory culture focusing on victims has dawned on us as an undeniable reality with the entangled memories of: Apartheid, American slavery, and white settler genocides of the indigenous peoples; German empire's colonial genocide of the Nama and Herero in Namibia and the Nazi Holocaust; the Armenian genocide and the Holocaust; Vietnam War and Algerian war; Rwandan genocide and ethnic cleansing in the Balkans; Japanese military "comfort women" and gendered violence during the Yugoslav Wars; forced sexual labor in the Nazi concentration camps and sexual slavery of the Islamic State; political genocide of Stalinism and the Latin American military dictatorships; civilian massacres of developmental dictatorships in the global Cold War era. Global memory formation intensified the victimhood competition among national memories. Victimhood nationalism epitomizes nationalism's metamorphosis under the globalization of memory in the 21st century. This course will trace the mnemo-history of victimhood nationalism, focusing on the entangled memories of Poland, Germany, Israel, Japan, and Korea in the global memory formation. Other case studies, including former Yugoslavia, post-9/11 America, will also be discussed.

Requirements/Evaluation:  Class participation, pop quizzes and a final research paper (approximately 5000 words)

Prerequisites:  None

Enrollment Limit:  15

Enrollment Preferences:  GBST concentrators and History majors

Expected Class Size:  10

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:
HIST 395(D2) GBST 294(D2)

Writing Skills Notes:  This seminar includes a final research paper on victimhood nationalism. Prior to submission, the paper will go through several drafts and edits.

Difference, Power, and Equity Notes:  A comparative, global approach to the study of memory and nationalism exploring the particular role of victimhood and genocide. How is violence remembered? How has past violence been justified? Who is remembered as a victim and who is not?

Attributes:  GBST Borders, Exiles + Diaspora Studies  GBST East Asian Studies  GBST Middle Eastern Studies  GBST Russian + Eurasian Studies  HIST Group G Electives - Global History

Spring 2025

SEM Section: 01    TF 1:10 pm - 2:25 pm    Jie-Hyun Lim
GBST 300 (S) Far-Right Populism Across the Atlantic

Cross-listings:

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, conservativism, 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; 14 response papers (1-2 pages); final research paper (10 pages); no final exam

Prerequisites: statement of interest

Enrollment Limit: 20

Enrollment Preferences: sophomores, juniors, majors, or 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:

GBST 300(D2)

Attributes: PSCI Political Theory Courses

Not offered current academic year

GBST 304 (S) Sacred Custodians: Environmental Conservation in Africa (DPE)

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

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 de-forestation. 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: 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: 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:

HIST 304(D2) GBST 304(D2) ENVI 304(D2) AFR 335(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.
GBST 306 (F) Transcending Boundaries: The Creation and Evolution of Creole Cultures (DPE)

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

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:

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

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.

Not offered current academic year

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

Cross-listings: REL 312 / ASIA 312 / HIST 312

Secondary Cross-listing

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
GBST 315 (F) Globalization

Cross-listings: ECON 215 / CAOS 216

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:
GBST 315(D2) ECON 215(D2) CAOS 216(D2)

Attributes: GBST Economic Development Studies POEC Depth

Fall 2024

LEC Section: 01 TR 8:30 am - 9:45 am Will Olney

LEC Section: 02 TR 9:55 am - 11:10 am Will Olney

GBST 320 (F) The Nile (DPE)

Cross-listings: ARAB 308 / AFR 350 / ENVI 335 / HIST 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:

ARAB 308(D2) GBST 320(D2) AFR 350(D2) ENVI 335(D2) HIST 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

*Not offered current academic year*

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**GBST 322 (F) Waste and Value**

**Cross-listings:** ENVI 322 / ANTH 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 and North America. 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:** All students are welcome to the course. If overenrolled, preference will be given to majors in Anthropology and Sociology and concentrators in Environmental Studies and Asian Studies.

**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:

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

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Joel Lee

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**GBST 324 (S) Empires of Antiquity**

**Cross-listings:** ANTH 324

**Secondary Cross-listing**

Cycles of rise and collapse of civilizations are common in our human past. Among the most fascinating cases are those of empires, conquest-based
states that encompass a number of different ethnicities, polities and peoples. However, their rise and often rapid collapse begs an important question: how stable have empires been in human prehistory? Are they intrinsically unstable political forms? The course will address these questions by examining the major empires of the Old and New World in pre-modern history: Persian; Assyrian; Mongol; Roman; Qin Chinese; Ottoman; Aztec; and Inca empires. Using readings by political scientists, historians, epigraphers, archaeologists and political anthropologists, we will consider the causes of the expansion and collapse of these empires. We will also explore their sociopolitical and economic structures as mechanisms for their maintenance in order to provide a cross-cultural comparison of the differential success and final decline of all these empires.

Class Format: seminar

Requirements/Evaluation: research paper, class presentation and active participation

Prerequisites: none; open to first-year students

Enrollment Limit: 25

Enrollment Preferences: ANSO 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:

ANTH 324(D2) GBST 324(D2)

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Antonia E. Foias

GBST 335 (F) Nowheres (DPE)

Cross-listings: 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:

SOC 335(D2) GBST 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.

Not offered current academic year
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 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(D2) GBST 344(D2)

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

Not offered current academic year

GBST 345 (F) Wonderland(s): Alice in Translation

Cross-listings: ENGL 365 / COMP 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 its representation of 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, regular, 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 already in place, 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:

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

Fall 2024
SEM Section: 01 MWF 8:30 am - 9:45 am Janneke van de Stadt

GBST 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: RUSS 348 / SOC 348

Secondary Cross-listing
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 post-socialist 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 Russia's invasion of Ukraine, or the lingering 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 Ukraine and Russia, but will also read comparative studies, as well as works on East Germany and Georgia. 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 post-socialist 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) RUSS 348(D1) SOC 348(D2)

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.
GBST 357 (S) Democratization in India and Pakistan

Cross-listings: PSCI 356 / ASIA 356

Secondary Cross-listing

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: yes pass/fail option, yes fifth course option

Distributions: (D2)

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

GBST 357(D2) PSCI 356(D2) ASIA 356(D2)

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

Not offered current academic year

GBST 358 (F) Religion and Law (DPE)

Cross-listings: REL 358

Secondary Cross-listing

This course explores the concept of "law" through an investigation of the complex relationship between law, ethics, and religion. In doing so, we will look at legal theoretical texts as well as legal anthropological studies to pose critical questions about the nature of law, the functioning logic of law, the relationship between law and lived experience, and the legal construction of categories and facts. In the course, we will consider two intersections of religion and law: the particularities of religious legal traditions and the relationship between religion and secular law. Topics will include the secular legal construction of religion, the relationship between law and ethics, the nature of legal hermeneutics, and the racial, gender, and sexual politics of legal interpretation.

Requirements/Evaluation: reading response, two essays, final research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors

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:

GBST 358(D2) REL 358(D2)
Difference, Power, and Equity Notes: Law is seen as both a repressive and liberatory force. In taking a critical approach to the nature of law and legal interpretation, this course prepares students to think about the language of "rule of law," "order," and "justice" as a complex relationship between law and power.

Not offered current academic year

GBST 365  (F)  Race and Psychoanalysis: Slavery and the Psyche  (DPE)

Cross-listings:  ENGL 320 / AMST 365 / AFR 365

Secondary Cross-listing

This course explores slavery and the psyche through a constellation of Black diasporic literary, visual, and theoretical texts from the US, Caribbean, and Africa. Unwieldy and generative, the opacity of race within the field (and practice) of psychoanalysis shares a fraught intimacy with the 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 fantastmatic 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, Conçeicão Evaristo's Poncí Vicêncio, Lars von Trier's Manderlay, Charles Burnett's Killer of Sheep, Deric Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, Jared Sexton, 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 369  (F)  Indigenous Narratives: From the Fourth World to the Global South  (DPE)  (WS)

Cross-listings:  COMP 369 / HIST 306 / ARAB 369

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 (7-10 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) HIST 306(D2) ARAB 369(D1) GBST 369(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

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Amal Eqeiq

**GBST 373 (F) A Global History of Mass Dictatorship (DPE)**

**Cross-listings:** HIST 377

**Primary Cross-listing**

What if the majority supports dictatorship? Is it dictatorship or democracy? How far is the contemporary American democracy from Alexis Tocqueville's observation of America as the 'tyranny through masses'? What's the dividing line between democracy and dictatorship? How could the communist regime use the metaphor of 'people's democracy' to justify the proletarian dictatorship? How distant is Mao Zedong's 'dictatorship by the masses' from the plebiscitary democracy? How different is the French Jacobin's 'Sovereign dictatorship' from the Fascist's 'new politics' based on popular sovereignty? How different is Jacobin's 'totalitarian democracy (Jacob Talmon)' from the Cold War paradigm of totalitarianism? 'Mass dictatorship' as a historical oxymoron is a hypothetical answer to those questions. This course is designed to encourage students to respond independently to those questions. Putting comparatively diverse dictatorships, including fascism, Nazism, Bolshevism, Maoism, developmental dictatorships, and (neo-)populisms in a global historical perspective, this seminar course would raise doubt about the conventional binary of democracy and dictatorship and problematize the Western democracy. This course is motivated by "how to democratize contemporary democracy." As a participatory observer of the American presidential election 2024, we will investigate a global history of mass dictatorship with a critical gaze.

**Requirements/Evaluation:** Class participation: 30%; Pop quizzes: 20%; There will be four quizzes. Each quiz, five points worth, contains questions about recent readings, lectures, discussions, and other class discussions. Final Essay: 50%; Instructions will be given in class several weeks in advance. The final essay needs to be written as an answer with two tiers of argument and supportive examples. The length is about 2,000 words.

**Prerequisites:** None

**Enrollment Limit:** 25

**Enrollment Preferences:** GBST concentrators and HIST 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:
GBST 373(D2) HIST 377(D2)

**Difference, Power, and Equity Notes:** Taking a global, comparative approach, this course evaluates the experiences of people on different continents with dictatorships and how these authoritarian systems and regimes operate differently in each context.

**Attributes:** GBST East Asian Studies  GBST Latin American Studies  GBST Middle Eastern Studies  GBST Russian + Eurasian Studies  GBST South + Southeast Asia Studies  HIST Group G Electives - Global History

Fall 2024

SEM Section: 01    W 7:00 pm - 9:40 pm    Jie-Hyun Lim

GBST 386  (F) Chinese Societies through the lens of COVID-19

**Cross-listings:** CHIN 421 / ASIA 421

**Secondary Cross-listing**

The COVID-19 pandemic has profoundly changed the world. How did the Chinese-speaking regions in Asia, including Mainland China, Taiwan, and Singapore, respond to the pandemic during its earlier years? How did their responses reflect the political and economic systems as well as the cultural values of Asian societies? What were the effects of these responses on the regions and people's daily lives? In this course, students will gain a deeper understanding of Chinese-speaking societies through an analysis of the "public" and "private" literature pertaining to the lived experiences of the COVID-19 pandemic. Through readings and discussions of various materials such as government records, scientific publications, journalistic writings, personal diaries, and online narratives, students will explore a wide range of issues related to the politics, economy, public health, and sociocultural issues of Asian societies. Simultaneously, Chinese language learners will further enhance their language proficiency and intercultural competency by engaging in complex discourse in the target language. All readings and discussions are in Chinese.

**Requirements/Evaluation:** Evaluation will be based on CLASS performance, homework, two short papers (4-5 pages), and one longer paper (8-10 pages).

**Prerequisites:** CHIN 402 or permission of instructor

**Enrollment Limit:** 12

**Enrollment Preferences:** Current or prospective majors in the Department of Asian Languages, Literatures, and Cultures; Asian Studies, Global Studies and Public Health concentrators

**Expected Class Size:** 10

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

**Unit Notes:** Mandarin Chinese is the instructional language for this course

**Distributions:** (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
GBST 386(D2) CHIN 421(D1) ASIA 421(D1)

**Attributes:** PHLH Social Determinants of Health

Fall 2024

SEM Section: 01    TF 1:10 pm - 2:25 pm    Xiaoming Hou

GBST 397  (F) Independent Study: International Studies

Global Studies independent study.

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

**Distributions:** (D2)

Fall 2024

IND Section: 01    TBA    Magnús T. Bernhardsson
GBST 398  (S)  Independent Study: International Studies
International Studies independent study.

Grading:  yes  yes

Distributions:  (D2)

Spring 2025
IND Section: 01   TBA   Magnús T. Bernhardsson


Cross-listings:  AMST 400 / AFR 372 / INTR 400 / PSCI 379

Secondary Cross-listing

Requirements/Evaluation:  Reading and analysis of texts, collective compilation of a comprehensive bibliography, presentation of group analyses;

Prerequisites:  None

Enrollment Limit:  12

Enrollment Preferences:  Seniors majoring in American Studies

Expected Class Size:  12

Grading:  no  no

Distributions:  (D2)  (DPE)

This course is cross-listed and the prefixes carry the following divisional credit:
AMST 400(D2) AFR 372(D2) GBST 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:  HIST 413 / ARAB 413 / ENVI 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 benefitted 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:

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

Writing Skills Notes: A 20-25 page research paper will be required at the end of the semester. Prior to getting to that point, students will submit an annotated bibliography, a two page proposal, a five and eventually a 10 page draft. Each draft will receive extensive comments and suggestions from peers and instructor. In this way, the student will think about the process of writing and the best way to set themselves up for success.

Difference, Power, and Equity Notes: This course examines how a number of different nations in Africa and Asia sought to improve the living conditions of the masses through major construction project. Though ostensibly these schemes were supposed to improve the livelihood of all, often they primarily benefitted the few - the urban elite - and not the general population. This course will therefore explore how certain class, gender and racial lines were solidified and maintained through economic development plans.

Attributes: HIST Group E Electives - Middle East

Not offered current academic year

GBST 414 (F) Displacement: Global Histories of Refugees and Forced Migration (DPE) (WS)

Cross-listings: ARAB / HIST 402

Secondary Cross-listing

The Middle Eastern refugee has become a central figure in debates on migration, asylum, and the right to belong in Europe, Asia, and North America. Often stereotyped as threatening, alien, and rootless, these migrants are generally depicted as lacking histories and by extension not worthy of consideration or empathy. This course invites students to understand some of the most tragic humanitarian crises of our time and the massive involuntary displacements provoked by war, violence, and/or climate change. Taking a global perspective, this seminar examines the history of displacement, refugees, migration, diaspora in a focusing on the nineteenth century through the present. With special attention to the historical experience of various peoples of the Middle East, the course will start with theoretical approaches to the study of migration and then delve into case studies. A range of different moments of displacement will be analyzed such as the experiences of Armenians, Jews, Palestinians, Syrian, Iraqis, and Kurds. By examining the human geography and politics of forced displacement and migration, this course will address a number of important academic and political questions: what makes a history written by, about, and for displaced people powerful? How can writing from the perspectives of refugees challenge core debates about identity, the nation and borders? How does the focus on displacement help in understanding the nature of war and conflict?

Requirements/Evaluation: Final 25 page research paper, several drafts of paper, class presentations and in class writing exercises.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: History and Arabic Studies majors and Global Studies concentrators.

Expected Class Size: 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:

ARAB 414(D2) GBST 414(D2) HIST 402(D2)

Writing Skills Notes: This research seminar will involve the writing of a final 25 page paper. Prior to that stage, each process of writing will involve moments of feedback and sharing. Students will submit a proposal early on in the semester and then write an outline. These will receive peer and instructor feedback. They will then submit a five page draft in October, a 10 page draft in November, before the final submission in December. In this way, they will have opportunities to rework and improve their writing.

Difference, Power, and Equity Notes: This course takes a comparative approach by exploring the predicament of some of the most vulnerable people in the world, i.e., displaced peoples and refugees. The course will consider their legal status and their experience of leaving their homes due to
wars or natural disaster. The area of study is the Middle East and we will examine the historical experience of a number of different people in the region including Kurds, Palestinians, Sephardi Jews, and Syrians.

Attributes: HIST Group E Electives - Middle East

Fall 2024

SEM Section: 01    M 7:00 pm - 9:40 pm    Magnús T. Bernhardsson

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

Cross-listings: AFR 381 / 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:

GBST 480(D2) AFR 381(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 2024

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 2025

HON Section: 01 TBA Magnús T. Bernhardsson

Winter Study  

GBST 11  Byte-sized Revolutions: How TikTok became a political and social powerhouse
In the wake of the pandemic, TikTok transformed from a platform for dance trends and lip-synch battles into the world's most influential video platform, boasting over 1 billion users. This course delves into TikTok's evolution, examining its dominance in the social media market and political significance, notably in 2020 and the following years. We explore TikTok's algorithm, campaign creation for political and social causes, and essential skills like editorial design and video production. Engaging with guest lecturers, relevant literature and recent articles, we navigate ethical, legal, and professional considerations inherent in a social media platform. By the course's end, students will possess the skills to design and execute a fully-fledged campaign for a political and/or social cause on TikTok. Whether you're interested in digital campaigning or simply aim to comprehend TikTok's power, this course is tailored for you.

Requirements/Evaluation: Presentation(s)
Prerequisites: N/A
Enrollment Limit: 14
Enrollment Preferences: If overenrolled, a statement of interest in digital campaigning on TikTok would be appreciated.
Expected Class Size: NA
Grading:

Unit Notes: For 20+ years, I've generated digital value-leading a global travel player, establishing a leading educational brand on TikTok, managing Red Bull's most viewed channels, and crafting political parties' social media success stories.

Materials/Lab Fee: $40

Not offered current academic year

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

Not offered current academic year

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

Not offered current academic year

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.
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.