

## GLOBAL STUDIES (Div II)

### Chair: Professor Jennifer French

#### Advisory Committee

- Souhail Chichah, Visiting Lecturer in Arabic Studies and Global Studies; affiliated with: Arabic Studies, Global Studies
- Jennifer L. French, Rosenberg Professor of Environmental Studies and Spanish, Chair of Romance Languages, Chair of Global Studies; affiliated with: Romance Languages, Environmental Studies, Global 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](#)

[BIOL 134 / CAOS 134 / ENVI 134\(F\) LEC The Tropics: Biology and Social Issues](#)

Taught by: [Joan Edwards](#)  
[Catalog details](#)

[DANC 201 / AFR 201 / MUS 220\(F\) STU African Dance and Percussion](#)

Taught by: [Sandra Burton](#), [Tendai Muparutsa](#)  
[Catalog details](#)

[DANC 202 / AFR 206 / MUS 221\(S\) STU African Dance and Percussion](#)

Taught by: [Sandra Burton](#), [Tendai Muparutsa](#)  
[Catalog details](#)

[ECON 204 / ENVI 234\(S\) LEC Global Poverty and Economic Development](#)

Taught by: [Pamela Jakiela](#)  
[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 404 / AFR 393 / GBST 404\(F\) SEM History of Uganda: A Research Seminar](#)

Taught by: [Benjamin Twagira](#)  
[Catalog details](#)  
[HIST 486 / AFR 397 / GBST 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](#)  
[Catalog details](#)  
[PSCI 245 SEM South African Politics](#)

Taught by: TBA  
[Catalog details](#)

### **East Asian Studies**

[CHIN 275 / COMP 271 / THEA 271 / AAS 275 / ASIA 275 SEM Acting Out: Performativity, Production, and Politics in East Asian Theatres](#)

Taught by: [Man He](#)  
[Catalog details](#)  
[COMP 255 / ASIA 253 SEM Love and Death in Modern Japanese Literature and Visual Culture](#)

Taught by: [Christopher Bolton](#)  
[Catalog details](#)  
[COMP 266 / ASIA 266 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 359 / AMST 359 / ARAB 359 / ASIA 359 SEM The American/Asian/European Triad: Globalization, Crisis, and New World Orders](#)

Taught by: [Souhail Chichah](#)  
[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\(F\) SEM The People's Republic: China since 1949](#)

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

Taught by: [Anne Reinhardt](#)  
[Catalog details](#)  
[MUS 112 / ASIA 112 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](#)  
[REL 250 / ASIA 250\(F\) LEC Scholars, Saints and Immortals: Virtue Ethics in East Asia](#)

Taught by: [Jason Josephson Storm](#)  
[Catalog details](#)

### **Latin American Studies**

[ENGL 340 / AMST 340 / WGSS 340\(S\) SEM Elizabeth Bishop in the Americas](#)

Taught by: [Bethany Hicok](#)  
[Catalog details](#)  
[GBST 373 / HIST 377\(F\) SEM A Global History of Mass Dictatorship](#)

Taught by: [Jie Hyun Lim](#)  
[Catalog details](#)  
[HIST 347 SEM Democracy and Dictatorship in Latin America](#)

Taught by: [Roger Kittleson](#)  
[Catalog details](#)  
[MUS 125 / DANC 125 SEM Music and Social Dance in Latin America](#)

Taught by: [Corinna Campbell](#)  
[Catalog details](#)  
[PSCI 253 LEC The Tragedy of Venezuela](#)

Taught by: [James Mahon](#)  
[Catalog details](#)  
[PSCI 266\(S\) LEC The United States and Latin America](#)

Taught by: [James Mahon](#)  
[Catalog details](#)  
[PSCI 349 TUT Cuba and the United States](#)

Taught by: [James Mahon](#)  
[Catalog details](#)  
[PSCI 351 / GBST 351\(S\) LEC Inequality and Development in Latin America](#)

Taught by: [James Mahon](#)  
[Catalog details](#)  
[RLSP 203 LEC From Modernismo to El Boom de la Novela](#)

Taught by: [Gene Bell-Villada](#)  
[Catalog details](#)  
[RLSP 205 / COMP 205 LEC Magical Realists, Fantasists, Experimentalists: The Latin-American Novel in Translation](#)

Taught by: [Gene Bell-Villada](#)  
[Catalog details](#)  
[RLSP 206\(S\) LEC Latin-American Civilizations](#)

Taught by: [Gene Bell-Villada](#)  
[Catalog details](#)  
[RLSP 230\(S\) SEM Mexican Literature and Cultural Production](#)

Taught by: [Carlos Macías Prieto](#)  
[Catalog details](#)  
[RLSP 231 SEM Indigenous Writers of Colonial Mexico and Peru](#)

Taught by: [Carlos Macías Prieto](#)  
[Catalog details](#)  
[RLSP 259 Violent States, Violent Subjects: Nation-Building and War in 19th Century Latin America](#)

Taught by: TBA  
[Catalog details](#)  
[RLSP 308\(S\) SEM Survey of Colonial Latin American Literature from 1492 to the 18th Century](#)

Taught by: TBA  
[Catalog details](#)  
[RLSP 319\(F\) SEM Dictatorship and the Latin-American Novel](#)

Taught by: [Gene Bell-Villada](#)  
[Catalog details](#)  
[RLSP 342 SEM Reading Sor Juana: "única poetisa americana, musa décima."](#)

Taught by: [Carlos Macías Prieto](#)  
[Catalog details](#)  
[WGSS 337 / ANTH 337\(F\) SEM Race, Sex & Gender in Brazil](#)

Taught by: [Gregory Mitchell](#)  
[Catalog details](#)

### **Middle Eastern Studies**

[ARAB 331 / COMP 332 SEM Popular Culture in the Arab World: Youth, Populism, and Politics](#)

Taught by: TBA  
[Catalog details](#)  
[GBST 106 / ARAB 108 / AMST 109 / REL 113\(F\) LEC Global Islamophobia: Crisis of the State and Reconfiguration of Global Power](#)

Taught by: [Souhail Chichah](#)  
[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\(F\) LEC The Modern Middle East](#)

Taught by: [Magnús Bernhardsson](#)  
[Catalog details](#)  
[PSCI 227 / LEAD 227\(S\) LEC International Relations of the Middle East](#)

Taught by: [Galen E Jackson](#)  
[Catalog details](#)  
[PSCI 268 SEM The Israeli-Palestinian Conflict](#)

Taught by: [Michael MacDonald](#)  
[Catalog details](#)

## European Studies

[ARAB 384 / COMP 382 / GBST 384 / RLFR 384 / SOC 384 / AFR 386 SEM The Maghreb in Europe: Colonialism, Migration, and Racism](#)

Taught by: [Souhail Chichah](#)

[Catalog details](#)

[GBST 359 / AMST 359 / ARAB 359 / ASIA 359 SEM The American/Asian/European Triad: Globalization, Crisis, and New World Orders](#)

Taught by: [Souhail Chichah](#)

[Catalog details](#)

## Russian and Eurasian StudiesCentral Asian 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\(F\) SEM Nineteenth-Century Russian Literature in Translation](#)

Taught by: [Olga Kim](#)

[Catalog details](#)

[RUSS 204 / COMP 204 / GBST 204 SEM Russian and Soviet Cinema on History: The Imperial Trace](#)

Taught by: [Olga Kim](#)

[Catalog details](#)

[RUSS 306 / COMP 306\(S\) SEM Tolstoy and the Meaning of Life](#)

Taught by: [Peter Orte](#)

[Catalog details](#)

[SOC 348 / GBST 348 / RUSS 348\(S\) TUT Altering States: Post-Soviet Paradoxes of Identity and Difference](#)

Taught by: [Olga Shevchenko](#)

[Catalog details](#)

## South and Southeast Asian StudiesCaribbean 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\(S\) LEC Arts of South Asia](#)

Taught by: [Murad Mumtaz](#)

[Catalog details](#)

[ECON 240 / ASIA 241\(F\) TUT Colonialism and Underdevelopment in South Asia](#)

Taught by: [Anand Swamy](#)

[Catalog details](#)

[ECON 470 / ASIA 470\(F\) SEM The Indian Economy: Development and Social Justice](#)

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 SEM Decolonization and the Cold War](#)

Taught by: [Jessica Chapman](#)

[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\(F\) TUT Mindfulness Examined: Mind, Emotion, & 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\(F\) SEM Black Migrations: African American Performance at Home and Abroad](#)

Taught by: [Rashida Braggs](#)

[Catalog details](#)

[ARAB 384 / COMP 382 / GBST 384 / RLFR 384 / SOC 384 / AFR 386 SEM The Maghreb in Europe: Colonialism, Migration, and Racism](#)

Taught by: [Souhail Chichah](#)

[Catalog details](#)

[COMP 242 / AMST 242 / GBST 242 / ENGL 250\(F, S\) SEM Americans Abroad](#)

Taught by: [Soledad Fox Maura](#)

[Catalog details](#)

[COMP 369 / HIST 306 / ARAB 369 / GBST 369 SEM Indigenous Narratives: From the Fourth World to the Global South](#)

Taught by: [Amal Egeiq](#)

[Catalog details](#)

[ENGL 340 / AMST 340 / WGSS 340\(S\) SEM Elizabeth Bishop in the Americas](#)

Taught by: [Bethany Hicok](#)

[Catalog details](#)

[GBST 105 / REL 107 LEC Islamophobia: A Global Perspective](#)

Taught by: [Farid Hafez](#)

[Catalog details](#)

[GBST 106 / ARAB 108 / AMST 109 / REL 113\(F\) LEC Global Islamophobia: Crisis of the State and Reconfiguration of Global Power](#)

Taught by: [Souhail Chichah](#)

[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 SEM The Atlantic World: Connections, Crossings, and Confluences](#)

Taught by: [Christine DeLucia](#)

[Catalog details](#)

[HIST 434 / REL 335 / JWST 434 SEM Humanitarianism and Jewish History](#)

Taught by: [Alexandra Garbarini](#)

[Catalog details](#)

[LATS 338 / WGSS 338 / AMST 339\(S\) SEM Latinx Musical Cultures: Sounding Out Gender, Race, and Sexuality](#)

Taught by: [Maria Elena Cepeda](#)

[Catalog details](#)

[PSCI 225 / LEAD 225 LEC International Security](#)

Taught by: [Galen E Jackson](#)

[Catalog details](#)

[PSCI 334 SEM Theorizing Global Justice](#)

Taught by: [Nimu Njoya](#)

[Catalog details](#)

[PSYC 356\(S\) SEM Displaced: Understanding the Psychological Effects of Persecution, Trauma, and Forced Displacement](#)

Taught by: [Jennifer McQuaid](#)

[Catalog details](#)

[RLFR 229 Black Outside the U.S.](#)

Taught by: TBA

[Catalog details](#)

## **Economic Development Studies**

[ECON 204 / ENVI 234\(S\) 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\(S\) TUT Global Crises and Socio-Economic Policies](#)

Taught by: [Michael Samson](#)

[Catalog details](#)

[ECON 218 / CAOS 218 / GBST 218\(F\) SEM Capital and Coercion](#)

Taught by: [Ashok Rai](#)

[Catalog details](#)

[ECON 219 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\(S\) LEC Monetary Economics](#)

Taught by: [Kenneth Kuttner](#)  
[Catalog details](#)

[ECON 378 LEC Long-Run Comparative Development](#)

Taught by: [Quamrul Ashraf](#)  
[Catalog details](#)

[ECON 470 / ASIA 470\(F\) SEM The Indian Economy: Development and Social Justice](#)

Taught by: [Anand Swamy](#)  
[Catalog details](#)

[ECON 501\(F\) SEM Economic Growth and Development](#)

Taught by: [Quamrul Ashraf](#)  
[Catalog details](#)

[ECON 504\(F\) SEM Public Economics in Developing Countries](#)

Taught by: [Jon Bakija](#)  
[Catalog details](#)

[ECON 505\(F\) LEC Developing Country Macroeconomics I: Theory](#)

Taught by: [Peter Montiel](#)  
[Catalog details](#)

[ECON 510 / ECON 352\(S\) LEC Financial Development and Regulation](#)

Taught by: [Burak Uras](#)  
[Catalog details](#)

[ECON 515 / ECON 359\(S\) SEM Developing Country Macroeconomics II: Institutions and Policy Regimes](#)

Taught by: [Bumsoo Kim](#)  
[Catalog details](#)

[ECON 516 / ECON 366 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 359 / AMST 359 / ARAB 359 / ASIA 359 SEM The American/Asian/European Triad: Globalization, Crisis, and New World Orders](#)

Taught by: [Souhail Chichah](#)  
[Catalog details](#)

[PSCI 229\(F\) LEC Global Political Economy](#)

Taught by: [Darel Paul](#)  
[Catalog details](#)

[WGSS 211 / ECON 105 SEM Gender in the Global Economy](#)

Taught by: [Kiaran Honderich](#)  
[Catalog details](#)

## **Urbanizing World**

[ANTH 216 / GBST 216 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: [Nicolas Howe](#), [Vijay Ramprasad](#)  
[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 / HIST 271 SEM Race and Inequality in the American City](#)

Taught by: [Mason Williams](#)  
[Catalog details](#)

[RLFR 316 / COMP 314 / WGSS 315 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**

[ARAB 370 / COMP 370 / GBST 370\(F\) TUT Archives of Global Solidarity: Records of Collective Memory of Emancipation](#)

Taught by: [Amal Egeig](#)

[Catalog details](#)

[GBST 106 / ARAB 108 / AMST 109 / REL 113\(F\) LEC Global Islamophobia: Crisis of the State and Reconfiguration of Global Power](#)

Taught by: [Souhail Chichah](#)

[Catalog details](#)

## **Food and Agriculture**

## **Poverty and Insecurity**

## **Human Rights**

[GBST 106 / ARAB 108 / AMST 109 / REL 113\(F\) LEC Global Islamophobia: Crisis of the State and Reconfiguration of Global Power](#)

Taught by: [Souhail Chichah](#)

[Catalog details](#)

[GBST 359 / AMST 359 / ARAB 359 / ASIA 359 SEM The American/Asian/European Triad: Globalization, Crisis, and New World Orders](#)

Taught by: [Souhail Chichah](#)

[Catalog details](#)

[PSYC 356\(S\) SEM Displaced: Understanding the Psychological Effects of Persecution, Trauma, and Forced Displacement](#)

Taught by: [Jennifer McQuaid](#)

[Catalog details](#)

## **War, Security and Violence**

[GBST 106 / ARAB 108 / AMST 109 / REL 113\(F\) LEC Global Islamophobia: Crisis of the State and Reconfiguration of Global Power](#)

Taught by: [Souhail Chichah](#)

[Catalog details](#)

## **Languages, Art and Culture**

## **South-South Connections**

## **North-South Connections**

## **Transport, Logistics and Supply Chains**

## **Climate Change**

## **Global Health and Epidemics**

## **De-Colonization**

[ARAB 305 / GBST 307 / AFR 312 / AMST 315 / REL 324\(F\) SEM Muslimness: The Making of a Race--Comparative Studies of the United States and France.](#)

Taught by: [Souhail Chichah](#)

[Catalog details](#)

[ARAB 395 / GBST 394 / COMP 395 SEM Decolonial Thought in the Arabic-Speaking World: From Independence to Liberation](#)

Taught by: [Souhail Chichah](#)

[Catalog details](#)

[GBST 106 / ARAB 108 / AMST 109 / REL 113\(F\) LEC Global Islamophobia: Crisis of the State and Reconfiguration of Global Power](#)

Taught by: [Souhail Chichah](#)

[Catalog details](#)

## **Contract Track**

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](#)

##### [BIOL 134 / CAOS 134 / ENVI 134\(F\) LEC The Tropics: Biology and Social Issues](#)

Taught by: [Joan Edwards](#)  
[Catalog details](#)

##### [DANC 201 / AFR 201 / MUS 220\(F\) STU African Dance and Percussion](#)

Taught by: [Sandra Burton](#), [Tendai Muparutsa](#)  
[Catalog details](#)

##### [DANC 202 / AFR 206 / MUS 221\(S\) STU African Dance and Percussion](#)

Taught by: [Sandra Burton](#), [Tendai Muparutsa](#)  
[Catalog details](#)  
[ECON 204 / ENVI 234\(S\) LEC Global Poverty and Economic Development](#)

Taught by: [Pamela Jakiela](#)  
[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 404 / AFR 393 / GBST 404\(F\) SEM History of Uganda: A Research Seminar](#)

Taught by: [Benjamin Twagira](#)

[Catalog details](#)

[HIST 486 / AFR 397 / GBST 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](#)

[Catalog details](#)

[PSCI 245 SEM South African Politics](#)

Taught by: TBA

[Catalog details](#)

## East Asian Studies

[CHIN 275 / COMP 271 / THEA 271 / AAS 275 / ASIA 275 SEM Acting Out: Performativity, Production, and Politics in East Asian Theatres](#)

Taught by: [Man He](#)

[Catalog details](#)

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

Taught by: [Christopher Bolton](#)

[Catalog details](#)

[COMP 266 / ASIA 266 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 359 / AMST 359 / ARAB 359 / ASIA 359 SEM The American/Asian/European Triad: Globalization, Crisis, and New World Orders](#)

Taught by: [Souhail Chichah](#)

[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\(F\) SEM The People's Republic: China since 1949](#)

Taught by: [Anne Reinhardt](#)

[Catalog details](#)

[HIST 319 / ASIA 319 / WGSS 319\(F\) SEM Gender and the Family in Chinese History](#)

Taught by: [Anne Reinhardt](#)

[Catalog details](#)

[MUS 112 / ASIA 112 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](#)

[REL 250 / ASIA 250\(F\) LEC Scholars, Saints and Immortals: Virtue Ethics in East Asia](#)

Taught by: [Jason Josephson Storm](#)

[Catalog details](#)

## Latin American Studies

[ENGL 340 / AMST 340 / WGSS 340\(S\) SEM Elizabeth Bishop in the Americas](#)

Taught by: [Bethany Hicok](#)

[Catalog details](#)

[GBST 373 / HIST 377\(F\) SEM A Global History of Mass Dictatorship](#)

Taught by: [Jie Hyun Lim](#)

[Catalog details](#)

[HIST 347 SEM Democracy and Dictatorship in Latin America](#)

Taught by: [Roger Kittleson](#)

[Catalog details](#)

[MUS 125 / DANC 125 SEM Music and Social Dance in Latin America](#)

Taught by: [Corinna Campbell](#)

[Catalog details](#)

[PSCI 253 LEC The Tragedy of Venezuela](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[PSCI 266\(S\) LEC The United States and Latin America](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[PSCI 349 TUT Cuba and the United States](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[PSCI 351 / GBST 351\(S\) LEC Inequality and Development in Latin America](#)

Taught by: [James Mahon](#)

[Catalog details](#)

[RLSP 203 LEC From Modernismo to El Boom de la Novela](#)

Taught by: [Gene Bell-Villada](#)

[Catalog details](#)

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

Taught by: [Gene Bell-Villada](#)

[Catalog details](#)

[RLSP 206\(S\) LEC Latin-American Civilizations](#)

Taught by: [Gene Bell-Villada](#)

[Catalog details](#)

[RLSP 230\(S\) SEM Mexican Literature and Cultural Production](#)

Taught by: [Carlos Macías Prieto](#)

[Catalog details](#)

[RLSP 231 SEM Indigenous Writers of Colonial Mexico and Peru](#)

Taught by: [Carlos Macías Prieto](#)

[Catalog details](#)

[RLSP 259 Violent States, Violent Subjects: Nation-Building and War in 19th Century Latin America](#)

Taught by: TBA

[Catalog details](#)

[RLSP 308\(S\) SEM Survey of Colonial Latin American Literature from 1492 to the 18th Century](#)

Taught by: TBA

[Catalog details](#)

[RLSP 319\(F\) SEM Dictatorship and the Latin-American Novel](#)

Taught by: [Gene Bell-Villada](#)

[Catalog details](#)

[RLSP 342 SEM Reading Sor Juana: "única poetisa americana, musa décima."](#)

Taught by: [Carlos Macías Prieto](#)

[Catalog details](#)

[WGSS 337 / ANTH 337\(F\) SEM Race, Sex & Gender in Brazil](#)

Taught by: [Gregory Mitchell](#)

[Catalog details](#)

## **Middle Eastern Studies**

[ARAB 331 / COMP 332 SEM Popular Culture in the Arab World: Youth, Populism, and Politics](#)

Taught by: TBA

[Catalog details](#)

[GBST 106 / ARAB 108 / AMST 109 / REL 113\(F\) LEC Global Islamophobia: Crisis of the State and Reconfiguration of Global Power](#)

Taught by: [Souhail Chichah](#)

[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\(F\) LEC The Modern Middle East](#)

Taught by: [Magnús Bernhardsson](#)

[Catalog details](#)

[PSCI 227 / LEAD 227\(S\) LEC International Relations of the Middle East](#)

Taught by: [Galen E. Jackson](#)

[Catalog details](#)

[PSCI 268 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\(F\) SEM Nineteenth-Century Russian Literature in Translation](#)

Taught by: [Olga Kim](#)

[Catalog details](#)

[RUSS 204 / COMP 204 / GBST 204 SEM Russian and Soviet Cinema on History: The Imperial Trace](#)

Taught by: [Olga Kim](#)

[Catalog details](#)

[RUSS 306 / COMP 306\(S\) SEM Tolstoy and the Meaning of Life](#)

Taught by: [Peter Orte](#)

[Catalog details](#)

[SOC 348 / GBST 348 / RUSS 348\(S\) TUT Altering States: Post-Soviet Paradoxes of Identity and Difference](#)

Taught by: [Olga Shevchenko](#)

[Catalog details](#)

## **South and Southeast Asia Studies**

[ANTH 249 / REL 149 / ASIA 242 LEC The Sacred in South Asia](#)

Taught by: [Joel Lee](#)

[Catalog details](#)

[ARTH 105 / ASIA 105\(S\) LEC Arts of South Asia](#)

Taught by: [Murad Mumtaz](#)

[Catalog details](#)

[ECON 240 / ASIA 241\(F\) TUT Colonialism and Underdevelopment in South Asia](#)

Taught by: [Anand Swamy](#)

[Catalog details](#)

[ECON 470 / ASIA 470\(F\) SEM The Indian Economy: Development and Social Justice](#)

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 SEM Decolonization and the Cold War](#)

Taught by: [Jessica Chapman](#)

[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\(F\) TUT Mindfulness Examined: Mind, Emotion, & Affective Neuroscience](#)

Taught by: [Kim Gutschow](#)

[Catalog details](#)

## THEMATIC TRACKS

### Borders, Exile and Diaspora Studies

[AFR 317 / AMST 317 / DANC 317 / ENGL 317 / THEA 317 / COMP 319\(F\) SEM Black Migrations: African American Performance at Home and Abroad](#)

Taught by: [Rashida Braggs](#)  
[Catalog details](#)

[ARAB 384 / COMP 382 / GBST 384 / RLFR 384 / SOC 384 / AFR 386 SEM The Maghreb in Europe: Colonialism, Migration, and Racism](#)

Taught by: [Souhail Chichah](#)  
[Catalog details](#)

[COMP 242 / AMST 242 / GBST 242 / ENGL 250\(F, S\) SEM Americans Abroad](#)

Taught by: [Soledad Fox Maura](#)  
[Catalog details](#)

[COMP 369 / HIST 306 / ARAB 369 / GBST 369 SEM Indigenous Narratives: From the Fourth World to the Global South](#)

Taught by: [Amal Egeiq](#)  
[Catalog details](#)

[ENGL 340 / AMST 340 / WGSS 340\(S\) SEM Elizabeth Bishop in the Americas](#)

Taught by: [Bethany Hicok](#)  
[Catalog details](#)

[GBST 105 / REL 107 LEC Islamophobia: A Global Perspective](#)

Taught by: [Farid Hafez](#)  
[Catalog details](#)

[GBST 106 / ARAB 108 / AMST 109 / REL 113\(F\) LEC Global Islamophobia: Crisis of the State and Reconfiguration of Global Power](#)

Taught by: [Souhail Chichah](#)  
[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 SEM The Atlantic World: Connections, Crossings, and Confluences](#)

Taught by: [Christine DeLucia](#)  
[Catalog details](#)

[HIST 434 / REL 335 / JWST 434 SEM Humanitarianism and Jewish History](#)

Taught by: [Alexandra Garbarini](#)  
[Catalog details](#)

[LATS 338 / WGSS 338 / AMST 339\(S\) SEM Latinx Musical Cultures: Sounding Out Gender, Race, and Sexuality](#)

Taught by: [Maria Elena Cepeda](#)  
[Catalog details](#)

[PSCI 225 / LEAD 225 LEC International Security](#)

Taught by: [Galen E Jackson](#)  
[Catalog details](#)

[PSCI 334 SEM Theorizing Global Justice](#)

Taught by: [Nimu Njoya](#)  
[Catalog details](#)

[PSYC 356\(S\) SEM Displaced: Understanding the Psychological Effects of Persecution, Trauma, and Forced Displacement](#)

Taught by: [Jennifer McQuaid](#)  
[Catalog details](#)

[RLFR 229 Black Outside the U.S.](#)

Taught by: TBA  
[Catalog details](#)

### Economic Development Studies

[ECON 204 / ENVI 234\(S\) 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\(S\) TUT Global Crises and Socio-Economic Policies](#)

Taught by: [Michael Samson](#)

[Catalog details](#)

[ECON 218 / CAOS 218 / GBST 218\(F\) SEM Capital and Coercion](#)

Taught by: [Ashok Rai](#)

[Catalog details](#)

[ECON 219 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\(S\) LEC Monetary Economics](#)

Taught by: [Kenneth Kuttner](#)

[Catalog details](#)

[ECON 378 LEC Long-Run Comparative Development](#)

Taught by: [Quamrul Ashraf](#)

[Catalog details](#)

[ECON 470 / ASIA 470\(F\) SEM The Indian Economy: Development and Social Justice](#)

Taught by: [Anand Swamy](#)

[Catalog details](#)

[ECON 501\(F\) SEM Economic Growth and Development](#)

Taught by: [Quamrul Ashraf](#)

[Catalog details](#)

[ECON 504\(F\) SEM Public Economics in Developing Countries](#)

Taught by: [Jon Bakija](#)

[Catalog details](#)

[ECON 505\(F\) LEC Developing Country Macroeconomics I: Theory](#)

Taught by: [Peter Montiel](#)

[Catalog details](#)

[ECON 510 / ECON 352\(S\) LEC Financial Development and Regulation](#)

Taught by: [Burak Uras](#)

[Catalog details](#)

[ECON 515 / ECON 359\(S\) SEM Developing Country Macroeconomics II: Institutions and Policy Regimes](#)

Taught by: [Bumsoo Kim](#)

[Catalog details](#)

[ECON 516 / ECON 366 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 359 / AMST 359 / ARAB 359 / ASIA 359 SEM The American/Asian/European Triad: Globalization, Crisis, and New World Orders](#)

Taught by: [Souhail Chichah](#)

[Catalog details](#)

[PSCI 229\(F\) LEC Global Political Economy](#)

Taught by: [Darel Paul](#)

[Catalog details](#)

[WGSS 211 / ECON 105 SEM Gender in the Global Economy](#)

Taught by: [Kiaran Honderich](#)

[Catalog details](#)

## **Urbanizing World**

[ANTH 216 / GBST 216 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: [Nicolas Howe](#), [Vijay Ramprasad](#)

[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 / HIST 271 SEM Race and Inequality in the American City](#)

Taught by: [Mason Williams](#)

[Catalog details](#)

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

HIST 207(D2) GBST 102(D2) REL 239(D2) JWST 217(D2) LEAD 207(D2) ARAB 207(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

Fall 2025

LEC Section: 01 MWF 11:00 am - 12:15 pm Magnús T. Bernhardtsson

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

**Cross-listings:** AFR 104 / HIST 104

**Secondary Cross-listing**

This course highlights African experiences of World War II. Although most histories have excluded Africa's role in the war, the continent and its people were at the center of major developments during in 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:**

AFR 104(D2) GBST 104(D2) HIST 104(D2)

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

**Difference, Power, and Equity Notes:** This course explores the colonial relationship during a major global crisis. Students will examine existing narratives of African contributions to the war and to come up with their own interpretations, and will be called to critically engage the question of why and how colonies made significant contributions to the Allied cause by producing needed materials and resources or by joining the fight. Africans made these contributions 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 106 (F) Global Islamophobia: Crisis of the State and Reconfiguration of Global Power (DPE) (QFR)****Cross-listings:** REL 113 / AMST 109 / ARAB 108**Primary Cross-listing**

Given the fact that Islamophobia is a global issue, this course focuses on the socio-geopolitical global dynamics of Islamophobia by examining the historical roots of Islamophobia on a global scale and its manifestation in current events in Asia, Europe, Africa, and North and South America. Therefore, the course will follow a two-part line of inquiry that sheds light on two key aspects of global Islamophobia: the genealogy of political Islam and the racialization of Islam (In French there is a distinction between Islam and islam. We will discuss this distinction more in class). The first part of the course will explore the racialization of Islam in the contexts of migration, minoritization, and indigeneity across different geographies. For example, we will compare the social and economic transformation of Arab immigrants and their descendants from Arabs to Muslims in France and the U.S. and identify similarities and differences between the construction of race and anti-Muslim racism in both countries. As for the contexts of minoritization and indigeneity, we will discuss the cases of Muslims in Myanmar, China, India, Palestine/Israel, and Southern Mexico, among other places. The second

part of the course will examine political Islam by addressing the following questions: What is political Islam? Why did contemporary political Islam appear, and how was it received globally, from Western countries, namely the U.S., France, Belgium, and the Netherlands, for instance, to Asian countries like Turkey, India, and Pakistan, to Arab countries like Algeria, Egypt, Syria, and Iraq? How does the rise of political Islam challenge the global order of the Pax Americana, and what does it express from a geopolitical and sociopolitical point of view, both in the domestic and international scenes? By answering these questions, we will not only obtain a better understanding of global Islamophobia but will also gain a critical insight into how Islamophobia is integrated (or not) within societies and geopolitical order, whether it is the West, Asia (including non Arab countries), or Africa like in Algeria or Nigeria. Moreover, we will comprehend more fully the global crisis of the state and the global structure of power that shaped the reception (and rejection) of political Islam. Overall, by using a global framework of analysis and an interdisciplinary approach that draws on a variety of resources from political economy, anthropology, sociology, critical race theory, and comparative ethnic studies, we will examine the articulation of the racialization of Muslims and political Islam and how they reinforce each other, thus feeding global Islamophobia.

**Requirements/Evaluation:** Class participation and two papers, in these proportions: 20% attendance and participation, 40% first paper (7 pages); 40% second paper (7 pages). No final exam

**Prerequisites:** none but a short letter of motivation is required

**Enrollment Limit:** 19

**Enrollment Preferences:** first-years and concentrations

**Expected Class Size:** 25

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

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

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

REL 113(D2) GBST 106(D2) AMST 109(D2) ARAB 108(D1)

**Difference, Power, and Equity Notes:** This course is first and foremost about anti-Muslim racism and its global manifestation. Students in this course will learn how to identify patterns of racialization and racial domination. At the same time, students will analyse modes of global resistance to Islamophobia. Moreover, our discussion will focus on particularly marginalized Muslim communities like Muslim migrants in Europe and the US as well as Indigenous Muslims in China and Mexico, among other places.

**Quantitative/Formal Reasoning Notes:** For the formal reasoning, we will develop conceptual tools to interrogate what Islamophobia is in addition to questioning concepts like religion, the state and race. As for the quantitative, the course will examine different demographics of Muslim population. We will pay attention to statistics about migration, political polls, etc.

**Attributes:** GBST Borders, Exiles + Diaspora Studies GBST De-Colonization GBST Human Rights GBST Global Indigenous Studies GBST Middle Eastern Studies GBST War, Security + Violence

Fall 2025

LEC Section: 01 MR 2:35 pm - 3:50 pm Souhail Chichah

**GBST 107 (F) Stumped: Solving climate problems with tree- and land-based policy?**

**Cross-listings:** ENVI 258

**Secondary Cross-listing**

Worldwide and in India, tree planting is all the rage. Tree planting is used as a solution to mitigate climate impacts, decrease poverty, support rural livelihoods, improve air quality, restore landscapes, and conserve biodiversity. But, what is the evidence that tree planting works? Can tree planting do no harm? What are the politics and economics of tree-based solutions? What are their environmental justice effects? This course will introduce students to the hot topic of trees and tree planting in various land uses such as forests, farmlands, watersheds, and plantations. By the end of the course, students will understand how trees are positioned in climate, sustainability, and development policy, and be able to critically examine its equity effects. Through interdisciplinary readings, this course will involve students closely in examining the evidence that supports and cautions against tree planting. The course is designed to be use-inspired, solutions-driven, and highly participatory with a suite of group and individual activities.

**Requirements/Evaluation:** 1. Class engagement; 2. Two short writing assignments, 2-5 pages each; 3. One mid-term take-home exam; 4. One final paper, 5-7 pages; 5. A final group presentation as part of a mini conference put on by the class

**Prerequisites:** Courses in environmental studies, political economy, global studies, political science or ecology are recommended but not required.

**Enrollment Limit:** 25

**Enrollment Preferences:** Environmental Studies Majors and Concentrators

**Expected Class Size:** 25

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

**Distributions:** (D2)

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

ENVI 258(D2) GBST 107(D2)

**Attributes:** ENVI Electives Policy (old requirements) ENVI Electives Social Science/Policy

Fall 2025

LEC Section: 01 TF 1:10 pm - 2:25 pm Vijay Ramprasad

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

**Cross-listings:** COMP 151 / THEA 101

**Secondary Cross-listing**

This is an introduction to the art and practice of making theatre. Students will learn about history, aesthetics, and approaches to performance. 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. 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:**

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

Fall 2025

SEM Section: 01 MR 1:10 pm - 2:25 pm Shanti Pillai

SEM Section: 02 MW 11:00 am - 12:15 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. This course is not available to juniors and seniors.

**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 118 (S) Environmental Governance (DPE)**

**Cross-listings:** ENVI 262

Secondary Cross-listing

Human activities are having an unprecedented impact on our planet. In this course, we will take an interdisciplinary approach to examining how we are governing some of these impacts. We will evaluate the effectiveness and equity of environmental governance processes such as market-based incentives, community-based participatory systems, state regulation, policy strategies, and nature-based 'solutions.' Through course materials and student work, we will examine the role of power and politics in governance and their equity effects. Case examples from Global South nations such as climate change impacts on smallholder agriculture, deforestation and degradation, unequal development, poverty and indebtedness, and chemical use in agriculture will help us explore whether their governance has led to satisfactory or unsatisfactory resolutions. By the end of the course, students will be able to answer questions such as: What is governance? What types of governance have led to human well-being and sustainability? How does environmental governance vary around the world? Which actors--state, businesses, communities--have been effective in solving governance problems? The course structure prioritizes understanding of diverse perspectives through group activities, is use-inspired, and is designed to enhance research and communication skills important for environmental careers.

**Requirements/Evaluation:** 1. Class engagement; 2. Two short writing assignments, 2-5 pages each; 3. One mid-term take-home exam; 4. One final paper, 5-7 pages; 5. A final group presentation as part of a mini conference put on by the class

**Prerequisites:** Courses in environmental studies, political economy, global studies, political science, or ecology are recommended, but not required.

**Enrollment Limit:** 25

**Enrollment Preferences:** Environmental Studies Majors and Concentrators

**Expected Class Size:** 25

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

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

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

ENVI 262(D2) GBST 118(D2)

**Difference, Power, and Equity Notes:** This course examines how power and politics influence environmental governance and its unjust effects on vulnerable people worldwide, especially those living in Global South nations. It guides students through an examination of governance arrangements that have shaped equity outcomes to human-environmental problems. This course thus enables students to understand power comes to be distributed through governance and identifies opportunities to critically engage with environmental practice.

**Attributes:** ENVI Foundational Social Science/Policy ENVI Electives Policy (old requirements) ENVI Electives Social Science/Policy

Spring 2026

LEC Section: 01 TR 8:30 am - 9:45 am Vijay Ramprasad

### **GBST 131 (F) Vulnerability, Resilience and Adaptation to Climate Change**

**Cross-listings:** CAOS 305 / ENVI 305

**Secondary Cross-listing**

This course seeks to bring three big concepts in climate change research together -- vulnerability, resilience, and adaptation. We will learn the historical development of the concepts in their real-world settings -- including poverty, rising indebtedness, flooding, water scarcity, forest degradation, and wildfire risk -- and their solutions. Using state-of-the-art interdisciplinary research, and drawing on examples of how vulnerability, resilience, and adaptation have been operationalized and applied in current policy, students will learn the foundations of the theory and practice of climate change actions. The course will focus on cases from sectors such as forestry, agriculture, and water resources in the United States and several Global South nations. We will examine representations of these concepts in film, documentaries, music, and depictions in popular culture. By the end of this course, students will understand: the varied meanings of the three concepts; the major challenges that have been and need to be addressed; and the global context of climate change impacts viewed through the framework of vulnerability, resilience, and adaptation.

**Requirements/Evaluation:** 1. Class engagement 2. Two short writing assignments, 2-5 pages each 3. One mid-term take-home exam 4. One final paper, 5-7 pages 5. A final group presentation as part of a mini-conference put on by the class

**Prerequisites:** Courses in environmental studies, political economy, global studies, political science, or ecology are recommended but not required.

**Enrollment Limit:** 25

**Enrollment Preferences:** Environmental Studies Majors and Concentrators

**Expected Class Size:** 25

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

**Distributions:** (D2)

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

CAOS 305(D2) ENVI 305(D2) GBST 131(D2)

**Attributes:** ENVI Electives Policy (old requirements) ENVI Electives Social Science/Policy

Fall 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Vijay Ramprasad

**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 repertoires 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:**

MUS 133(D1) GBST 132(D2)

**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 2026

SEM Section: 01 TR 11:20 am - 12:35 pm 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 around the framework of global governance, which will structure our academic explorations in the fall semester and provide important context for on-site work in Geneva, Switzerland during Winter Study. The first part of the course will explore critical topics in Global Studies and grapple with aspects of global governance ranging from peace and diplomacy, human rights, labor, migration, and fair trade, to global finance, public health, and sustainability. The second part will be focused on a particular locale--Geneva, Switzerland, often referred to as the capital of peace and diplomacy--which is a hub for many international organizations devoted to aspects of global governance. 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 an examination of various aspects of global governance. 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 2025

SEM Section: 01 MWF 11:00 am - 12:15 pm Jessica Chapman

**GBST 162 (S) Languages of East Asia**

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

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

**Attributes:** Linguistics

Not offered current academic year

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

**Cross-listings:** HIST 204 / AFR 227

Secondary Cross-listing

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

**Class Format:** Mixed format of lecture and discussion seminar

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

**Prerequisites:** None

**Enrollment Limit:** 30

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

**Expected Class Size:** 30

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

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

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

HIST 204(D2) AFR 227(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

Fall 2025

LEC Section: 01 MWF 11:00 am - 12:15 pm Benjamin Twagira

## **GBST 204 (S) Russian and Soviet Cinema on History: The Imperial Trace**

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

### **Secondary Cross-listing**

This course surveys history of the twentieth-century Russia and the Soviet Union through the prism of the cinematic medium. We will watch and analyze key films of this period--films by Eisenstein, Vertov, Tarkovsky, Shepit'ko, Balabanov, 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. From this double perspective, we will try to answer the following questions: How does cinema reflect and reframe Russia's and Soviet Union's imperial legacy? How does political "thaws" and "freezes" in the region change cinema as an industry and as an artform? What can we learn from the cinema of this period about the current war that Russia is waging against Ukraine? What kind of history we can learn through analyzing cinematic 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. By the end of this course, you will acquire a wide-ranging knowledge about the twentieth-century Russian and Soviet cinema, history, and culture. Upon successful completion of the course, you will train your eyes to enrich your film watching experience and sharpen your thinking about cinema as a medium to understand culture and history. To do so you will practice analyzing film style, reading scholarly texts critically, and writing about it.

**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:**

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

**Attributes:** GBST Russian + Eurasian Studies

**Not offered current academic year**

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

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

**Prerequisites:** none

**Enrollment Limit:** 20

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

**Expected Class Size:** 15-20

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

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

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

ASIA 208(D2) ANTH 208(D2) GBST 208(D2)

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

Fall 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm David B. Edwards

### **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

**Enrollment Limit:** 25

**Enrollment Preferences:** Anthropology/Sociology and Art History majors

**Expected Class Size:** 16

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

**Distributions:** (D2)

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

GBST 209(D2) ANTH 219(D2) ARTH 209(D1)

**Attributes:** Native American and Indigenous Studies

Spring 2026

LEC Section: 01 TF 1:10 pm - 2:25 pm Antonia E. Foias

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

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

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

**Difference, Power, and Equity Notes:** This course introduces students to the role of performance in nation formation in Asia and the history of Asian Americans in the US through analysis of dance practices. Student will explore how race was central to the formation of Asian and the American 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 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Munjulika R. Tarah

**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:**

ANTH 216(D2) GBST 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

**Not offered current academic year**

**GBST 218 (F) Capital and Coercion (DPE)**

**Cross-listings:** ECON 218 / CAOS 218

**Secondary Cross-listing**

Private capital, as in tradable ownership shares in long-lived corporations, has connected Europeans with other races, religions, and geographies ever since the early 17th century. There were huge potential profits from such economic interactions across difference, but also risks: of lies, theft, and coercion. This course will introduce students to game theory (trust games, incentives, and signaling) as a framework for analyzing global economic mechanisms in the past. Case studies span the 13th to the 20th century and include: the spice trade in the Indian Ocean before and after European disruption, early capital markets in Amsterdam, enslavement on the West African coast and in Brazil, and colonial control in Java and in Kenya. Readings will be based on primary historical records: business letters, court transcripts, and diaries.

**Requirements/Evaluation:** Students will be evaluated based on active in-class engagement, weekly reading responses or problem sets, a map quiz, four three-page papers, and two in-class presentations.

**Prerequisites:** Econ 110 or permission of instructor.

**Enrollment Limit:** 25

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

**Expected Class Size:** 25

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

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

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

ECON 218(D2) CAOS 218(D2) GBST 218(D2)

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

**Attributes:** GBST Economic Development Studies POEC Depth

Fall 2025

SEM Section: 01 MWF 10:00 am - 10:50 am Ashok S. Rai

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

**Cross-listings:** RUSS 217 / ANTH 217

**Secondary Cross-listing**

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

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

**Prerequisites:** None

**Enrollment Limit:** 16

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

**Expected Class Size:** 12-15

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

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

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

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

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

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

Spring 2026

SEM Section: 01 Cancelled

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

**Cross-listings:** HIST 221 / ASIA 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, primary source analyses 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.

**Expected Class Size:** 25

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

**Distributions:** (D2)

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

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

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

**Not offered current academic year**

### **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:**

SOC 226(D2) GBST 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 227 (S) Together Apart: Chinese Practices of Reclusion in Comparative Perspective**

**Cross-listings:** ASIA 229 / COMP 221 / CHIN 229

Secondary Cross-listing

"Neighbors will come from time to time / we'll have spirited talks of days gone by // In rare writings we'll find a shared delight / between us we'll work out problems of meaning." So wrote the poet Tao Yuanming (365-427 CE) of the life he imagined he would live after quitting his job as a low-level functionary in the state bureaucracy. Though he is categorized as a "recluse," Tao Yuanming's vision of reclusion was rarely solitary: he longed for a life apart from elite society but together with simple folk. Indeed, the discourse of reclusion in traditional Chinese society was often one of separation from *some* other people, but not from *all* other people. It emphasized time spent with like-minded companions, creating a space in which to think deeply about society's problems, and also to drink lots of ale and write poems. This tutorial takes this mode of reclusion in China as a foundation from which to examine similar practices in other traditions up to the present day. We will read carefully and take notes with pen and paper. We will focus on conversation and on, together, building arguments and understanding.

**Requirements/Evaluation:** Evaluation will be based on oral presentations and participation in discussion.

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Priority is given to Chinese majors, Comparative Literature majors, Asian Studies concentrators, and Global Studies Concentrators

**Expected Class Size:** 10

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

**Distributions:** (D2)

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

ASIA 229(D1) COMP 221(D1) CHIN 229(D1) GBST 227(D2)

**Attributes:** On the Log

Spring 2026

TUT Section: T1 TBA Christopher M. B. Nugent

### **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 / REL 232 / ARAB 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:**

AFR 232(D2) REL 232(D2) GBST 232(D2) ARAB 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 236 (S) Reading the Qur'an**

**Cross-listings:** COMP 213 / REL 236 / ARAB 236

Secondary Cross-listing

In the nearly 1500 years of Islamic history, the Qur'an has been a central source of spiritual insight, ethical and legal guidance, sacred stories, and theological principles. Considered the divine word of God, the Qur'an is central to devotional life. This course will explore the Qur'an as a text that is always in a state of production. We will begin by taking a historical approach, looking at accounts of the collection of the Qur'an and also placing it within the context of 7th century Arabia and the life of the Prophet. We will then engage with the text of the Qur'an, focusing on its different themes and messages. Having familiarized ourselves with the Qur'an as a text, we will then study Qur'anic commentaries (both pre-modern and modern) to explore the different methods and approaches Muslims have taken in understanding the message of the Qur'an. We will explore this interpretive tradition from multiple perspectives including the theological, legal, philosophical, and mystical. The course explores the following questions: What do the different exegetical methods tell us about the intertextual nature of the Qur'an? How have these shifting notions affected the meaning made from Qur'anic verses and passages? What role do interpretive communities play in determining the Quran's message?

**Requirements/Evaluation:** class participation, weekly discussion posts, 3- to 4-page midterm paper, final project with a media component, and a 4- to 6-page final essay.

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Religion and Arabic Studies majors

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

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

Spring 2026

SEM Section: 01 TR 11:20 am - 12:35 pm Saadia Yacoob

### **GBST 241 (F) History of Sexuality**

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

Secondary Cross-listing

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

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

**Prerequisites:** none

**Enrollment Limit:** 15

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

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

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

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

Not offered current academic year

**GBST 242 (F)(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:**

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

**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 On the Log

Fall 2025

SEM Section: 01 Cancelled

Spring 2026

**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:**

GBST 243(D2) REL 247(D2)

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

**Attributes:** GBST Borders, Exiles + Diaspora Studies

**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:**

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

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

Not offered current academic year

**GBST 262 (F) Paper Trails (DPE)**

**Cross-listings:** STS 262 / SOC 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:**

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

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

Not offered current academic year

**GBST 273 (S) The Magic of the Humanities: Reading novels, speaking languages, and traveling (DPE) (WS)**

**Cross-listings:** COMP 273

Secondary Cross-listing

What kind of Humanities courses should a liberal arts student take today? How do literature, language, and art fit into your professional and personal present and future? How about study away and intercultural immersion? What subjects were popular 150 or 20 years ago, and what factors shaped these changes? What can this long view tell us about the present? We will kick off with a close look at the history of Williams College, and will blend materials from the college archives, the Williams College Museum of Art, the Clark Art Institute, and other sources at the heart of our liberal arts experience. Along with examples from Williams, we will read several novels and articles, see films, listen to music, and study cultural moments in the United States and abroad when interest in the Humanities flourished (for example, the GI Bill) and others when their value has been questioned, censored or come under threat (from the McCarthy era to AI). We will also consider how many people without the advantages have become writers, artists, or leaders without the benefits of a formal educational experience. Each student will embark on a unique semester-long research project that

seeks to explore a facet of the value of the Humanities in today's global world.

**Requirements/Evaluation:** A semester-long research project, engaged daily class participation, midterm presentation of research, 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

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

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

GBST 273(D2) COMP 273(D1)

**Writing Skills Notes:** Students will embark on a semester-long independent research project and they will submit drafts and present their work to the class at different points throughout the Spring. These projects will be like "mini-theses" with proposals, bibliographies, and shorter assignments that will be submitted and revised to be used as the basis for the final paper. Expected length of total assignments 20 pp.

**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.

**Attributes:** On the Log TEAC Teaching Sequence Courses

Spring 2026

SEM Section: 01 Cancelled

### **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)

Not offered current academic year

### **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:**

GBST 287(D2) ENVI 297(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.

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

**Prerequisites:** None

**Enrollment Limit:** 19

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

**Expected Class Size:** 19

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

**Distributions:** (D2)

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

GBST 288(D2) ENVI 288(D2)

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

Not offered current academic year

### **GBST 294 (S) Victimhood Nationalism in Global History & Memory (DPE) (WS)**

**Cross-listings:** HIST 395

Primary Cross-listing

As globalism 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:**

GBST 294(D2) HIST 395(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 2026

SEM Section: 01 TR 8:30 am - 9:45 am 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, conservatism, and authoritarian politics to study varieties of far-right populism and nationalism not only within the nominal far-right but all political parties in Western democracies. We will address basic questions such as 'What is populism?' and discuss the causes of the rise of far-right populism, the origins of far-right ideology, and the phenomenon of successful populist voter mobilization. Central notions such as democracy, identity, and their relation to far-right populism will be discussed alongside questions of contemporary mobilization strategies.

**Requirements/Evaluation:** Active class participation; 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:** AFR 335 / HIST 304 / ENVI 304

**Secondary Cross-listing**

In this seminar we will explore environmental conservation in Africa. In particular we will look at African ideas, ethics, and approaches to environmental conservation. Are there African ideas, ethics, and activities that are uniquely conservationist in nature? We will explore well-known African leaders to understand what spurred them to become conservationists, how they interpreted and communicated environmental crises. For example, Wangari Maathai is a world-renowned female scientist who established the Green Belt Movement in Kenya. This movement focuses on addressing the problem of 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:**

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

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

**Attributes:** ENVI Electives Culture/Humanities ENVI Electives Hum/Arts/Soc Sci (old requirements) HIST Group A Electives - Africa

Spring 2026

SEM Section: 01 TF 1:10 pm - 2:25 pm Benjamin Twagira

**GBST 306 (F) Transcending Boundaries: The Creation and Evolution of Creole Cultures (DPE)**

**Cross-listings:** COMP 310 / RLFR 320 / 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:**

COMP 310(D1) RLFR 320(D1) AFR 306(D2) GBST 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 307 (F) Muslimness: The Making of a Race--Comparative Studies of the United States and France.** (DPE)

**Cross-listings:** REL 324 / AFR 312 / AMST 315 / ARAB 305

Secondary Cross-listing

This interdisciplinary course critically examines the construction and racialization of "Muslimness" in two key Western contexts: the United States and France. Moving beyond religion as a purely spiritual or cultural identity, the course investigates how Muslim identity has been transformed into a racialized category with far-reaching social, political, and legal implications. France--home to the largest Muslim population in Europe and shaped by a long history of colonial domination in Muslim-majority countries--provides a valuable heuristic lens for understanding the racialization of Muslims in the U.S. Students will explore the historical foundations of Muslim racialization, including France's colonial legacies and specific colonial dynamics, alongside the American context where Arabs are legally classified as white yet socially racialized as Muslim. Other Muslim communities--such as South Asians and African Americans--experience distinct but intersecting forms of racialization. Focusing on the racialization of Arabs as Muslims in both France and the U.S., the course analyzes how Islamophobia--manifested through national security regimes, immigration discourses, and media representations--drives the production of 'Muslimness' as a racialized marker. These processes, in turn, shape lived experiences of inclusion, exclusion, and resistance. Through a comparative U.S.-French framework, students will engage with key theories of race, ethnicity, and religion, as well as decolonial and critical race approaches. Case studies will highlight how Muslim individuals and communities navigate complex identities under the weight of securitization, cultural discrimination, and everyday acts of marginalization and resistance. By the end of the course, students will develop a nuanced understanding of how "Muslimness" functions as a racial category, its implications for citizenship, belonging, and civil rights, and the ongoing struggles against racial and religious oppression in contemporary Western societies.

**Requirements/Evaluation:** Class participation 10%, two twenty-minutes in class presentations 30%, and two papers: first paper (7 pages); 30% and second paper (7 pages) 30%. No final exam

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Arabic studies major

**Expected Class Size:** 19

**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 307(D2) REL 324(D2) AFR 312(D2) AMST 315(D2) ARAB 305(D1)

**Difference, Power, and Equity Notes:** Through a comparative analysis of the United States and France, students investigate how Muslim identities--particularly those of Arabs--are racialized and policed through state practices, legal classifications, immigration policies, and media representations. The course foregrounds the structural dynamics of Islamophobia, colonial legacies, and securitization as mechanisms of power that shape the lived experiences of Muslim communities.

**Attributes:** GBST De-Colonization

Fall 2025

SEM Section: 01 M 7:00 pm - 9:40 pm Souhail Chichah

**GBST 310 (S) Marxism in Reverse**

**Cross-listings:** AMST 309 / AFR 310

Secondary Cross-listing

This is an experimental course, designed to get students to consider the influence of Marxism on contemporary thought. The course will begin by examining contemporary studies that deploy Marxist thought, progressing in reverse chronological order to show the influence of Marxism in previous eras until we get back to the 19th century and the work of Karl Marx himself. Topics to be discussed in this course include, but are not limited to, artificial intelligence, the Internet, the end of the Cold War, the Vietnam War, automation and deindustrialization, anti-colonial and Third World Marxism, China and the peasantry, the rise of fascism, the Russian Revolution, imperialism, the Second International, the Paris Commune, and Karl Marx. These topics and more will provide the groundwork to allow students to think about how the thought of one figure from the nineteenth century developed and how that thought continues to be transformed to fit new, shifting conditions unimaginable in the nineteenth century. These topics will be examined through the lens and literature of Africana studies thinkers, including C.L.R. James, Walter Rodney, Angela Davis, and more.

**Requirements/Evaluation:** Quizzes, final exam, course debates, short essays closely examining the history of Marxism-Leninism and anticolonial thought.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Africana studies majors, American studies majors, Global studies concentrators

**Expected Class Size:** 10

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

**Distributions:** (D2)

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

GBST 310(D2) AMST 309(D2) AFR 310(D2)

**Attributes:** AFR Core Electives AFR Theories, Methods, and Poetics

Spring 2026

SEM Section: 01 MR 1:10 pm - 2:25 pm Armond R. Towns

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

**Cross-listings:** HIST 312 / ASIA 312 / REL 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:** class participation, several short essays, one final paper

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

**Enrollment Limit:** 20

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

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

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

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

Not offered current academic year

### **GBST 315 (F) Globalization**

**Cross-listings:** CAOS 216 / ECON 215

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:**

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

**Attributes:** GBST Economic Development Studies POEC Depth

Fall 2025

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:** AFR 350 / HIST 308 / ARAB 308 / ENVI 335

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 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:**

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

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

**Cross-listings:** ANTH 322 / ENVI 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:**

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

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

Not offered current academic year

### **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:**

GBST 324(D2) ANTH 324(D2)

Not offered current academic year

**GBST 333 (F) Literature as Resistance (DPE)**

**Cross-listings:** GERM 333 / COMP 312 / AFR 331

Secondary Cross-listing

This seminar examines literature as a powerful tool of resistance and resilience in the face of oppression and injustice. Through a diverse range of creative works—including novels, films, poetry, and music—alongside theoretical texts, we will explore how writers and artists from various cultural and historical contexts challenge dominant narratives, reclaim agency, and construct alternative visions of identity and belonging. Authors and artists discussed will include Bertolt Brecht, Bob Dylan, Bob Marley, Audre Lorde, Frantz Fanon, and Fela Kuti. Our discussions will focus on the power of words, art, and storytelling as both acts of defiance and means of survival, with particular attention to literary and artistic traditions from African, German, and American contexts, among others. We will analyze works that engage with colonial resistance, diasporic identity, racial injustice, gendered oppression, and political upheaval, considering how literature functions as both a space for protest and a source of healing. Key questions include: How do art, language, form, and narrative structure resist hegemonic power? In what ways does literature foster resilience within oppressed communities? What tensions exist between literature as activism and literature as art? By the end of the course, students will develop a nuanced understanding of theoretical perspectives on resistance and gain insight into literature's capacity to confront historical injustices and inspire social change. *Discussion entirely in English.*

**Requirements/Evaluation:** Active class participation, two shorter papers, one longer final paper and a debate.

**Prerequisites:** One college level literature course.

**Enrollment Limit:** 24

**Enrollment Preferences:** If course over-enrolls, preference given to German, Comp. Lit, Africana Studies (prospective) 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:**

GERM 333(D1) COMP 312(D1) AFR 331(D2) GBST 333(D2)

**Difference, Power, and Equity Notes:** We examine how literature and the arts engage with structures of oppression, resistance, and resilience across different historical and cultural contexts. Through works by marginalized voices, we explore how race, gender, colonialism, and political power shape narratives of identity and belonging. By analyzing literature as both a site of protest and survival, students will develop a deeper understanding of how artistic expression challenges dominant power structures and fosters social change.

**Attributes:** AFR Black Landscapes

Fall 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Peter Ogunniran

**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:**

GBST 335(D2) SOC 335(D2)

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

Not offered current academic year

**GBST 340 (F) Language and Power: Political Discourse during and after the Arab Spring Uprisings (DPE)**

**Cross-listings:** ARAB 344 / COMP 339

Secondary Cross-listing

"Political language is designed to make lies sound truthful and murder respectable, and to give an appearance of solidity to pure wind." George Orwell, *Politics and the English Language* In this course, we will examine the interplay between language and politics during the Arab Spring Uprisings. We will explore the socio-political conditions that precipitated the movement, and analyze how language functioned both as a tool of oppression and a vehicle for dismantling power structures. Students will be introduced to key linguistic and sociopolitical frameworks, such as systemic functional linguistics, critical discourse analysis, and Bakhtinian dialogism. Through a combination of lectures, discussions, and case studies, we will analyze speeches, media coverage, protest slogans, and grassroots communications from different Arabic-speaking countries to uncover the linguistic and rhetorical strategies employed by both state and non-state actors. We will also reflect on how the convergence of the Arab Spring and digital technologies promoted diverse forms of political expressions and translations thus challenging the state's authoritative discourse and ultimately ending its monopoly over political narrative. This course is taught entirely in English, and all Arabic texts are accompanied by English translations.

**Requirements/Evaluation:** Several short reflections (1-2 pages) and answering prompts based on the readings; class presentations, and a final project.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Arabic Studies majors

**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:**

ARAB 344(D1) COMP 339(D1) GBST 340(D2)

**Difference, Power, and Equity Notes:** The conceptual and material framework of this course focuses on the power relation between language and structures of political domination. Students will not only acquire tools to identify and deconstruct this relationship, but also learn about various expressions of linguistic resistance.

**GBST 344 (F) Capitalism and Racism in the American Context and Beyond: A Global Approach (DPE)****Cross-listings:** AFR 353 / AMST 345**Secondary Cross-listing**

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

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

**Prerequisites:** None**Enrollment Limit:** 20**Enrollment Preferences:** American Studies majors and seniors**Expected Class Size:** 20**Grading:** yes pass/fail option, yes fifth course option**Distributions:** (D2) (DPE)**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 344(D2) AFR 353(D2) AMST 345(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, Papiamentu, 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:**

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

Not offered current academic year

**GBST 348 (S) 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 across Eastern Europe and Eurasia. 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.

**Attributes:** GBST Russian + Eurasian Studies

Spring 2026

TUT Section: T1 M 7:00 pm - 9:40 pm Olga Shevchenko

**GBST 351 (S) Inequality and Development in Latin America (DPE)**

**Cross-listings:** PSCI 351

**Secondary Cross-listing**

In the face of stubborn problems of economic stagnation, rising crime, and the weak provision of public goods, Latin America today presents a wide variety of responses. We see examples of the old revolutionary Left, elected authoritarians and "anarchocapitalists" on the Right, and massive outward migrations of people who have despaired of political solutions. This course seeks to understand the historical and ideological origins of both the problems and the responses. We first read well-known polemics from Left and Right, before stepping back to consider Latin American political economy from a more historical and analytical perspective. With this preparation, we then look more closely at major contemporary movements and figures in Venezuela, Argentina, Mexico, El Salvador, and Brazil. We end our common readings by asking what it means today to be politically progressive, or merely constructive, in Latin America and elsewhere.

**Class Format:** discussion then seminar

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

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

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 15

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

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

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

GBST 351(D2) PSCI 351(D2)

**Difference, Power, and Equity Notes:** This course examines movements that originated in efforts to remedy inequalities born of the Conquest, uneven capitalist development, and racial prejudice. Its neoliberal and authoritarian foes generally do not doubt the existence of these inequalities, but they either doubt their relevance or question the proposition that the state could adequately address them. This course engages, contextualizes, and deepens the debate.

**Attributes:** GBST Latin American Studies POEC Depth POEC Skills PSCI Comparative Politics Courses PSCI Research Courses

Spring 2026

LEC Section: 01 MR 2:35 pm - 3:50 pm James E. Mahon

**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 359 (S) The American/Asian/European Triad: Globalization, Crisis, and New World Orders** (DPE) (QFR)

**Cross-listings:** ASIA 359 / AMST 359 / ARAB 359

**Primary Cross-listing**

This course offers a comprehensive examination of the economic and geopolitical links between Asia, Europe, and the United States, collectively forming what we term the "American/Asian/European Triad". Through a multidisciplinary approach, we will analyze how globalization and its crises along with the evolving power dynamics within this triad are shaping contemporary global affairs and the emergence of new world orders. The course begins with an exploration of the foundational economic and geopolitical connections between Asia, Europe, and the U.S. We will examine historical contexts and key events that underpin these connections, thereby setting the stage for a deeper analysis of this Triad. A significant portion of the course will focus on the impact of the global financial crisis in the late 2000s on these regions. We will analyze how this crisis reshaped economic interdependencies and power dynamics within the triad and globally, considering both immediate effects and long-term implications. Geopolitically, we will delve into unfolding competitions, strategic tensions, and evolving alliances among the triad nations. Case studies and current events will illustrate the complex dynamics influencing global governance and the balance of power. Specific topics include the economic rivalry between Europe, the U.S., and China for the control of African resources, providing insights into how these interactions shape regional and international relations. We will also explore the impact of these global interactions on democratic institutions in the U.S. and Europe, with a particular focus on countries like France, the UK, Italy, and Germany to illustrate the challenge for the EU to integrate very different economies. This analysis will highlight challenges and opportunities for democratic governance amidst global economic and political pressures. In the context of Asia, we will focus on the interplay between China and the U.S., examining its implications for Chinese domestic policies and regional dynamics in East Asia. Special attention will be given to regions such as Taiwan and Hong Kong, where geopolitical tensions have significant implications for global stability. Finally, the course will reflect on how China's economic ascendancy is reengineering the global oil economy and reshaping geopolitical dynamics in the Middle East. This discussion will underscore broader implications for reconfiguring post-colonial dependencies. Through this course, students will gain a nuanced understanding of the complex interplay between economic interdependence and geopolitical competition within the American/Asian/European Triad. By examining real-world case studies and current events, they will develop the analytical skills and insights necessary to navigate and contribute to discussions on global democracy and the future of world orders.

**Requirements/Evaluation:** Class participation 10%, two twenty-minutes in class presentations 30%, and two papers: first paper (7 pages); 30% and second paper (7 pages) 30%. No final exam

**Prerequisites:** None but a short letter of motivation is required

**Enrollment Limit:** 15

**Enrollment Preferences:** first-years and concentrations

**Expected Class Size:** 25

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

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

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

GBST 359(D2) ASIA 359(D2) AMST 359(D2) ARAB 359(D1)

**Difference, Power, and Equity Notes:** This course addresses global inequalities that are driven by the American/Asian/European triad. We will also discuss the different socio-economic aspects of these inequalities, shifting power dynamics, and the impact of global domination on local democracies.

**Quantitative/Formal Reasoning Notes:** In addition to examining complex graphs, we will analyze global statistics and socio-economic indexes.

**Attributes:** GBST Central Asian Studies GBST East Asian Studies GBST Economic Development Studies GBST European Studies GBST Human

Rights

Not offered current academic year

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

**Cross-listings:** 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 fantasmatic and real--of self, world, knowledge, and possibility. Course texts may include: Edwidge Danticat's *The Farming of Bones*, Adrienne Kennedy's *Funnyhouse of a Negro*, Bessie Head's *A Question of Power*, Arthur Jafa's *APEX and Love is the Message and the Message is Death*, Conceição Evaristo's *Ponciá Vicêncio*, Lars von Trier's *Manderlay*, Charles Burnett's *Killer of Sheep*, Derek Walcott's "Laventille"; and, selections from Sigmund Freud, Jacques Lacan, David Marriott, Kathleen Pogue White, Franz Fanon, Hortense Spillers, Nathan Gorelick, Jaqueline Rose, 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:**

AMST 365(D2) GBST 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 / ARAB 369 / HIST 306

**Secondary Cross-listing**

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Amazigh poetics in the Maghreb, and Mayan dream narratives in Mexico and Guatemala produce narratives of decolonial history? What does the aesthetics of magical realism in Arabic, Quechua and Spanish, respectively, as evident in the works of the Kurdish writer Salim Barakat (Syria) and the mestizo writer José María Arguedas (Peru) tell us about the intersection of race, ethnicity, and indigenous epistemology? What is the connection between the recent "boom" of English translations of Indigenous texts and neoliberalism, multiculturalism and neo-colonialism? Ultimately, our goal is

to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

**Requirements/Evaluation:** active class participation, several short response assignments (3-4 pages), two film reviews ( 1 page ), a performance project, and a final paper (7- to 10-pages)

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

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

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

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

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

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

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

**Attributes:** GBST Borders, Exiles + Diaspora Studies

Not offered current academic year

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

**Cross-listings:** COMP 370 / ARAB 370

Secondary Cross-listing

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

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

**Prerequisites:** None

**Enrollment Limit:** 10

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

**Expected Class Size:** 10

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

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

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

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

**Writing Skills Notes:** Students will engage a variety of writing forms, including weekly response papers to their tutorial partner, a research final paper,

an outline for an oral presentation, a reflection on digital media and a design of a poster. Throughout this process, they will receive oral and written feedback and work with revisions. The interdisciplinary material that will be covered in the tutorial will also require the production of distinct formats of writings and research skills.

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

**Attributes:** GBST Global Indigenous Studies

Fall 2025

TUT Section: T1 TBA Amal Egeiq

### **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 2025

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

### **GBST 384 (F) The Maghreb in Europe: Colonialism, Migration, and Racism (DPE)**

**Cross-listings:** RLFR 384 / AFR 386 / SOC 384 / ARAB 384 / COMP 382

#### **Secondary Cross-listing**

This interdisciplinary seminar introduces students to the multifaceted contemporary presence of the Maghreb in Europe. Themes covered include the socio-economic and cultural manifestations of the long durée of the European colonization of North Africa, and the political economy of the post-colonial labor immigration of North African workers to European countries like France, Italy, or Spain, for instance. Other key topics include the racialization of Maghrebian migrants and their descendants as Muslims. In this regard, we will discuss anti-Maghrebian racism and how it links to Islamophobia. To explore these themes, we will read a selection of theoretical texts by Franz Fanon, Abdelmalek Sayad, Pierre Bourdieu, Fatima Mernissi, Leïla Benhadjoudja, Nacira Guénif-Souilamas, and Hafid Bouazza, among others. We will also engage with a wide range of multimedia sources, including movies by Mahmoud Zemmouri and Leïla Sy, a selection of rap videoclips by various artists (Karima Khelifi, Saliha, Sorah, etc), the novel Hope and Other Dangerous Pursuits by Laila Lalami, and the graphic novel Burning Up the Strait: The Graphic Memoir of a Moroccan Migrant Child by Susan Plann and Ariel Lacci. In addition, we will examine current public debates and media analysis concerning the banning of the veil, the separatism law, the French concept of laïcité, and the representation of Maghrebian soccer players in the European national teams. All readings will be in English, but if a student is fluent in French, they will be provided with additional readings in French if they are interested.

**Requirements/Evaluation:** Class participation 10%, two twenty-minutes in class presentations 30%, and two papers: first paper (7 pages); 30% and second paper (7 pages) 30%. No final exam

**Prerequisites:** None but a short letter of motivation is required

**Enrollment Limit:** 15

**Enrollment Preferences:** Arabic Studies majors

**Expected Class Size:** 19

**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:**

RLFR 384(D1) AFR 386(D2) SOC 384(D2) ARAB 384(D1) COMP 382(D1) GBST 384(D2)

**Difference, Power, and Equity Notes:** The entire course centers around the legacy of European colonialism in North Africa and the asymmetric power dynamics between European countries and the racialized and minoritized Maghrebian immigrant communities in Europe. The primary objective of this course is to educate students about the socio-economic and racial struggles of Maghrebians in Europe.

**Attributes:** GBST Borders, Exiles + Diaspora Studies GBST European Studies

Not offered current academic year

### **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

Not offered current academic year

**GBST 394 (S) Decolonial Thought in the Arabic-Speaking World: From Independence to Liberation (DPE)**

**Cross-listings:** ARAB 395 / COMP 395

**Secondary Cross-listing**

This seminar's objective is to familiarize students with the decolonial thought movement that is currently gaining traction in the Arabic-speaking world. Students will be introduced to some of the most significant and profound ways of thinking about political, economic, gender, sexual, and epistemic liberation in the Middle East and North Africa through the interdisciplinary framework created by this course, which combines texts from sociology, anthropology, religion, and feminism with historical essays and literary works from the mid-20th century to the present. To achieve this goal, students will read a selection of writings by the following authors: Edward Said, Sadek Al-Azem, Mohammed Abed Al-Jabri, Abdellatif Laâbi, Mahdi Elmandjra, Mahdi Amel, Samir Amin, Ali Shariati, Abdelkebir Khatibi, Fatima Mernissi, Assia Djebar, Taha Abderrahman, Ellah Shohat, Nawal El Saadawi, and Abdelfattah Kilito, among others. Students will ultimately consider how these writings help us comprehend the intricate legacy of colonialism, which includes the imposition of European languages, political structures, and cultural norms. Furthermore, they will get a more profound understanding of the continuous endeavors of intellectuals and authors within the Arabic-speaking sphere, spanning from the Gulf to the Maghreb, to reclaim their local, national and regional identities and at the same time express alternative, decolonial worldviews.

**Requirements/Evaluation:** Class participation 10%, two twenty-minutes in class presentations 30%, and two papers: first paper (7 pages); 30% and second paper (7 pages) 30%. No final exam

**Prerequisites:** None but a short letter of motivation is required

**Enrollment Limit:** 15

**Enrollment Preferences:** Arabic Studies majors

**Expected Class Size:** 19

**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 394(D2) ARAB 395(D1) COMP 395(D1)

**Difference, Power, and Equity Notes:** This seminar challenges the dynamics of power embedded within the colonial paradigms of thinking about the Arabic-speaking world and its intellectual tradition. It introduces students to the work of writers and thinkers in the Arabic-speaking world who remain marginalized within the Euro-American academy despite their great influence in their own societies and beyond.

**Attributes:** GBST De-Colonization

Not offered current academic year

**GBST 397 (F) Independent Study: International Studies**

Global Studies independent study.

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

**Distributions:** (D2)

Fall 2025

IND Section: 01 TBA Jennifer L. French

**GBST 398 (S) Independent Study: International Studies**

International Studies independent study.

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

**Distributions:** (D2)

Spring 2026

IND Section: 01 TBA Jennifer L. French

**GBST 400 (F) Cuba, US, Africa, and Resistance to Black Enslavement, 1791-1991 (DPE)**

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

**Secondary Cross-listing**

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

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

**Prerequisites:** None

**Enrollment Limit:** 12

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

**Expected Class Size:** 12

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

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

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

PSCI 379(D2) INTR 400(D2) AMST 400(D2) GBST 400(D2) AFR 372(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 404 (F) History of Uganda: A Research Seminar (DPE) (WS)**

**Cross-listings:** HIST 404 / AFR 393

**Secondary Cross-listing**

In his travelogue published in 1908, Winston Churchill nicknamed Uganda "The Pearl of Africa," a moniker that has stuck to this day; ordinary Ugandans and visitors alike cite this flattering title in spite of its colonial roots. In this seminar we will explore the history of the Ugandan nation. Not only will we examine the histories of colonialism and the colonial origins of the Ugandan nation, but also the various heritages that different societies brought to the entity that we call "Uganda" today. The topics to be covered include resistance to colonial rule, the environment, nationalism and decolonization, histories of religion, health and healing, women and gender, minorities, the military, urbanization, and independence. Importantly, we will also explore the methods and sources for studying Uganda. Through field trips to archival repositories, students will gain an understanding of the types of sources that exist on Uganda and their limitations. In order to foster an Interdisciplinary approach, students will be exposed to a variety of primary and secondary sources. Students will develop an original research topic which culminate in a 25-page paper based on a primary source of their choice. Students are encouraged to write their main paper on any time period and geographic region of Uganda.

**Requirements/Evaluation:** Class participation; brief weekly writing on the readings; a final research paper written in stages, including a primary source analysis; an annotated bibliography; a rough draft of one paper section; a rough draft of the paper; and a final 25-page paper.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If course is over-enrolled, preference to History Majors and students with a demonstrated interest in the study of Africa.

**Expected Class Size:** 16

**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 404(D2) GBST 404(D2) AFR 393(D2)

**Writing Skills Notes:** Students will produce a 25 page final paper through a series of scaffolded assignments. Each of these assignments will receive feedback from the professor as well as a group of peers. Assignments leading up to the final research paper include a 4-6 page annotated bibliography, a primary source analysis, a 4-6 page historiography paper, a 2-3 page draft introduction, and a completed initial draft.

**Difference, Power, and Equity Notes:** This course will intensively explore the question of how various global and local actors have shaped the history of Uganda. It guides students through an examination of the different power dynamics that have shaped the country, from colonial official versus colonial subjects, settlers vs migrants, male vs female, and industrialists vs workers. This course, therefore, provides a critical lens through which to examine the inequalities rooted in race, gender, and other forms of difference.

**Attributes:** GBST African Studies HIST Group A Electives - Africa

Fall 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Benjamin Twagira

**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) ARAB 413(D2) GBST 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:** HIST 402 / ARAB 414

**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:**

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

Not offered current academic year

**GBST 425 (F) Living with Contamination (DPE)**

**Cross-listings:** STS 425 / ENVI 425

**Secondary Cross-listing**

Contamination is an unavoidable part of modern life, from industrial pollution and toxic waste to the invisible presence of biocides, greenhouse gases, microplastics, and radiation. How did the world become so permeated by industrial pollutants, and could history have unfolded differently? And how do communities confront, resist, and adapt to living in a contaminated world, where contamination is distributed unequally by race, class, and gender? This advanced seminar invites students to examine contamination as a lived social and political reality. Through case studies and readings, we will analyze the systems that produce contamination; how contamination is defined, measured, and regulated by governments, corporations, and affected communities; and alternative ways of living with and mitigating contamination's effects. Key themes include environmental justice, corporate and governmental accountability, and the long-term ecological and human health consequences of human-made toxics.

**Requirements/Evaluation:** Participation in seminar discussions; Weekly response papers; Final research paper

**Prerequisites:** ENVI 101 and ENVI 102 or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** senior ENVI majors and concentrators, then seniors with the prerequisites

**Expected Class Size:** 12

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

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

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

STS 425(D2) ENVI 425(D2) GBST 425(D2)

**Difference, Power, and Equity Notes:** This course will explore how unequal power leads to environmental injustice. Specifically, we will analyze how toxics are distributed unevenly according to race, gender, and class at local and regional scales

**Attributes:** ENVI Electives Culture/Humanities ENVI Electives Hum/Arts/Soc Sci (old requirements) ENVI Senior Seminar

Fall 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Laura J. Martin

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

**Cross-listings:** HIST 480 / AFR 381

**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 programming. 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:**

HIST 480(D2) AFR 381(D2) GBST 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 486 (S) Race and A Global War: Africa During World War II** (DPE) (WS)

**Cross-listings:** HIST 486 / AFR 397

## 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 in 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:** 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:** None

**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:**

HIST 486(D2) AFR 397(D2) GBST 486(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 written feedback on their writing from the professor, as well as oral critiques from the professor and tutorial partners. The final writing assignment will afford students the chance to reflect on their previous papers and the semester's course content.

**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:** GBST African Studies HIST Group A Electives - Africa

Spring 2026

TUT Section: T1 TBA Benjamin Twagira

## **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 2025

HON Section: 01 TBA Jennifer L. French

## **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 2026

HON Section: 01 TBA Jennifer L. French

**Winter Study** -----

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

Soccer is a serious game! It can trigger revolutionary dynamics and support struggles for emancipation. Take for example soccer in Brazil where legends, such as Socrates and Walter Casagrande became the symbol of Brazilian resistance to the dictatorship. Another striking example is the Argentino Juniors team that was formed by young Italian immigrants from a working-class background, imbued with socialist and anarchist ideas. Soccer can express class conflict too. On the other side of the Atlantic, Manchester United, which has the most successful record in English soccer, was created by a railway company union. Soccer may look different today, but class conflict remains a key player, not only in England. Likewise, soccer can express gender or religious affiliation. Drawing upon these aspects of soccer, this course aims to examine how this popular game is a soundboard for many different social, political, cultural, racial or gender identities throughout the world. Some questions that we will address include: why are soccer stadiums the primary place where Moroccans protest the country's social, economic and political situation? Why when the Raja Casablanca (Morocco's largest city) plays, the Moroccan anthem is frequently drowned out by the crowd singing the Raja's anthem with the chorus: "In my country, they have oppressed me"? We will read theoretical texts and watch documentaries to answer this question and many others!

**Requirements/Evaluation:** Presentation(s)

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Application

**Expected Class Size:** 20

**Grading:** pass/fail only

**Attributes:** EXPE Experiential Education Courses STUX Winter Study Student Exploration

Winter 2026

SEM Section: 01 W 11:00 am - 4:00 pm Souhail Chichah

**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

Winter 2026

HON Section: 01 TBA Jennifer L. French

**GBST 31 (W) Senior Thesis: Global Studies**

Global Studies senior thesis.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2026

HON Section: 01 TBA Jennifer L. French

**GBST 44 (W) Global Challenges, Global Research**

As part of the Global Scholars Program, this travel course is only to those students admitted to the Global Scholars Program. Each January, students who successfully completed GBST 151 in the Fall will travel with their instructor(s) to a major city around the world. After a short introduction to some of relevant international and political institutions, students will explore specific global questions working with local researchers and centers, based on their academic interests and goals. They will engage with this research to think new concepts and generate innovative questions as they enter and examine the complexities of the always evolving and interconnected world. They will be encouraged to tackle urgent issues and rethink conventional paradigms and thus develop multi-faceted awareness through the task of analyzing and appreciating diverse perspectives and experiences.

**Class Format:** Travel Course. Open only to Global Scholars Fellows.

**Requirements/Evaluation:** Paper(s) or report(s); Other: A weekly journal and a final 10 page report.

**Prerequisites:** Admittance to Global Scholars Program and completion of GBST 151.

**Enrollment Limit:** 12

**Enrollment Preferences:** Global Scholars Fellows only

**Expected Class Size:** 12

**Grading:** pass/fail only

**Attributes:** GBST Urbanizing World TRVL Winter Study Travel Course

Winter 2026

TVL Section: 01 TBA Jessica Chapman, Bethany Hicok

**GBST 98 (W) Indep. Study: Global Studies**

Open to upperclass students. Students interested in doing an on-campus independent project during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Not offered current academic year

**GBST 99 (W) Indep. Study: Global Studies**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2026

IND Section: 01 TBA Jennifer L. French