

## **GLOBAL STUDIES (Div II)**

### **Chair: Professor Ngonidzashe Munemo**

Advisory Committee

- Farid Hafez, Class of 1955 Visiting Professor of International Studies
- Ngonidzashe Munemo, Professor of Political Science, Chair of Global Studies; affiliated with: Global 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 a section of Global Studies 101; take a comparative course; fulfill the requirements of a track; and complete a senior exercise in the track.

### **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 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: [VaNatta Ford](#), Keston Perry

#### [Catalog details](#)

#### [ARTH 104 / AFR 105 LEC Materials, Meanings, and Messages in the Arts of Africa](#)

Taught by: [Michelle Apotsos](#)

#### [Catalog details](#)

#### [ARTH 207 / AFR 207 TUT "Out of Africa": Cinematic Portrayals of a Continent](#)

Taught by: [Michelle Apotsos](#)

#### [Catalog details](#)

#### [ARTH 259 / AFR 259 / ARAB 259 LEC Bilad al-Sudan and Beyond: Arts of the Afro-Islamic World](#)

Taught by: TBA

#### [Catalog details](#)

#### [BIOL 134 / ENV1 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](#)

[DANC 330 / AFR 330 / MUS 330 STU Modern Folklore: Postcolonial Dance and Music in Africa](#)

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

[ECON 204 / ENVI 234\(S\) LEC Economics of Developing Countries](#)

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

[ENVI 231 / AFR 231 / STS 231\(S\) SEM Africa and the Anthropocene](#)

Taught by: [Brittany Meché](#)  
[Catalog details](#)

[HIST 104 / AFR 104\(S\) SEM Race and a Global War: Africa during World War II](#)

Taught by: [Benjamin Twagira](#)  
[Catalog details](#)

[HIST 205 / AFR 203\(F\) LEC The Making of Modern Africa](#)

Taught by: [Benjamin Twagira](#)  
[Catalog details](#)

[HIST 305 / AFR 304 / GBST 305\(S\) SEM A History of Health and Healing in Africa](#)

Taught by: [Benjamin Twagira](#)  
[Catalog details](#)

[HIST 311 Women Warriors, Colonial Soldiers, and Slave Armies: Soldiering and Warfare in African History](#)

Taught by: TBA  
[Catalog details](#)

[MUS 120 / AFR 113 LEC Musics of Africa](#)

Taught by: [Corinna Campbell](#)  
[Catalog details](#)

[MUS 222 / AFR 223 SEM Politics of Performance/Performing Politics in Contemporary Africa](#)

Taught by: [Corinna Campbell](#)  
[Catalog details](#)

[PSCI 245 SEM South African Politics](#)

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

[PSCI 281 / GBST 281\(S\) LEC Contemporary African Politics](#)

Taught by: [Elizabeth Iams Wellman](#)  
[Catalog details](#)

[RLFR 309 / AFR 307 SEM Contemporary Short Stories from North Africa](#)

Taught by: [Katarzyna Pieprzak](#)  
[Catalog details](#)

## **East Asian Studies**

[ARTH 103 / ASIA 103\(S\) LEC East Asian Art](#)

Taught by: [Carolyn Wargula](#)  
[Catalog details](#)

[CHIN 223 / ANTH 223 SEM Ethnic Minorities in China: Past and Present](#)

Taught by: [Li Yu](#)  
[Catalog details](#)

[CHIN 224 / COMP 219 LEC Enlightenment, Revolution, and Modernity: Literature and Intellectual Culture of Modern China](#)

Taught by: [Chen Wang](#)  
[Catalog details](#)

[CHIN 422 / ASIA 122 TUT Old Shanghai, New Shanghai](#)

Taught by: [Li Yu](#)  
[Catalog details](#)

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

Taught by: TBA  
[Catalog details](#)

[COMP 264 / ASIA 254 LEC The End of the World in Japanese Literature and Visual Culture](#)

Taught by: TBA  
[Catalog details](#)

[COMP 266 / ASIA 266 SEM Confession and Deception in Japanese Literature](#)

Taught by: [Christopher Bolton](#)  
[Catalog details](#)  
[HIST 115 / ASIA 115 SEM The World of the Mongol Empire](#)

Taught by: [Anne Reinhardt](#)  
[Catalog details](#)  
[HIST 121 / ASIA 121 TUT The Two Koreas](#)

Taught by: [Eiko Maruko Siniawer](#)  
[Catalog details](#)  
[HIST 213 / ASIA 213\(S\) LEC Modern China, 1600-Present](#)

Taught by: [Anne Reinhardt](#)  
[Catalog details](#)  
[HIST 217 / ASIA 217 LEC Early Modern Japan](#)

Taught by: [Eiko Maruko Siniawer](#)  
[Catalog details](#)  
[HIST 218 / ASIA 218\(F\) LEC From Crises to Cool: Modern Japan, 1850s-Present](#)

Taught by: [Eiko Maruko Siniawer](#)  
[Catalog details](#)  
[HIST 313 / ASIA 313 SEM The People's Republic: China since 1949](#)

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

Taught by: [Anne Reinhardt](#)  
[Catalog details](#)  
[HIST 321 / ASIA 321 / LEAD 321 SEM History of U.S.-Japan Relations, 1853-Present](#)

Taught by: [Eiko Maruko Siniawer](#)  
[Catalog details](#)  
[HIST 416 / ASIA 317\(F\) SEM The Many Lives of Tokyo](#)

Taught by: [Eiko Maruko Siniawer](#)  
[Catalog details](#)  
[JAPN 220 / ASIA 220 LEC Being Korean in Japan](#)

Taught by: [Eun Young Seong](#)  
[Catalog details](#)  
[PSCI 247 / ASIA 249 LEC Political Power in Contemporary China](#)

Taught by: [George Crane](#)  
[Catalog details](#)  
[PSCI 265 LEC The International Politics of East Asia](#)

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 / ASIA 245 / HIST 318 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](#)  
[REL 256 / ANTH 256 / ASIA 256 / WGSS 256 SEM Buddhism, Sex, & Gender: #MeToo Then and Now](#)

Taught by: [Kim Gutschow](#)  
[Catalog details](#)  
[THEA 262 / COMP 262 LEC Japanese Theatre and its Contemporary Context](#)

Taught by: TBA  
[Catalog details](#)

## **Latin American Studies**

[AFR 248 / HIST 248 SEM The Caribbean: From Slavery to Independence](#)

Taught by: Shanti Singham  
[Catalog details](#)  
[ENGL 340 / AMST 340 / WGSS 340 / COMP 342 SEM Elizabeth Bishop in the Americas](#)

Taught by: [Bethany Hicok](#)  
[Catalog details](#)  
[HIST 242 LEC Latin America From Conquest to Independence](#)

Taught by: [Roger Kittleson](#)  
[Catalog details](#)  
[HIST 346 / AFR 346\(F\) LEC Modern Brazil](#)

Taught by: [Roger Kittleson](#)  
[Catalog details](#)

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

Taught by: [Roger Kittleson](#)  
[Catalog details](#)

[HIST 443 / AFR 383 LEC Race and Ethnicity in Latin America](#)

Taught by: [Roger Kittleson](#)  
[Catalog details](#)

[LATS 228 / REL 223 / AFR 228 / AMST 228 LEC Revolt and Revelation in 20th-Century Americas](#)

Taught by: [Jacqueline Hidalgo](#)  
[Catalog details](#)

[LATS 327 / REL 314 / AMST 327 / AFR 357 SEM Racial and Religious Mixture](#)

Taught by: [Jacqueline Hidalgo](#)  
[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 330 / GBST 330 SEM American Political Thought in Hemispheric Context](#)

Taught by: [Arturo Chang](#)  
[Catalog details](#)

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

Taught by: [James Mahon](#)  
[Catalog details](#)

[PSCI 351 / GBST 351\(S\) LEC The New Left and Neoliberalism in Latin America](#)

Taught by: [James Mahon](#)  
[Catalog details](#)

[PSCI 352 / GBST 352 LEC Politics in Mexico](#)

Taught by: [James Mahon](#)  
[Catalog details](#)

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

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

[RLSP 205 / COMP 205 LEC The Latin-American Novel in Translation](#)

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

[RLSP 206 SEM Latin-American Civilizations](#)

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

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

Taught by: [Carlos Macias Prieto](#)  
[Catalog details](#)

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

Taught by: [TBA](#)  
[Catalog details](#)

[RLSP 274 / WGSS 275 / COMP 286 LEC Women's Contemporary Cultural Production in Latin America](#)

Taught by: [Roxana Blancas Curiel](#)  
[Catalog details](#)

[RLSP 280 LEC From Roma to Yalhalhj: Race and Identity Politics Through Contemporary Mexican Cultural Production](#)

Taught by: [Roxana Blancas Curiel](#)  
[Catalog details](#)

[RLSP 308 SEM Survey of Colonial Latin American Literature from 1492 to the Early 19th Century](#)

Taught by: [Carlos Macias Prieto](#)  
[Catalog details](#)

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

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

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

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

## **Middle Eastern Studies**

[ARAB 249 / COMP 249 SEM Trauma and Memory in Maghrebi and Middle Eastern Literatures](#)

Taught by: [Brahim El Guabli](#)  
[Catalog details](#)  
[ARAB 331 / COMP 332 SEM Popular Culture in the Arab World: Youth, Populism, and Politics](#)

Taught by: [Amal Egeiq](#)  
[Catalog details](#)  
[ARAB 368 / COMP 368 / WGSS 368 SEM Arab Women Writers: Remapping Urban Narratives](#)

Taught by: [Amal Egeiq](#)  
[Catalog details](#)  
[ARTH 220 LEC Sacred Spaces of Islam](#)

Taught by: [Holly Edwards](#)  
[Catalog details](#)  
[HIST 111 / ARAB 111 / LEAD 150 SEM Movers and Shakers in the Middle East](#)

Taught by: [Magnús Bernhardsson](#)  
[Catalog details](#)  
[HIST 207 / GBST 101 / ARAB 207 / LEAD 207 / JWST 217 / REL 239 LEC The Modern Middle East](#)

Taught by: [Magnús Bernhardsson](#)  
[Catalog details](#)  
[HIST 409 / ARAB 409 / GBST 409 SEM Crescent, Cross, and Star: Religion and Politics in the Middle East](#)

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

Taught by: [Galen E Jackson](#)  
[Catalog details](#)  
[PSCI 268 LEC Israeli Politics](#)

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

## **Russian and Eurasian Studies**

[HIST 140 / RUSS 140 TUT Crime and Punishment in Russian History](#)

Taught by: [Yana Skorobogatov](#)  
[Catalog details](#)  
[HIST 241 / RUSS 241 SEM Imperial Russia: State and Society between Europe and Asia](#)

Taught by: [Yana Skorobogatov](#)  
[Catalog details](#)  
[HIST 337 / RUSS 337 SEM After Stalin: Soviet History from "Thaw" to Collapse](#)

Taught by: [Yana Skorobogatov](#)  
[Catalog details](#)  
[HIST 341 / RUSS 341 SEM Collapse: The Fall and Afterlife of the Soviet Union](#)

Taught by: [Yana Skorobogatov](#)  
[Catalog details](#)  
[RUSS 203 / COMP 203\(F\) SEM Nineteenth-Century Russian Literature](#)

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

Taught by: [Olga Kim](#)  
[Catalog details](#)  
[RUSS 213 / GBST 213 / WGSS 214 / COMP 257 SEM Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia](#)

Taught by: [Julie Cassidy](#)  
[Catalog details](#)  
[RUSS 275 / COMP 287 SEM Russian and Soviet Cinema](#)

Taught by: [Julie Cassidy](#)  
[Catalog details](#)  
[RUSS 306 / COMP 306\(S\) SEM Rise and Shine with Tolstoy](#)

Taught by: [Janneke van de Stadt](#)  
[Catalog details](#)  
[SOC 248 / GBST 247 / RUSS 248 TUT Altering States: Post-Soviet Paradoxes of Identity and Difference](#)

Taught by: [Olga Shevchenko](#)  
[Catalog details](#)

## **South and Southeast Asia Studies**

[ANTH 233 / ASIA 233 / REL 253 SEM Spiritual Crossroads: Religious Life in Southeast Asia](#)

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

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

Taught by: [Joel Lee](#)

[Catalog details](#)

[ARTH 105 / ASIA 107 LEC Arts of South Asia](#)

Taught by: [Murad Mumtaz](#)

[Catalog details](#)

[COMP 243 Performance Practices of India](#)

Taught by: TBA

[Catalog details](#)

[ECON 240 TUT Colonialism and Underdevelopment in South Asia](#)

Taught by: [Anand Swamy](#)

[Catalog details](#)

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

Taught by: [Anand Swamy](#)

[Catalog details](#)

[HIST 117 / ASIA 117 / GBST 117\(S\) SEM Bombay/Mumbai: Making of a Modern Metropolis](#)

Taught by: [Aparna Kapadia](#)

[Catalog details](#)

[HIST 221 / ASIA 221 / GBST 221 LEC The Making of Modern South Asia: 1750-1950 CE](#)

Taught by: [Aparna Kapadia](#)

[Catalog details](#)

[HIST 388 SEM Decolonization and the Cold War](#)

Taught by: [Jessica Chapman](#)

[Catalog details](#)

[HIST 391 / ASIA 391 / GBST 391 SEM When India was the World: Trade, Travel and History in the Indian Ocean](#)

Taught by: [Aparna Kapadia](#)

[Catalog details](#)

[REL 244 / ASIA 244 / PHIL 245\(F\) LEC Mind and Persons in Indian Thought](#)

Taught by: [Georges Dreyfus](#)

[Catalog details](#)

[REL 246 / ANTH 246 / ASIA 246 / WGSS 246 TUT India's Identities: Nation, Community, & Individual](#)

Taught by: [Kim Gutschow](#)

[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: Meditation, Emotion, and Affective Neuroscience](#)

Taught by: [Kim Gutschow](#)

[Catalog details](#)

## THEMATIC TRACKS

### Borders, Exile and Diaspora Studies

[AFR 132 / AMST 132 / PSCI 132\(S\) SEM Contemporary Africana Social and Political Philosophy](#)

Taught by: [Neil Roberts](#)

[Catalog details](#)

[AFR 251 SEM Afro-Diasporic Crossroads: Translating and \(Re\)Imagining Black Experiences](#)

Taught by: TBA

[Catalog details](#)

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

Taught by: [Rashida Braggs](#)

[Catalog details](#)

[AFR 323 / ARTH 223 / COMP 322 / AMST 323 / ENGL 356 SEM Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora](#)

Taught by: [Rashida Braggs](#)

[Catalog details](#)

[AFR 368 / COMP 367 SEM The Diasporic Impulse in African American Art](#)

Taught by: Rachel Harding

[Catalog details](#)

[ANTH 235 LEC Refugees and Migrants](#)

Taught by: Lisa Koryushkina

[Catalog details](#)

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

Taught by: TBA

[Catalog details](#)

[COMP 273 / ENGL 273 / GBST 273\(S\) SEM Detectives Without Borders](#)

Taught by: [Michele Monserrati](#)  
[Catalog details](#)

[COMP 276 / AFR 276 / GERM 276 TUT Black Europeans](#)

Taught by: [Christophe Koné](#)  
[Catalog details](#)

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

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

[ENGL 340 / AMST 340 / WGSS 340 / COMP 342 SEM Elizabeth Bishop in the Americas](#)

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

[GBST 243 / PSCI 244 / REL 247\(F\) SEM Anti-Muslim Racism: A Global Perspective](#)

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

[GERM 201\(F\) SEM Reisefieber: Germans On the Road for Adventure, Wealth, Escape](#)

Taught by: [Helga Druxes](#)  
[Catalog details](#)

[GERM 316 SEM "Wer ist wir?": Recent Debates over Multiculture in Germany](#)

Taught by: [Helga Druxes](#)  
[Catalog details](#)

[HIST 361 / AMST 360 LEC The Atlantic World: Connections, Crossings, and Confluences](#)

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

[HIST 380 LEC Comparative American Immigration History](#)

Taught by: [Scott Wong](#)  
[Catalog details](#)

[HIST 434 / REL 335 / JWST 434 SEM The Meaning of Diaspora and the Jews of Europe](#)

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

[JAPN 220 / ASIA 220 LEC Being Korean in Japan](#)

Taught by: [Eun Young Seong](#)  
[Catalog details](#)

[LATS 203 / ARTH 203 / WGSS 203 / AMST 205 LEC Chicana/o/x Film and Video](#)

Taught by: [C. Ondine Chavoya](#)  
[Catalog details](#)

[LATS 338 / WGSS 338 / AMST 339 SEM Latina/o/x Musical Cultures: Sounding Out Gender, Race, and Sexuality](#)

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

[LATS 386 / HIST 386 / WGSS 386 SEM Latinas in the Global Economy: Work, Migration, and Households](#)

Taught by: [Carmen Whalen](#)  
[Catalog details](#)

[LATS 409 / WGSS 409 / AMST 411\(F\) SEM Transnationalism and Difference: Comparative Perspectives](#)

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

[LATS 471 / HIST 471 SEM Comparative Latina/o Migrations](#)

Taught by: [Carmen Whalen](#)  
[Catalog details](#)

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

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

[PSCI 334\(S\) SEM Theorizing Global Justice](#)

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

[PSCI 382 SEM The Politics of Migration: Citizen, Immigrant, Alien, Refugee](#)

Taught by: [Elizabeth Iams Wellman](#)  
[Catalog details](#)

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

Taught by: TBA  
[Catalog details](#)

[THEA 284 SEM Global Digital Performance](#)

Taught by: [Shanti Pillai](#)  
[Catalog details](#)

## **Economic Development Studies**

[AMST 202 / AFR 209\(F, S\) SEM Introduction to Racial Capitalism](#)

Taught by: [Hossein Ayazi](#)  
[Catalog details](#)  
[ECON 204 / ENVI 234\(S\) LEC Economics of Developing Countries](#)

Taught by: [Michael Samson](#)  
[Catalog details](#)  
[ECON 215 / GBST 315\(S\) LEC Globalization](#)

Taught by: [Will Olney](#)  
[Catalog details](#)  
[ECON 348 / ECON 548\(S\) LEC Human Capital and Development](#)

Taught by: [Owen Ozier](#)  
[Catalog details](#)  
[ECON 360\(S\) LEC Monetary Economics](#)

Taught by: [Kenneth Kuttner](#)  
[Catalog details](#)  
[ECON 362\(S\) LEC Global Competitive Strategies](#)

Taught by: [Michael Fortunato](#)  
[Catalog details](#)  
[ECON 376 LEC The Economics of Global Inequality](#)

Taught by: [Quamrul Ashraf](#)  
[Catalog details](#)  
[ECON 378\(F\) LEC Long-Run Comparative Development](#)

Taught by: [Quamrul Ashraf](#)  
[Catalog details](#)  
[ECON 470\(S\) 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: [Gerard Caprio](#)  
[Catalog details](#)  
[ECON 515 / ECON 359\(S\) SEM Developing Country Macroeconomics II: Institutions and Policy Regimes](#)

Taught by: [Kenneth Kuttner](#)  
[Catalog details](#)  
[ECON 516 / ECON 366\(S\) SEM International Trade and Development](#)

Taught by: [Will Olney](#)  
[Catalog details](#)  
[ECON 535 TUT International Financial Institutions](#)

Taught by: [Edwin Truman](#)  
[Catalog details](#)  
[ENVI 110 TUT The Anthropocene: Nature and Culture in the Human Age](#)

Taught by: [Nicolas Howe](#)  
[Catalog details](#)  
[ENVI 206 SEM Global Environmental Politics](#)

Taught by: [April Merleaux](#)  
[Catalog details](#)  
[ENVI 231 / AFR 231 / STS 231\(S\) SEM Africa and the Anthropocene](#)

Taught by: [Brittany Meché](#)  
[Catalog details](#)  
[ENVI 249 SEM Food, Agriculture, and Globalization](#)

Taught by: [April Merleaux](#)  
[Catalog details](#)  
[ENVI 250 / STS 250\(F\) SEM Environmental Justice](#)

Taught by: [Laura Martin](#)  
[Catalog details](#)  
[POEC 401\(F\) SEM Contemporary Problems in Political Economy](#)

Taught by: [Darel Paul](#), [David Zimmerman](#)  
[Catalog details](#)  
[PSCI 229 SEM Global Political Economy](#)

Taught by: [Darel Paul](#)  
[Catalog details](#)  
[REL 232 / ASIA 232 SEM Buddhist Economics](#)

Taught by: [Susanne Ryuyin Kerekes](#)  
[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 Urbanism in the Ancient World](#)

Taught by: [Antonia Foias](#)  
[Catalog details](#)  
[ARAB 368 / COMP 368 / WGSS 368 SEM Arab Women Writers: Remapping Urban Narratives](#)

Taught by: [Amal Egeiq](#)  
[Catalog details](#)  
[CHIN 422 / ASIA 122 TUT Old Shanghai, New Shanghai](#)

Taught by: [Li Yu](#)  
[Catalog details](#)  
[CLAS 242 / ANTH 242 / ENVI 242 SEM The Country and the City in the Classical World](#)

Taught by: [Nicole Brown](#)  
[Catalog details](#)  
[ECON 383 LEC Cities, Regions and the Economy](#)

Taught by: [Stephen Sheppard](#)  
[Catalog details](#)  
[ENVI 101\(F, S\) LEC Nature and Society: An Introduction to Environmental Studies](#)

Taught by: [Nicolas Howe](#), [April Merleaux](#), [Laura Martin](#)  
[Catalog details](#)  
[GERM 203 SEM Hansestadt Hamburg](#)

Taught by: [Christophe Koné](#)  
[Catalog details](#)  
[GERM 205\(S\) SEM Berlin--Multicultural Metropolis Between East and West](#)

Taught by: [Helga Druxes](#)  
[Catalog details](#)  
[HIST 117 / ASIA 117 / GBST 117\(S\) SEM Bombay/Mumbai: Making of a Modern Metropolis](#)

Taught by: [Aparna Kapadia](#)  
[Catalog details](#)  
[HIST 416 / ASIA 317\(F\) SEM The Many Lives of Tokyo](#)

Taught by: [Eiko Maruko Siniawer](#)  
[Catalog details](#)  
[PSCI 215 / LEAD 215 SEM Race and Inequality in the American City](#)

Taught by: [Mason Williams](#)  
[Catalog details](#)  
[RLFR 316 / WGSS 315 SEM Paris on Fire: Incendiary Voices from the City of Light \(1830-2015\)](#)

Taught by: [Brian Martin](#)  
[Catalog details](#)  
[SOC 216 SEM The City](#)

Taught by: [Marketa Rulikova](#)  
[Catalog details](#)  
[SOC 315 SEM Culture, Consumption and Modernity](#)

Taught by: [Olga Shevchenko](#)  
[Catalog details](#)

## GBST 101 (S) America and the World

**Cross-listings:** LEAD 120 GBST 101 PSCI 120

### Secondary Cross-listing

This course will help students understand the US role in the world. US wealth and military power force its leaders to make choices that no other leaders in the world confront. Students will learn to evaluate the decisions that US leaders have made on a wide range of difficult foreign policy issues, including: rising Chinese power; Russian moves in Ukraine; nuclear proliferation to Iran; terrorist threats; humanitarian disasters in Syria and Libya; and long-term challenges like climate change. We will not only describe American involvement in various international issues but also seek to

understand the reasons why the US perhaps should or should not be involved, and we will see why such careful reasoning only sometimes gains traction in actual US foreign policy debates. Finally, we will assess whether US foreign policy decisions are coherent - that is, whether the US can be said to follow a "grand strategy." By the end of the course, students will develop their ability to think about foreign policy issues, improving their ability to participate in public life as engaged citizens.

**Class Format:** discussion

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

**Prerequisites:** none

**Enrollment Limit:** 12

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

**Expected Class Size:** 12

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

**Distributions:** (D2)

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

LEAD 120 (D2) GBST 101 (D2) PSCI 120 (D2)

**Attributes:** PSCI International Relations Courses

Not offered current academic year

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

**Cross-listings:** HIST 207 JWST 217 REL 239 ARAB 207 GBST 101 LEAD 207

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

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

**Requirements/Evaluation:** participation, 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

**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) JWST 217 (D2) REL 239 (D2) ARAB 207 (D2) GBST 101 (D2) LEAD 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 Electives HIST Group E Electives - Middle East JWST Elective Courses LEAD Facets or Domains of Leadership

Not offered current academic year

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

**Cross-listings:** PSCI 150 GBST 101

#### **Primary Cross-listing**

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.

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

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** first-year students

**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:**

PSCI 150 (D2) GBST 101 (D2)

Not offered current academic year

### **GBST 101 (S) Religion, Politics, and Society: A Global Perspective (DPE)**

**Cross-listings:** REL 126 GBST 101 PSCI 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:**

REL 126 (D2) GBST 101 (D2) PSCI 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.

Spring 2022

LEC Section: 01 TR 8:30 am - 9:45 am Farid Hafez

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

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

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

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

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

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

**Prerequisites:** none

**Enrollment Limit:** 16

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

**Expected Class Size:** 16

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

**Distributions:** (D2)

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

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

Fall 2021

SEM Section: 01 TR 11:20 am - 12:35 pm Shanti Pillai

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

**Cross-listings:** GBST 117 HIST 117 ASIA 117

**Secondary Cross-listing**

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

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

**Prerequisites:** First years and sophomores only

**Enrollment Limit:** 19

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

**Expected Class Size:** 12-15

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

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

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

GBST 117 (D2) HIST 117 (D2) ASIA 117 (D2)

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

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

Spring 2022

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

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

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

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

This introductory course to Caribbean Economic Thought contextualizes the poetics of economic ideas, struggle and knowledge alongside popular literary works connected to Caribbean Economic Development. Using the 'plantation' and the 'plot' as a site of struggle and continuing exploitation and extraction, this course delves into Caribbean postcolonial development thinking to explore its cultural and historical roots. By examining literary and economic writings of Caribbeanists and Caribbean connected contributors side by side, we seek to uncover these links to how the Caribbean economy and society are framed, conceptualized and traversed as transplanted spaces, economic zones, and transformative perspectives to economic thinking integral to merchant and industrial capitalism and New World social formations. We will examine historical and contemporary texts of contributors to the New World Group that centers the Caribbean within global economic transformations. Some events this course covers are indigenous genocide, commercial slave trading and indenture, structural adjustment and postcolonial debt, technology to the current fragmenting of global neoliberalism. These events will help shape an appreciation for the material and socio-cultural understandings of economic phenomena from the plantation to the sea within cultural and literary works in pluralistic, productive, and powerful ways.

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

**Prerequisites:** None

**Enrollment Limit:** 10

**Enrollment Preferences:** Preference also for 1st and 2nd year students. If over-enrolled preference to AFR and Political Economy students.

**Expected Class Size:** 10

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

**Distributions:** (D2)

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

ECON 133 (D2) GBST 133 (D2) AFR 133 (D2)

**Attributes:** AFR Core Electives

Spring 2022

SEM Section: 01 Cancelled

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

**Cross-listings:** CHIN 162 ANTH 162 ASIA 162 GBST 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? And what are the prospects for their future development, including the influence of computers and digital communications? The last few class sessions will be devoted to minority languages of East Asia as well as oral presentations by the students. 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:** six quizzes, three 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

**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:**

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

**Attributes:** Linguistics

Spring 2022

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

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

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

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

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

**Class Format:** The class meets synchronously on campus twice a week. Remote students will be able to join each synchronous session via zoom. Synchronous sessions will consist of discussion and visual analysis of short clips. All films and reading materials will be available online.

**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:** (D1)

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

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

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

**Not offered current academic year**

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

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

#### **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 essays, and a 15-page research paper

**Prerequisites:** none

**Enrollment Limit:** 25

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

**Expected Class Size:** 15-20

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

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

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

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

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

Not offered current academic year

### **GBST 211 (S) Transitions to Democracy**

**Cross-listings:** PSCI 213 GBST 211

Primary Cross-listing

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.

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

**Prerequisites:** none

**Enrollment Limit:** 19

**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:**

PSCI 213 (D2) GBST 211 (D2)

Not offered current academic year

### **GBST 212 (F) Foundations of China**

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

Secondary Cross-listing

This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a

set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

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

**Prerequisites:** none

**Enrollment Limit:** 40

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

**Expected Class Size:** 25

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

**Distributions:** (D2)

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

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

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

Fall 2021

LEC Section: 01 MWF 12:00 pm - 12:50 pm Christopher M. B. Nugent

### **GBST 213 (F) Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia (DPE)**

**Cross-listings:** COMP 257 GBST 213 WGSS 214 RUSS 213

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

Since Vladimir Putin's rise to power, the media has highlighted events in Russia that at first glance resemble oddly sexualized jokes. At the same time that the Kremlin has reinstated authoritarian policy reminiscent of the Soviet Union, the Western press has chronicled Putin's topless vacations in Siberia, protests by the feminist collectives Pussy Riot and Femen, a 2011 ban on women's lacy underwear, federal legislation from 2013 prohibiting "homosexual" propaganda, and a 2017 court decision that outlawed a meme of Putin as a "gay clown." This course examines the Putin regime's ongoing attempts to police gender expression and private sexual behavior, as well as how Russian citizens' performance of gender and sexuality has changed in the past twenty years. We will consider gender and sexuality as distinctive features of Putinism, which have contributed to a biopolitical turn in official policy and inspired resistance and protest among Russian feminists and queers. *All readings will be in English, and all films will have English subtitles.*

**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:** 25

**Enrollment Preferences:** Those majoring in Russian and/or WGSS, as well as Global Studies concentrators.

**Expected Class Size:** 15

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

**Distributions:** (D1) (DPE)

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

COMP 257 (D1) GBST 213 (D1) WGSS 214 (D2) RUSS 213 (D1)

**Difference, Power, and Equity Notes:** The course engages in cultural comparison, explores how power and privilege are allocated differently in post-Soviet Russia than in the West, and critically theorizes contemporary Russian culture and discourse.

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

**Not offered current academic year**

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

**Cross-listings:** GBST 214 ASST 214 THEA 216 AMST 213 ASIA 214 DANC 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. It will orient students towards "reading" and analyzing live and mediated performances within historical, social, and political frameworks. Students will explore how socio-historical contexts influence the processes through which dance performances 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, and will engage with issues such as nation formation, race and ethnicity, appropriation, tradition and innovation among other topics. This is primarily a discussion-based seminar course, and might also include film screenings, discussion with guest artists and scholars, and opportunities for creative projects. No previous dance experience is required.

**Class Format:** This course will be taught in a virtual format and will be remote.

**Requirements/Evaluation:** reading responses, essays, in-class writing assignments, class participation, and group presentations.

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** first years and sophomores

**Expected Class Size:** 15

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

**Distributions:** (D1) (DPE)

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

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

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

Not offered current academic year

### **GBST 215 (F) Performance Ethnography (DPE)**

**Cross-listings:** GBST 215 DANC 214 ANTH 215 AMST 214 THEA 215

Secondary Cross-listing

The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. 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) readings in ethnographic studies of dance and performance practices from different parts of the world, and (iii) field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and may include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance or performance experience is assumed or required.

**Class Format:** community-based field work

**Requirements/Evaluation:** class participation, reading responses, fieldwork and field notes, short papers, and final essay

**Prerequisites:** none

**Enrollment Limit:** 15

**Expected Class Size:** 10

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

**Distributions:** (D1) (DPE)

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

GBST 215 (D2) DANC 214 (D1) ANTH 215 (D2) AMST 214 (D1) THEA 215 (D1)

**Difference, Power, and Equity Notes:** This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students' critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Not offered current academic year

## **GBST 216 (S) Urbanism in the Ancient World**

**Cross-listings:** ANTH 216 GBST 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:** sophomores; or majors in Anthropology or Sociology

**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:**

ANTH 216 (D2) GBST 216 (D2)

**Attributes:** GBST Urbanizing World Electives

**Not offered current academic year**

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

**Cross-listings:** GBST 217 STS 215

### **Secondary Cross-listing**

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

**Class Format:** Online seminar

**Requirements/Evaluation:** Several short essays and reflection papers

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

**Enrollment Limit:** 12

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

**Expected Class Size:** 12

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

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

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

GBST 217 (D2) STS 215 (D2)

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

**Attributes:** PHLH Social Determinants of Health

Not offered current academic year

### **GBST 218 (S) Capital and Coercion (DPE)**

**Cross-listings:** GBST 218 ECON 218

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

Capital, tradable ownership shares in long-lived corporations, invented in the 17th century, has connected people of different races, religions, and geographies. There are huge profits from such economic interactions, but also risks: of being cheated, deceived, or coerced. This course uses insights from the economics of incentives (principal-agent models, contracts, mechanism design) to investigate the interplay between capital, coercion, and resistance. The role of prejudice and distrust will be central, as will the rise of middlemen as enforcers of coercion. Case studies span the 17th century to the 20th and include: the spice trade and conflict in the Indian Ocean, capital markets and fraud in Amsterdam and London, the transatlantic trade in enslaved people and the Haitian Revolution, the Dutch "cultivation system" in Java, colonial control and independence in Kenya, and the U.S.-backed dictatorial regime and its overthrow in Nicaragua. Required readings for this class will be seventy or more pages per week, and will include historical case studies, excerpts from novels, and reportage.

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

**Prerequisites:** Econ 110

**Enrollment Limit:** 25

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

**Expected Class Size:** 20

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

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

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

GBST 218 (D2) ECON 218 (D2)

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

**Attributes:** POEC International Political Economy Courses

Spring 2022

SEM Section: 01 M 7:00 pm - 9:40 pm Ashok S. Rai

### **GBST 221 (F) The Making of Modern South Asia: 1750-1950 CE**

**Cross-listings:** ASST 221 HIST 221 GBST 221 ASIA 221

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

This course focuses on the history of South Asia with the aim of providing an overview of the political and social landscape of the region from 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:** discussion

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

**Prerequisites:** none; open to all

**Enrollment Limit:** 40

**Expected Class Size:** 20-25

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

**Distributions:** (D2)

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

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

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

Not offered current academic year

### **GBST 228 (S) Performance Practices of Global Youth Cultures**

**Cross-listings:** GBST 228 THEA 228

Secondary Cross-listing

This course investigates how young people engage in a variety of performance practices to define social identities and reflect on critical issues. We begin by examining how scholars and media have defined "youth" by way of questioning assumptions about the inherent universality of this social category. We will then explore how young people have thought about and represented themselves. Taking seriously music, dance, fashion, and ritualized uses of public space (including in the virtual realm), we will explore examples of how youth have used performance practices to engage in political activism, subvert hegemonic norms, reconfigure urban geographies, and engage in critical identity politics. Our inquiry will include attention to how youth practices travel globally and adopt new localized political meanings, as well as the ways in which the subversive potential of performances can be subsumed by the normalizing mandates of global capital. Our work in class will be based upon readings, discussions, and audiovisual materials from various parts of the world. Throughout the semester students will turn an analytical eye towards their own practices and modes of consumption. For final projects students will engage in ethnographic research about specific youth cultures in the region and on the Williams campus.

**Class Format:** reading and discussion

**Requirements/Evaluation:** includes class discussions, self-reflexive presentations and papers, journal reflections, one 10-page paper based on original research with in-class presentation

**Prerequisites:** none

**Enrollment Limit:** 15

**Enrollment Preferences:** seniors and juniors

**Expected Class Size:** 15

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

**Distributions:** (D1)

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

GBST 228 (D2) THEA 228 (D1)

Not offered current academic year

### **GBST 229 Performance Practices of India (DPE)**

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

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

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** preference for seniors and juniors

**Expected Class Size:** 12

**Grading:****Distributions:** (D1) (DPE)

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

**Attributes:** GBST South + Southeast Asia Studies Electives

Not offered current academic year

**GBST 233 (F) Colonialism, Capitalism and Climate Crisis****Cross-listings:** GBST 233 AFR 233 ENVI 204**Secondary Cross-listing**

Evolutions are part of human existence. Our collective understandings of the world, the economic realm, and our place in it also evolve. This course examines the transformations between human, nature and non-human species, specifically the relationship between the climate and the economy. Our starting point of the intellectual journey is the colonial imprint of human-ecological relations i.e. economic man, or Sylvia Wynter's conception of "ethno-class" man. We will consider social difference especially race as a central conjuncture of the changing relationship of capitalism and social organization to natural resource extraction, exploitation, technological knowledge, industrial development and resulting greenhouse gas accumulation and climate crises. We will also explore economic perspectives of climate change as a market failure, loss of economic value or a financial risk to stock portfolios that may be at odds with humane ways of organizing our collective worlds. The course exposes the hierarchies of social differences and inequalities (class, race, gender, species) under climate crisis to advance a reparatory approach that draws in experiences from social and environmental movements that advance climate justice. Students will also be able evaluate situated political economic responses to the climate crisis.

**Requirements/Evaluation:** Blog post entries; research report on an emerging green technology (10 pages); recorded video / interview of an environmental justice movement/activist in the global South; reflections paper (8 pages); community case study on an environmental project tracing its histories (7 pages); participation (leading a discussion/presentation on a reading based on from contemporary/historical events)

**Prerequisites:** None**Enrollment Limit:** 15**Enrollment Preferences:** If over enrolled preference goes to Africana Studies and then Environmental Studies students.**Expected Class Size:** 10**Grading:** no pass/fail option, no fifth course option**Distributions:** (D2)**This course is cross-listed and the prefixes carry the following divisional credit:**

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

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

**Attributes:** AFR Core Electives

Fall 2021

LEC Section: 01 Cancelled

LEC Section: 02 Cancelled

**GBST 234 (F) What is Islam? (DPE)****Cross-listings:** ARAB 234 REL 234 GBST 234 HIST 208**Secondary Cross-listing**

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).

**Requirements/Evaluation:** reading responses, two essays, final exam

**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

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

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

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

ARAB 234 (D2) REL 234 (D2) GBST 234 (D2) HIST 208 (D2)

**Difference, Power, and Equity Notes:** 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

Not offered current academic year

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

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

Secondary Cross-listing

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

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

**Prerequisites:** None

**Enrollment Limit:** 10

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

**Expected Class Size:** 7

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

**Distributions:** (D2)

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

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

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

Spring 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Allison Guess

### **GBST 236 (S) Reading the Qur'an**

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

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

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

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

**Prerequisites:** none

**Enrollment Limit:** 19

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

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

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

Spring 2022

SEM Section: 01 MW 8:30 am - 9:45 am Saadia Yacoob

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

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

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

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

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

**Prerequisites:** none

**Enrollment Limit:** 15

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

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

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

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

Fall 2021

SEM Section: 01 TR 8:30 am - 9:45 am Saadia Yacoob

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

**Cross-listings:** PSCI 244 GBST 243 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:**

PSCI 244 (D2) 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 Electives

Fall 2021

SEM Section: 01 TR 8:30 am - 9:45 am Farid Hafez

**GBST 244 (S) Black Mediterranean (DPE) (WS)**

**Cross-listings:** GBST 244 COMP 244

### Secondary Cross-listing

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 migrant intellectuals and artists from North Africa and the Middle East, 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 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. Today the Mediterranean has become a graveyard where black and brown bodies transit a hostile and deadly passage. Therefore, a centerpiece of this course will be an examination of the racist discourse in Europe in the light of the *Black Lives Matter's* quest for decolonizing knowledge. In this interdisciplinary course, we read both literary works (Ali Farah, Khatibi, Lakhous, Scego), and critical theory (Cassano, Chambers, Fanon, Hall, Theo Goldberg); we also analyze films, documentaries, podcasts, exhibits and museums of colonialism in Europe.

**Class Format:** This will be an hybrid course. Students will meet twice a week with me.

**Requirements/Evaluation:** weekly writing assignments, midterm and final exams, final paper, oral presentation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature majors

**Expected Class Size:** 19

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

**Distributions:** (D1) (DPE) (WS)

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

GBST 244 (D1) COMP 244 (D1)

**Writing Skills Notes:** This course is designed to be writing-intensive, as it requires weekly response papers, midterm, and final papers, and blog discussions.

**Difference, Power, and Equity Notes:** 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.

Not offered current academic year

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

**Cross-listings:** THEA 246 GBST 246 AMST 249

### Secondary Cross-listing

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

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

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** sophomores, juniors, and seniors

**Expected Class Size:** 12

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

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

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

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

**Difference, Power, and Equity Notes:** Course fosters critical engagement with artistic practices that seek to address the concerns of populations in the US who have historically had unequal access to resources and audiences for representing themselves and their political concerns. Students will

ask questions about how Asian American artists address legacies of Orientalism, as well as how they facilitate community engagement and approach projects of social justice.

Fall 2021

SEM Section: 01 W 1:10 pm - 3:50 pm Shanti Pillai

**GBST 247 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)**

**Cross-listings:** SOC 248 GBST 247 RUSS 248

**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 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, Bulgaria, Poland, Latvia 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:** The course will meet remotely for the most part, although in-person meetings with the appropriate precautions may be arranged at the tutorial partners' and instructor's discretion.

**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:**

SOC 248 (D2) GBST 247 (D2) RUSS 248 (D1)

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

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

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

**Not offered current academic year**

**GBST 273 (S) Detectives Without Borders (DPE) (WS)**

**Cross-listings:** COMP 273 ENGL 273 GBST 273

**Secondary Cross-listing**

Why is detective fiction so popular? What explains the continuing multiplication of mystery novels despite the seemingly finite number of available plots? This course will explore the worldwide fascination with this genre beginning with European writers before turning to more distant detective stories worldwide. The international scope of our readings will highlight how authors in different countries have developed their own national detective typologies while simultaneously responding to the international influence of the Anglo-American model. Simultaneously, the readings will trace the evolution of the genre from the classical Sherlock Holmes model through later iterations, including golden age, hard-boiled, police procedural, female detective types, and more. Alongside fictional narratives, essays on the genre will provide the theoretical ground for our investigation. Our international journey will begin in England and the United States (G.K. Chesterton, Robert Knox, and Edgar Allan Poe) and continue through Japan (Edogawa

Rampo), France (Georges Simenon), Italy (Andrea Camilleri), Argentina (Jorge Luis Borges), and beyond. As we journey around the world, we will look at the possibility of reading detective fiction through the categories of gender, postcolonial, and race studies. Film adaptations of the novels we read, TV shows, and film noirs will also be included in the course material. All readings will be in English.

**Requirements/Evaluation:** short papers, one research paper, oral presentations, midterm, class participation

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Comparative Literature and English majors

**Expected Class Size:** 15

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

**Unit Notes:** COMP core course

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

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

COMP 273 (D1) ENGL 273 (D1) GBST 273 (D2)

**Writing Skills Notes:** This writing skills course requires weekly short papers, blog entries, and three 5- to 7-page papers, which will test students' ability in close-reading, comparative readings, and research analysis. I will provide written feedback regarding grammar, style, and argument.

**Difference, Power, and Equity Notes:** A significant part of the course addresses post-colonial critical theory issues by including crime fiction from non-Western countries (South Africa, Japan, Brazil, Argentina). The post-colonial reading of those novels is supported by the reading of post-colonial theory such as (Frantz Fanon and Edward Said). The issue of gender inequalities is central to the course. Women and LGBTQ detectives are included in the syllabus.

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

Spring 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Michele Monserrati

### **GBST 281 (S) Contemporary African Politics (DPE)**

**Cross-listings:** GBST 281 PSCI 281

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

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

**Class Format:** A typical class session will be about 60% lecture and 40% discussion

**Requirements/Evaluation:** Class Participation, Map Quiz, 3 short papers (5 pages)

**Prerequisites:** None.

**Enrollment Limit:** 25

**Enrollment Preferences:** all first-years and sophomores; those juniors and seniors majoring in political science or concentrating in Global Studies.

**Expected Class Size:** 25

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

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

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

GBST 281 (D2) PSCI 281 (D2)

**Difference, Power, and Equity Notes:** This course takes the racial, ethnic, linguistic, and religious diversity of sub-Saharan Africa as a starting point for understanding the contemporary politics of the region. The course addresses the legacies of systemic inequality as well as strategies of resistance to oppression. We also examine how ethnic and religious diversity shape political institutions, competition, and conflict, comparing different countries and over time.

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

Spring 2022

LEC Section: 01 TF 2:35 pm - 3:50 pm Elizabeth Iams Wellman

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

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

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

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

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

**Prerequisites:** None

**Enrollment Limit:** 15

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

**Expected Class Size:** 12

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

**Distributions:** (D2)

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

PSCI 282 (D2) GBST 282 (D2)

**Attributes:** PSCI Comparative Politics Courses

Fall 2021

SEM Section: 01 MR 2:35 pm - 3:50 pm Ngonidzashe Munemo

### **GBST 287 (S) Global Sustainable Development**

**Cross-listings:** GBST 287 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; Policy Analysis Paper (5-7 pages); Mid-term exam; Final case study/class presentation (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)

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

GBST 287 (D2) ENVI 297 (D2)

**Attributes:** ENVI Environmental Policy EVST Social Science/Policy

Spring 2022

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

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

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

**Class Format:** If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section;

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

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** If course is over-enrolled, preference to History Majors and students with a demonstrated interest in African studies. If there's sufficient enrollment, this course will be taught in 2 sections, 1 in-person section and 1 remote section.

**Expected Class Size:** 10-12

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

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

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

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

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

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

**Not offered current academic year**

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

**Cross-listings:** HIST 305 AFR 304 GBST 305

**Secondary Cross-listing**

This class will explore the history of health and healing in Africa, with emphasis on the colonial and post-colonial eras. During the semester we will

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

**Requirements/Evaluation:** active participation in discussion, map quiz, reading reflections, a primary source analysis paper (3-5 pages), presentation, and one research paper (8-12 pages).

**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:** 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:**

HIST 305 (D2) AFR 304 (D2) GBST 305 (D2)

**Difference, Power, and Equity Notes:** This course explores transformations in how Africans in the recent past have experienced, practiced and conceptualized health and healing. These transformations have been triggered by the expansion of global biomedicine, new and lethal epidemics, old diseases in changing environments, and new political and economic decisions by policymakers. The history of health and healing in Africa provides a critical lens through which to examine societal imbalances and inequalities.

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

Spring 2022

SEM Section: 01 MW 7:00 pm - 8:15 pm Benjamin Twagira

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

**Cross-listings:** GBST 312 REL 312 ASIA 312 ASST 312 HIST 312

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

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

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

**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

**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 312 (D2) REL 312 (D2) ASIA 312 (D2) ASST 312 (D2) HIST 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 (S) Globalization**

**Cross-listings:** GBST 315 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:**

GBST 315 (D2) ECON 215 (D2)

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

Spring 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Will Olney

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

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

Secondary Cross-listing

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

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

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** majors in ANSO, ENVI, ASST

**Expected Class Size:** 12

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

**Distributions:** (D2)

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

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

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

Fall 2021

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

### **GBST 330 (S) American Political Thought in Hemispheric Context**

**Cross-listings:** PSCI 330 GBST 330

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

Actors living during the Age of Revolutions witnessed an astounding number of social, political, and cultural changes. In the short period between 1775 and 1830 more than thirty popular insurgency movements took control of the American hemisphere, most of them by organizing around the principles of republican politics. In this course, we study the peoples, demands, and visions that comprised the popular movements of the Age of Revolutions to reconstruct the canon *American Political Thought* in hemispheric context. This course emphasizes the comparative features of post-colonial movements in the Americas and centers the contributions of indigenous, raced, gendered, and ethnicized communities. The course schedule is divided into two sections. The first half of the class situates the political and theoretical problems of American Political Thought by engaging with scholarship on post-colonial movements, decolonial thought, democratic theory, and theories of popular rule. The second half of the course contextualizes these frameworks by putting them in conversation with studies of revolutionary change, popular imagination, and case studies on revolutionary movements throughout the Americas. Students are expected to engage in archival research, as well as work with both primary and secondary sources on the Age of Revolutions. The class will meet remotely and hold synchronous discussions.

**Class Format:** The class will meet remotely for synchronous lecture and discussions. Recorded class sessions will be uploaded for any students who cannot meet synchronously.

**Requirements/Evaluation:** Regular attendance, consistent class participation, three Glow posts, three two-page reflection papers, and a final research paper of 10-12 pages

**Prerequisites:** At least one prior course in political theory, social theory, history of the Americas (either the United States or Latin America), or permission of instructor.

**Enrollment Limit:** 12

**Enrollment Preferences:** Concentrators in political theory in Political Science, then majors or concentrators in Political Science, American Studies, Global Studies, and Latino/a Studies

**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:**

PSCI 330 (D2) GBST 330 (D2)

**Attributes:** AMST Critical and Cultural Theory Electives AMST pre-1900 Requirement GBST Latin American Studies Electives PSCI Political Theory Courses

**Not offered current academic year**

### **GBST 342 (F) Democratic Erosion**

**Cross-listings:** GBST 342 PSCI 343

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

A central tenet of political science is that once a country reaches a certain level of political and economic development, democracy will endure indefinitely. The contemporary moment calls on us to revisit this assumption. This course explores the causes and consequences of democratic erosion through the lens of comparative politics. We ask three central questions to inform our investigation: 1) What is democracy and its alternatives? 2) How do we identify democratic breakdown? and 3) What are strategies to counteract backsliding when it occurs? Importantly, this course is *not* intended as a partisan critique of any particular American politician or political party. Rather, it is designed to provide an opportunity to engage,

critically and carefully, with claims about the state of democracy in the US and elsewhere; to evaluate whether those claims are valid; and, if they are, to consider strategies for mitigating the risk of democratic erosion here and abroad. Readings draw from academic scholarship, media commentary, and current events as they unfold. We will address both empirical and normative dimensions of the issues, as well as learn about examples of democratic erosion around the world from early 20th century until today. As a collaborative class taught at dozens of other colleges, the course enables you to engage in debates about democratic erosion with students throughout the US and around the world.

**Class Format:** As a hybrid course, the class will feature both in-person and online components. I will post 1-2 short lectures on GLOW to accompany assigned readings/media for the week. Our scheduled course time will be a mix of discussions, interactive learning exercises, and presentations. At least one class per week will be held in-person; whether the other class will be online or in-person will depend on a number of factors, including the distribution of students taking the course on campus or remotely.

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

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

**Enrollment Limit:** 12

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

**Expected Class Size:** 12

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

**Distributions:** (D2)

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

GBST 342 (D2) PSCI 343 (D2)

**Attributes:** PSCI Comparative Politics Courses

Not offered current academic year

### **GBST 344 (S) Capitalism and Racism in the American Context and Beyond: A Global Approach (DPE)**

**Cross-listings:** AMST 345 GBST 344

#### **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 debate about the texts assigned and regular contribution to the seminar discussions. In-class short oral presentations, weekly short responses reacting to class discussion and texts, and a final research paper. Evaluation: Participation 25%; Weekly Response (350-500 words) 25%; In-class short oral presentations 10%; Final Research Paper (12-15 pages) 40%

**Prerequisites:** None, open to all.

**Enrollment Limit:** 20

**Enrollment Preferences:** American Studies majors, sophomores, and higher

**Expected Class Size:** 20

**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:**

AMST 345 (D2) GBST 344 (D2)

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

Spring 2022

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

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

**Cross-listings:** ENGL 365 COMP 345 GBST 345

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

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

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

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

**Enrollment Limit:** 16

**Enrollment Preferences:** COMP majors; language majors; language students

**Expected Class Size:** 10

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

**Distributions:** (D2)

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

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

Fall 2021

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

### **GBST 351 (S) The New Left and Neoliberalism in Latin America (DPE)**

**Cross-listings:** PSCI 351 GBST 351

### Secondary Cross-listing

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, Mexico, 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:** discussion then seminar

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

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

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors

**Expected Class Size:** 15

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

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

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

PSCI 351 (D2) GBST 351 (D2)

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

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

Spring 2022

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

### **GBST 352 (F) Politics in Mexico** (DPE)

**Cross-listings:** GBST 352 PSCI 352

### Secondary Cross-listing

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

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

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

**Prerequisites:** some knowledge of Mexican history

**Enrollment Limit:** 15

**Enrollment Preferences:** Political Science majors and seniors

**Expected Class Size:** 14

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

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

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

GBST 352 (D2) PSCI 352 (D2)

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

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

Not offered current academic year

### **GBST 356 (S) The Myth of Venice and its Modern Aftermath**

**Cross-listings:** COMP 356 ENGL 358 GBST 356

Secondary Cross-listing

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.

**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

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

**Unit Notes:** COMP core course

**Distributions:** (D1)

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

COMP 356 (D1) ENGL 358 (D1) GBST 356 (D1)

Not offered current academic year

### **GBST 358 (S) Religion and Law (DPE)**

**Cross-listings:** GBST 358 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 366 (S) #OutofHaiti: Haiti, Black Sovereignty and the Global Political Economy**

**Cross-listings:** GBST 366 AFR 366

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

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

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

**Prerequisites:** None

**Enrollment Limit:** 15

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

**Expected Class Size:** 15

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

**Distributions:** (D2)

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

GBST 366 (D2) AFR 366 (D2)

**Attributes:** PSCI Comparative Politics Courses

Spring 2022

SEM Section: 01 TF 2:35 pm - 3:50 pm Keston K. Perry

### **GBST 367 (S) Decolonizing International Relations (DPE)**

**Cross-listings:** GBST 367 PSCI 367

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

The Oxford English Dictionary defines Decolonization as "the withdrawal from its colonies of a colonial power; the acquisition of political or economic independence by such colonies." The emergence of an international system of sovereign states--the core foundation of international relations--presumes the process of dismantling systems of domination, extraction, and exclusion ended long ago. However, there is increasing

recognition that International Relations in all forms, including theory, research, and policy, continue to be structured by traditional paradigms of power (e.g. white, male, elite). This course begins with the premise that knowledge is embedded within, and often reproduces, power hierarchies. Thus, this class is organized as a collaborative investigation with the aims of: 1) examining how whiteness and other historically dominant perspectives shape International Relations theory and research areas; 2) expanding and improving our understanding of International Relations through different lenses (e.g. race, class, gender, disability, indigenous, queer, subaltern); and 3) exploring the implications of a more inclusive approach to International Relations, both within the classroom as well as contemporary decolonization movements in the US and around the world.

**Requirements/Evaluation:** Participation, 3 response/reflection papers, annotated bibliography

**Prerequisites:** One prior course in International Relations or permission of the instructor

**Enrollment Limit:** 15

**Enrollment Preferences:** Juniors and Seniors

**Expected Class Size:** 15

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

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

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

GBST 367 (D2) PSCI 367 (D2)

**Difference, Power, and Equity Notes:** This class encourages students to recognize the power dynamics inherent within, and reproduced by, the study of International Relations as structured by traditionally dominant paradigms. This class provides students with the tools to critically identify, decenter, and deconstruct dominant lenses as well as the opportunity to engage with, and apply, an inclusive approach centering a more expansive range of theoretical perspectives and knowledge production.

Spring 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Elizabeth Iams Wellman

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

**Cross-listings:** HIST 306 GBST 369 COMP 369 ARAB 369

**Secondary Cross-listing**

In the late 20th century, world literature has witnessed a "boom" in indigenous literature. Many critics and historians describe this global re-emergence of the subaltern and the indigenous in terms of literary justice fostered by post-colonial studies and the adoption of the Declaration of the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities, by the UN General Assembly on December 18, 1992. In this course, we will investigate this "indigenous boom" by reading novels and short stories from the Americas, the Middle East and North Africa from the 1970s to the present. Through these trans-regional and trans-historical peregrinations, our principal goal will be to examine and compare narratives about conquest, settler colonialism, colonial nationalism, indigeneity, sovereignty, indigenous epistemology and philosophy. At the same time, we will consider the following questions: How did pioneering indigenous women writers, such as the Laguna Pueblo Leslie Marmon Silko in the US and the Mayan playwrights of La Fomma in Chiapas, Mexico lead the feminist front of the indigenous literary renaissance? How did Palestinian folktales, Tashelhiyt 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:** Course will be offered remotely.

**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:** (D1) (DPE) (WS)

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

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

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

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

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

Not offered current academic year

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

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

Secondary Cross-listing

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

**Requirements/Evaluation:** Students will write five responses to partner's papers (2 pages long); two 5-7 pages paper discussing aspects of the readings; one 10-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:**

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

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

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

Spring 2022

TUT Section: T1 TBA Amal Egeiq

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

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

**Secondary Cross-listing**

What do Ibrahim Ben Yiju, a Jewish merchant from 11th century Yemen, Ibn Batutah, a Muslim scholar from 15th century Morocco and Captain Kidd, a 17th century English pirate have in common? All three men travelled and lived in the Indian Ocean region! This course explores the history of one of the world's oldest maritime highways that has connected the diverse cultures of Asia, Africa and Europe for millennia, thus making it a vital element in the birth of globalization. Moving away from conventional land-centric histories, we will focus instead on understanding the human past through oceanic interactions. South Asian ports and port cities remained the fulcrum of the Indian Ocean world throughout its history; traders, travellers, nobles, scholars, pilgrims and pirates from all over the world travelled to the Indian coast in search of adventure, 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.

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

**Prerequisites:** none; open to all

**Enrollment Limit:** 15

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

**Expected Class Size:** 10-12

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

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

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

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

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

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

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

**Not offered current academic year**

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

Global Studies independent study.

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

**Distributions:** (D2)

Fall 2021

IND Section: 01 TBA Ngonidzashe Munemo

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

International Studies independent study.

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

**Distributions:** (D2)

Spring 2022

IND Section: 01 TBA Ngonidzashe Munemo

### **GBST 409 (F) Crescent, Cross, and Star. Religion and Politics in the Middle East**

**Cross-listings:** GBST 409 ARAB 409 HIST 409

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

Is religion the most powerful force in the Middle East? Is religion becoming more prominent in the political sphere and what impact will that have on religious minorities and the status of women in the Middle East? Using a case study and historical approach, this course will consider the development of religiously inspired political ideologies in the Middle East in the 19th and 20th century. We will explore the experience of Iran, Turkey, Israel, Egypt, Saudi Arabia, Lebanon and Jordan and evaluate role of religious actors, institutions, and ideologies in constructing national identities, policymaking, state-building, regime change, conflict, and war.

**Requirements/Evaluation:** class participation and a 25-page research paper

**Prerequisites:** none; preference will be given to History, Jewish Studies and Arabic Studies Majors and to those who have taken History 207

**Enrollment Limit:** 19

**Enrollment Preferences:** History majors

**Expected Class Size:** 12

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

**Distributions:** (D2)

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

GBST 409 (D2) ARAB 409 (D2) HIST 409 (D2)

**Attributes:** GBST Middle Eastern Studies Electives JWST Elective Courses

**Not offered current academic year**

### **GBST 412 (F) Gandhi: History, Ideas and Legacy (WS)**

**Cross-listings:** REL 412 LEAD 412 ASIA 412 GBST 412 ASST 412 HIST 496 LEAD 322

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

This course studies the life, 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. This 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 context and nature of Gandhian nationalism? Did it help to integrate the Indian nation? 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:** REMOTE. This tutorial will be taught remotely but will otherwise follow the usual tutorial format of weekly hour-long meetings, pairing students who will alternatively write papers and critiques each week.

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

**Prerequisites:** None, except students who have taken HIST488T will not be permitted to take this class.

**Enrollment Limit:** 10

**Enrollment Preferences:** Senior history majors and students who have previously taken HIST221. Students who have previously taken HIST488T will not be permitted to take this class.

**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:**

REL 412 (D2) LEAD 412 (D2) ASIA 412 (D2) GBST 412 (D2) ASST 412 (D2) HIST 496 (D2) LEAD 322 (D2)

**Writing Skills Notes:** As a tutorial, this course is Writing Intensive as students not only write weekly papers but they also develop critical tools to engage in close reading of texts and interpret them and the facts therein. Each week, they will develop their writing by providing constructive criticism of their partner's paper, and in turn, learn to receive and build on critiques of their own work. Students will be given the opportunity to substantively revise their work on a regular basis.

**Attributes:** HIST Group B Electives - Asia

Not offered current academic year

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

**Cross-listings:** ARTH 420 GBST 420 ENVI 420

Secondary Cross-listing

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

**Class Format:** This course will be taught in a hybrid mode, with both online (lecture) and in-person (discussion) elements.

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

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

**Enrollment Limit:** 12

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

**Expected Class Size:** 12

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

**Distributions:** (D1) (WS)

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

ARTH 420 (D1) GBST 420 (D2) ENVI 420 (D1)

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

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

Not offered current academic year

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

**Cross-listings:** HIST 480 GBST 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) GBST 480 (D2) AFR 381 (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.

Fall 2021

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 2021

HON Section: 01 TBA Ngonidzashe Munemo

**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 2022

HON Section: 01 TBA Ngonidzashe Munemo

**Winter Study -----**

**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 2022

HON Section: 01 TBA Ngonidzashe Munemo

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

Global Studies senior thesis.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2022

HON Section: 01 TBA Ngonidzashe Munemo

**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 2022

IND Section: 01 TBA Ngonidzashe Munemo