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
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)Introduction to Africana Studies

Taught by: VanNatta Ford, Neil Roberts
Catalog details

ARTH 104 / AFR 105Materials, Meanings, and Messages in the Arts of Africa

Taught by: Michelle Apotsos
Catalog details

ARTH 207 T / AFR 207(F)“Out of Africa”: Cinematic Portrayals of a Continent

Taught by: Michelle Apotsos
Catalog details

ARTH 259 / AFR 259 / ARAB 259Bilad al-Sudan and Beyond: Arts of the Afro-Islamic World

Taught by: TBA
Catalog details

BIOL 154 / ENVI 154(F)The Tropics: Biology and Social Issues

Taught by: Joan Edwards

Catalog details
DANC 201 / AFR 201 / MUS 220 African Dance and Percussion
Taught by: Sandra Burton

DANC 202 / AFR 206 / MUS 221 African Dance and Percussion
Taught by: Sandra Burton

DANC 330 / AFR 330 / MUS 330 Modern Folklore: Postcolonial Dance and Music in Africa
Taught by: Sandra Burton

ECON 204 / ENVI 234(S) Economics of Developing Countries
Taught by: Michael Samson

ENVI 231 / AFR 231 / STS 231 The African Anthropocene
Taught by: Brittany Meché

HIST 104 / AFR 104(S) Race and a Global War: Africa during World War II
Taught by: Benjamin Twagira

HIST 205 The Making of Modern Africa
Taught by: TBA

HIST 305 / AFR 304(S) A History of Health and Healing in Africa
Taught by: Benjamin Twagira

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

MUS 120 / AFR 113 Musics of Africa
Taught by: Corinna Campbell

MUS 222 / AFR 223 Politics of Performance/Performing Politics in Contemporary Africa
Taught by: Corinna Campbell

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

PSCI 281(S) Contemporary African Politics
Taught by: Elizabeth Iams Wellman

RLFR 309 / AFR 307 Contemporary Short Stories from North Africa
Taught by: Katarzyna Pieprzak

East Asian Studies

ARTH 103 / ASST 103(F) East Asian Art
Taught by: Carolyn Wargula

CHIN 223 / ANTH 223(S) Ethnic Minorities in China: Past and Present
Taught by: Li Yu

CHIN 224 / COMP 219 Enlightenment, Revolution, and Modernity: Literature and Intellectual Culture of Modern China
Taught by: Chen Wang

CHIN 422 T / ASST 122 Old Shanghai, New Shanghai
Taught by: Li Yu

COMP 255 / ASST 253(F) Love and Death in Modern Japanese Literature and Visual Culture
Taught by: TBA

COMP 264 / ASST 254 The End of the World in Japanese Literature and Visual Culture
Taught by: TBA

COMP 266 / ASST 266 Confession and Deception in Japanese Literature
Taught by: Christopher Bolton
HIST 115 / ASST 115 The World of the Mongol Empire
   Taught by: Anne Reinhardt

HIST 121 T / ASST 121 The Two Koreas
   Taught by: Eiko Maruko Siniawer

HIST 213 / ASST 213(S) Modern China, 1600-Present
   Taught by: Anne Reinhardt

HIST 217 / ASST 217 Early Modern Japan
   Taught by: Eiko Maruko Siniawer

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

HIST 313 / ASST 313 The People's Republic: China since 1949
   Taught by: Anne Reinhardt

HIST 319 / ASST 319 / WGSS 319(F) Gender and the Family in Chinese History
   Taught by: Anne Reinhardt

HIST 321 / ASST 321 / LEAD 321(S) History of U.S.-Japan Relations, 1853-Present
   Taught by: Eiko Maruko Siniawer

JAPN 220 / ASST 220(S) Being Korean in Japan
   Taught by: Eun Young Seong

PSCI 247 / ASST 249(S) Political Power in Contemporary China
   Taught by: George Crane

PSCI 265 The International Politics of East Asia
   Taught by: George Crane

PSCI 345 / ASST 345(S) The Meaning of Life and Politics in Ancient Chinese Thought
   Taught by: George Crane

PSCI 354 / ASST 245 / HIST 318 Nationalism in East Asia
   Taught by: George Crane

REL 250 / ASST 250 Scholars, Saints and Immortals: Virtue Ethics in East Asia
   Taught by: Jason Josephson Storm

REL 256 / ANTH 256 / ASST 256 / WGSS 256 Buddhism, Sex, & Gender: #MeToo Then and Now
   Taught by: Kim Gutschow

THEA 262 / COMP 262 Japanese Theatre and its Contemporary Context
   Taught by: TBA

Latin American Studies

AFR 248 / HIST 248 The Caribbean: From Slavery to Independence
   Taught by: Shanti Singham

ENGL 340 / AMST 340 / WGSS 340 / COMP 342 Elizabeth Bishop in the Americas
   Taught by: Bethany Hicok

HIST 242 Latin America From Conquest to Independence
   Taught by: Roger Kittleson

HIST 243 Modern Latin America, 1822 to the Present
   Taught by: Roger Kittleson

HIST 346 / AFR 346 Modern Brazil
   Taught by: Roger Kittleson
HIST 347(S) Democracy and Dictatorship in Latin America
Taught by: Roger Kittleson

HIST 443 / AFR 383 Race and Ethnicity in Latin America
Taught by: Roger Kittleson

LATS 112 Caribbean Diasporic Aesthetics: An Introduction
Taught by: Sebastian Perez

LATS 228 / REL 223 / AFR 228 / AMST 228 Revolt and Revelation in 20th-Century Americas
Taught by: Jacqueline Hidalgo

LATS 327 / REL 314 / AMST 327 / AFR 357 Racial and Religious Mixture
Taught by: Jacqueline Hidalgo

PSCI 253 The Tragedy of Venezuela
Taught by: James Mahon

PSCI 266 The United States and Latin America
Taught by: James Mahon

PSCI 330 / GBST 330(S) American Political Thought in Hemispheric Context
Taught by: Arturo Chang

PSCI 349 TCuba and the United States
Taught by: James Mahon

PSCI 351 / GBST 351 The New Left and Neoliberalism in Latin America
Taught by: James Mahon

RLSP 203(F) From Modernismo to El Boom de la Novela
Taught by: Gene Bell-Villada

RLSP 205 / COMP 205 The Latin-American Novel in Translation
Taught by: Gene Bell-Villada

RLSP 206(S) Latin-American Civilizations
Taught by: Gene Bell-Villada

RLSP 230(F) Mexican Literature and Cultural Production
Taught by: Carlos Macias Prieto

RLSP 259 Violent States, Violent Subjects: Nation-Building and War in 19th Century Latin America
Taught by: TBA

RLSP 274 / WGSS 275 / COMP 286 Women's Contemporary Cultural Production in Latin America
Taught by: Roxana Blancas Curiel

RLSP 280 From Roma to Yalhalhj: Race and Identity Politics Through Contemporary Mexican Cultural Production
Taught by: Roxana Blancas Curiel

RLSP 308(S) Survey of Colonial Latin American Literature from 1492 to the Early 19th Century
Taught by: Carlos Macias Prieto

RLSP 319(F) Dictatorship and the Latin-American Novel
Taught by: Gene Bell-Villada

WGSS 337 / ANTH 337 Race, Sex & Gender in Brazil
Taught by: Gregory Mitchell
Middle Eastern Studies

**ARAB 249 / COMP 249** Trauma and Memory in Maghrebi and Middle Eastern Literatures  
Taught by: Brahim El Guabli  
Catalog details

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

**ARAB 368 / COMP 368 / WGSS 368** Arab Women Writers: Remapping Urban Narratives  
Taught by: Amal Eqeiq  
Catalog details

**ARTH 220** Sacred Spaces of Islam  
Taught by: Holly Edwards  
Catalog details

**HIST 111 / ARAB 111 / LEAD 150** 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** The Modern Middle East  
Taught by: Magnús Bernhardsson  
Catalog details

**HIST 409 / ARAB 409 / GBST 409** Crescent, Cross, and Star. Religion and Politics in the Middle East  
Taught by: Magnús Bernhardsson  
Catalog details

**HIST 480 T / ARAB 480 / GBST 480 / JWST 480** Interpretations of the Israeli Palestinian Conflict  
Taught by: Magnús Bernhardsson  
Catalog details

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

**PSCI 257 / ARAB 257** Iran, Islam, and the Last Great Revolution  
Taught by: Shervin Malekzadeh  
Catalog details

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

Russian and Eurasian Studies

**HIST 140 T / RUSS 140** Crime and Punishment in Russian History  
Taught by: Yana Skorobogatov  
Catalog details

**HIST 241 / RUSS 241 (F)** Imperial Russia: State and Society between Europe and Asia  
Taught by: Yana Skorobogatov  
Catalog details

**HIST 337 / RUSS 337** After Stalin: Soviet History from "Thaw" to Collapse  
Taught by: Yana Skorobogatov  
Catalog details

**HIST 341 / RUSS 341 (F)** Collapse: The Fall and Afterlife of the Soviet Union  
Taught by: Yana Skorobogatov  
Catalog details

**RUSS 203 / COMP 203** Nineteenth-Century Russian Literature: Rebels and Rebellions  
Taught by: Vladimir Ivantsov  
Catalog details

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

**RUSS 213 / GBST 213 / WGSS 214 / COMP 257** Why do Pussies Riot and What is "Homosexual" Propaganda? Gender and Sexuality in Putin's Russia  
Taught by: Julie Cassiday  
Catalog details

**RUSS 275 / COMP 287** Russian and Soviet Cinema  
Taught by: Julie Cassiday  
Catalog details

**RUSS 306 / COMP 306** Tolstoy and the Meaning of Life  
Taught by: Julie Cassiday  
Catalog details
SOC 248 T / GBST 247 / RUSS 248(F)Altering States: Post-Soviet Paradoxes of Identity and Difference
Taught by: Olga Shevchenko
Catalog details

South and Southeast Asia Studies

ANTH 233 / ASST 233 / REL 253Spiritual Crossroads: Religious Life in Southeast Asia
Taught by: Peter Just
Catalog details

ANTH 249 / REL 149 / ASST 242(S)The Sacred in South Asia
Taught by: Joel Lee
Catalog details

ANTH 269 T / ASST 269 / REL 269 / STS 269(F)Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience
Taught by: Kim Gutschow
Catalog details

ARTH 105 / ASST 107(S)Arts of South Asia
Taught by: Murad Mumtaz
Catalog details

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

ECON 240 TColonialism and Underdevelopment in South Asia
Taught by: Anand Swamy
Catalog details

ECON 470(F)The Indian Economy: Development and Social Justice
Taught by: Anand Swamy
Catalog details

HIST 117 / ASST 117 / GBST 117(S)Bombay/Mumbai: Making of a Modern Metropolis
Taught by: Aparna Kapadia
Catalog details

HIST 220 / ASST 222(F)History and Society in India and South Asia: c. 2000 to 1700s CE
Taught by: Aparna Kapadia
Catalog details

HIST 221 / ASST 221 / GBST 221The Making of Modern South Asia: 1750-1950 CE
Taught by: Aparna Kapadia
Catalog details

HIST 388Decolonization and the Cold War
Taught by: Jessica Chapman
Catalog details

HIST 391 / ASST 391 / GBST 391(S)When India was the World: Trade, Travel and History in the Indian Ocean
Taught by: Aparna Kapadia
Catalog details

PHIL 245 / ASST 244Mind and Persons in Indian Thought
Taught by: Georges Dreyfus
Catalog details

REL 246 T / ANTH 246 / ASST 246 / WGSS 246India's Identities: Nation, Community, & Individual
Taught by: Kim Gutschow
Catalog details

REL 255 / ASST 255Buddhism: Ideas and Practices
Taught by: Georges Dreyfus
Catalog details

THEMATIC TRACKS

Borders, Exile and Diaspora Studies

AFR 132 / AMST 132 / PSCI 132Contemporary Africana Social and Political Philosophy
Taught by: Neil Roberts
Catalog details

AFR 251Afro-Diasporic Crossroads: Translating and (Re)Imagining Black Experiences
Taught by: TBA
Catalog details

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

AFR 323 / ARTH 223 / COMP 322 / AMST 323 / ENGL 356(S)Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora
Taught by: Rashida Braggs
Catalog details
AFR 368 / COMP 367 The Diasporic Impulse in African American Art

Taught by: Rachel Harding
Catalog details
ANTH 235 Refugees and Migrants

Taught by: Lisa Koryushkina
Catalog details
COMP 242 / AMST 242 / ENGL 250 Americans Abroad

Taught by: Soledad Fox
Catalog details
COMP 273 / ENGL 273 Detectives Without Borders

Taught by: Michele Monserrati
Catalog details
COMP 276 T / AFR 276 / GERM 276 Black Europeans

Taught by: Christophe Kone
Catalog details
COMP 369 / HIST 306 / ARAB 369 / GBST 369(S) Indigenous Narratives: From the Fourth World to the Global South

Taught by: Amal Eqeiq
Catalog details
ENGL 206 We Aren't The World: "Global" Anglophone Literature and the Politics of Literary Language

Taught by: TBA
Catalog details
ENGL 309 / COMP 300 / AMST 308 / WGSS 308 Thinking Diaspora: The Black Atlantic and Beyond

Taught by: Ianna Hawkins Owen
Catalog details
ENGL 340 / AMST 340 / WGSS 340 / COMP 342 Elizabeth Bishop in the Americas

Taught by: Bethany Hicok
Catalog details
GERM 201(F) Reisefieber: Germans On the Road for Adventure, Wealth, Escape

Taught by: Helga Druxes
Catalog details
GERM 316 "Wer ist wir?:" Recent Debates over Multiculture in Germany

Taught by: Helga Druxes
Catalog details
HIST 361 / AMST 360 The Atlantic World: Connections, Crossings, and Confluences

Taught by: Christine DeLucia
Catalog details
HIST 380(F) Comparative American Immigration History

Taught by: Scott Wong
Catalog details
HIST 434 / REL 335 / JWST 434 The Meaning of Diaspora and the Jews of Europe

Taught by: Alexandra Garbarini
Catalog details
JAPN 220 / ASST 220(S) Being Korean in Japan

Taught by: Eun Young Seong
Catalog details
LATS 112 Caribbean Diasporic Aesthetics: An Introduction

Taught by: Sebastian Perez
Catalog details
LATS 203 / ARTH 203 / WGSS 203 / AMST 205(S) Chicana/o/x Film and Video

Taught by: C. Ondine Chavoya
Catalog details
LATS 338 / WGSS 338 / AMST 339 Latina/o/x Musical Cultures: Sounding Out Gender, Race, and Sexuality

Taught by: Maria Elena Cepeda
Catalog details
LATS 386 / HIST 386 / WGSS 386 Latinas in the Global Economy: Work, Migration, and Households

Taught by: Carmen Whalen
Catalog details
LATS 409 / WGSS 409 / AMST 411(S) Transnationalism and Difference: Comparative Perspectives

Taught by: Maria Elena Cepeda
Catalog details
LATS 471 / HIST 471 Comparative Latina/o Migrations

Taught by: Carmen Whalen
Catalog details
PSCI 225 / LEAD 225 International Security
Economic Development Studies

AMST 202 / AFR 209(F) Introduction to Racial Capitalism
Taught by: Hossein Ayazi
Catalog details
ECON 204 / ENVI 234(S) Economics of Developing Countries
Taught by: Michael Samson
Catalog details
ECON 215 / GBST 315 Globalization
Taught by: William Olney
Catalog details
ECON 360(S) Monetary Economics
Taught by: Kenneth Kuttner
Catalog details
ECON 362 Global Competitive Strategies
Taught by: Michael Fortunato
Catalog details
ECON 378(F) The Economics of Global Inequality
Taught by: Quamrul Ashraf
Catalog details
ECON 378 Long-Run Comparative Development
Taught by: Quamrul Ashraf
Catalog details
ECON 470(F) The Indian Economy: Development and Social Justice
Taught by: Anand Swamy
Catalog details
ECON 501 Economic Growth and Development
Taught by: Quamrul Ashraf
Catalog details
ECON 504 Public Economics in Developing Countries
Taught by: Jon Bakija
Catalog details
ECON 505 Developing Country Macroeconomics I: Theory
Taught by: Peter Montiel
Catalog details
ECON 510 / ECON 352 Financial Development and Regulation
Taught by: Gerard Caprio
Catalog details
ECON 515 / ECON 359 Developing Country Macroeconomics II: Institutions and Policy Regimes
Taught by: Kenneth Kuttner
Catalog details
ECON 516 / ECON 366 International Trade and Development
Taught by: William Olney
Catalog details
ECON 535 International Financial Institutions
Taught by: Edwin Truman
Catalog details
ECON 548 Human Capital and Development
ENVI 110 T The Anthropocene: Nature and Culture in the Human Age
Taught by: Melinda Petre
Catalog details

ENVI 206(S) Global Environmental Politics
Taught by: Nicolas Howe
Catalog details

ENVI 231 / AFR 231 / STS 231 The African Anthropocene
Taught by: Brittany Meché
Catalog details

ENVI 249(S) Food, Agriculture, and Globalization
Taught by: April Merleaux
Catalog details

ENVI 250 / STS 250 Environmental Justice
Taught by: Laura Martin
Catalog details

ENVI 329 Our Planet’s Plastic Plight
Taught by: Pia Kohler
Catalog details

POEC 401(F) Contemporary Problems in Political Economy
Taught by: Darel Paul, David Zimmerman
Catalog details

PSCI 229(F) Global Political Economy
Taught by: Darel Paul
Catalog details

REL 232 / ASST 232(S) Buddhist Economics
Taught by: Susanne Ryuyin Kerekes
Catalog details

WGSS 211 / ECON 105(F) Gender in the Global Economy
Taught by: Kiaran Honderich
Catalog details

Urbanizing World

ANTH 216 T / GBST 216 Urbanism in the Ancient World
Taught by: Antonia Fojas
Catalog details

ARAB 368 / COMP 368 / WGSS 368 Arab Women Writers: Remapping Urban Narratives
Taught by: Amal Eqeiq
Catalog details

CHIN 422 T / ASST 122 Old Shanghai, New Shanghai
Taught by: Li Yu
Catalog details

CLAS 242 / ANTH 242 / ENVI 242 The Country and the City in the Classical World
Taught by: Nicole Brown
Catalog details

ECON 383(S) Cities, Regions and the Economy
Taught by: Stephen Sheppard
Catalog details

ENVI 101(F) Nature and Society: An Introduction to Environmental Studies
Taught by: Nicolas Howe, April Merleaux
Catalog details

GERM 203 Hansesstadt Hamburg
Taught by: Christophe Kone
Catalog details

GERM 205 Berlin--Multicultural Metropolis Between East and West
Taught by: Helga Druxes
Catalog details

HIST 117 / ASST 117 / GBST 117(S) Bombay/Mumbai: Making of a Modern Metropolis
Taught by: Aparna Kapadia
Catalog details

LATS 220 / AMST 221 / ENVI 221 Introduction to Urban Studies: Shaping and Living the City
Taught by: Mérida Rúa
Catalog details

LATS 312 / AMST 312 / ENVI 313 Chicago
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:** lecture/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

Spring 2021

LEC Section: R1  MW 6:45 pm - 8:00 pm  James McAllister, Galen E Jackson

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

In spite of predictions that religion would wither away with 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 make sense of the relation between religion, politics, and society, discussing especially the concept of the ‘secular.’ The second part discusses religion in the US society. Here, we will discuss if the American society can be called secular, the role of religion in American political culture, the relation of religion to the state, the relevance of religious interests and their mobilization, religious minorities in the United States and many other aspects of religion in the US society. The third 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. 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 moral questions raised by the interaction of these two forces.

Requirements/Evaluation: Class participation and three papers, in these proportions: 20% participation; 25% first paper (7 pages); 30% second paper (8-10 pages); and 25% 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:

Unit Notes: Core course for GBST

Distributions: (D2) (DPE)

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

Not offered current academic year

GBST 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. As a capstone project, students will create virtual performances. 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.

Class Format: Course will be taught in a hybrid format. Recorded lectures, viewing of online clips, readings, and worksheets can be done asynchronously. We will meet for group discussion and performance exercises on Zoom or, if safe to do so, outside and in the classroom.

Requirements/Evaluation: two 5-page critical essays, journal reflections, virtual performances, and active participation in discussions and exercises

Prerequisites: none

Enrollment Limit: 12

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

Expected Class Size: 12

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

Materials/Lab Fee: none

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 2020

SEM Section: H1    TR 11:30 am - 12:45 pm    Shanti Pillai

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

Cross-listings:  GBST 117  HIST 117  ASST 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 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: 12

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

Expected Class Size: 8-10

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

Distributions: (D2) (WS)

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

GBST 117 (D2) HIST 117 (D2) ASST 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 2021

SEM Section: R1    TR 11:30 am - 12:45 pm     Aparna Kapadia

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: (D2)

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
Spring 2021

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

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

Secondary Cross-listing

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

Requirements/Evaluation: grading will be determined by class participation, two short 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:

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

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

Spring 2021

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:  HIST 214  CHIN 214  ANTH 212  GBST 212  REL 218

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 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:  (D1)

This course is cross-listed and the prefixes carry the following divisional credit:
HIST 214 (D1) CHIN 214 (D1) ANTH 212 (D2) GBST 212 (D1) REL 218 (D1)

Attributes:  HIST Group B Electives - Asia

Not offered current academic year

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 with 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.
GBST 214 (S)  Asian/American Identities in Motion  (DPE)

Cross-listings: GBST 214  ASST 214  THEA 216  AMST 213  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: (D2)  (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) 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.

Spring 2021

SEM Section: R1  MR 3:15 pm - 4:30 pm  Munjulika Tarah

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

Fall 2020

SEM Section: R1  TR 11:30 am - 12:45 pm  Shoan Yin Cheung

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

Cross-listings: ASST 221  HIST 221  GBST 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)

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 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

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**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:** 15

**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)

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Spring 2021

SEM Section: R1  MW 10:00 am - 11:15 am  Saadia Yacoob

**GBST 241 (S) History of Sexuality**
Cross-listings: GBST 241  WGSS 239  REL 241  HIST 292

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

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

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:

Unit Notes: Also qualifies for the GBST Urbanizing World track

Distributions: (D2) (DPE)

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

Attributes: GBST Borders, Exiles + Diaspora Studies Electives

Not offered current academic year
GBST 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: (D2)  (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.

Spring 2021

SEM Section: H1  TF 1:30 pm - 2:45 pm  Michele Monserrati

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

Cross-listings: GBST 246 THEA 246 AMST 249

Secondary Cross-listing

This seminar will explore contemporary Asian American plays, stand-up comedy, performance art, and spoken work 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: 15

Enrollment Preferences: sophomores and juniors

Expected Class Size: 15

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

Distributions: (D1)  (DPE)
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.

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 (D2)

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

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

Attributes: GBST Russian + Eurasian Studies Electives

Fall 2020

TUT Section: RT1 TBA Olga Shevchenko

GBST 282 (F) Africanist Project to Black Consciousness
Cross-listings: PSCI 282 GBST 282
Secondary Cross-listing
In 1957, when it was clear the African Nation Congress was unwilling to change its multiracialist and nonracialist language in favor of Africanist pronouncements, Robert Mangaliso Sobukwe left the party and became the editor of The Africanist newspaper. Two years later he formed the
Pan-Africanist Congress. Similarly frustrated that the National Union of South African Students was dominated by white liberals, in 1968 Bantu Steve Biko helped form the black-only South Africa Students' Organization and, four years later, was the key figure in founding of the Black People's Convention, created to promote black consciousness ideas within the broader South African population. This course focuses on Sobukwe's Africanist project and Biko's Black Consciousness Movement, the strategies against apartheid they promoted, and the visions of a free South Africa they imagined.

**Class Format:** Hybrid

**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

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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 deforestation. Ken Saro-Wiwa was an activist in Nigeria who fought for and alongside local communities against multinational oil corporations. We will examine these and other African conservation practices alongside popular images of environmental crisis that place blame for environmental degradation on Africans. Students will be invited to critically study histories of environmental management on the continent and the emergence, development, and impact of the idea of conservation. We will unpack the rich histories of conservation efforts in Africa, such as resource extraction, game parks, desertification, wildlife and hunting, traditional practices, and climate change.

**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

**Fall 2020**

SEM Section: H1  MW 10:00 am - 11:15 am  Benjamin Twagira

SEM Section: R2  TR 11:30 am - 12:45 pm  Benjamin Twagira

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

**Cross-listings:** GBST 312  REL 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) 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

Not offered current academic year

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 (safe, socially distant) 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 individually explore the everyday social life of waste in our communities.

Class Format: Hybridity is a beautiful and productive thing. Each week we will meet once for in-person seminar-style classes, virtual learners projected into the room with us. The other meeting each week will be either a fieldtrip (carefully designed with precautions, and with an individually-tailored alternative for virtual learners) or a synchronous virtual meeting with a guest speaker.

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 2020

SEM Section: H1  MR 3:15 pm - 4:30 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

Spring 2021

SEM Section: R1 WF 1:30 pm - 2:45 pm Arturo Chang

**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
GBST 345  (S)  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 experiencing 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, Ani 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 children and adults 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, rewriting, fidelity, and ethics, and challenge the old canard that translation leads ineluctably, and exclusively, to loss.

Class Format: some Friday workshops

Requirements/Evaluation:  active and substantive class participation; leading discussion; frequent short writing assignments and exercises; 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:  15

Expected Class Size:  10

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

Distributions:  (D1)

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

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

Not offered current academic year

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, Ecuador, Brazil, and other countries. After considering explanations of the rise of the left and assessments of its performance in power, we end our common readings by asking what it might mean today to be on the left in Latin America--or anywhere--both in policy and political terms.

Class Format: discussion then seminar

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

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

Fall 2020

LEC Section: H1  TR 9:45 am - 11:00 am  James E. Mahon

CON Section: H2  TBA  James E. Mahon
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...
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: (D2) (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

Spring 2021

SEM Section: R1  MR 1:30 pm - 2:45 pm  Amal Eqeiq

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

Cross-listings: GBST 391 ASST 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) 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

Spring 2021

SEM Section: R1 TR 8:30 pm - 9:45 pm Aparna Kapadia

GBST 397 (F) Independent Study: International Studies

Global Studies independent study.

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

Distributions: (D2)

Fall 2020

IND Section: R1 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 2021

IND Section: R1 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

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

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

Cross-listings: LEAD 412  REL 412  ASST 412  GBST 412  HIST 496

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:

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

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**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

**Expected Class Size:** 12

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

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

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

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

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

**Cross-listings:** ARAB 480 GBST 480 JWST 480 HIST 480

_**Secondary Cross-listing**_

This tutorial addresses the powerful, competing, and bitterly contested historical narratives that underpin the Israeli-Palestinian conflict. Both Israelis and Palestinians appeal to history to legitimize their territorial claims and to justify contemporary action. Special attention will be paid to the interpretations of key historical moments, especially the 1948 and 1967 wars, and on the contrasting views of some of the core issues of the conflict (Jerusalem, refugees, settlements, terrorism).
Requirements/Evaluation: 5- to 7-page essays or 2-page critiques due each week and a final report (3-4 pages) at the end of the semester

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

Enrollment Limit: 10

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

Expected Class Size: 10

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 480 (D2) GBST 480 (D2) JWST 480 (D2) HIST 480 (D2)

Difference, Power, and Equity Notes: This course challenges students to engage with difference and power in the Israeli Palestinian conflict through the reading of historical works that have different political motivations. Students will develop tools to comprehend the complexities of perspectives in Israel and Palestine. Students will gain a better understanding of nationalism, state power, inequality, victimhood, desperation, corruption, and injustice and gain tools to seek equitable solutions to the conflict in the future.

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

Not offered current academic year

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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 2020
HON Section: R1 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 2021
HON Section: R1 TBA Ngonidzashe Munemo

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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
Not offered current academic year

GBST 31 (W) Senior Thesis: Global Studies
Global Studies senior thesis.
Class Format: independent study
Grading: pass/fail only
Not offered current academic year
GBST 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

Not offered current academic year