Global Studies

Department Website: http://globalstudies.uchicago.edu

PROGRAM OF STUDY

Please note that this curriculum applies to all students entering the College in Autumn Quarter 2020 or later. Students who began in Autumn Quarter 2019 may petition to complete the major under the new requirements; otherwise, they will be held to the previous curriculum. All students who started prior to Autumn Quarter 2019 will continue under the previous curriculum. To review those requirements, please visit the archived version of the 2019–20 College Catalog (http://collegecatalog.uchicago.edu/archives/2019-2020/thecollege/globalstudies/).

The bachelor of arts degree program in Global Studies is an interdisciplinary major concerned with the interconnected and interdependent nature of the contemporary world. Its main task is to understand the flow of bodies, capital, power, and ideas that shape locations across the planet and make them part of a radically unequal but nonetheless shared global space. Students employ interdisciplinary methods and analytics, and take courses across the College in programs such as environmental studies, public health sciences, anthropology, and history, or in area studies.

Like the concept of the “global” itself, the major is not limited to specific sites or themes, but rather aims to provide students with a critical analytical framing with which to pursue their own scholarly interests. These are in areas as diverse as climate change, human rights, public health, international law, and urban studies. Students are guided by a set of thematic tracks to help them narrow their focus and develop an expertise within a given field, while engaging with the broader theoretical thrust of the major. Thanks to this flexibility, Global Studies students are often double majors and go on to a wide variety of careers.

PROGRAM REQUIREMENTS

Students must complete a total of 1000 units (1200 units if a student chooses to pursue honors or to write a BA thesis), a research activity, a final research paper/project/thesis, and a language requirement, broken down as follows:

Introductory Courses (2 courses)

All students are required to take the two-quarter introductory sequence to the major, GLST 23101 Global Studies I and GLST 23102 Global Studies II. These courses are offered annually and in sequence. Students are expected to complete the sequence in their second year (if possible), especially if they plan to study abroad during their third year.

Methods Course (1 course)

In their third year, students must take either a designated methods course from a Global Studies instructor, or they may enroll in an approved methods course in another program. This course must be suited to the thesis project developed and proposed in GLST 23102 Global Studies II and may double-count with a second major when appropriate. Approved courses outside of Global Studies include: ANTH 21420 Ethnographic Methods, CMLT 20109 Comparative Methods in the Humanities, GLST 26374 Ethnographic Methods in Chicago, SOCI 20001 Sociological Methods, or STAT 22000 Statistical Methods and Applications.

Thematic Tracks (4 courses)

Majors must take four courses in one of the following tracks. These courses may come from the approved course list posted on the Global Studies website or may be selected in consultation with the Program Administrator.

Political Economy

Recommended for double majors in Economics; Sociology; Political Science; Law, Letters, and Society; Public Policy Studies; and Anthropology

REPRESENTATIVE COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBPL 25550</td>
<td>Economic Development and Policy</td>
<td>100</td>
</tr>
<tr>
<td>HIST 11301</td>
<td>Global British Empire to 1784: War, Commerce, and Revolution</td>
<td>100</td>
</tr>
<tr>
<td>PLSC 27541</td>
<td>Race, Capitalism and the Atlantic World</td>
<td>100</td>
</tr>
<tr>
<td>PHIL 22220</td>
<td>Marx’s Capital, Volume I</td>
<td>100</td>
</tr>
<tr>
<td>ECON 17110</td>
<td>International Monetary Systems</td>
<td>100</td>
</tr>
<tr>
<td>SOCI 20297</td>
<td>Education and Social Inequality</td>
<td>100</td>
</tr>
</tbody>
</table>

Health, Environment, and Urban Studies
Global Studies

Recommended for double majors in Environmental and Urban Studies, Geographical Studies, Public Policy Studies, Anthropology, Sociology, Environmental Science, and History, Philosophy, and Social Studies of Science and Medicine

REPRESENTATIVE COURSES
HMRT 22201 Philosophies of Environmentalism and Sustainability 100
ENST 24102 Environmental Politics 100
RLST 27802 Technology and the Human 100
ENST 26801 The Global Urban 100
SOCI 20104 Urban Structure and Process 100

Law, Borders, and Security

Recommended for double majors or minors in Law, Letters, and Society; Public Policy Studies; Anthropology; and Human Rights

REPRESENTATIVE COURSES
HIST 29319 Human Rights: Philosophical Foundations 100
GLST 25701 Anthropology of Borders 100
PBPL 22100 Politics and Policy 100
ANTH 21356 The State as Imagination, Fetish, Spectacle 100
LLSO 28040 Introduction to Law, Letters, and Society 100
HMRT 21005 Militant Democracy and the Preventative State 100
CMLT 29024 States of Surveillance 100

Race, Gender, and Religion

Recommended for double majors in Anthropology, History, Religious Studies, Comparative Race and Ethnic Studies, and Gender and Sexuality Studies

REPRESENTATIVE COURSES
ANTH 22770 Anthropology of Power, Status, and Performance 100
RLST 21401 Latin American Religions, New and Old 100
GNSE 28498 Women, Development and Politics 100
GLST 25630 Religious Violence 100
ANTH 22845 Xenophobia and the Politics of Belonging 100
GNSE 26111 Queer Asia(s) 1 100

Electives (3 courses)
Electives must be selected from the approved course list posted on the program website. Students may petition for the addition of courses in the social sciences or humanities and relevant to the themes pursued in Global Studies. These may include courses such as the European Civilization in Paris program or East Asian Civilizations in Beijing, as well as other courses that may not fit within the specific tracks, but may not double-count to fulfill College requirements.

Foreign Language Requirement
Students must complete six quarters of study of a language of their choice.

Research Activity Requirement
Students must have a supervised research experience before they graduate. Research activities include serving as a research assistant to a professor in any capacity, or participation in volunteer, employment, or internship opportunities relevant to the major. Students should work with the appropriate program adviser to identify opportunities and should have their activity approved ahead of the experience itself. Most activities should last no less than six weeks, though intensive programs of shorter duration may be considered. The research activity may be linked to the student’s BA thesis and ideally serves as an introduction to that topic. International experiences are encouraged for the completion of this requirement, but the requirement may be met with domestic projects dealing with global issues (for example, an internship with a domestic NGO or lawmaker). Study abroad programs alone do not fulfill this requirement; however, many students use them as an opportunity to conduct additional research.

Thesis or Final Paper/Capstone
Students have two options to complete the Global Studies major:

BA Thesis and Seminar
Students may opt to write a BA thesis organized around a contemporary global issue. For students opting to write the thesis, the process begins in the third year, when they must secure a faculty reader and submit a topic proposal together with the completed faculty reader form. In their fourth year, thesis-writing students must take a two-quarter BA thesis seminar (GLST 29800 BA Thesis Seminar I and GLST 29801 BA Thesis Seminar II) in the Autumn and Winter Quarters. The final version of the BA thesis is due by the end of the second week of the quarter in which the student plans to graduate. Successful completion of the thesis requires a passing grade from the faculty reader.

Students who hope to count their thesis for two different majors must first obtain written permission to do so from the directors of both programs; otherwise, they will be required to write two theses. Regardless of the requirements of the second major, the thesis seminar cannot be waived for the thesis to count towards the Global Studies major.

The BA thesis and seminar are requirements for students to graduate with honors in the Global Studies major.

Final Paper/Capstone

Students may opt out of writing a thesis, and instead produce a shorter final paper (approximately 20–35 pages) or project such as a podcast, short film, artwork, or other multimedia project. These projects must be approved by the Associate Director or the Faculty Director of the program. In the case of projects deviating from the standard paper format, students must demonstrate that they have the skills and/or training in their chosen medium. This paper or project should grow out of one or more of the student's courses in the major track, and should be developed in coordination with that course instructor. This project must involve original research and be in addition to course assignments. If students choose to write a final paper with a different instructor or separate from their coursework, they must sign up for an independent reading course with the instructor who will guide a final paper. Final approval of this paper or project should be sent in writing by this instructor.

Summary of Requirements for Students Completing the Final Paper/Capstone

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLST 23101-23102</td>
<td>Global Studies I-II</td>
<td>200</td>
</tr>
<tr>
<td>One methods course</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Four courses in one thematic track</td>
<td></td>
<td>400</td>
</tr>
<tr>
<td>Three elective courses</td>
<td></td>
<td>300</td>
</tr>
<tr>
<td>Foreign language requirement</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Research activity</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Total Units</td>
<td>1000</td>
<td></td>
</tr>
</tbody>
</table>

Summary of Requirements for Students Completing the BA Thesis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLST 23101-23102</td>
<td>Global Studies I-II</td>
<td>200</td>
</tr>
<tr>
<td>One methods course</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Four courses in one thematic track</td>
<td></td>
<td>400</td>
</tr>
<tr>
<td>Three elective courses</td>
<td></td>
<td>300</td>
</tr>
<tr>
<td>Foreign language requirement</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Research activity</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>GLST 29800</td>
<td>BA Thesis Seminar I</td>
<td>100</td>
</tr>
<tr>
<td>GLST 29801</td>
<td>BA Thesis Seminar II</td>
<td>100</td>
</tr>
<tr>
<td>Total Units</td>
<td>1200</td>
<td></td>
</tr>
</tbody>
</table>

HONORS

Students with an overall GPA of 3.2 or higher and a major GPA of 3.5 or higher will be eligible for honors. To be awarded final honors, students must have an overall GPA of 3.2 or higher, a major GPA of 3.5 or higher, complete both quarters of the BA thesis seminar, and write a BA thesis judged "high pass" by the faculty reader.

ADVISING

Students should select their courses for the Global Studies major in close consultation with the program administrator. The Global Studies program publishes a list of courses approved for the major each quarter, both online and outside the Global Studies program office, Gates-Blake 119.

Students should meet with the program administrator early in their final year to be sure they have fulfilled all requirements.
GRADING

Students who are majoring in Global Studies must receive quality grades in all courses meeting the requirements of the degree program (i.e., they cannot use Pass/Fail or audited courses for major requirements).

GLOBAL STUDIES COURSES

GLST 20004. Introduction to Asian American Studies. 100 Units.
This course seeks to examine the historical context and pragmatic implications of the ethno-political category “Asian American.” How has this category invented or domesticated norms of Asianness even as it elides, or seeks to merge, intra-ethnic and geopolitical tensions? What is the nature of the relationship between “Asia” and “America,” and how does being “Asian American” regiment transnational relations and the politics of identity? Discussions will cover the Chinese Exclusion Act, Japanese internment camps, the Korean and Vietnam wars, affirmative action debates, model minority and perpetual foreigner tropes, as well as responses to COVID-19. How does Asian Americanness inform approaches to race and ethnicity? In other words, what difference does it make? Through the works of Mae M. Ngae, Rey Chow, Dorinne Kondo, Yến Lê Espiritu, Jasbir Puar, Jodi Kim, and others, students will be introduced to a variety of ways forward.
Instructor(s): Alice Yeh Terms Offered: Winter
Equivalent Course(s): HIST 24001, ANTH 23608, CRE 60004

GLST 20150. Sustainable Urban Development. 100 Units.
The course covers concepts and methods of sustainable urbanism, livable cities, resiliency, and smart growth principles from a social, environmental and economic perspective. In this course we examine how the development in and of cities - in the US and around the world - can be sustainable, especially given predictions of a future characterized by increasing environmental and social volatility. We begin by critiquing definitions of sustainability. The fundamental orientation of the course will be understanding cities as complex socio-natural systems, and so we will look at approaches to sustainability grouped around several of the most important component systems: climate, energy, transportation, and water. With the understanding that sustainability has no meaning if it excludes human life, perspectives from both the social sciences and humanities are woven throughout: stewardship and environmental ethics are as important as technological solutions and policy measures.
Instructor(s): Winter: Staff, Spring: Evan Carver Terms Offered: Spring Winter
Note(s): ENST 21201 and 2030 are required of students who are majoring in Environmental and Urban Studies and may be taken in any order.
Equivalent Course(s): CEGU 20150, PBPL 20150, ENST 20150, ARCH 20150

GLST 20203. Caste and Race: The Politics of Radical Equality. 100 Units.
This course will explore the bodies of knowledge surrounding the politics and practices of caste in South Asia. We will study the emergence and development of radical social movements in the colonial and postcolonial periods that were opposed to caste oppression, along with scholarship that seeks to understand how such a form of social hierarchy and difference operates within regional and national communities. We will also examine how caste interacts with forms of identity such as class, gender, and religion. Caste has often been compared to race: we will study historical parallels as well as present scholarship and activism that aligns political struggles against caste and racial injustice in South Asia and the United States. Through close readings of primary sources and secondary literature in the fields of history, political science, anthropology and literature, the course will foreground the ubiquity of caste in everyday life in South Asia; the epistemologies that have developed to explain, understand and accommodate it; and finally the urgent, radical struggles that seek to annihilate it.
Instructor(s): Ahona Panda Terms Offered: Spring
Equivalent Course(s): Ahona Panda Terms Offered: Spring

GLST 2068. Historical Methods in the Social Sciences. 100 Units.
This course is designed to introduce students to the methods, theories, and problems encountered in research utilizing historical methods in the social sciences. The course pairs readings that address theoretical and ethical issues in historical methods—such as for and by whom history is written— with practical instruction in using common sources such as archives, oral histories, newspapers, and non-textual evidence. Drawing from diverse readings across the social sciences, we will examine some of the ways scholars from different fields have approached problems of structure, agency, and method; in the process, we will explore the relationship between theory and methods in our own projects. Throughout the course, students will have the opportunity to practice their skills through hands-on assignments that make use of the materials at University of Chicago and beyond.
Instructor(s): M. O'Shea Terms Offered: Spring
Equivalent Course(s): S OCI 10568, S OCI 20568

GLST 20994. Introduction to Jainism. 100 Units.
Jainism has long been on the margins of Religious Studies, little known beyond its otherworldly emphasis on extreme forms of asceticism, nonviolence, and vegetarianism. This course seeks to expand this popular understanding of Jainism by posing a question: What does it mean to be a Jain in the world when the Jain religion is fundamentally otherworldly in its orientation? By reading ethnographies and historical studies alongside primary sources, this course will introduce students to Jainism as an enduring lived religion whose meaning and practice has changed over time, across regions, between sectarian communities, and in conversation...
with Buddhism and Hinduism. By the end of the quarter, students can expect to understand Jainism as a minor religion with a major impact.
Instructor(s): Sarah Pierce Taylor
Terms Offered: Spring
Note(s): This course counts as a Gateway course for RLST majors/minors.
Equivalent Course(s): REES 31303, ARTH 31333, BCSN 31303, ARTH 21333, BCSN 21300, REES 21300, HIST 24008, ARCH 21300

GLST 21301. (Re)Branding the Balkan City: Contemp. Belgrade/Sarajevo/Zagreb. 100 Units.
The course uses an urban studies lens to explore the complex history, infrastructure and transformations of cities, mainly the capitals of today's Serbia, Bosnia and Herzegovina, and Croatia. There is a particular need to survey this region and feed the newfound interest in it, mainly because Yugoslav architecture embodied one of the great political experiments of the modern era. Drawing on anthropological theory and ethnography of the city, we consider processes of urban destruction and renewal, practices of branding spaces and identities, urban life as praxis, art and design movements, film, music, food, architectural histories and styles, metropolitan citizenship, and the broader politics of space. The course is complemented by cultural and historical media, guest speakers, and virtual tours. One of them is a tour through the 2018 show at MoMA "Toward a Concrete Utopia: Architecture in Yugoslavia 1948-1980" a project curated with the goal to find a place for Yugoslav Modernism in the architectural canon. Classes are held in English. No knowledge of South Slavic languages is required.
Instructor(s): Nada Petkovic
Terms Offered: Spring
Equivalent Course(s): REES 31303, ARTH 31333, BCSN 31303, ARTH 21333, BCSN 21300, REES 21300, HIST 24008, ARCH 21300

GLST 21600. Francophone Caribbean Culture and Society: Art, Music, and Cinema. 100 Units.
This course provides an interdisciplinary survey of the contemporary Francophone Caribbean. Students will study a wide range of its cultural manifestations (performing arts like music and dance, literature, cinema, architecture and other visual arts, gastronomy). Attention is also paid to such sociolinguistic issues as the coexistence of French and Kreyòl, and the standardization of Kreyòl.
Instructor(s): Gerdine Ulysse
Terms Offered: Spring
Note(s): Taught in English.
Equivalent Course(s): CRES 21600, FREN 21601, LACS 21600, KREY 21600

GLST 21601. Catalan Culture and Society: Art, Music, and Cinema. 100 Units.
This course provides an interdisciplinary survey of contemporary Catalonia. We study a wide range of its cultural manifestations (architecture, paintings, music, arts of the body, literature, cinema, gastronomy). Attention is also paid to some sociolinguistic issues, such as the coexistence of Catalan and Spanish, and the standardization of Catalan.
Instructor(s): Bel Olid
Terms Offered: Spring
Note(s): The course will be conducted in English.
Equivalent Course(s): SPAN 21610, CATA 21600

GLST 21816. A History of Youth in Latin America. 100 Units.
This course will examine the history of youth-as a social category, and as an experience-in Latin America. We will consider histories of childhood, student activism, and youth culture across the region to consider how young people experience everyday life, and how they effect change. Course materials will combine primary sources including film, music, and other visual and performance artworks with scholarship on childhood and youth.
Instructor(s): Diana Schwartz-Francisco
Terms Offered: Spring
Equivalent Course(s): HIST 26302, LACS 21816

GLST 22105. Sex and Gender in The City. 100 Units.
This course is designed to introduce students to some of the key concerns at the intersection of gender studies and urban studies. In this course, we will take gender relations and sexuality as our primary concern and as a constitutive aspect of social relations that vitally shape cities and urban life. We will examine how gender is inscribed in city landscapes, how it is lived and embodied in relation to race, class, and sexuality, and how it is (re)produced through violence, inequality, and resistance. Over the course of the quarter, we will draw on an interdisciplinary scholarship that approaches the central question of how and why thinking about urban life in relation to gender and sex matters.
Instructor(s): Sneha Annavarapu
Terms Offered: Spring
Note(s): This course counts as a Foundations course for GNSE majors
GLST 22205. Taking Back the Land: Anthropology, Geography & Ethnoscience for Land Justice. 100 Units.
In a world of settler property regimes, corporate holdings and national parks, how are communities reclaiming the lands they've lost? National parks overturned; indigenous community conservation areas established; food deserts restored with expanding networks of community gardens; the last decade has seen an eruption of opportunities for land justice amidst continuing challenges from ongoing processes of capitalism, colonialism, and climate change. This course offers a wholistic anthropological approach to land justice activism that begins with strategies for building collaborations, before looking at tools to help assert claims over territories and resources, and finally, exploring ways of restoring reclaimed lands with new foodways, forests, and community governance. Alongside critical readings and guest teachings from land justice activists in Southeast Asia and North America, the course will examine how a diversity of citizen science tools are being combined with indigenous, anthropological, geographic, and ecological methods to formulate a toolkit for land justice activism and community land/resource management. From counter mapping territory with remote sensing to effective strategies used to block mining projects; from indigenous conservation planning to guerrilla gardening; this course will explore different approaches to reclaiming lands and resources.
Instructor(s): Marshall Kramer Terms Offered: Spring
Equivalent Course(s): HIPS 22205, ANTH 22206, CHSS 32205, ANTH 32207, CRES 23305, MAPS 32205, ENST 22205

GLST 22211. Against Caste and Race: A Parallel History of Resistance in India and in the United States. 100 Units.
The present moment represents a critical juncture in the history of movements against race-based discrimination in the United States, and caste-based oppression in India and in the Indian diaspora across the world. Since 2021, several educational institutions and corporations in the US have recognized caste as a protected category. Against this background, the course invites students to pay attention to caste as an emergent and recent form of discrimination in the US, and evaluate it against the oldest, race. The course will provide students with an overview of the major intellectual trajectories of the two movements and identify notable moments of synchronicity and solidarity between them. To this end, students will read seminal works by anti-caste and anti-race intellectuals and activists. Together, we will seek to understand the affective experiences at stake by watching films, listening to podcasts, and reading poetry and fiction. The focus will be on the analysis of innovative strategies of resistance offered against caste and race, and modes through which the discriminated claimed selfhood and emerged as subjects. Students will also examine how race and caste privileges that operate at an everyday level are directly linked with histories of discrimination and perpetuate structural exploitation. Finally, we will have a chance to compare the emergence of Critical Caste Studies as a new disciplinary approach alongside the rise of Critical Race Studies.
Instructor(s): Sanjukta Poddar Terms Offered: Winter
Equivalent Course(s): HIST 26814, CRES 22211, SALC 25324

GLST 22253. Transpacific Des-orientations: Cultural Relations between Asia & Latin America (16th-21st centuries) 100 Units.
This course offers an overview of the cultural relations between Asia and Latin America from the 16th century to the present day. We will engage with these plural transpacific circulations - individuals, resources, goods, ideas, and sensibilities - through diverse material ranging from maps, poetry, visual arts, films, and essays to music, architecture, textiles, and social media. We will question the local and global implications of these exchanges in a (post)colonial world. A navigation between eras and areas, this course takes transpacific cultural relations as an opportunity to decenter the gaze. What do these early and dynamic circulations tell us about a globalization always centered on the (North) West of the planet? What happens with the old presumed categories of "West" and "East" when the world is lived and conceived from other locations and perspectives? What remains of "Latin" when America is apprehended from the "Pacific Rim"? Drawing on close observations and analysis of representative cultural productions, this course seeks to map the importance and diversity of these transpacific cultural itineraries and to explore alternative ways of thinking about "Latin America" as a central agent of our connected modernities. Besides enhancing your knowledge of Latin American cultural history, this course is designed to help you improve your close reading and critical thinking skills, as well as continue building on your linguistic competence in Spanish.
Instructor(s): Ysé Bourdon Terms Offered: Winter
Equivalent Course(s): SPAN 22523, LACS 22523

GLST 22700. Diaspora(s) 100 Units.
This class will orient students to the practices, frameworks, and geographies of diasporic communities from the early modern period to the present. The term’s initial origins in Jewish experiences of forced dispersal and migration underscores how its meaning is shaped by histories of collective displacement and loss, as well as invention and heritage. The discourse of diaspora remains foundational for several interdisciplinary fields, including Black studies, Asian American studies, Indigenous studies, Latinx studies, and more. Within these intellectual orientations, diasporic identities are notably expansive and unfixed. As observed by the late cultural theorist Stuart Hall, "diaspora identities are those which are constantly producing and reproducing themselves anew, through transformation and difference," bridging old and new traditions of worldmaking, resistance, and solidarities within and across distinct diasporic sensibilities." Students in this class will work with scholarly,
GLST 23101-23102. Global Studies I-II.
This is the Global Studies program’s core sequence, typically taken during a student’s second year. Global Studies I is an orientation course for students interested in majoring in Global Studies, while Global Studies II seeks to impart important theories and research practices through intensive, critical readings.

GLST 23101. Global Studies I. 100 Units.
What is the “globe” in Global Studies? This course introduces the Global Studies major by considering how people have organized and conceptualized political and social difference across space. From World Systems theory and coloniality to the movement of global capital and the problem of the nation-state, we will prioritize approaches offering insight into the unequal distribution and flow of power worldwide. This course will also provide brief introductions to the pressing issues confronting Global Studies today, including public health and infectious disease, borders and migration, climate change, and transnational religious and political movements.
Instructor(s): Callie Maidhof Terms Offered: Autumn

GLST 23102. Global Studies II. 100 Units.
This second part of the introductory course sequence for Global Studies will familiarize students with empirical work within this interdisciplinary field, and will guide them through the practical steps of putting together a research project. How do we move from a research interest to a research question? How do we approach the study of social dynamics from a global perspective that emphasizes interconnectedness? How do we track the movement of ideas, people, culture, and capital across borders? How do we incorporate considerations of power, positionality, and reflexivity in our research practice? We will engage with scholarship across the social sciences and cover topics related to the four thematic tracks in the Global Studies major. As we analyze a variety of empirical cases, we will discuss approaches to case selection, theoretical grounding, data collection and analysis, and ethical research practices. At the end of the course, students will produce an annotated bibliography and a preliminary draft of their thesis proposal.
Instructor(s): Caterina Fugazzola and Staff Terms Offered: Spring Winter
Prerequisite(s): GLST 23101
Instructor(s): Caterina Fugazzola Terms Offered: Winter
Equivalent Course(s): GNSE 33119, SOCI 30323, GNSE 23119

GLST 23150. Capitalism and Doing Good? 100 Units.
This class asks the question: is it possible to believe in capitalism (i.e., the private ownership of wealth) and do good for society? Restated, are there values that can accompany capital accumulation for positive social impact on people and the environment?
Instructor(s): Dwight Hopkins Terms Offered: Spring
Equivalent Course(s): RLST 23150

GLST 23311. Feminist Ethics. 100 Units.
Many injustices in the world are related to gender oppression and inequality. In this introductory course, we will examine the ways that feminist ethics aims to identify, assess, and correct gender biases that cause this harm. We will begin by situating feminist ethics within its historical context to understand how and why it developed. We will then consider different methods that feminists use to identify and critique oppressive social structures. With these tools in hand, we will assess several acute sources of gender oppression and inequality, including the global labor market, reproductive mores, and climate change. In doing so we will also consider proposals to remedy these harms. Throughout the course, we will ponder the intersection of gender with religion, race, class, and global location. We will be attentive to the role that Western feminism has had in shaping global views on oppression and inequality. We will also evaluate the influence of religion on feminist ethics. As we read, we will explore the normative commitments that are expressed in the texts, as well as the bases for these commitments and the sources of authority to which the authors appeal as they claim to advance gender justice. This course is an undergraduate course that assumes no prior knowledge in ethics, feminist studies, or religious studies. It will include some lectures but will be primarily seminar based.
Instructor(s): Kat Myers Terms Offered: Spring
Note(s): This course counts as a Foundations course for GNSE majors.
Equivalent Course(s): RLST 23311, GNSE 12114

GLST 23526. Race, Decolonization, and Human Rights in the 20th Century. 100 Units.
This course draws on a wide range of materials including historical secondary literature, primary sources, works of political theory on Black political thought, and post-colonial literature and film. Topics will include the colonial civilizing missions of the 19th century, the history of self-determination as an idea, the international repercussions of Apartheid, violent and negotiated decolonization in East Africa, post-colonial migration to Europe and the racialized politics of deportation, among others. The primary geographic focus of this course is on Africa.
Instructor(s): Usama Rafi, Pozen Center for Human Rights Graduate Lecturer Terms Offered: Spring
Equivalent Course(s): CRES 23526, HMRT 23526

GLST 23567. Who Will Write Our History? Truth, Justice, and Public Memorials. 100 Units.
When protesters in support of Black Lives Matter toppled a statue of slave trader Edward Colston and threw it into Bristol Harbour in the summer of 2020, their actions represented the latest move in a remarkable shift in global memory culture: For nearly a century, victims and opponents of genocide, political persecution, and imperial exploitation have made increasingly successful demands for space in the public sphere to tell their stories and make claims for justice and reparations. Our seminar will track dramatic shifts in what counts as a monument and which groups are considered worthy of remembrance. Each week of the syllabus is organized around primary materials that raise foundational questions about history and its memorialization: Should monuments be physical structures, or can archives, testimony, and even criminal trials serve major public memorial functions too? Must monuments tell redemptive stories about oppression overcome, or is it important to memorialize episodes of suffering that ultimately do not have redemptive or heroic endings? Should monuments be permanent, or can ephemera preserve collective memory? Finally, is there any role for fantasy and counterfactuals in the ways that we collectively process the traumatic past?
Instructor(s): Kathryn L. Brackney, Pozen Center for Human Rights Postdoctoral Instructor Terms Offered: Winter
Equivalent Course(s): ARTH 23567, HMRT 23567

GLST 23825. Human Rights in the Middle East. 100 Units.
This seminar explores the broad range of human rights struggles, concerns and activism in the contemporary Middle East region. The class will examine human rights issues posed by authoritarian, dictatorial and single-party state formations in the Middle East particularly by looking at the effects of internal security apparatuses, mechanisms of state violence, and struggles for political participation and liberty. We explore ongoing indigenous struggles for recognition and autonomy, such as the Kurdish, Sahrawi and Amazigh cases, while also contextualizing the region’s complex history of colonial and neocolonial interventions by force and their human rights implications. We will examine the varied roles that non-state actors play in Middle Eastern human rights spheres, from militias to NGOs to religious and communal structures. The course will look to local actors and movements to explore forms of resistance, struggle, and social change while maneuvering through often highly-constrained political spaces. We pay particular attention to marginalized communities by looking at the rights struggles of minorities, women, children, migrant workers, the disabled, and the LGBTQ+ community in Middle Eastern contexts. Personal Status Laws and their effects on rights, especially with regard to marital relations and
parental rights are considered. Interdisciplinary and varied modes of knowledge production including film serve as source materials.

Instructor(s): Lindsay Gifford, Pozen Center for Human Rights Assistant Research Professor
Equivalent Course(s): HMR 33825, NEHC 33825, HMR 23825, NEHC 23825

GLST 24202. Justice in an Unjust World: Theories of Justice. 100 Units.
Justice as a possibility, an ideal, and as a telos is fundamental to theological and philosophical systems of ethics. Yet, each theory was formulated within and against a deeply unjust world. Every theory of justice implies an anthropology and an ontology, and each asks the question: Why isn’t life fair? How can we make a just society against a world that is so obviously unjust? Each theory then proposes a just solution and every theory implies a set of practices that can be interrogated. As our contemporary society becomes more sharply divided, the issues of distribution, obligation, entitlement, fair exchanges of social goods and labor, and the fair sharing of social burdens becomes more important and demanding of more inquiry. This seminar will interrogate several theories of justice, beginning in classic Hellenistic texts and moving forward to the animating theories of the classic liberal tradition: libertarianism, utilitarianism, social contract theory, and Marxism. We will then turn to other sources of justice theory such as Catholic liberation theology, capacity theory, and Jewish justice theory. We will also use our seminar to explore contemporary cases in law, medicine, science and policy that raise issues of justice and injustice. While the seminar will focus on distributive practices, we will also explore how these practices structure our systems of retributive and restorative justice.

Instructor(s): Laurie Zoloth
Terms Offered: Spring
Equivalent Course(s): RLST 24102

GLST 24406. French for Global Studies and Economics. 100 Units.
This course explores two historical processes often discussed in isolation: decolonization and the Cold War. Through our particular emphasis on solidarity movements arising from the global South, we consider a point in time during which shouts for political and economic equality among nations envisioned potential futures that would alter the global landscape. What transformed perceptions of the “Third World” from a loose coalition of governments that sought to upend contemporary global structures, into an amorphous constitution of states perpetually in need of humanitarian aid? Over the course of the quarter we will explore these trajectories through a mixture of primary documents and visual sources, contextualized by both foundational historical scholarship and more recent interventions. Short writing assignments, library and museum visits, and class discussions will culminate in an opportunity for students to use course themes to design their own exhibit according to their own interests.

Instructor(s): Eilin Rafael Pérez, Graduate Lecturer
Terms Offered: Spring
Equivalent Course(s): RLST 24102

GLST 24500. The Just War. 100 Units.
Questions about war, the taking of human life, the obligations of citizenship, the role of state power, and international justice are among the most pressing topics in ethics and political life. This class will examine these matters through a close reading of Michael Walzer’s Just and Unjust Wars: A Moral Argument with Historical Illustrations, first published in 1977 and now in its 5th edition. Widely considered a classic in the ethics of war, JUW develops a theory for evaluating whether to enter war as well as decisions within war—what are known as the jus ad bellum and the jus in bello. Walzer applies his theory to a number of actual cases, ranging from military interventions to reprisals to terrorism to insurgencies to nuclear policy, all informed by the history of warfare and arguments in the history of Western thought. We will critically examine Walzer’s theory, his use of cases, and the conclusions to which his arguments lead. Along the way, we’ll examine core ideas in political morality, e.g., human rights; state sovereignty; morality, necessity, and extremity; liability and punishment, nonviolence, and killing and murder.

Instructor(s): John Sianghio
Terms Offered: Spring
FNDL agreed to let RLST take over as parent of this course
Equivalent Course(s): RLST 24110, FNDL 24500

GLST 24501. French for Global Studies and Economics. 100 Units.
Designed as an alternative to FREN 20100 for students in Business Economics, Global Studies and related fields of study, this four-skills course meets the grammatical objectives of FREN 20100 while equipping students with the basic communication skills and cultural awareness necessary in the areas of international exchange and economics. Through exposure to a wide range of material—including essays, newspaper and journal articles, film reviews, professional writing exercises and interactive exercises including discussions, in-class activities, and group projects in simulated professional situations, students will acquire the linguistic skills and sociocultural knowledge required for engagement in international exchange and business economics as well as to participate in larger debates in the Francophone context.

Instructor(s): Staff
Terms Offered: Spring
Prerequisite(s): FREN 10300 or placement in FREN 20100.
Equivalent Course(s): FREN 14500

GLST 24506. The Rights of Immigrants and Refugees in Practice. 100 Units.
This course employs an interdisciplinary approach to examine the work of social justice advocacy for and by non-citizens in the U.S. including asylum seekers, immigrant workers, women as migrants, migrant children, and the undocumented. Our readings will place selected case studies in their local, national, and international
context. We will draw on sources from law, history, sociology, political science, and the arts. Texts, films, and
guest speakers will address the history of immigrants’ rights advocacy in the Chicago and the U.S., with selected
global examples. Topics will include the rights of asylum seekers, the problems of migrant workers (guest-
workers and the undocumented), women and children as migrants, and the impact of the global pandemic on
migration in general. The case studies will illuminate the role of immigrants as leaders and the relationship
between impacted communities and the state. We will meet with journalists, elected officials, organizers,
academics, artists, lawyers, and immigrant community leaders to discuss distinct approaches to migrants’ rights
advocacy.
Instructor(s): Susan Gzesh Terms Offered: Spring
Equivalent Course(s): HMRT 26813, SOSC 24506, LLSO 24506, CHST 24506

GLST 24550. Major Trends in Islamic Mysticism. 100 Units.
This course examines Islamic mysticism, commonly known as Sufism, through an exploration of English
translations premodern and contemporary Sufi literature in Arabic and Persian. The goal is to gain firsthand
exposure of a broad spectrum of literary expressions of Islamic spirituality in their historical context, and to
understand exactly what, how, and why Sufis say what they say. Each of the units will comprise of lectures and
close readings of excerpts from the text in Arabic/Persian and English translation. The average reading load per
week is 80 pages.
Instructor(s): Yousef Casewit Terms Offered: Autumn
Note(s): This course meets the CS Committee distribution requirement for Divinity students.
Equivalent Course(s): SIGN 26068, ISLM 32419, MDVL 24550, RLIST 24550

GLST 24557. Sociology of Money. 100 Units.
This course serves as an introduction to the study of money in both the public sphere and private domains. By
surveying the work of economic sociologists, anthropologists, geographers, legal scholars, and historians the
goal is to provide students with and introduction so economic theory by prominent social theorists. The first part
of the course focuses on classical theories such as Smith, Marx, Simmel, Polyanji, Veblen, and Mills. The second
part of the course will look at how money shapes gendered relations in the private domain through the works of
Hochschild, Zelizer, Parrenas and several others. The third part of the course addresses how current theories are
insufficient for explaining the rise of new money forms such as mobily money, cryptocurrencies, NFT’s and the
ways that new money fundamentally transforms social relations, politics, and society.
Instructor(s): K. Hoang Terms Offered: Autumn
Equivalent Course(s): SOCI 20557, SSCI 30557

GLST 24902. Religion and Human Rights. 100 Units.
Religion played a crucial, but often overlooked, role in the development of post-World War II conceptions of
human rights, providing principles and ideas that continue to influence contemporary human rights debates
in the fields of law, public policy, and international relations. This no-prior-knowledge-necessary course
explores the complex, sometimes fraught, relationship between religion and human rights from World War
II to the present. We will begin by juxtaposing the role religious ideas played in the drafting of core post-
war human rights documents (e.g. the Universal Declaration of Human Rights, the International Covenant
on Civil and Political Rights, etc.) with the decision by drafters to omit direct references to the divine or the
beliefs of specific religious communities. Using case study analysis and close reading of primary religious texts,
 scholarly commentary, and historical accounts, we will examine the ways in which individuals and groups from
multiple religious (and non-religious) traditions both apply and push back against existing human rights norms.
Throughout the course we will discuss the role religion might play in debates surrounding emerging, but still
contentious, conceptions of human rights. This includes: universal healthcare, LGBTQIA+ rights, ever more
complex manifestations of religious freedom, as well as whether human rights as conceived of in the mid-20th
Century can be reconciled with decolonial and post-colonial perspectives.
Instructor(s): John Sianghio Terms Offered: Autumn
Equivalent Course(s): RLIST 24901

GLST 25130. Social Theory for a Green New Deal. 100 Units.
U.S. House Resolution 109-popularly known as the Green New Deal-pledges a systemic corrective to the
social and ecological harms of late industrial capitalism. With a particular focus on questions of economic and
environmental justice, this seminar anthropologically assesses the prospects of a Green New Deal and its potential
relationship to society, policy, and the built environment. Thinking relationally across scales and systems, we will
consider the stakes of this large-scale yet still largely undefined legislative proposal and its implications for the
social contract in a warming world. Attending to the ways in which race, class and gender inform late industrial
life, the seminar will explore (via the environmental humanities and feminist & indigenous STS) concepts such as
stewardship, climate justice, environmental racism, intergenerational ethics, more-than-human ontologies, and
the Anthropocene (plus alternative frames).
Instructor(s): Journey, Rebecca Terms Offered: TBD
Equivalent Course(s): ANTH 23812, ENST 25130, CEGU 25130

GLST 25132. Debate, Dissent, Deviate: Literary Modernities in South Asia. 100 Units.
This class introduces students to the modernist movement in post-independence South Asia. Modernism
will be understood here as a radical experimental movement in literature, film, photography and other arts,
primarily aimed at critiquing mainstream narratives of history and culture. Given its wide scope, we will
analyze a variety of texts over the ten-week duration of the class. These include novels, short stories, manifestos, essays, photographs, and films. The chronological span of the class is from the 1930s to the 1970s. Our aim will be to understand the diverse meanings of modernism as we go through our weekly readings. Was it a global phenomenon that was adopted blindly by postcolonial artists? Or were there specifically South Asian innovations that enable us to think about the local story as formative of global modernism? What bearings do such speculations have on genre, gender, and medium, as well as on politics? I will help situate the readings of each week in their specific literary and political contexts. Students will be able to evaluate, experiment with, and analyze various forms of modernist literary expressions emerging out of South Asia. This class will provide them with critical tools to interpret, assess, compare, and contrast cultural histories of non-Western locations and peoples, with an eye for literary radicalism. No prior knowledge of any South Asian language is necessary.

Instructor(s): S. Dasgupta
Terms Offered: Autumn
Equivalent Course(s): KNOW 25320, SALC 25320, ENGL 25320, GNSE 25320, CRES 25320

GLST 25151. Pacific Worlds: Race, Gender, Health, and the Environment. 100 Units.
This discussion-based course will introduce students to both classical and recent scholarship in Pacific World historiography. By adopting micro-historical, comparative, and transnational methods, students will examine the formation of three overlapping “worlds”: The Antipodes, Polynesia, and the northeastern Pacific. Analyzing the myriad intersections of race, gender, health, and the environment, we will explore a range of large-scale historical processes that shaped and reshaped the Pacific between the mid-eighteenth and the mid-twentieth centuries. These processes include European exploration, settler colonialism, and indigenous sovereignty; sex, depopulation, and race science; labor, migration, and urbanization; industrialization and environmental exploitation; and imperial expansion and citizenship. The course is intended for students with an interest in the Pacific Islands, Australasia, and the North American West, as well as those interested in race, gender, health, or the environment within indigenous, immigrant, or settler colonial contexts. Required readings - which will consist of book chapters and academic articles - will be used to contextualize and critically analyze a variety of primary sources during each class session.
Instructor(s): Christopher Kindell
Terms Offered: Spring
Note(s): This course counts towards the ENST 4th year Capstone requirement. Restricted to 3rd and 4th year students.
Equivalent Course(s): HIPS 20151, HIST 25030, ENST 20151, CRES 20151, HLTH 20151, GNSE 22151

GLST 25209. Jews, Arabs, and Others: Nations from the Nile to the Jordan. 100 Units.
This course considers nationbuilding as an ongoing and recurring process in the Middle East, realigning identities and communities according to the political concerns of the time. In particular, we will examine how Arabs and Others have figured in the political imagination of both Egypt and Israel-Palestine. When can Egyptians, Palestinians, and Israelis consider themselves “Arab”--and when not? What are the stakes of naming Arab-ness or claiming it for oneself? To answer these questions, this course will include readings and popular films on Arab nationalism and minorities in Egypt, the question of Jewish versus Israeli nationalism, Arāb (or Mizrahi) Jews in Israel, and the relationship of Palestinian nationalism to the borders that have been drawn within the historic land of Palestine.
Instructor(s): Callie Maidhof
Terms Offered: Autumn
Equivalent Course(s): NEHC 25209, ANTH 24110

GLST 25245. Serious Play: Video Games and Global Politics. 100 Units.
This course approaches video games as cultural and political artifacts that can be studied to shed light on global political events and processes. Questions we will explore throughout the course include: How do we understand the relationship between video games and global capitalism? What can video games tell us about large-scale processes such as climate change, migration, war…? How do we understand issues of representation in gaming? What do video games have to do with international relations? We will approach video games from a variety of interdisciplinary perspectives, analyzing them as a form of entertainment but also as forms of art, as political objects, as reflections of social dynamics, and as channels for social critique and change. The course does not require any previous gaming knowledge nor experience, and it welcomes gamers and non-gamers interested in exploring the relationship between games and global politics.
Instructor(s): Caterina Fugazzola
Terms Offered: Spring
Note(s): This course does not require any previous gaming knowledge nor experience and it welcomes gamers and non-gamers interested in explored the relationship between games and global politics.
Equivalent Course(s): MAAD 10245

GLST 25310. Extinction, Disaster, Dystopia: Environment and Ecology in the Indian Subcontinent. 100 Units.
This course aims to provide students an overview of key environmental and ecological issues in the Indian subcontinent. How have the unique precolonial, colonial, regional and national histories of this region shaped the peculiar nature of environmental issues? We will consider three major concepts-“extinction”, “disaster” and “dystopia” to see how they can be used to frame issues of environmental and ecological concern. Each concept will act as a framing device for issues such as conservation and preservation of wildlife, erasure of adivasi (first dwellers) ways of life, environmental justice, water scarcity and climate change. The course will aim to develop students’ ability to assess the specificity of these concepts in different disciplines. For example: What methods and sources will an environmental historian use to write about wildlife? How does this differ from the approach an ecologist or literary writer might take? Students will analyze various media: both literary and visual, such as
autobiographies of shikaris (hunters), graphic novels, photographs, documentary films, ethnographic accounts and environmental history.
Instructor(s): Joya John Terms Offered: Spring
Equivalent Course(s): HIST 26806, ENGL 22434, SALC 25310, CRES 25310

GLST 25316. Making a Home in the Colonial City: Insights from Literature, Films, and History. 100 Units.
The proposed course is an invitation to students to imagine the life-worlds, experiences, and spaces of the colonized populations of South Asia, particularly, from the perspective of city-dwellers. The objective of the course is three-fold: thematic, methodological, and epistemological. First, to introduce students to debates in colonial modernity using the narrative of the rise of modern cities in colonial India. Second, to equip students to handle different kinds of primary material in order to understand the interconnections between colonialism, urban space, and indigenous responses. Finally, to open up the exciting field of colonial and postcolonial studies to anyone interested in South Asia, its literature, its films, its history, and its people.
Instructor(s): Sanjukta Poddar Terms Offered: Autumn
Equivalent Course(s): GNSE 25316, SALC 25316

GLST 25323. The Other Catalonias: Representations of Immigration in Catalan Literature. 100 Units.
In this course we will discuss a number of Catalan texts, dating from the 1930s to 2016, on the experience of immigration and its social, cultural, and subjective impact. Representing a variety of genres, these texts will allow us to get a grasp of the complexity of a phenomenon that challenges binarisms such as us/them or foreign/native, and problematizes concepts such as origins, roots, home, authenticity, citizenship, sameness and difference. We will explore the link between the representations of immigration and issues such as trauma and mourning; memory, the past and the future; national identity; gender and sexuality; the construction of discourses about identity and otherness in Catalan culture; how immigration interlinks with language conflict, and how it is framed by various linguistic ideologies; what role the subject of immigration plays in the political conflict between Catalonia and Spain; how the literature of the ‘new Catalans’ is transforming existing notions of Catalan identity; and whether we can speak of a “post-migrant condition” in Catalan literature and culture.
Instructor(s): Josep-Anton Fernández Terms Offered: Spring
Note(s): Primary readings available in Catalan and Spanish. Taught in Spanish
Equivalent Course(s): CATA 35323, SPAN 35323, CATA 25323, SPAN 25323

GLST 25630. Religious Violence. 100 Units.
Are there “proper” or “improper” practices of religion? Is it at best a matter of private belief, to be kept separate from or protected by the state? Or is it something that at times requires the state’s intervention? Does religion represent the last vestiges of the premodern world, or is it something that is integral to modern life? To answer these questions, we will call on anthropologists and other social scientists and theorists to understand, first, what is “religion,” and then what is, can be, or should be its relationship to gender, the nation, and the modern state in various historical and geographical locations, with particular attention to the Middle East and South Asia.
Instructor(s): Callie Maidhof Terms Offered: Not offered 2022-2023
Equivalent Course(s): Rlst 26630, ANTH 24730

GLST 25655. Global Society and Religion. 100 Units.
Globalization has given rise to a world-wide religious revival, instead of solidifying secularization, as many expected. Global Islam, Buddhism, Hinduism, and Christianity flourish in the contexts of neoliberal capitalism, mass migration, and online communities. This undergraduate seminar seeks to understand this phenomenon through a series of case studies of globalized religions in China, Indonesia, India, Nigeria, Italy, and the US. These case studies will highlight historical through-lines from colonization to globalization, ethnographic data of religious motivations and belonging, and social scientific theory of diaspora and nationalism. This course is tailored for Global Studies and Religious Studies majors and double majors, but all undergraduates are welcome. No prior knowledge or coursework is required.
Instructor(s): Kunze, Andrew Terms Offered: Winter
Equivalent Course(s): RLST 26655

GLST 25673. Non-Violence: Gandhi, Mandela, and MLK. 100 Units.
How is non-violence relevant for global protest movements? This course will give students a multi-religious and transnational understanding of non-violence, focused on, but not limited to, three of its most famous practitioners: Mohandas Gandhi, Nelson Mandela, and Martin Luther King. Starting with the Indian term ahiṣṣā (literally "non-injury"), we will examine classical Hindu, Buddhist, and Jain traditions of non-violence as the foundations for its later adaptations in Christian and secular contexts. Gandhi’s reinterpretation of Hindu sacred texts informed his anti-colonial movement, which directly influenced Mandela and MLK. Studying the interconnected biographies of these three figures, we will consider the powers and limitations of non-violence for their movements against colonization, apartheid, and systemic racism. Students’ final projects will then argue how non-violence impacts a protest movement of their choice: for example, Black Lives Matter, the farmers’ protests in India, or civil disobedience in Hong Kong. No prior knowledge or coursework is required.
Instructor(s): Kunze, Andrew Terms Offered: Winter
Equivalent Course(s): RLST 26673

GLST 25701. Anthropology of Borders. 100 Units.
Today, the world may seem more connected than ever. Infectious disease, data, global capital, and even “culture” seem to travel in the blink of an eye. At the same time, we’re witnessing the fortification of borders,
and a resurgence of rightwing ethnonationalist populism on both sides of the Atlantic. Borders take on new significance national debates and security policy, and for those who rarely come into contact with borders, they may seem like mere metaphor for how a nation positions itself with regard to immigration, public health, and trade. But beyond the party platforms of politicians in the world’s capitols, borders are very real places, constituted by the practices of state and non-state actors alike, and creating new forms of life in response to the technologies that police them. In this course, we will take an anthropological view of borders in order to understand how they are created, policed, and inhabited, following and bucking trends in the micropractices of military, police, and bordercrossers both legal and illegal.

Instructor(s): Callie Maidhof Terms Offered: Spring
Equivalent Course(s): ANTH 25256, CHST 25701

GLST 25945. Settler Colonialism: From the US to Palestine. 100 Units.
In this course, we will consider settler colonialism as a contemporary, ongoing process as it unfolds in both North America and the Middle East, thinking through the problems of state formation, citizenship, land expropriation, and the law in these two contexts. While US and the state of Israel share a (tentative) commitment to liberal democracy, this has hinged on the erasure of indigenous populations even as the states expanded to envelop greater swathes of territory. In the process, settler and indigenous peoples have been moved, as well as transformed, producing new subjectivities in relation to both the state and international law. Over the quarter, we will examine the transformations of space and subjects effected by the settler colonial project, drawing on historical, anthropological, and theoretical literature.
Instructor(s): Callie Maidhof Terms Offered: Not offered 2022-2023
Equivalent Course(s): CRES 25945, ANTH 25945, RLST 26945

GLST 26322. Healing Traditions. 100 Units.
This seminar is a comparative exploration of medical and healing traditions and their religious, spiritual, and cultural intersections. Students will gain an understanding of the history of medicine in the Middle East, India, China, and the West, including the metaphysical systems that inform those traditions. Within the frameworks of Islamic Medicine, i.e. “prophetic medicine” and Sufi healing practices, Avicenna and the Galenic tradition, Chinese Medicine, Ayurveda and Buddhist medicine, we will discuss the following topics: Ritual healing, faith and prayer, divine healers and medical authority, etiology and pathology, religious pharmacology and drugs, mental health, spiritual states and possession, and near death experiences, among others. Students will conduct research on a particular modality in conversation with recent trends in health in modern allopathy while evaluating efficacy, scope and place of traditional modalities.
Instructor(s): Mukhtar Ali Terms Offered: Winter
Equivalent Course(s): KNOW 26322, HLTH 26322, NEHC 26322, RLST 26322, CCTS 26322

GLST 26374. Ethnographic Methods in Chicago. 100 Units.
What can the neighborhoods and communities of Chicago teach us about the wider forces shaping our society globalization, mass mediation, immigration, and nationalism? This class prepares students to conduct ethnographic fieldwork through practical experience at field sites around our campus and city. Our course readings and discussions will equip students with the anthropological theory and methodological tools necessary for successful fieldwork. Students will apply these concepts and methods by visiting a field site of their choosing in Chicago, for example, an RSO, an NGO, a religious community, a park, or a diner. The course culminates with student presentations of their ethnographic data-field notes, maps, interviews, photos and their analysis of how the minutia of everyday life helps us understand Chicago’s global society. No prior knowledge of anthropological theory or experience with ethnographic fieldwork is required.
Instructor(s): Staff Terms Offered: Autumn
Equivalent Course(s): ENST 26374, CHST 26374

GLST 26380. Indigenous Politics in Latin America. 100 Units.
This course examines the history of Indigenous policies and politics in Latin America from the first encounters with European empires through the 21st Century. Course readings and discussions will consider several key historical moments across the region: European encounters/colonization; the rise of liberalism and capitalist expansion in the 19th century; 20th-century integration policies; and pan-Indigenous and transnational social movements in recent decades. Students will engage with primary and secondary texts that offer interpretations and perspectives both within and across imperial and national boundaries.
Instructor(s): Diana Schwartz Francisco Terms Offered: Spring
Equivalent Course(s): LACS 36380, LACS 26380, ANTH 25077, HIST 26318, CRES 26380, HIPS 26380

GLST 26382. Development and Environment in Latin America. 100 Units.
Description: This course will consider the relationship between development and the environment in Latin America and the Caribbean. We will consider the social, political, and economic effects of natural resource extraction, the quest to improve places and peoples, and attendant ecological transformations, from the onset of European colonialism in the fifteenth century, to state- and private-led improvement policies in the twentieth. Some questions we will consider are: How have policies affected the sustainability of land use in the last five centuries? What ways has the modern impetus for development, beginning in the nineteenth century and reaching its current intensity in the mid-twentieth, shifted ideas and practices of sustainability in both environmental and social terms? And, more broadly, to what extent does the notion of development help us explain the historical relationship between humans and the environment?
Instructor(s): Diana Schwartz Francisco Terms Offered: Winter
Equivalent Course(s): CEGU 26382, ANTH 23094, HIST 26317, GEOG 26382, LACS 26382, ENST 26382, HIST 36317, HIPS 26382, LACS 36382

GLST 26383. Mapping Global Chicago Research Lab: Environmental Justice and Diaspora. 100 Units.
Mapping Global Chicago is a collaborative, interdisciplinary undergraduate research initiative investigating the idea of the "global city." This year, we will investigate the relationships that people have with nature. In particular, we will ask: How do the environmental injustices that immigrants may have faced in their regions of origin compare to the ones they may face here in the diaspora of Chicago? How does facing environmental injustice impact people's relationships with land and nature? What are the environmental justice issues in people's regions of origin and in Chicago? Why do those issues exist? We will be working in partnership with the community organization Semillas y Raíces, whose mission is committed to building community and healing trauma through Indigenous practices, including gardening. Students from across disciplines are encouraged to participate in this lab. The lab has been student-designed and will take shape according to diverse student interests and skills, including but not limited to ethnographic fieldwork, interviews, surveys, Geographic Information Science, and data science. Working collaboratively, students will produce public scholarship to be featured on the Mapping Global Chicago website (https://mappingglobalchicago.rcc.uchicago.edu/). This course may be repeated for credit.
Instructor(s): Callie Maidhof Terms Offered: Spring
Prerequisite(s): Please contact Prof. Callie Maidhof (cmaidhof@uchicago.edu) or TA Bek Erl (bek@uchicago.edu) with any questions.
Equivalent Course(s): CHST 26383, PBPL 26383, CEGU 26383, ENST 26383

GLST 26388. Food Justice and Biodiversity in Latin America. 100 Units.
This course asks how the relationships between food production and consumption, economic justice, and biodiversity have changed over the last century in Latin America and the Caribbean. As a region known both for its ecological diversity and as a producer of tropical foods regularly consumed in the United States, plantation-style agriculture has often undermined its celebrated biodiversity. In centering the role of workers and consumers, this course considers the layered relationships- ecological, social, political, economic and cultural- between the production and consumption of food from Latin America and the Caribbean. In Autumn 2022, the course will also engage questions of food justice and biodiversity in the Chicagoland area and in particular among Latinx communities.
Instructor(s): Diana Schwartz Francisco Terms Offered: Autumn
Note(s): Preferred: some background in Latin American history, geography and/or contemporary issues
Equivalent Course(s): ENST 26388, HIST 26323, LACS 26388

GLST 26660. Global Studies and Religion. 100 Units.
Islam, Buddhism, Hinduism, and Christianity have all flourished in the contexts of neoliberal capitalism, mass migration, and online communities. While many predicted that globalization would bring a wave of secularization, it has actually given rise to a global revival of religious life and religious institutions. This undergraduate seminar seeks to understand this phenomenon through a series of case studies of globalized religions in China, Indonesia, India, Nigeria, Italy, and the US. These case studies will highlight historical through-lines from colonization to globalization, ethnographic data of religious motivations and belonging, and social scientific theory of diaspora and nationalism. This course is tailored for Global Studies and Religious Studies majors or double majors, but all undergraduates are welcome.
Instructor(s): Andrew Kunze Terms Offered: Winter
Equivalent Course(s): RLST 26660

GLST 26674. The Global Black Panther Party. 100 Units.
In America, the Black Panther Party and its leaders, like Fred Hampton in Chicago, are famous for their revolutionary fight against white supremacy and their violent suppression by US government forces. But what does a Global Studies approach teach us about the Black Panthers? This seminar explores how the Black Panther Party's worldwide networks impacted global understandings of politics, race, and religion. Our readings examine a series of comparative case studies, including the Dalit Panther Party in India, the Mizrahi Black Panther Party in Israel, and the Polynesian Panthers in New Zealand. We analyze primary sources, such as the various Panther Parties' publications, their mainstream press coverage, and their pop cultural representations, like Ta-Nehisi Coates' Black Panther graphic novel and the film Black Panther: Wakanda Forever. In this course, students learn the global Black Panther Parties' roles in reshaping worldwide conceptions of race, caste, and religion through their encounters with the Nation of Islam, Hindu Nationalism, Zionism, and Indigenous rights. No prior knowledge or coursework is required.
Instructor(s): Andrew Kunze Terms Offered: Spring
Equivalent Course(s): RLST 26674

GLST 26801. The Global Urban. 100 Units.
This course was conceived with the aim of "globalizing" urban scholarship. To this end, we will highlight different urban trajectories and forms and different ways of being urban around the world. We will focus on urban experiences in the Global South and in Southeast Asia particularly. We will spend the first week of the course discussing how and why Southern cities are different. We will talk about their explosive growth in the twentieth century, the precarious nature of urban employment, informal settlement as a major urban form, the
housing divide as a social structure distinct to such cities, class formation, economic and spatial restructuring under neoliberalism, and the nature of urban citizenship. We will spend the second week examining two very different cases: Manila and Phnom Penh. In the third week, we will focus exclusively on Hong Kong, and students will be tasked with conducting their own urban fieldwork.

Instructor(s): Marco Garrido Terms Offered: Summer
Equivalent Course(s): ENST 26801

**GLST 26802. Epic Religion: From the Ramayana to Game of Thrones. 100 Units.**

What can epic literature and media teach us about religion? In this introductory seminar, students explore answers to this question, focusing on the ways epics dramatize the human relationship to divinity. We read the epics through the relationships of its central characters-humans, heroes, and gods. By following the winding quests and gory battles of these narratives, students examine how epics present various forms of human-divine relationships-transactional, intimate, inspirational, and manipulative. We employ a comparative approach to the genre; our readings originate in different world regions and historical periods-from ancient India and Greece to West Africa, England, and the contemporary US. We will read these texts closely and examine how they reflect particular views of the human condition within religious worldviews. Considering the contexts of post-colonization, nationalism, and globalization, we analyze how mass media-comic books, TV series, films, and social media-shape and spread those views to new popular audiences.

Instructor(s): Andrew Kunze Terms Offered: Spring
Equivalent Course(s): CMLT 26802, SALC 26802, RLST 26802

**GLST 26807. The Science, History, Policy, and Future of Water. 100 Units.**

Water is shockingly bizarre in its properties and of unsurpassed importance throughout human history, yet so mundane as to often be invisible in our daily lives. In this course, we will traverse diverse perspectives on water. The journey begins with an exploration of the mysteries of water's properties on the molecular level, zooming out through its central role at biological and geological scales. Next, we travel through the history of human civilization, highlighting the fundamental part water has played throughout, including the complexities of water policy, privatization, and pricing in today’s world. Attention then turns to technology and innovation, emphasizing the daunting challenges dictated by increasing water stress and a changing climate as well as the enticing opportunities to achieve a secure global water future.

Instructor(s): Seth Darling Terms Offered: Winter
Prerequisite(s): None
Equivalent Course(s): HIST 25426, MENG 20300, HIPS 20301, ENST 20300, ANTH 22131

**GLST 27305. Haj to Utopia: Race, Religion, and Revolution in South Asian America. 100 Units.**

With the election of Kamala Harris to the office of Vice President in the 2020 election, it would appear that Americans of South Asian descent find themselves nearer than ever to the center of U.S. political power. But what if one narrated the history of South Asian Americans not according to their inevitable embrace of imperialist politics, economic and cultural capital, but as fraught subjects of a settler colonial regime? What are the alternative futures, of life, love, and liberation, imagined by transnational revolutionaries? How does the politics of immigrant identity operate at the nexus of race and caste? How does religion index race in the eyes of the surveillance state? How do South Asian histories of migration prefigure the mass displacements, border enforcements, and unequal labor conditions that have defined the politics of globalization in the 21st century?

Instructor(s): Anand Venkatkrishnan Terms Offered: Spring
Equivalent Course(s): AMER 27305, CRES 27305, RLST 27305, SALC 27305, HIST 26813

**GLST 27321. Legal Borderlands: Spaces of Exception in US History. 100 Units.**

The periphery of the United States is not only made up of physical borderlands but also of legal interstitial zones, places that test the reach of American sovereignty. This discussion-based seminar will look at places where American law bumps up against other defining markers, the contact zones that challenge the prevalent legal paradigms. We will examine how these areas define what constitutes an American; how the government makes specific identities within its jurisdiction visible and invisible. Topics we will cover include: statelessness and denaturalization, American extraterritorial courts in China, gender and sexuality under the law, outlawing “coolies,” the insular cases and citizen-subjects, and Guantanamo Bay, not to mention the making and unmaking of physical borderlands around the United States.

Instructor(s): Savitri Kunze, Pozen Center for Human Rights Social Science Teaching Fellow Terms Offered: Winter
Equivalent Course(s): HMRT 27321, HMRT 37321

**GLST 27552. Race, Religion, and Emancipation. 100 Units.**

In this course we will interrogate the complex relationship between race, religion, and emancipation in the modern period. Drawing on both historical and philosophical approaches, we will ask: What is emancipation, and who is it for? How has emancipation been articulated in relation to religion, and how has this relationship revealed complications in modern ideas of freedom? How has religion functioned as a vehicle for racialization, and how has it been racialized itself? Is religion an impediment to freedom or a means for its actualization? Beginning in the European Enlightenment, we will consider these questions in relation to two distinct, though (crucially) related sites: Jewish emancipation in 18th and 19th century Europe, and Black emancipation in the United States. In doing so, we will treat the relationship between religion, race, and emancipation as a central tension of the modern period, the continuing importance of which has significant consequences for
liberatory intellectual and political movements in the present. Readings will include philosophical, historical, and theological approaches by authors including Immanuel Kant, Karl Marx, W.E.B. DuBois, Saidiya Hartman, and James Cone. No prior knowledge is required, though students with background knowledge in race and ethnic studies, religious studies, and philosophy may find it helpful.

Instructor(s): William Underwood
Equivalent Course(s): RLST 27552, CRES 27552

GLST 27600. Beyond Ferrante: Italian Women Writers Rediscovered and the Global Editorial Market. 100 Units.

In this class we read selected works from some of the most influential Italian women writers who are not named Elena Ferrante. Some of these writers contributed to the cultural and literary background that produced Ferrante as well. Others can be seen as Ferrante's peers and even heirs. The remarkable global success of Ferrante's work has created the so-called "Ferrante effect." Both in Italy and abroad, editors and scholars are finally paying attention to long overlooked Italian women writers. We will explore this trend of reissues, new publications, and new translations. How has the Ferrante effect recast our assumptions about literary value? Can restorative justice take place within the global editorial market? Is it legitimate to speak about an editorial affirmative action? What is the relationship between Italian periphery and the dominant literary empire? Among the authors we will read are classics—such as Elsa Morante, Natalia Ginzburg, and Anna Maria Ortese—but also new and overlooked voices—such as Fabrizia Ramondino, Fausta Cialente, Paola Masino, Brianna Carafa, Claudia Durastanti, and Veronica Raimo.

Instructor(s): Maria Anna Mariani
Note(s): Taught in Italian.
Equivalent Course(s): ITAL 27600, GNSE 27606

GLST 27601. Women and Islam. 100 Units.

This course is an introduction to the field of women, gender and Islam. We will examine the literature on Islamic legal, historical, Quranic and sacred textual constructs of women as well as critically explore the lived realities and experiences of Muslim women living in Muslim-majority societies and in the west. In centering the work of Muslim feminist scholars, students will gain an understanding of the contemporary debates around women's rights, sexuality, roles, responsibilities and gender relations in the context of Islamic law and the hadith literature. The discursive constructions and social realities of Muslim women are critically examined through historic and literary representations, ethnographic accounts, human rights discourses, sexual politics and secular and Islamic feminism(s). Moreover, this course situates Muslim women as complex, multidimensional actors engaged in knowledge production and political and feminist struggles, as opposed to the oppressed, victim-centered images that have regained currency in the representation of Muslim women in the post 9/11 era.

Instructor(s): Maliha Chishti
Note(s): This course meets the LMCS or SCSR Committee distribution requirement for Divinity students.
Equivalent Course(s): ISLM 37601, RLST 27601, GNSE 27608, GNSE 37608

GLST 27617. Introduction to Global Catholicism. 100 Units.

With over a billion adherents, Catholicism is both the largest Christian denomination and a global religious tradition. This course introduces students to multiple ways Catholicism shapes the moral and political commitments of believers and how it informs politics and the larger society. How does the Catholic church, at once centralized and internally diverse, exist as a multilingual and multicultural community? How has Catholicism responded to increasingly secularized cultures in industrialized nations? What place do religious beliefs have in the public sphere? We will examine the different ways Catholics approach these moral, social, and theological questions and how their answers shape and are shaped by their cultural locations. No previous coursework is required to enroll.

Instructor(s): Joseph Haydt
Equivalent Course(s): GRMN 27617, FNDL 27617, RLST 27617

GLST 27656. Pilgrimage, Voyage, Journey. 100 Units.

Travel is fatal to prejudice, bigotry, and narrow-mindedness "Adventure is worthwhile in itself "To travel is to live In "Pilgrimage, Voyage, Journey," we interrogate and complicate these kinds of platitudes, examining claims about the nature and possibilities of travel in its many iterations. Throughout the quarter, we ask why people travel, what might be gained or lost by traveling, what is unique to the experience of travel, and, ultimately, whether or not we should travel. We draw from memoir, fiction, film, and contemporary journalism as we consider claims about the effects of travel on travelers, non-travelers, local communities, and the world at large. We think about links between conceptions of travel and broader historical and social structures, considering the histories of class-exclusive travel, ways that colonialism has shaped travel, and the ethics of travel with respect to its impact on both local communities and the environment. Central to our inquiry is an examination of claims about both the religious value or potential of travel - including those found in accounts of pilgrimages and monastic journeys - and the ways that travel can often become linked to ideas of the "spiritual."

Instructor(s): Bevin Blaber
Equivalent Course(s): RLST 27656

GLST 27659. Parties and Feasting in/as Religion. 100 Units.

Are parties and feasts- a quinceañera, a rave, Thanksgiving dinner-sacred or secular? How do we know, and how can we describe and analyze their religious significance? In this course, we will survey parties, feasts,
and festivals from antiquity to the present. Topics will include sacrifice and communal meals, drinking and (divine) hangover cures, dance and communal ecstasy, pilgrimage (Mecca and Burning Man), party-associated violence, and the ethics and power dynamics of partying. Students will become familiar with selected texts (all in translation) from ancient Near Eastern, Greek, and Roman sources to modern journalism and ethnography of Islamic pilgrimage. We will also consider material evidence of parties and feasts ancient and modern (trash!). Students will begin to analyze these events comparatively and as ritual. Along the way, we will briefly consider difficulties for such analysis and/or for material studies of religion. No prior knowledge of texts, languages, or periods is assumed or required, but those enrolled must have previously attended at least one party or feast.

Instructor(s): Doren Snoek Terms Offered: Spring

Equivalent Course(s): RLST 27659

GLST 27713. Israel and American Jewry: Peoplehood, Religion, and Politics. 100 Units.
Israel and North America currently constitute the two leading centers of Jewish demography, identity and existence. Broadly speaking, they represent the two major Jewish responses to modernity - Zionism as a form of modern nationalism on the one hand, and integration into a liberal western society and body politic on the other. Their relations respond to this initial divide, while at the same time trying to coalesce a collective notion of Jewish peoplehood, based on culture, identity and a sense of a shared history and fate. The aim of this course is to learn more about the emergence of these two centers, and then explore the past, present and future of their relations. In recent years, the issue of religion has emerged as a crucial factor in Israel-Diaspora relations, especially in relation to the Jewish center in North America. The historical development of progressive Jewish strands in the United States, together with the fundamental changes in the religious makeup of Jewish society and the perception of the political role of religion in the state of Israel, have led to tension and strife regarding such issues as religious praxis, social identity and the public sphere. Religion with therefore be the main theme through which the relations will be explored, both historically and in relation to current affairs and issues.

Instructor(s): David Barak-Gorodetsky Terms Offered: Spring

Equivalent Course(s): RLST 27713, AMER 27713, SOCI 20545, JWSC 26713

GLST 27721. Race and Religion: Theorizing Blackness and Jewishness. 100 Units.
Founded on ideals of universalism, pluralism and secularism, France and the United States are fraught with contradictions when it comes to race and religion. Which religions are accepted? Which religions are suspect? Is it minority that defines the difference—or only particular kinds of minority, such as race? To untangle the intersections of race and religion, we will examine Blackness and Jewishness as they are represented in political polemic, fiction, memoir and philosophy from the 1960s to the present. This course introduces students to the foundational concepts for the critical study of race and religion through exploring the constructions of Black and Jewish identity. We will examine the contradictions of secular politics and culture in France and the United States, and discuss how religion, race, and intersecting categories such as gender and sexuality, can become tools of critique. Readings include works by thinkers such as Césaire, Fanon, Memmi, Levinas and Foucault, along with literary classics by Nella Larsen and Sarah Kofman, and contemporary critical essays by Judith Butler, Christina Sharpe and Talal Asad. Throughout this course, we will examine how the concepts of race and religion are key components of the political, philosophical and ethical projects of these authors. No prerequisite knowledge of critical theory, or this historical period, is expected.

Instructor(s): Kirsten Collins Terms Offered: Winter

Equivalent Course(s): ANTH 23916, CRES 27721, GNSE 27721, FREN 27721, RLST 27721, JWSC 27721, CMLT 27721

GLST 28092. Nations and Nationalism. 100 Units.
What is a Nation? How do nations come into being? What does it mean to be a part of a national group? These questions will be explored over the quarter through close readings and discussions of both classical theories of nationalism as well as the critiques that have been leveled against them. Studying both classical and contemporary approaches to nationalism, the class will consider how scholars have grappled with the from whence and how a nationalism over time. Over the course of the quarter we will critique ideas of nationalism; consider the efficacy of nation and nationalism as categories of analysis; and will use cases from post-Soviet and post-socialist spaces to ground our discussions in the later part of the quarter, exploring narrative, performative, and material aspects of nationalism in the contemporary period.

Instructor(s): M. O'Shea Terms Offered: Winter

Equivalent Course(s): SOCI 20854

GLST 28447. It's the End of the World as We Know It: Apocalyptic Literature and Millenarian Movements. 100 Units.
The "end of the world" has been a matter of fascination for human beings for thousands of years. This course takes a cross-cultural approach to the study of texts and movements concerned with the end times, traditionally called "apocalyptic" and "Millenarian." We will focus on three major aspects of these movements: the historical and cultural circumstances in which they arose, the institutions and traditions that served as their foundations, and finally their theological and political principles, including how they dealt with failed expectations. We will cover a wide range of contexts, including Roman-occupied Judea during the first century CE, the Xhosaland of southern Africa in the mid 19th century, and the rise of QAnon in the 21st century United States. No prerequisite knowledge of the historical periods or religious traditions examined required.

Instructor(s): Marshall Cunningham Terms Offered: Winter
Equivalent Course(s): CMLT 28447, RLST 28447, HIST 25219, JWSC 28447

GLST 28612. The Global Revolt Against Liberalism. 100 Units.
Is liberalism in crisis? Only ten years ago, the ideology that won the Cold War seemed to reign supreme. Values such as individualism, free enterprise, representative government, and religious tolerance, were seen as more than hallmarks of order, but the very goals to which every nation should aspire. Since then, however, in the United States and across the globe, the liberal consensus has been challenged by populists, socialists, religious traditionalists, and others. Some have protested the close relationship between liberalism and capitalism. Some objected to liberalism’s breakup of “organic” ethnoreligious communities. And some maintained that liberalism is no more than Western imperialism with a human face. What happened? Were these revolts mere setbacks on the long ‘arc of history’? Or were they, rather, a reflection of a deep philosophic unease with the very premises of modernity? Is this the end of the liberal world order? What will replace it? And what is the role of religion in the contemporary political imagination? This class will combine readings in political theory, the philosophy of history, and current events, to understand better these criticisms and gain some perspective on our present discontents. No prior knowledge is required.
Instructor(s): Yiftach Ofek Terms Offered: Spring
Note(s): This course counts as an elective course for the Democracy Studies program.
GLST 29800. BA Thesis Seminar I. 100 Units.
This weekly seminar, taught by GLST faculty, is designed to aid students in their thesis research. Students are exposed to different conceptual frameworks and research strategies. Students must have approved topic proposals and faculty readers to participate in the seminar.
Instructor(s): Staff
Terms Offered: Autumn
Prerequisite(s): GLST 23101 and GLST 23102
Note(s): Required of Global Studies majors with fourth-year standing who have selected the BA thesis plan of study. Students planning to graduate autumn quarter are not permitted to enroll.

GLST 29801. BA Thesis Seminar II. 100 Units.
This weekly seminar, taught by GLST faculty, offers students continued BA research and writing support. Students present drafts of their work and critique the work of their peers.
Instructor(s): Staff
Terms Offered: Winter
Prerequisite(s): GLST 29800
Note(s): Required of Global Studies fourth-year majors who have selected the BA thesis plan of study. Students planning to graduate winter quarter are not permitted to enroll.

GLST 29900. BA Thesis: Global Studies. 100 Units.
This is a reading and research course for independent study related to BA research and BA thesis preparation.
Note/Prerequisite: College Reading and Research Course form required, along with consent of instructor and program director.
Instructor(s): Staff
Terms Offered: Autumn Spring Winter
Prerequisite(s): Consent of instructor and program director; students are required to submit the College Reading and Research Course Form