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 a section of Global Studies 101; fulfill the requirements of a track; complete a senior exercise; and attend the weekly Global Studies colloquium.

**Global Studies 101**

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

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

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

To fulfill the requirements of a track, students must complete three approved courses from at least two disciplines, take a comparative course (i.e. a course that might not cover material directly dealing with the track, but would enrich a student’s engagement through comparative inquiry), 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 will present their final senior exercise in
class or in the Global Studies Colloquium.

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, my experience is that students do not 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.

Students can check with the program chair to see if other courses not listed here might count as electives.

AREA TRACKS

African Studies

AFR 200 Introduction to Africana Studies
AFR 324/ARTH 324/ANTH 314/ARAB 324/COMP 324 Contemporary Art of the African Diaspora
ARTH 259/AFR 259/ARAB 259 Bilad al Sudan and Beyond: Arts of the Afro Islamic World
ARTH 419/AFR 419/ENVI 419 Going to Ground: Considering Earth in the Arts of Africa
BIOL 134/ENVI 134 The Tropics: Biology and Social Issues
DANC 201/MUS 212/AFR 201 African Dance and Percussion
DANC 202/MUS 221/AFR 206 African Dance and Percussion
ECON 204/ENVI 234 Economics of Developing Countries
ECON 225T Global Financial Crisis and African Economic Development
GBST 252 Pillars of Apartheid: Race and Ethnicity in South Africa
GBST 368 Miracle? The Demise of the Apartheid System
HIST 104/AFR 104 Travel Narratives African History
HIST 203/AFR 203 Modern African History
HIST 303/REL 303/AFR 303/ARAB 303/GBST 303 A History of Islam in Africa
HIST 304/AFR 304 South Africa and Apartheid
HIST 307/AFR 313/ENVI 306 A History of an African City
HIST 308/WGSS 308/AFR 308 Gender and Society in Modern Africa
HIST 402 A History of Family in Africa
HIST 483/AFR 483/GBST 483 Freedom in Africa
MUS 120/AFR 113 Musics of Africa
MUS 222/AFR 223 Politics of Performance/Performing Politics in Contemporary Africa
PSCI 243/AFR 256 Politics of Africa
PSCI 249/GBST 249 From Beetroot to Zero Grazing: Comparative Responses to AIDS in Africa
RLFR 203/AFR 204 Introduction to Francophone Studies
RLFR 309 Contemporary Short Stories from North Africa: Fast Cars, Movies, Money, Love and War

East Asian Studies

ARTH 103/ASST 103 Asian Art Survey: From the Land of the Buddha to the World of the Geisha
ARTH 270/JAPN 270 Japanese Art and Culture
ARTH 274/ASST 274/ARTS 274 Chinese Calligraphy: Theory and Practice
CHIN 219 Popular Culture in Modern China
CHIN 223/ANTH 223 Ethnic Minorities in China: Past and Present
COMP 255/JAPN 255 Love and Death in Modern Japanese Literature
COMP 264/JAPN 254 Beauty, Danger, and the End of the World in Japanese Literature
COMP 266/JAPN 256 Confession and Deception in Japanese Literature
HIST 115/ASST 115 The World of the Mongol Empire
HIST 119 The Japanese Empire
HIST 121/ASST 121 The Two Koreas
HIST 212/ASST 212 Transforming the “Middle Kingdom”: China, 2000 BCE 1600
HIST 213/ASST 213 Modern China, 1600 Present
HIST 217/JAPN 217/ASST 217 Early Modern Japan
HIST 218/JAPN 218/ASST 218 Modern Japan
HIST 319/WGSS 319/ASST 319 Gender and the Family in Chinese History
HIST 321/JAPN 321/ASST 321 History of U.S. Japan Relations
JAPN 260/COMP 262 Japanese Theatre and its Contemporary Context
JAPN 276/COMP 278 Premodern Japanese Literature and Performance
MUS 112/ASST 126 Musics of Asia
PSCI 247 Political Power in Contemporary China
PSCI 345 Cosmology and Rulership in Ancient Chinese Political Thought
PSCI 354/ASST 245/HIST 318 Nationalism in East Asia
REL 250/ASST 250 Scholars, Saints and Immortals: Virtue Ethics in East Asia
REL 251/ASST 251 Zen Buddhism: History and Historiography
REL 256/WGSS 256/ANTH 256/ASST 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism

**Latin American Studies**

AFR 248/HIST 248 The Caribbean: From Slavery to Independence
ANTH 211/GBST 211 Black, Indian, and Other in Brazil
HIST 242 Latin America from Conquest to Independence
HIST 243 Modern Latin America, 1822 to the Present
HIST 245/AFR 346 History of Modern Brazil
HIST 347 Democracy and Dictatorship in Latin America
MUS 125/DANC 125 Music and Social Dance in Latin America
MUSC 126 Cuban Popular Music and Culture
PSCI 266 The United States and Latin America
PSCI 346 Race in Latin American Politics
PSCI 349 Cuba and the United States
PSCI 351 The New Left and Neoliberalism in Latin America
RLSP 203 From Modernismo to El Boom de la Novela
RLSP 204 Icons and Imaginaries: Culture and Politics in Latin America
RLSP 205/COMP 205 The Latin American Novel in Translation
RLSP 308 The Subject of Empire: Race, Gender and Power in the Colonial Era

**Middle Eastern Studies**

ARAB 223/COMP 223 Migrants at the Borders: Comparative Middle Eastern and Latin American Cultural Studies
ARAB 228/COMP 228 Modern Arabic Literature in Translation
ARAB 233/COMP 233 Introduction to Classical Arabic Literature
ARAB 251/COMP 251 Popular Culture in the Arab World: Youth, Populism, and Politics
ARAB 252/COMP 252/WGSS 251/HIST 309 Arab Women Memoirs: Writing Feminist History
ARAB 256/COMP 256/ENGL 284 Arab and Anglophone: Narratives Beyond Nation and Diaspora
ARTH 278 The Golden Road to Samarqand
HIST 111/LEAD 150/ARAB 111 Movers and Shakers in the Middle East
HIST 207/JWST 217/REL 239/ARAB 207/GBST 101/L The Modern Middle East
HIST 210/ANTH 210/ARAB 210/REL 240 The Challenge of ISIS
HIST 212/ASST 212 Transforming the “Middle Kingdom”: China, 2000 BCE 1600
HIST 310/ARAB 310 Iran and Iraq
HIST 311/ARAB 311 The United States and the Middle East
HIST 409/ARAB 409/GBST 409 Crescent, Cross, and Star: Religion and Politics in the Middle East
HIST 480/ARAB 480 The Israeli Palestinian Conflict

PSCI 268 Israeli Politics

REL 231/HIST 209 The Origins of Islam: God, Empire and Apocalypse

**Russian and Eurasian Studies**

HIST 240 Muscovy and the Russian Empire

HIST 241 LEAD 241 The Rise and Fall of the Soviet Union


RUSS 203/COMP 203 Nineteenth Century Russian Literature in Translation

RUSS 204/COMP 204 From Revolution to Perestroika

RUSS 206 Topics in Russian Culture: Feasting and Fasting in Russian History

RUSS 213/GBST 213/WGSS 214/COMP 257 From Putin to Pussy Riot: Discourses of Post-Soviet Gender

RUSS 220/GBST 220/COMP 285 World War II in Russian Culture

RUSS 305/COMP 305 Dostoevsky and His Age

RUSS 306/COMP 306 Tolstoy and His Age

RUSS 343/JWST 343/GBST 343/COMP343 Spectacles on His Nose and Autumn on his Heart: The Oeuvre of Isaac Babel

**South and Southeast Asia Studies**

ANTH 233/ASST 233/REL 253 Spiritual Crossroads: Religious Life in Southeast Asia

ANTH 272/WGSS 272 Sex and the Reproduction of Society

ECON 240 Colonialism and Underdevelopment in South Asia

HIST 117/ASST 117/GBST 117 Bombay/Mumbai: Making of a Modern Metropolis

HIST 220/ASST 222 History and Society in India and South Asia: c. 2000 to 1700s CE

HIST 221/ASST 221/GBST 221 The Making of Modern South Asia: 1750-1950 CE

HIST 388 Decolonization and the Cold War

HIST 391/ASST 391/GBST 391 When India was the World: Trade, Travel and History in the Indian Ocean

HIST 415/ASST 415/COMP 415 Gods and Kings: Historical Narratives from India

HIST 488T/GBST 488T Gandhi: Nationalism, Philosophy and Legacy

REL 245/ASST 247 Tibetan Civilization

REL 246/ANTH 246/WGSS 246/ASST 246 India's Identities: Religion, Caste, and Gender

REL 248/ASST 248/ANTH 248/WGSS 249/GBST 248 Body Politics in South Asia: Gender, Sex, Religion, and Nation

**THEMATIC TRACKS**

**Borders, Exile and Diaspora Studies**

AFR 270 Digital Diaspora: Interrogating Race, New Media, and Black Cultural Production Online

AFR 324/ARTH 324/ANTH 314/ARAB 324/COMP 324 Contemporary Art of the African Diaspora

ARAB 223/COMP 223 Migrants at the Borders: Comparative Middle Eastern and Latin American Cultural Studies

ARAB 256/COMP 256/ENGL 284 Arab and Anglophone: Narratives Beyond Nation and Diaspora

COMP 242/ENGL 250/AMST 242 Americans Abroad

COMP 253/ARAB 253 Narratives of Placement and “Displacement” from the Global South

COMP 346/ARAB 346 Questioning the Cultural Self in Literature
COMP 352/JWST 352/RLSP 352 Writing after the Disaster: The Literature of Exile
GERM 316 “Wer ist wir?” Recent Debates over Multiculture in Germany
HIST 380 Comparative American Immigration History
HIST 396 Muslims and Europe: From the Conquest of Algeria to the Present
LATS 203/ARTH 203/WGSS 203/AMST 205 Chicana/o Film and Video
LATS 338/AMST 339/WGSS 338 Latina/o Musical Cultures: Sounding out Gender, Race, and Sexuality
LATS 386/HIST 386/WGSS 386 Latinas in the Global Economy: Work, Migration, and Households
LATS 405/AMST 405 Home and Belonging: Displacements, Relocations, and Place Making
LATS 409/AMST 411/WGSS 409 Transnationalism and Difference: Comparative Perspectives
LATS 471/HIST 471 Comparative Latina/o Migrations
PSCI 225 International Security
RLFR 203/AFR 204 Introduction to Francophone Studies
RLFR 232/AFR 232 Love, Sex, Madness in Afro-diasporic Women’s Writings

Economic Development Studies
ECON 204/ENVI 234 Economics of Developing Countries
ECON 215/GBST 315 International Trade, Globalization and Its Effects
ECON 219T Global Economic History
ECON 225T Global Financial Crisis and African Economic Development
ECON 235 Urban Centers and Urban Systems
ECON 360 International Monetary Economics
ECON 362 Global Competitive Strategies
ECON 467/ECON 531 Development Successes
ECON 501 Development Economics I
ECON 504 Public Economics
ECON 505 Developing Country Macroeconomics
ECON 510/ECON 352 Finance and Development and Regulation
ECON 511 Institutions and Governance
ECON 515/ECON 359 Developing Country Macroeconomics II
ECON 516/ECON 366 International Trade and Development
ECON 535 International Financial Institutions
POEC 401 Contemporary Problems in Political Economy
PSCI 229 Global Political Economy
PSCI 341 Modern Midas? Resource Abundance and Development
REL 287/ENVI 287 The Dynamics of Globalization: Society, Religion and the Environment
WGSS 211/ECON 211 Gender in the Global Economy

Urbanizing World
ANTH 216T/GBST 216T Urbanism in the Ancient World
GBST 17 (W) The Third World City
Crosslistings: GBST17 / PSCI17
Secondary Crosslisting
In 2007, the world became majority urban. But most of these urbanites live not in places like New York or Tokyo but rather in places like Lagos or Mumbai, dwelling in shantytowns and working in petty commerce. Their cities' path of urbanization diverges from the "normal" one accompanying industrialization in the West and in East Asia. About this phenomenon, arguably the most important social fact in today's world, observers have adopted wildly divergent normative and theoretical stances, from the romantically optimistic to the apocalyptic. We read a few of these, including Mike Davis, Rem Koolhaas, Hernando De Soto, and Robert Neuwirth, and watch some films and videos on the subject.

Class Format: mornings
Requirements/Evaluation: 10-page paper
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: preference to PSCI majors and GBST concentrators
Materials/Lab Fee: $10 plus cost of books

Winter 2019
LEC Section: 01  MTR 10:00 am - 11:50 am  James E. Mahon

GBST 30 (W) Sr Proj: Global Studies
To be taken by candidates for honors in Global Studies.
Class Format: honors project
Distributions: (D2)

Winter 2019
HON Section: 01  TBA  James E. Mahon

GBST 31 (W) Senior Thesis: Global Studies
Global Studies senior thesis.

**Class Format:** independent study

**Distributions:** (D2)

Winter 2019

HON Section: 01  TBA  James E. Mahon

**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

**Distributions:** (D2)

Winter 2019

IND Section: 01  TBA  James E. Mahon

**GBST 101 (S) America and the World**

Crosslistings: LEAD120 / GBST101 / PSCI120

**Secondary Crosslisting**

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

**Class Format:** lecture/discussion

**Requirements/Evaluation:** short papers, class participation, and final exam

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 30

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

**Expected Class Size:** 30

**Distributions:** (D2)

**Attributes:** PSCI International Relations Courses

**Not offered current academic year**

**GBST 101 (F) The Modern Middle East** (DPE)

Crosslistings: HiST207 / JWST217 / ARAB207 / GBST101 / LEAD207 / REL239

**Secondary Crosslisting**

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.

**Class Format:** lecture

**Requirements/Evaluation:** participation, two short papers, 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

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

**Distribution Notes:** meets Division 2 requirement if registration is under ARAB. DPE: This course introduces students to the incredible diversity of the Middle East and offers a critical assessment of difference, power, and equity in the Middle East. In particular it will explore how people of different backgrounds and in different situations have responded in diverse ways to the problems of the day. Students will acquire the critical tools to assess a number of interpretations of the past and how to understand and appreciate the many narratives in the Middle East today that have profound political and cultural implications.

**Attributes:** GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Elective Courses; LEAD Facets or Domains of Leadership

Fall 2018

LEC Section: 01    TF 1:10 pm - 2:25 pm     Magnús T. Bernhardsson

**GBST 101 (F) Democracy and the State: A Comparative Study**

Crosslistings: GBST101 / PSCI150

**Primary Crosslisting**

This introductory course examines major western political theories and ideologies, such as Liberalism and Marxism, and then examines their application in selected regional case studies. The social contract theories of Hobbes, Locke and Rousseau form the basis of the course.

**Class Format:** seminar

**Requirements/Evaluation:** short papers, final exam

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first year students

**Expected Class Size:** 15

**Distributions:** (D2)

**Not offered current academic year**

**GBST 117 (S) Bombay/Mumbai: Making of a Modern Metropolis (WI)**

Crosslistings: ASST117 / GBST117 / HIST117

**Secondary Crosslisting**

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 modern India through the history
of its most important city.

**Class Format:** seminar

**Requirements/Evaluation:** assessment will be based on class participation and weekly responses to readings, 2-3 short papers, leading to an oral presentation and final paper

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**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; not open to juniors or seniors

**Expected Class Size:** 15-19

**Distributions:** (D2) (WI)

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

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Spring 2019

SEM Section: 01    MR 2:35 pm - 3:50 pm     Aparna Kapadia

**GBST 141 (S) Bandits and Warlords**

**Crosslistings:** LEAD141 / GBST141 / PSCI141

**Secondary Crosslisting**

A leading scholar once quipped that political communities "qualify as our largest examples of organized crime." He wasn't far off: governments are meant to protect their citizenry, but as the #bringbackoursgirls or the KONY 2012 campaigns reveal, sometimes they fail. Bandits emerge, racketeers flourish, and warlords replace governments. By looking at Boko Haram, Séléka rebels, Al-Shabaab, Somali pirates and the Lords Resistance Army, this course explores the conditions that lead to the collapse of government protection and its replacement by bandits and warlords. We will then use this understanding to examine prominent examples of banditry and warlordism in Latin America, the Middle East and Europe.

**Class Format:** lecture

**Requirements/Evaluation:** class participation, five short papers and a final exam

**Prerequisites:** none; open only to first-years and sophomores

**Enrollment Limit:** 50

**Enrollment Preferences:** first-years

**Expected Class Size:** 40

**Distributions:** (D2)

**Attributes:** LEAD Facets or Domains of Leadership

**Not offered current academic year**

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**GBST 210 (S) The Challenge of ISIS**

**Crosslistings:** ANTH210 / HIST210 / REL240 / ARAB210 / GBST210

**Secondary Crosslisting**

What is ISIS and what does it want? Using historical and anthropological sources and perspectives, the course considers the origins, ideology and organization of the Islamic State. Beginning with an examination of early radical movements, including the Muslim Brotherhood, the Afghan mujahidin and Taliban, and al-Qaeda, the course will go on to investigate how ISIS derives important aspects of its ideology and organization from these earlier movements and how it deviates from them. We will look at unique aspects of the movement, such as its use of social media, its extensive destruction of ancient historical sites, its staging of spectacles of violence, and its recruitment of Muslims from Europe and North America. We will also examine the ideological constitution of the movement, including its attitude toward and treatment of non-Muslims, its conceptualization of itself as a modern incarnation of the original Islamic caliphate, the ways in which it justifies its use of violence, and its apocalyptic vision of the present-day as End Time.

Finally, we will evaluate current responses to ISIS, in the West and among Muslims in the Middle East and elsewhere, in terms of their effectiveness and strategic coherence.
Class Format: lecture
Requirements/Evaluation: blogs (4 main blog posts, responses to at least 3-4 other blogs each week) (30%); analytic paper or class history paper (35%); 2 midterms (35%)
Extra Info: may not be taken on a pass/fail basis
Prerequisites: none
Enrollment Limit: 40
Expected Class Size: 40
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East
Not offered current academic year

GBST 211 (S) Transitions to Democracy
Crosslistings: GBST211 / PSCI213
Primary Crosslisting
Under what circumstances do authoritarian regimes democratize and what is required to sustain the liberalization of the political system? This comparative course looks at a sample of societies characterized by strong ethnic, religious or racial cleavages.
Class Format: seminar
Requirements/Evaluation: short papers, final exam
Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: none
Expected Class Size: 15
Distributions: (D2)
Not offered current academic year

GBST 212 (F) Foundations of China
Crosslistings: ANTH212 / CHIN214 / REL218 / GBST212 / HIST214
Secondary Crosslisting
This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."
Class Format: lecture
Requirements/Evaluation: short writing assignments (approximately 750 words each), quizzes, a mid-term, and a final exam
Prerequisites: none
Enrollment Limit: 40
Enrollment Preferences: Chinese majors, History majors, Religion majors, and Anthropology majors
Expected Class Size: 25
Distributions: (D2)
Distribution Notes: meets Division 1 requirement if registration is under CHIN; meets Division 2 requirement if registration is under ANTH, REL, HIST OR GBST
GBST 213 (F) From Putin to Pussy Riot: Discourses of Post-Soviet Gender  
(DPE)

Crosslistings: COMP257 / GBST213 / RUSS213 / WGSS214

Secondary Crosslisting

Before 1991, Russians typically appeared in the Western media as macho villains in the nuclear arms race or a James Bond film. Today, however, news from the Former Soviet Union often sounds like a bizarrely gendered media stunt. Russian president Vladimir Putin has been photographed topless while fishing on vacation in Siberia, while the feminist punk-rock collective Pussy Riot protested Putin’s regime by performing in day-glo balaclavas in Russia’s largest cathedral. This course examines related post-Soviet media spectacles in the attempt to understand the Western press’s fascination with Russia, as well as key social trends defining the post-Soviet era. We will focus on the ways in which gender and sexuality have come to mark post-Soviet culture and discourse as different from those in the West. In addition to Vladimir Putin and Pussy Riot, we will consider the so-called crisis of masculinity in post-Soviet Russia, the trafficking of women from the Former Soviet Union, the Ukrainian feminist collective Femen, the Eurovision Song Contest, and the 2013 legislation in the Russian Federation banning homosexual propaganda among minors. We will try to understand how concepts, such as feminism, tolerance of sexual minorities, and performed gender, have been deemed dangerous in the post-Soviet East at the very time they have attained normative status in the West. All readings will be in English, and all films with have English subtitles.

Class Format: seminar

Requirements/Evaluation: active participation in class discussions, several response papers, two short papers (3-5 pages each), and a final project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 20

Distributions: (D2) (DPE)

Distribution Notes: meets Division 1 requirement if registration is under RUSS or COMP; meets Division 2 requirement if registration is under GBST or WGSS. This course is part of the Difference, Power, and Equity requirement because it engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet societies than in Western liberal democracies, and engages in the critical theorization of post-Soviet culture and discourse.

Attributes: GBST Russian + Eurasian Studies Electives

GBST 214 (S) Contemporary Russian Culture and Politics

Crosslistings: PSCI294 / COMP220 / GBST214 / RUSS214

Secondary Crosslisting

This course explores select aspects of contemporary Russian society and politics through literary works and films of post-Soviet Russia. We will study the social and political settings of particular plots and opportunities not only in fiction and film but as they emerge in the lived reality of Russians since 1991. In addition to novels and short stories by some of the best contemporary Russian authors, we will read scholarly materials explaining the social and political trends characteristic of Russia’s post-socialist transformation under Boris Yeltsin and Vladimir Putin’s leadership. Analysis of the political and social processes will be framed in a comparative approach, drawing on parallels and differences with countries of Eastern Europe. All course readings will be in English. Knowledge of Russian is not required.

Class Format: lecture

Requirements/Evaluation: short response essays; final exam; class participation
GBST 215 (S) Asian-American Identities in Motion: Global Approaches to Dance
Crosslistings: AMST214 / GBST215 / DANC214 / THEA215
Secondary Crosslisting
The course aims to explore dance and movement-based performances as mediums through which identities in Asian-American (including South Asian) diasporas are cultivated, expressed, and contested. We will examine theories related to nationalism, post-colonialism and diasporic identity-formation, and learn about the socio-historical contexts in which performances are used to maintain cultural continuity. We will explore how diasporic artists use performances to enforce or resist traditional practices and ideologies. Throughout the course, we will investigate issues of race, gender, sexuality, ethnicity, nationality, tradition/innovation, agency/resistance, and borrowing/appropriation among other topics. This is primarily a discussion-based seminar course but will also include attendance at live performances in the area, film screenings, and discussion and workshops with guest artists. No previous dance experience required.

Class Format: seminar
Requirements/Evaluation: evaluation includes reading responses and essays, class participation, and presentations
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Distribution Notes: meets Division 1 requirement if registration is under RUSS; meets Division 2 requirement if registration is under GBST or PSCI
Not offered current academic year

GBST 215 (F) Performance Ethnography: Global Approaches to Dance
Secondary Crosslisting
The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement and performance ethnography. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) will read ethnographic studies of dance and performance practices from different parts of the world, and (iii) will do field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and will include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance experience required.

Class Format: seminar
Requirements/Evaluation: class participation, reading responses and essays, fieldwork and field notes, and presentations
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
GBST 216 (S)  Urbanism in the Ancient World  (WI)
Crosslistings: ANTH216 / GBST216
Secondary Crosslisting
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?
Class Format: tutorial
Requirements/Evaluation: 5-page papers every other week, oral responses on alternate weeks; tutorial attendance is required
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: sophomores; or majors in Anthropology or Sociology
Expected Class Size: 10
Distributions: (D2) (WI)
Attributes: GBST Urbanizing World Electives;
Not offered current academic year

GBST 220 (S)  World War II in Russian Culture
Crosslistings: COMP285 / GBST220 / RUSS220
Secondary Crosslisting
This course traces the development of state-sponsored collective memory of the Great Patriotic War, as the Eastern front of World War II is called in Russia, and its counter-narratives. The veritable cult of the war, as it was shaped by the late Soviet period, took decades to coalesce and went through multiple stages. The relative disregard in the immediate post-war years under Stalin was followed by the striking re-enactments in literature and film of the period of Krushchev's Thaw. The memory of the war for new generations was further defined in state-sponsored memorials, museums and public events under Brezhnev. While Soviet ideology was discredited in the wake of the USSR's collapse, ordinary Russians and politicians alike continue to this day to see Russia's victory over Nazi Germany with pride and as part of their national identity. This course explores the contradictory elements that make up the images and narratives of the war -- in novels, short stories, feature films, and oral histories -- which bring together state violence and individual freedom, patriotism and oppression, remembrance and forgetting. After an initial acquaintance with the colossal human cost of the war, we will examine the artistic, cultural and political traditions of addressing the national trauma that have evolved in the official and unofficial discourses of the war. The search for a "usable past" of the war continues in contemporary Russia, breaching previously suppressed topics yet also obfuscating public attempts to critically examine people's experiences of the war beyond the inherited Soviet myths.
Class Format: seminar
Requirements/Evaluation: class participation, research paper, final exam
GBST 221 (F) The Making of Modern South Asia: 1750-1950 CE

Crosslistings: GBST221 / ASST221 / HIST221

Secondary Crosslisting

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 the end of the Mughal Empire through British colonial rule and the Partition of India and Pakistan. 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 website content. One objective of this course is to introduce students to the different political and social processes that led to the creation of India, Pakistan and Bangladesh; another is to teach students to think critically about the significance of history and history writing in the making of the subcontinent.

Class Format: lecture/discussion

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

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

GBST 230 (F) Who was Muhammad?

Crosslistings: ARAB230 / GBST230 / REL230

Secondary Crosslisting

Considered the Messenger of God, Muhammad is a central character of the Islamic tradition and has been the object of love and devotion for centuries. Recent outbursts sparked by controversial cartoons depicting Muhammad have made clear that he remains a revered and controversial figure even today. This course takes a critical historical perspective to the biographies of Muhammad, the founder of Islam. Rather than focus on the "facts" of his life, we will think about the ways in which historical context, political interests, and shifting conceptions of religion have influenced the way in which Muhammad has been imagined and remembered. We will also consider the ways in which Muslim and non-Muslims biographies of Muhammad are intertwined and interdependent, often developing in tandem with one another. By exploring Muslim and non-Muslim, pre-modern and modern accounts of Muhammad's life, we will think about the many ways in which Muhammad's life has been told and re-told over the centuries. In this course we will consider some of the following depictions of Muhammad: Muhammad as the object of ritual devotion; Muhammad as statesman and military leader; Muhammad's polygynous marriages and his young wife, Aisha; Muhammad as social reformer and revolutionary. Course readings will include pre-modern biographies (in translation) as well as contemporary Muslim and non-Muslim biographies.

Class Format: seminar

Requirements/Evaluation: reading responses, 3 short essays (3-4 pages double-spaced), and final exam

Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: Religion majors
Expected Class Size: 10
Distributions: (D2)
Distribution Notes: meets Division 2 requirement if registration is under ARAB
Not offered current academic year

GBST 234 (F) What is Islam? (DPE)
Crosslistings: ARAB234 / GBST234 / REL234 / HIST208

Secondary Crosslisting
This course introduces students to Islam as a varied and contested historical tradition. The course will trace the historical development of Islam, focusing on religious and intellectual thought, political developments, and the practices and lived lives of Muslims. We will begin with situating the rise of Islam within the context of late antiquity, followed by an examination of the life of Muhammad, and the rise of Muslim empires. These developments will form the framework through which we investigate the theological, philosophical, legal, mystical, and literary writings of Muslims from the classical to the early modern periods of Islamic history. The main aim of the course is to develop a framework for understanding the historical developments through which Muslims have constructed ideas about normativity, authority, and orthodoxy in debates around Islam. Sources will include pre-modern historical and religious texts (in translation).

Class Format: seminar
Requirements/Evaluation: reading responses, two essays, final exam
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 20
Enrollment Preferences: Religion majors (or those considering Religion as a major), then Arabic Studies and History majors
Expected Class Size: 20
Distributions: (D2) (DPE)
Distribution Notes: meets Division 2 requirement if registration is under ARAB. DPE: This course looks role of power, in particular imperial and colonial power in the construction of religion. To that end, the course will explore how the rise of Muslim empires shaped the construction of pre-modern Islam and subsequently the role of European colonialism in shaping the emergence of modern Islam. This course will teach students critical tools in postcolonial theory about the relationship between power and the production of knowledge and the agency of the colonized.
Attributes: HIST Group E Electives - Middle East; HIST Group P Electives - Premodern

Fall 2018
SEM Section: 01 MR 1:10 pm - 2:25 pm Saadia Yacoob

GBST 236 (S) Reading the Qur’an (WI)
Crosslistings: REL236 / ARAB236 / COMP213 / GBST236

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

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

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Religion and Arabic Studies majors

Expected Class Size: 19

Distributions: (D2) (WI)

Distribution Notes: meets Division 2 requirement if registration is under REL or GBST; meets Division 1 requirement if registration is under ARAB or COMP

Not offered current academic year

GBST 241 (S) History of Sexuality (WI)

Crosslistings: GBST241 / HIST292 / REL241 / WGSS239

Secondary Crosslisting

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.

Class Format: seminar

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

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 15

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

Expected Class Size: 15

Distributions: (D2) (WI)

Not offered current academic year

GBST 244 (S) Mediterranean Journeys (DPE)

Crosslistings: COMP244 / GBST244

Secondary Crosslisting

Though European border management today seeks to limit and control movement, the Mediterranean region is a historical site of mediation between cultural differences and religious views. This course centers primarily on the works of the so-called "migrant intellectuals and artists" who have emerged from the Mediterranean region to become a significant part of the new voice of Europe. Borrowing from Deleuze and Guattari's definition of "minor literature" as a literature that a "minority constructs within a major language" and in which "language is affected with a high coefficient of deterritorialization," we explore the political, cultural and anthropological effects of such literature in today's European public discourse. Behind the medium of a national language, new cultures and identities are claiming inclusion into the core of the social fabric by speaking out from a marginal position. We read both literary works (Ali Farah, Guene, Lakhouss, Scego) and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films and documentaries (Carpignano, Crialese, Godard).

Class Format: seminar
Within the theoretical framework of postcolonial studies, this course examines themes such as: race; Europe and its postcolonial legacy; power imbalances in the current European policies of migration; the urban space of Rome as site of conflictual representations of center/periphery.

Spring 2019
SEM Section: 01 TF 2:35 pm - 3:50 pm Michele Monserrati

GBST 247 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WI)
Crosslistings: GBST247 / RUSS248 / SOC248

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

Class Format: tutorial
Requirements/Evaluation: 5-page paper every other week, comments on the partner's paper in alternate weeks
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 10
Enrollment Preferences: Anthropology, Sociology, and Russian majors
Expected Class Size: 10
Distributions: (D2) (DPE) (WI)
Distribution Notes: meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS DPE; This course fulfills the requirement by teaching the students to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. Apart from exploring comparatively the ways in which people in the region made sense of the social, cultural, and political heterogeneity of the postsocialist condition, 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.

Fall 2018
TUT Section: T1 TBA Olga Shevchenko

GBST 303 (F) A History of Islam in Africa
Crosslistings: AFR303 / HIST303 / REL303 / ARAB303 / GBST303

Secondary Crosslisting
This course examines the history of Islam in Africa from the seventh century to the present. We will start off by looking at the spread of Islam in different parts of Africa. We will then analyze the social, political, economic, and cultural impact of Islam on African societies, the interaction between
Islam and indigenous African institutions, the Islamic revolutions in the nineteenth century, the impact of European colonial rule on Muslim societies, and the development of Islam in the post-independence period. We will also examine how African Muslims reconstructed and asserted their religious identities by localizing Islamic intellectual traditions, healing practices, music, arts, cultural norms, and formal and informal religious festivals. By the end of the semester students should be able to appreciate Islam's common framework as well as its diversity and dynamics within that larger framework and over time.

Class Format: seminar

Requirements/Evaluation: two 7-page papers and one 12- to 15-page paper

Prerequisites: none

Enrollment Limit: 25

Enrollment Preferences: lottery

Expected Class Size: 25

Distributions: (D2)

Distribution Notes: meets Division 2 requirement if registration is under ARAB

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

Not offered current academic year

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

Crosslistings: ASST312 / HIST312 / GBST312 / REL312

Secondary Crosslisting

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.

Class Format: seminar

Requirements/Evaluation: participation, response papers/short essays, one final paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

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

Enrollment Limit: 25

Enrollment Preferences: History majors and potential History majors

Expected Class Size: 20

Distributions: (D2)

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

Fall 2018

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

GBST 315 (S) Globalization

Crosslistings: ECON215 / GBST315
**Secondary Crosslisting**

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:** lecture/discussion

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

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** ECON 110

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Distributions:** (D2)

**Attributes:** GBST Economic Development Studies Electives; MAST Interdepartmental Electives; POEC International Political Economy Courses

Spring 2019

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

**GBST 322 (F) Trash**

Crosslistings: ANTH322 / ENVI322 / GBST322

**Secondary Crosslisting**

What is waste? What is filth? Why do titles or categories of sanitation workers--"garbage man," for instance--bear such charged social and sometimes moral significance in many societies? In this seminar we will critically examine the production of waste and its role in the production of value, meaning, hierarchy, and the environment. Readings will be of three types. First we will consider theoretical inquiries into the relations between filth and culture. Second, we will examine studies of the political and environmental consequences of systems of waste management historically and in the present, with a focus on South Asia and the United States. Third, we will read ethnographies of sanitation labor and social hierarchy with the same regional focus - work on Dhaka and Delhi, Chicago and New York. There is also a fieldwork component to this class. In groups, students will conduct ethnographic micro-studies of elements of the systems of waste production and management in Berkshire County (e.g., cafeterias, retail outlets, homes, dorms, recycling facilities, sewage treatment plants). Students will post field notes to a class blog, and each group will present its findings in the form of a short film, multimedia presentation, or paper.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** regular posting of critical response papers and an ethnographic final project

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** seniors and juniors

**Expected Class Size:** 20

**Distributions:** (D2)

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

*Not offered current academic year*

**GBST 326 (S) Security in Africa**  (WI)

Crosslistings: GBST326 / PSCI326

**Secondary Crosslisting**

Africa is the world's second largest and second most-populous continent. This course will explore this diverse region through the lens of human security which takes a broader understanding of security challenges and how they affect different individuals. We will begin by placing security challenges in Africa in the context of a colonial legacy and the changing nature of warfare. We will then examine specific security challenges including governance issues, gender relationships, and resource challenges, through the use of case studies. We will conclude by examining responses by the
GBST 340 (S)  African Diaspora Religions in the Americas and the Caribbean
Crosslistings: REL340 / AFR340 / GBST340
Secondary Crosslisting
Over the last century, historians, social scientists, and religionists have labored to discover the meaning of African dispersal beyond the African continent and its accompanying spiritual lineages. What did it mean to move from the African continent (as opposed to the Australian continent, for example)? What theories of encounter sufficiently adjudicate the synthetic religious cultures of African descended persons in North America, South America, and the Caribbean? What are the cross-disciplinary methodologies that scholars utilize to understand African religious cultures in the Western hemisphere? Firstly, this course will consider a brief historiography of Africana Religious Studies. This background will inform the second and primary objective of the course: privileging knowledge, place, and performance as central lenses for thematizing and exploring West and Central African religious traditions housed in the Americas. We will cover diverse African diasporic religious traditions including Conjure, Dagara, Kumina, New Orleans Voodoo, Spiritual Baptist, Winti, and Yoruba (Candomblé, Ifa, Lucumi, and "Orisha-Vodu"). We will also explore other African diasporic religious sensibilities that transgress regional and institutional boundaries.
Class Format: seminar
Requirements/Evaluation: evaluation will be based on class participation, discussion leadership, two scholarly journal entries, and a final seminar paper of 18-20 pages (which will require working in stages on a proposal, an 8-page draft, and a 15-page draft)
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option
Prerequisites: none
Enrollment Limit: 15
Enrollment Preferences: Africana Studies concentrators
Expected Class Size: 15
Distributions: (D2)
Not offered current academic year

GBST 341 (S)  Caste, Race, Hierarchy
Crosslistings: ASST341 / AFR341 / ANTH341 / GBST341
Secondary Crosslisting
Caste in India looms large in global social thought as a kind of benchmark against which hierarchical social systems across the world are measured. This prominence has much to do with British colonial ideologies of rule, but it also has a deeper and different history: the Buddha compared caste to Greek slavery, early modern Jesuits related it to the system of European estates, and since the nineteenth century, anti-caste radicals from Dalit, or "untouchable," backgrounds have drawn a sustained comparison between the forms of oppression they face and those with which African Americans contend in the United States. Reciprocally, thinkers from W.E.B. DuBois to Toni Morrison have deployed the category of caste in their writings on race. What can the study of caste in postcolonial South Asia contribute to global debates over the persistence of "traditional" forms of social hierarchy?
What are the stakes of bringing caste and race into the same conversation, and what are the implications of refusing to do so? In this seminar we will acquire a thorough grounding in the anthropological literature on caste and then investigate the politics of the caste-race comparison over the last hundred years. Assignments include weekly postings of 1-page critical response papers and either a research paper or an interview-based, ethnographic final project examining “caste” in one’s own community.

Class Format: seminar

Requirements/Evaluation: weekly postings of 1-page critical response papers and research paper or ethnographic final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: seniors, juniors, majors in ANSO, AFR, or ASST

Expected Class Size: 15

Distributions: (D2)

Not offered current academic year

GBST 351 (S) The New Left and Neoliberalism in Latin America  (DPE) (WI)
Crosslistings: GBST351 / PSCI351

Secondary Crosslisting

Recent years have seen a resurgence of the political left in Latin America. This course seeks to understand the origins of this new left, the ideas and character of its protagonists, the neoliberal philosophy it opposes, and the arena of democratic politics it inhabits today. We first read polemics from both sides, before stepping back to consider Latin American political economy, including the twentieth-century left, from a more historical and analytical perspective. With this preparation, we then look more closely at major contemporary figures and movements in Venezuela, Bolivia, Ecuador, Brazil, and other countries. After considering explanations of the rise of the left and assessments of its performance in power, we end our common readings by asking what it might mean today to be on the left in Latin America—or anywhere—both in policy and political terms.

Class Format: lecture/discussion, then seminar

Requirements/Evaluation: three short 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

Distributions: (D2) (DPE) (WI)

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

Spring 2019

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

GBST 352 (F) Politics in Mexico  (DPE) (WI)
Crosslistings: GBST352 / PSCI352

Secondary Crosslisting

Geographical fate has decreed that the futures of Mexico and the United States will be tightly bound. Yet Mexico enters this future with a very different past, a distinctive political system, and mixed feelings about the U.S. This course has four parts differing in content and format. The first is historical and mostly lecture. It considers several themes, including the slow emergence of a stable national state and the interplay between politics and economic change. In the second section, we consider politics and cultural policies around Mexican national identity in the twentieth century; rapid urbanization, especially in the valley of Mexico; the impact of migration and the rapid development of the northern border region; and the conflict between an emerging civil society and political corruption. After a brief review of recent elections and other political events, we turn to a seminar-style discussion of student research projects.

Class Format: lecture, discussion, then seminar
GBST 356 (S) The Myth of Venice and its Modern Aftermath
Crosslistings: COMP356 / ENGL358 / GBST356
Secondary Crosslisting
The Republic of Venice existed for over a millennium, during which time its historical image came to be enmeshed with mythical representations, such as the image of the city rising out of the waters of the lagoon, or the personification of the city itself as a Queen of the Adriatic. This course begins in the year 1797, at the end of the Republic, and the emergence of an extensive body of literature centered on Venice and its mythical facets. Readings will include Romantic views of Venice and the 20th century reshaping of the literary myth surrounding the city. A journey into this fascinating tradition will shed light on how the literary and visual representation of Venice, rather than the focus on a nostalgic evocation of the death of the Republic, became a premise of exploration for literary modernity. Toward the end of the course we will leave the lagoon to explore the postmodern recreations of Venice around the world (from Los Angeles and Las Vegas, to Macao, Yongin, and beyond) Readings will include excerpts from Byron's *Childe Harold's Pilgrimage*, John Ruskin's *Stones of Venice*, as well as full readings of Thomas Mann's *Death in Venice*, Marinetti's Futurist manifestos, Italo Calvino's *Invisible Cities*, and more. We will also examine movies, such as Luchino Visconti's *Senso* and *Death in Venice* and Nicholas Roeg's *Don't Look Now*. This course is offered in English; all texts are provided in translation.

Class Format: seminar
Requirements/Evaluation: mini-papers, one individual presentation, mini-presentations, midterm, participation, final project
Prerequisites: familiarity with modern aesthetics such as romanticism, modernism and postmodernism is desirable
Enrollment Limit: 20
Enrollment Preferences: Comparative Literature majors
Expected Class Size: 10
Department Notes: Core course
Distributions: (D1)
Distribution Notes: meets Division 1 requirement if registration is under COMP or ENGL; meets Division 2 requirement if registration is under GBST
Not offered current academic year

GBST 358 (S) Religion and Law (DPE)
Crosslistings: REL358 / GBST358
Secondary Crosslisting
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.

**Class Format:** seminar

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

**Extra Info:** may not be taken on a pass/fail basis

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** Religion majors

**Expected Class Size:** 10

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

**Distribution Notes:** DPE: 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

Spring 2019

SEM Section: 01    TR 9:55 am - 11:10 am     Saadia Yacoob

**GBST 369 (S) Indigenous Narratives: From the Fourth World to the Global South**  (WI)

**Crosslistings:** ARAB369 / HIST306 / COMP369 / GBST369

**Secondary Crosslisting**

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, Tashelhniy Berber tales in Morocco, 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? Ultimately, our goal is to trace how these texts contributed to global indigenous literature and the trans-historical and trans-geographical connections between them.

**Class Format:** seminar

**Requirements/Evaluation:** active class participation, several short response assignments (2- 3 pages each), final performance project, and final paper (5- to 7-pages)

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 15

**Distributions:** (D1) (WI)

**Distribution Notes:** meets Division 1 requirement if registration is under COMP or ARAB; meets Division 2 requirement if registration is under GBST or HIST

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

**Not offered current academic year**

**GBST 391 (S) When India was the World: Trade, Travel and History in the Indian Ocean**
What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, spices, knowledge and wealth. Thus we will primarily focus on India's role in the Indian Ocean roughly from the rise of Islam in the seventh century CE through the expansion of various European communities in the region and the subsequent rise of the global economy and colonialism in the nineteenth century. Rather than following a strict temporal chronology we will concentrate on themes such as travel and adventure; trade and exchange; trust and friendship; religion and society; pilgrimage; piracy; the culture of port cities; and food across time.

Class Format: seminar

Requirements/Evaluation: assessment will be based on class participation and weekly responses to readings, 2-3 short papers, an oral presentation and final paper

Prerequisites: none; open to all

Enrollment Limit: 25

Enrollment Preferences: none

Expected Class Size: 15-20

Distributions: (D2)

Attributes: GBST South + Southeast Asia Studies Electives; HIST Group B Electives - Asia; HIST Group P Electives - Premodern; MAST Interdepartmental Electives
The family is the center of private life, but it has also been a topic of constant discussion and contention in Africa. In this class we will examine how political upheavals and economic pressures have changed the concept of the family and the role it plays in various African societies. We will also consider the changing views of gender, race, age, class, and sexuality on the idea of family.

**Class Format:** seminar

**Requirements/Evaluation:** seminar, discussion, seminar, discussion, and 20-page research paper (including preparatory writing exercises throughout the semester)

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** History majors

**Expected Class Size:** 10

**Distributions:** (D2) (W)

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

*Not offered current academic year*

**GBST 420 (S) Architecture and Sustainability in a Global World** (WI)

Crosslistings: ARTH420 / EXPR420 / GBST420 / ENVI420

**Secondary Crosslisting**

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

**Class Format:** seminar; with travel component

**Requirements/Evaluation:** response papers on class readings (2 pages), leading class discussions, spring break trip to South Africa, and final project/paper (15-20 pages) and presentation

**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option

**Prerequisites:** none, although a course in art/architectural history would be advantageous

**Enrollment Limit:** 6

**Enrollment Preferences:** Art History majors, Environmental Studies majors

**Expected Class Size:** 6

**Materials/Lab Fee:** Travel funds will be provided by a Class of 1963 Sustainability Development Grant

**Distributions:** (D2) (W)

**Distribution Notes:** meets Division 1 requirement if registration is under ARTH or ENVI or EXPR; meets Division 2 requirement if registration is under GBST

Spring 2019

SEM Section: 01  M 1:10 pm - 3:50 pm  Michelle M. Apotsos

**GBST 480 (F) Interpretations of the Israeli Palestinian Conflict** (DPE) (WI)

Crosslistings: GBST480 / ARAB480 / HIST480 / JWST480
Secondary Crosslisting

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).

Class Format: tutorial

Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none, though some academic experience with Middle East materials is preferred

Enrollment Limit: 10

Enrollment Preferences: History majors and Arabic Studies majors and Jewish Studies concentrators

Expected Class Size: 10

Distributions: (D2) (DPE) (WI)

Distribution Notes: meets Division 2 requirement if registration is under ARAB DPE: This course challenges students to engage with difference and power in the longstanding Israeli Palestinian conflict though the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine, that often have to do with power and difference. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and will hopefully therefore gain tools to seek equitable solutions to the conflict in the future. WI: As a tutorial, this course is writing-intensive while students employ and develop critical tools to interpret conflicting narratives of history and facts. Each week, students will develop their writing by providing constructive criticism of their partner’s papers. They will also learn how to receive criticism and ways to incorporate those suggestions in their future writings. Students will be given the opportunity to substantially revise their work on a regular basis.

Attributes: GBST Middle Eastern Studies Electives; HIST Group E Electives - Middle East; JWST Core Electives;

Fall 2018

TUT Section: T1 TBA Magnús T. Bernhardsson

GBST 488 (S) Gandhi: Nationalism, Philosophy, and Legacy (WI)

Crosslistings: ASST488 / GBST488 / HIST488 / REL388

Secondary Crosslisting

This course studies the work and ideas of M.K. Gandhi (1869-1948, one of the most influential thinkers of the non-western world. Gandhi is well known today for his philosophy of non-violent resistance and its application in India's freedom struggle as well as his influence on the work of leaders like Martin Luther King and Nelson Mandela. Hailed as the 'father of the Indian nation', however, Gandhi is not only known for his political ideas but also for his deep engagement with aspect of everyday human behavior and morality: truth, vegetarianism, sex and celibacy, to name just a few of his obsessions which contributed to making his broader philosophy. It is this commitment to a morally pure life that earned him the title of 'Mahatma' or Great Soul in India. The tutorial will focus on three key aspects of Gandhi: his ideas of peaceful protest as means of social and political change, his contemplations on moral philosophy, and on his legacy in modern India and the world. Students will read a combination of Gandhi's own writings as well as journal articles, monographs and films. The course will probe questions such as: What was the nature of Gandhian nationalism? Did it help to integrate the Indian nation? How, if at all, was shaped by Gandhi's engagements with moral philosophy and human behavior? Was Gandhi truly a Great Soul, a saint or a shrewd politician? In what ways is Gandhi received and remembered by the Indian nation today? How does understanding a figure like Gandhi facilitate our understanding of modern nationalism, citizenship and political action?

Class Format: tutorial; students will meet with the instructor each week for one hour sessions in pairs

Requirements/Evaluation: 5 to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: upper level History majors

Expected Class Size: 10
GBST 491 (F) Senior Honors Project: International Studies
International Studies senior honors project.

Class Format: independent study
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Distributions: (D2)

Fall 2018
HON Section: 01 TBA James E. Mahon

GBST 492 (S) Senior Honors Project: International Studies
International Studies senior honors project.

Class Format: independent study
Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Distributions: (D2)

Spring 2019
HON Section: 01 TBA James E. Mahon