Global Studies

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

Program of Study

The Global Studies major is an interdisciplinary major concerned with the interconnected and interdependent nature of the contemporary world. Its main task is to understand how sites, objects, and concepts contribute to worldwide connections, from ecological concerns to human rights campaigns. Students majoring in Global Studies will take courses throughout the College, often with particular interests in Anthropology, Environmental Studies, History, or a specific regional study.

Instead of beginning with “global” and “local,” the typical categories of globalization studies, the Global Studies program contends that the distinctions between sites and trends, between objects far and near, and between the cosmopolitan and the vernacular emerge from empirical studies. Students are encouraged to exercise close attention to mundane practices, everyday materialities, and lived experiences. With a good grounding in case studies, students in the program are expected to be able to reflect upon the implications of their research interests, both inside and outside the classroom. Students carry these interests on to a variety of careers and professional opportunities following graduation.

Program Requirements

Students must complete a total of 13 courses (including one approved elective and two BA seminars), a research activity, and a language requirement, broken down in the following manner:

Introductory Courses (2 courses)
All students are required to take the two-quarter introductory sequence to the major, GLST 23101-23102 Global Studies I-II. These courses are offered annually and in sequence in the Autumn and Winter Quarters. Students are expected to complete the sequence in their second year, if possible, especially if they plan to study abroad during their third year.

Thematic Tracks (8 courses)
The body of the major (eight courses in all) is comprised of courses selected from four overlapping thematic tracks of study. Students will select two tracks, a primary and a secondary one, and complete five courses in the former and three in the latter. The selection of the primary and secondary tracks should be linked to the student’s BA research interests. The tracks are outlined below with sample classes that might fall within each category, but more detailed information about these tracks may be found on the Global Studies website (http://globalstudies.uchicago.edu).

Governance and Affiliations
This track focuses on politics and claims to authority within power relations. It tries to stand a middle ground between extremes of privileging nation-states and solely valuing micro-sites of governance. Themes could range from UN agencies to online protests, humanitarian intervention to surveillance and corporate governance.

CRES 22150 Contemporary African American Politics
PLSC 27016 Popular Culture, Art, and Autocracy
PLSC 29500 Drugs, Guns, and Money: The Politics of Criminal Conflict

Knowledge and Practice
This track focuses on the production and circulation of knowledge, with an eye towards how that process is situated. Often there will be a science and technology component, but other times habitual/instinctual know-how will be highlighted. Themes could range from regulatory standards, countercultural movements, and cultural artifacts to consumer politics and media studies.

HIST 24206 Medicine and Culture in Modern East Asia
ENGL 29202 Objects, Things, and Other Things
SOCI 20208 Internet and Society

Cultures at Work
This track focuses on the entanglements of culture, economics, and politics. It focuses on cultural production, often of a physical nature, as well as cultural modes of reception. Themes could range from global brands, sweatshops, and rituals of food production/consumption to gaming and consumer politics. Much of “everyday life” would also apply.

ANTH 21725 Mass Mediated Society and Japan
GLST 24101 Paperwork
ECON 22650 Creativity

Bodies and Nature
This track focuses on bodily nature (broadly construed) and ecological relationships. Particular attention is paid to environmental and health-related topics, and not always with a focus on human beings.
Themes could range from sustainability, ecotourism, and pandemics to modern beauty practices, health movements, and animal studies.

BIOS 13140 The Public and Private Lives of Insects
ANTH 28210 Colonial Ecologies
GRMN 24416 Biocentrism: The Concept of Life in German Literature and Art

Elective (1 course)
Students will select one elective course to further their BA research, often late in their third or early in their fourth year. This course should be chosen after discussion with the program administrator, and can include:

- A regional studies course that furthers the student's cultural and historical knowledge in their BA research topic
- A research methodology course (e.g., ANTH 21420 Ethnographic Methods) that will equip the student for better collection of primary source materials
- An introductory course in another major that has a direct connection to the BA research topic
- A language course that will help the student read texts or interact with persons pertaining to their BA research topic

These options are not exhaustive and should only be used as guiding ideas for the elective requirement. Students should seek program approval for their choice of elective course before registering, and the elective should be completed before the Winter Quarter of the student's fourth year.

Research Activity Requirement
Students will be expected to complete a structured activity or program exploring global issues related to their intended BA project, often in an international setting.

This major activity might be:

- An internship (academic year or summer)
- Select study abroad programs, often through the Study Abroad office
- A volunteer opportunity
- A well-defined field research project

Students should work with the program administrator to identify appropriate opportunities and should have their activity approved ahead of the experience itself. Most activities should last no less than six weeks, though intensive programs with shorter durations may be considered.

The research activity should be linked to the student's BA thesis and serve 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).

BA Seminars and Thesis (2 courses)
Students are required to take the two-quarter BA seminar (GLST 29800 BA Thesis Seminar I and GLST 29801 BA Thesis Seminar II) in Autumn and Winter Quarters of their fourth year. The first BA deadline occurs during the Spring Quarter of a student's third year. At that time, students must have submitted a topic proposal, secured a faculty reader, and completed a faculty reader form. The final version of the BA thesis is due by the second Friday of the quarter in which the student plans to graduate. Successful completion of the thesis requires a passing grade from the faculty reader.

The Global Studies major thesis must be clearly organized around a contemporary global issue. Students may double-major, but double-majoring with another program that also requires a BA thesis would entail (a) the second major's program accepting the Global Studies thesis as fulfilling that program's BA requirements or (b) the student completing an additional BA thesis for the second major.

Regardless of the requirements of the second major, Global Studies majors are required to complete both quarters of the fourth-year BA seminar. Thesis seminars from other major programs will not count toward the Global Studies BA Thesis Seminar requirement.

Foreign Language Requirement
The Global Studies language requirement can be completed in two ways:

1. Students may complete the equivalent of a seventh quarter of language study in a single language. Credit for the seventh and final quarter of the language must be earned by University of Chicago course registration. If the final term of study in a foreign language focuses on cultural studies, it may be used in an appropriate primary or secondary thematic track, as outlined above.

2. Students may obtain an Advanced Language Proficiency Certification, which is documentation of advanced functional ability in reading, writing, listening, and speaking. For details, visit the Foreign Language Proficiency Certifications (https://languageassessment.uchicago.edu/flpc/) page.
SUMMARY OF REQUIREMENTS

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>GLST 23101-23102</td>
<td>Global Studies I-II</td>
<td>200</td>
</tr>
<tr>
<td>Five courses in a primary thematic track</td>
<td>500</td>
<td></td>
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<tr>
<td>Three courses in a secondary thematic track</td>
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<td>GLST 29800</td>
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<td>GLST 29801</td>
<td>BA Thesis Seminar II</td>
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<tr>
<td>One program elective</td>
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<tr>
<td><strong>Total Units</strong></td>
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HONORS

Students with an overall GPA of 3.2 or higher and an in-major GPA of 3.5 or higher will be eligible for honors. For the awarding of honors, the BA thesis must also be 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 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.
Instructor(s): Evan Carver Terms Offered: Spring Winter
Note(s): ENST 21201 and 20150 are required of students who are majoring in Environmental and Urban Studies and may be taken in any order.
Equivalent Course(s): PBPL 20150, ENST 20150, ARCH 20150

GLST 21310. Water: Economics, Policy and Society. 100 Units.
Water is inextricably linked to human society. While modern advances in technology and new economic and policy mechanisms have emerged to address water stressors from overconsumption, development pressures, land use changes and urbanization, challenges continue to evolve across the globe. These problems, while rooted in scarcity, continue to become more complex due to myriad human and natural forces. In addition to water quality impairments, droughts and water shortages persist, putting pressure on agricultural production and urban water use, while the increased frequency and severity of rainfall and tropical storms, already being experienced globally, are only projected to grow in intensity and duration under climate change. Students will explore water from the perspective of the social sciences and public policy, with attention on behavioral dimensions of water use and water conservation. Qualitative and quantitative approaches to examining how humans use and affect water will be considered, and a case study using visualizations of campus water data will be conducted by students in the course.
Instructor(s): Sabina Shaikh Terms Offered: Spring
Note(s): No prerequisites but the following courses are recommended prior to enrollment in ENST 21310: one economics course and ENST/MENG 20300: The Science, History, Policy, and Future of Water (Winter 2020) ENST/MENG 20300: The Science, History, Policy, and Future of Water (Winter 2020)
Equivalent Course(s): ENST 21310, LLSO 21310, ECON 16510, PBPL 21310

GLST 21405. Inventing Race in the British Empire. 100 Units.
This course reveals how the British encounter with racial difference in the Caribbean, Australasia, and India could both validate and subvert the project of empire-building. We will begin by examining the ways in which ethnographical and anthropological societies in the metropole clashed over the question of racial differentiation in the nineteenth century. We will then determine how these ‘scientific’ theories of race were deployed in colonial settings; did they inform relations between colonized and settler populations, or did the local states innovate novel race-based policies to undergird their rule? By investigating how an array of actors instrumentally invoked race to accomplish specific objectives, we will further deconstruct the narrative of a unitary, overarching ‘civilizing mission.’ A host of primary sources, including anthropological treatises, missionary accounts, public speeches, and fictional works, will aid us in this pursuit.
Instructor(s): Z. Leonard Terms Offered: Spring
Equivalent Course(s): CRES 21405, SALC 21405, HIST 21405
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
Equivalent Course(s): GNSE 12105, SOCI 28088, ENST 12105, ARCH 22105

GLST 22855. Childhood, Migration, and Nation. 100 Units.
While the figure of mobile children is central to academic and public debates about migration worldwide, this course asks students to step back and reconsider a question that is frequently taken for granted: 'What is a child?' The intersections between childhood and other categories of personhood, such as migrant laborers and refugees, complicate our assumptions about what it means to be a 'child' and the ways children fit into the ideologies of nation-states. Ambiguous representations of migrant children also problematize human rights and humanitarian discourses that often depict them as vulnerable, passive, and inseparable from their family units. The analytical focus on young mobile subjects who are in the process of 'growing up' call our attention to questions of temporalities and different modes of imagination which come to mediate the ongoing socialization of the child by state, family, and schools. In this course, we will critically discuss both theoretical concerns, ethnographic projects, films, and contemporary news media in the US, Asia, and elsewhere which take ('im)migrant children’ as an object of inquiry. We will examine 1) the intersection between childhood and other personhood categories along the citizen-migrant continuum, and 2) institutional interventions and everyday practices of the child which are mediated by different ideologies about being children and being (non)citizens of a particular state.
Instructor(s): Moodjalin Sudcharoen Terms Offered: Spring. Spring 2021
Equivalent Course(s): ANTH 22855, HMRT 22855, CHDV 22855

GLST 23083. A Latin American Anthropology of Violence and Conflict in Latin America. 100 Units.
This course explores the dynamics of conflict and organized violence in Latin America through a combination of Latin American fiction and documentary films and ethnographic and other relevant research. The following are some of the interrelated topics that we will cover, which draw primarily from scholars not only of Latin America, but also in Latin America: non-state armed groups, transnational criminal networks, international cooperation and humanitarian intervention, human rights abuses and activism, gendered experiences of violence and its aftermath, and the state. We will begin our work in contemporary conversations about these topics throughout the region and weave in readings from the globally dispersed foundational thinkers who have informed these conversations. Students will develop a case study of their choosing over the quarter and receive in-class instruction on forming and managing effective writing groups to facilitate their projects. Significant flexibility is also possible for those who want to incorporate their coursework into the development of a larger research project.
Instructor(s): Erin McFee Terms Offered: Autumn. Autumn 2020
Prerequisite(s): PQ. Course materials and discussions will be in both Spanish and English; Spanish fluency required.
Equivalent Course(s): LACS 32335, LACS 23083, ANTH 32335, ANTH 23083, HMRT 23083

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): STAFF Terms Offered: Autumn
GLST 23102. Global Studies II. 100 Units.
This second part of the introductory course sequence for Global Studies majors is focused on the development of students' own substantive research proposals. All new readings that Global Studies students encounter will help them to think theoretically through relevant multidisciplinary literatures - including from sociology, anthropology, and history, among many others - to begin asking their own distinct research questions. We will then develop relevant bibliographies and targeted empirical objectives attuned to diverse possible 'data' sources, including in material culture or in archives, in texts or in landscapes, in ethnographic or mass mediated narratives, or on burgeoning digital platforms. Discussion, writing assignments, and in-class workshops will help us discern and appreciate the craft of academic research, including the careful identification of sites, objects, potential interlocutors, primary and secondary materials. The course will leave students with a full draft of their thesis proposals.
Instructor(s): Kohl, Owen Terms Offered: Winter
Prerequisite(s): GLST 23101

GLST 23129. Transnational Queer Politics and Practices. 100 Units.
This course aims to examine gender and sexual practices and identities in a transnational perspective. As people and ideas move across national, cultural, and racial borders, how is sexuality negotiated and redefined? How are concepts such as 'global queerness' and the globalization of sexualities leveraged for change? How are queer identities and practices translated, both culturally and linguistically? To explore transnational articulations of queerness we will draw on a range of theoretical perspectives, including postcolonial, feminist, queer, and indigenous approaches to the study of sexualities. We will engage with scholarship on the politics of global gay rights discourses, on the sexual politics of migration, and on the effects of colonialism and neoliberal capitalism. By analyzing queer experiences and practices in a transnational context, our goal is to decenter and challenge Western-centric epistemologies and to dive into the complexities of cultural representations of queerness around the globe.
Instructor(s): Cate Fugazzola Terms Offered: Spring
Equivalent Course(s): SOCI 30323, GNSE 23119, MAPS 33129, GNSE 33119

GLST 23317. To Preserve or Destroy: Anthropologies of Heritage. 100 Units.
Why do some monuments matter more than others? Why do we destroy some sites and preserve others? How do these objects and sites attain value? As witnessed in Charlottesville, heritage is at the heart of intense debates in politics and culture today. Questions of theft and colonial violence haunt museums, galleries, and other cultural institutions. Looting and repatriation-linked to archaeology's complex history and of equal concern to contemporary anthropology-force us to contend with the very meaning of heritage, including why it matters, what it does, and to whom it rightfully belongs. Bringing archaeology and anthropology together, this course attends to these complex questions, exploring how monuments, heritage sites, and material culture are enmeshed in power and condense contested histories. Drawing together ethnographies of heritage, theories of history and art, and accounts of dispossession and destruction, we will examine heritage as a conceptual formation, a set of social, political, and economic practices, and as a locus of both enchantment and endangerment. In doing so, students will gain a better sense of why the category of heritage seems to matter so much in the 21st century, paradoxically weaponized by both nationalist narratives and decolonial movements, and what futures heritage builds.
Instructor(s): Hilary Leathem Terms Offered: Winter. This course was offered Winter 2020
Equivalent Course(s): ANTH 21347, HIPS 21347, ARCH 21347

GLST 23403. Borders, (Im)mobilities and Human Rights. 100 Units.
What is the human cost of border control? To what extent do individuals possess the right to move to other states? How do different states with large populations of refugees and asylum seekers develop and enforce migration policies, and what do the differences in these policies reveal about the social histories and futures of these states? To address these questions, we will consider how borders, institutions, and categories of migrant groups mutually shape one another. We will explore the interrelationships between categories of migration-forced, economic, regular, and irregular-in order to understand the multiple and unequal forms of mobility experienced by those who inhabit these categories. By utilizing a framework of human rights, this course will investigate how contemporary issues in migration-such as border management, illicit movement, and the fuzzy distinction between forced and economic migration-raise and reopen debates concerning the management of difference. We will draw on the work of anthropologists, sociologists, and geographers, as well as journalists, legal, and medical professionals. Our readings each week will include a mix of conceptual, ethnographic, long-form journalism, and policy texts. When possible, we will also invite representatives from different Chicago-based organizations that promote and protect the rights of people in various situations of migration to come to our class to discuss their work.
Equivalent Course(s): HMRT 23403, ANTH 25255, CHDV 23403
GLST 23404. Forced Exile: Displacement, Development and Disaster. 100 Units.
According to the International Organization for Migration (IOM), forced migration involves coercion, including threats to life and livelihood that arise from natural or human-induced causes. What constitutes coercion, and who deserves to migrate? How are threats to life and livelihood recognized and to what extent can they be minimized? In this course, we will examine the conditions of forced exile, ranging from violence and persecution, to environmental degradation and climate change, to the economic decimation of local communities. Moreover, we will critically examine how governments and international organizations respond to forced exile through securitization techniques and long term development projects to reduce the so called 'push factors' that compel people to migrate. We will draw on a range of materials, including ethnographies, policy documents, documentaries, and the perspectives of course visitors, to examine cases of forced migration in Syria, El Salvador, Bangladesh, Eritrea, Haiti, and elsewhere.
Instructor(s): D. Ansari Terms Offered: Winter
Prerequisite(s): N/A
Note(s): CHDV Distribution Area: C
Equivalent Course(s): HMRT 23404, CHDV 23404

GLST 24210. Politicizing the Passions: Emotions and Collective Action. 100 Units.
The first objective of this course is to develop a critical understanding of the different disciplinary and methodological approaches to emotion and its place in political life. To that end, we will begin by analyzing how rationality and emotion are conceptualized and theorized in different disciplines. Throughout the course we will consider the conceptions and methodologies of competing models of the place of emotion in politics, examining both macro and micro approaches, and considering questions such as: how do we measure emotions? Are emotions primarily physiological or cognitive? Are emotions at base universal or socially and culturally constructed? What are the processes by which private, individual emotions become public, collective, and politically relevant? The first half of the course is organized thematically by political effect. The second half of the course is designed to discern patterns and identify concrete ways that specific emotions such as fear, shame, anger, and hope-shape politics.
Instructor(s): D. Knorr Terms Offered: Autumn

GLST 24214. Cities in Modern China: History and Historiography. 100 Units.
China’s shift from a predominantly rural country to an urban majority is one of the greatest social and demographic transformations in world history. This course begins with the roots of this story in the early modern history of China’s cities and traces it through a series of momentous upheavals in the nineteenth and twentieth centuries. We will learn about how global ideas and practices contributed to efforts to make Chinese cities ‘modern,’ but also how urban experiences have been integral to the meaning of modernity itself. We will discuss urban space, administration, public health, commerce and industry, transportation, foreign relations, and material culture. In addition to tackling these important topics in urban history and tracing the general development of Chinese cities over time, another primary concern of our course will be the place of urban history in English-language scholarship on Chinese history more broadly. We will track this development from Max Weber’s observations on Chinese cities through the rise of ‘China-centered’ scholarship in the 1970s to the ‘global turn’ of the 2000s. Students will develop the skills necessary for writing an effective historiography paper, i.e., doing background research, writing annotated bibliographies, and using citation-management software. Students will put these skills to work by writing a critical historiographical review of scholarship on a topic of their choice.
Instructor(s): D. Knorr Terms Offered: Spring
Prerequisite(s): Students taking ARCH 24214 should explain the relationship between their final projects and architectural studies.
Equivalent Course(s): ARCH 24214, ENST 24214, HIST 24214, EALC 24214

GLST 24233. Food Politics in a Global World. 100 Units.
Food Politics’ means so many things: Trust, risk, danger. Safety, regulation, retail, and consumption across wildly different scales: global, (trans)national, urban, regional, local, distant, foreign. Diets, fasts, binges. Canning, refrigeration, cafeterias, farmers’ markets, and the cold aisles of supermarkets. Educated consumers, mass panics, and the ‘distant’ bodies of humanitarian aid. In this class, ethnographic and comparative approaches to food politics will be our lens into recognizing, discussing, and thinking about food as a critical site of global politics. We will examine articulations of social differences, performances and performativities of bodies (gendered, migrant, public, private, clandestine, hungry, satiated, healthy, and criminal), transnational battles over regional and local ‘purity,’ and sensibilities that do or do not trust sites of economic and/or political authority positioned far away. Indeed, food politics are just as much a window into the investigative and critical potentials of ethnography in a global world as they are a way to recognize the moral, popular, imaginary, and experiential processes at work and constitutive of taken-for-granted political actor-abstractions such as ‘the state’ ‘the economy’ and ‘the public.’
Instructor(s): Czarnecki, Natalja Terms Offered: Winter
Equivalent Course(s): ENST 24233, ANTH 25322
GLST 24302. Early Modern China: An Age of Global Transformation, 1500-1800. 100 Units.
The period between 1500 and 1800 was pivotal in the emergence of the modern world. We tend to focus on Europe and the Americas when we think of the changes that occurred in this period. However, this was also an age of dramatic transformation for China in ways that were connected and/or similar to changes unfolding elsewhere. After reviewing how the legacy of the Mongol conquests shaped early modern Eurasia, we will examine a series of intertwined developments that were characteristic of not only China but also global experiences in this period: population growth, expanded commercial activity, silver imports from the Americas, and the adoption of ‘New World’ crops, such as maize and sweet potatoes. We will then look at how new intellectual currents and major shifts in government policies responded to these new social and economic realities. We will examine two developments—print culture and colonialism—that play important roles in narratives of early modern European history but are no less applicable to Chinese history. Our course will end with a consideration of how the growth of the early modern period generated not only tremendous wealth but also considerable political and ecological challenges that modern actors would struggle to overcome. For the final project, students will design a museum exhibit that focuses on one aspect of China’s early modern history and underscores the global interconnectedness of this period.
Instructor(s): D. Knorr Terms Offered: Winter
Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.
Equivalent Course(s): ENST 24302, EALC 14302, HIST 14302

GLST 24303. Modern Korean History. 100 Units.
This course focuses on the modern history of a country that is well known for shifting its course at dizzying speed. Beginning with the last monarchic dynasty’s ‘opening’ to the world in the late nineteenth century, the course will move on to deal with radical transformations such as Japanese colonization and Korea’s subsequent liberation in 1945; the civil war, national division, and dictatorship in the two Koreas; and the economic miracle and democratization in the South and nuclear development in the North. How do we understand recent events, such as the South Korean president’s impeachment in 2017 and the North Korean leader’s high-profile diplomatic détentes in 2018? Do they come out of nowhere, or can we find an underlying consistency based on an understanding of the long twentieth century? Through a careful study of Korea’s modern history, this course is designed to reveal the longer trajectories of Korea’s historical development, showing how the study of this contentious peninsula becomes a study of modern world history.
Instructor(s): J. Jeon Terms Offered: Winter
Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.
Equivalent Course(s): EALC 14303, HIST 14303

GLST 24340. Political Ecologies of Colonialism: Local and Global. 100 Units.
The rapidly warming planet makes it clear that the natural and human worlds are inseparable and that local ecologies are inextricable from global political and economic processes. While resulting devastation has more recently emerged as a global crisis, the assimilation of local landscapes and ecologies into global social processes has a deep history. This class considers the development and intensification of such global connections through the lens of political ecology. It contextualizes local ecological changes wrought by expansive colonial powers - poisoned mountains, mono-cropped landscapes, and disappeared forests - within the emergence of a global economy in the early modern era. The course is roughly divided into two parts. First, it examines the political ecology of colonialism, considering links between extractive practices of land management and the imbalances of power typical of colonial contexts. Second, it assesses how the extraction and expansion inherent to colonial projects provided impetus to the emerging global economy from the 16th to 20th centuries, and considers how those historical processes continue to reverberate into the present. While historicizing contemporary environmental issues, students will be introduced to political ecology, environmental history, ‘the Anthropocene’ concept, theories of commodification and value, and world systems analysis.
Instructor(s): Raymond Hunter Terms Offered: Spring
Equivalent Course(s): EALC 28505, ENST 24340

GLST 24406. Sovereign Rights: Decolonization and the Cold War in Image and Word. 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): CRES 21306, HMRT 23406
GLST 24425. Ships, Trains, and Planes: A Global History of Vessels and Voyagers, 18th Century to the Present. 100 Units.
From ‘La Amistad’ to the airplanes of September 11, vessels make history. And yet, we often take for granted the fact that they also contain history. Investigating the sociocultural pasts of vessels and the politics of mobility, this course poses two overarching questions. How have ships, trains, and airplanes shaped the behavior and outlooks of modern humans, and how has the experience of being in transit evolved over the past three centuries? Beginning with sailing ships of the eighteenth century and winding its way to the airplane via steamships and railways, the course explores how vehicles and transit have inspired and coerced humans into unique forms of subjectivity. Through case studies and primary sources from across world history, vessels in transit will be analyzed as engines of modernity and sites of emancipation, but also as tools of terror and laboratories of power.
Instructor(s): C. Fawell Terms Offered: Spring
Equivalent Course(s): HIST 29425, ANTH 22161

GLST 24514. Colonial Power in East Asia. 100 Units.
This course takes a transnational and comparative approach to the study of colonialism in East Asia from the Opium Wars through the end of World War I. Using foundational theories of postcolonial scholarship as a starting template, we will explore the interrelationship of colonial power and ideologies of race and gender across China, Japan, and Korea during the nineteenth century. Critically evaluating both primary and secondary sources will help us contextualize the development of the Japanese empire within a larger narrative of the expansion of Euro-American colonial power into East Asia. In doing so, we will discover that sites of empire in East Asia often destabilize the most common binaries of postcolonial study: Occident/Orient, colonizer/colonized, white/other, and premodern/modern.
Instructor(s): J. Dahl Terms Offered: Winter
Equivalent Course(s): HIST 24514, GNSE 24514, EALC 24514, CRES 24514

GLST 24655. Are You Not Entertained? The Anthropology and Politics of ‘Fun’ 100 Units.
Spaces throughout our uncertain present have often been referred to as ‘post-industrial.’ However, many cities, regions, and laborers remain dedicated to bringing novel, entertaining product including films, music, and devices to diverse markets. Among skeptics, an old functionalist question has reemerged: Do seemingly lighthearted institutions, venues, and techno-gadgets enable capitalism’s continued transnational primacy through their capacity to distract? Are pressing social problems including gross wealth imbalance, state surveillance, and punitive policing ignored in favor of never-ending amusement? No doubt, theoreticians from various walks of life have long deemed entertainers, gizmos, and the audiovisuals that they conjure critical in winning hearts, minds, and conflicts - both foreign and domestic. By following ambivalent, aspirational genres through a range of distinct, yet kindred 21st century industries, we will critically consider entertainment’s capacity to reflect, challenge, and shape political economy. Our bi-weekly lectures, readings, and discussions will draw upon social practices and performances that have awkwardly aimed to do more than merely amuse by supposedly educating, enlightening, and benefitting consumers. We will first consider (post-) colonial and Cold War historical genealogies by looking closely at battlegrounds of fun such as the Soviet circus, the Yugoslav music and film industries, and the State Department’s jazz ‘jambassadors.’
Instructor(s): Kohl, Owen Terms Offered: Winter
Equivalent Course(s): ANTH 25920

GLST 24701. Political Anthropology. 100 Units.
This course introduces students to the anthropological study of politics and the political. Classes are seminar-style discussions with a mix of group discussions, mini-lectures, writing workshops, and in-class small group activities. In addition to reading major theoretical and empirical contributions to the field, students will also learn how to conduct meeting- and event-based ethnography and to compose ethnographic writing. Major assignments include conducting fieldwork, handing in periodic field notes journals, and a final paper assignment that weaves together field data with course readings. Authors include, but are not limited to the following: Abrams, Anderson, Aretxaga, Comaroff and Comaroff, Evans-Pritchard, Foucault, Mbembé, McGovern, Mitchell, Mosse, Nelson, Povinelli, Rabinow, Ramírez, Scott, Sharma and Gupta, Silverstein, Taussig, Trouillot, and Weber.
Instructor(s): Erin McFee Terms Offered: Winter. Course offered Winter 2020
Equivalent Course(s): ANTH 24701, ANTH 34701, PBPL 24702
GLST 24725. Humans After Violence. 100 Units.
What happens to individuals and societies after experiences with violence? This course takes a critical look at scholarship and practitioner efforts to understand and influence those who make and unmake violence and who are implicated in its aftermath. The four units - violence, trauma, subjectivity, and reconciliation - explore and problematize each of these domains of inquiry. Throughout the course, we will draw from both foundational and emerging texts in anthropology and related disciplines as we critically examine the ‘re’ in contexts of violence: re-integration of ex-combatants, re-entry of the formerly incarcerated individuals, re-turn of displaced populations, and re-conciliation among war affected peoples. What are the reach and limits of these discourses in contexts of violence and physical and socioeconomic insecurity? How is social life in these settings differentially experienced according to gender and stages of the life course? The course will also include an examination of methodological approaches to studying violence-affected individuals and communities as well as issues of decolonizing research, non-extractive approaches, reflection on relations of power and inequality, and trauma-informed approaches to research and engagement. Students will develop a case study of their choosing over the quarter and receive dedicated classroom instruction on writing interdisciplinary literature reviews. Instructor(s): Erin McFee Terms Offered: Winter. Winter 2021 Prerequisite(s): Open to 3rd or 4th year undergraduates and masters students Equivalent Course(s): ANTH 34721, ANTH 24725, ANTH 4721, ANTH 24725

GLST 24741. Politics and Popular Culture in the Middle East. 100 Units.
This course will examine the relationship between popular culture and politics in the MENA. Pop culture, such as cinema, television, street art, music, and social media, has been a means of both resisting and shoring up authority, of affirming and subverting societal norms and taboos, and of motivating and expressing political action. We will critically examine examples of pop culture from societies throughout the region, analyzing their connection to power structures and changes in ideology and nationalism, gender/class/religious identity and practice, militarism and insurgency, and state power. This course will draw on research approaches in anthropology, sociology, media studies, and political science to theorize the role of popular culture in reflecting, challenging, and expanding political horizons in the region. Instructor(s): Mekawy, Yasmeen Terms Offered: Autumn

GLST 24801. Anthropological Approaches to Global Hip Hop(s) 100 Units.
In this course, our goal will be to further develop a series of tools with which to study hip hop in its local, regional, and transnational diversity. How do artists make affiliations and draw distinctions along aesthetic, political, and other social lines? What symbolic status and importance do artists outside of urban North America accord the genre’s US and African-American historical lineages? What role do states and industries play in mediating the forms that so-called global hip hops assume? Hip hop scholars have productively analyzed the genre and its associated messages and styles by way of analytics like post-industrialization, authenticity, resistance, ‘flows,’ and identity. We will also explore the ways in which hip hop relates to genre and semiotic ideology, subjectivity and publics/groups/nations. Toward these ends, seminar discussion will consider historical and audiovisual material from French, Senegalese, German, Russian, Mongolian, American, post-Yugoslav, and other scenes. Through a variety of screenings, listenings, and other activities, we will encounter a diverse range of hip hop’s crafts in addition to rap, including beat-making, -boxing, and DJing/turnttablism/controllerism. Course readings will address ethnographic, historical, journalistic, and artistic considerations of hip hop’s creative practices, while situating these in more abstract, yet relevant debates within anthropology, ethnomusicology, and media studies. Instructor(s): Owen Kohl Terms Offered: Spring Equivalent Course(s): ANTH 25909

GLST 24901. The Politics of Plant Life: Edens, Plots, and Ruins. 100 Units.
How do plant ecologies materialize conflicted and incommensurate political formations? How are political ideals, collectivities, or anxieties reflected in the matter and meaning of plant life across its many social guises (as food, magic, medicine, drugs, industrial commodities, mortal enemies, alien invaders, and more)? How might radical attention to the complexities of our lives with plants help us to formulate ethical and political possibilities in the wake of conflicted histories and in midst of uncertain planetary futures? This course explores possibilities for understanding political imaginaries through the lens of plant life. We will attend to the history of social and natural scientific understandings of plant life as these shaped foundational concepts in social and political theory (including concepts of culture, race, gender and sexuality, economy, and history). We will examine how the scientific, military, and commercial transformation of plant natures was central to political projects from 18th century imperialism to 21st century counter-insurgency, from World War to the ‘War on Drugs,’ from colonization to climate crisis. This seminar brings together historical sources, classical theoretical texts, and contemporary ethnographic projects with experimental and multi-media materials to explore the history of plant life’s entanglement with imagined political histories and futures—apocalyptic, utopian and revolutionary. Instructor(s): Amy McLachlan Terms Offered: Spring Equivalent Course(s): ANTH 23806, ANTH 33809, ENST 24902
GLST 25209. Nations from the Nile to the Jordan: Egypt, Palestine, and Israel. 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 on Arab nationalism and minorities in Egypt, the question of Jewish versus Israeli nationalism, Arab (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): ANTH 24110

GLST 25218. American Epidemics, Past and Present. 100 Units.
This course explores how disease epidemics have shaped watershed periods in US history from the late eighteenth century to the present. Through readings, lectures, and in-class discussions, we will employ different categories of analysis (e.g., race, gender, class, and citizenship) to answer a range of historical questions focused on disease, health, and medicine. For instance, to what extent did smallpox alter the trajectory of the American Revolution? How did cholera and typhoid affect the lived experiences of slaves and soldiers during the Civil War? In what ways did the US government capitalize on fears over yellow fever and bubonic plague to justify continued interventions across the Caribbean and the Pacific? What do these episodes from the American past reveal about contemporary encounters with modern diseases like HIV/AIDS, Ebola, and COVID-19? Course readings will be drawn from book chapters and scholarly articles, as well as primary sources ranging from public-health reports, medical correspondence, and scientific journals to newspapers, political cartoons, maps, and personal diaries. Grades will be based on participation, weekly Canvas posts, peer review, and a series of written assignments (a proposal and an annotated bibliography, primary source analysis, book review, and rough draft) all of which will culminate in a ten-page final research paper.
Instructor(s): C. Kindell Terms Offered: Winter
Equivalent Course(s): HIPS 25218, ENST 25218, GNSE 25210, HLTH 25218, HIST 25218, AMER 25218, CRES 25218

GLST 25250. Global Disaster Ecologies: Interspecies Exposures and Immunities. 100 Units.
This class explores ecologies that thrive, transform, or collapse under severe anthropogenic pressures. Construing ‘ecology’ and ‘disaster’ broadly, it attends to human and nonhuman interdependencies in contexts at once different and related: (post)war landscapes, sites of modern agriculture and food production, and extreme weather events attributed to global climate change. The class asks: what social and ecological relations become possible, thinkable, and tenable when scientific and experiential facts of natural destruction meet optimistic ideologies of conservation, resilience, and climate finance? Interdisciplinary class readings will place special emphasis on honeybees’ collapse and worldwide insect decline.
Instructor(s): Jasarevic, Larisa Terms Offered: Autumn
Equivalent Course(s): ANTH 24835, ENST 25250

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, SALC 25310, ENGL 22434, CRES 25310
GLST 25311. Imperialism, Anti-colonialism, and Decolonization. 100 Units.
This course examines the impetus toward decolonization and the aftermath of independence of former British and French colonies. The course seeks to grasp decolonization as ambivalent and contradictory, that is, as simultaneously (if unexpectedly) the culmination of both imperialist ambitions and anti-colonial politics. It will consider: How and when did the demand for decolonization first come to be articulated? What underlying circumstances shaped the decolonization in the twentieth century? How are we to make sense of the ‘post-coloniality’ that resulted after decolonization? The syllabus, which moves chronologically (with some exceptions), starts with India, privileging it as the first and, in some respects, exemplary instance of the ideological debates on imperialism, but will also touch on examples from Africa and the Caribbean. The course will register the significance of the rise of the Soviet Union after World War I in shaping the development of nationalist movements worldwide in the twentieth century. It will conclude on the melancholic notes that express the failure of anti-colonial movements to secure their stated objectives of democratic self-determination and economic independence.
Instructor(s): Sunit Singh Terms Offered: Winter
Equivalent Course(s): CRES 25311

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 25320. Poverty and Urban Development: the Right to Housing in Latin America. 100 Units.
Bringing a wide variety of disciplinary texts into conversation, this course leads towards a holistic understanding of the historically rooted and globally entangled housing condition of Latin America’s urban poor. It encourages students to read along the grain of developmental discourse at different stages of twentieth-century development, thus advancing students' capacity to critically situate and condition global and national policies. The course analytically foregrounds problems of governance, resource distribution, and sociopolitical complexity, providing students with a representative range of case studies from across the subcontinent and interrogating what it means for social and economic goods to be labeled human rights. Throughout the course, students will examine diverse housing arrangements and policies in the context of national, regional, and global development histories. Ultimately, this course advances comprehension of the particularities of contemporary Latin American societies, and that which they share with the Global South and the world at large.
Instructor(s): Gonzalez, Ines Escobar Terms Offered: Spring
Equivalent Course(s): ENST 25320, ANTH 23097

GLST 25350. The Arab Uprisings: Social Movements and Revolution in the MENA. 100 Units.
This course examines the reasons for and variations in contemporary uprisings in the Middle East. At once theoretical and empirical, the class focuses on events in Tunisia, Egypt, Yemen, Bahrain, Syria, Libya in the first wave, followed by Sudan, Algeria, Lebanon, and Iraq in the second wave, considering them in relation to prevailing social scientific theories of change and management. We will cover the following topics: the causes and meanings of ‘revolution,’ the rise of new social movements in a neoliberal era; authoritarianism and the various roles of the military; the importance of digital publics; popular culture and artistic practices in the context of ongoing tumult; cultural, generational, and gender dynamics; the causes of civil war; and the influence of regional and international super-powers. Throughout the class we will make connections between the Arab uprisings and theories of social movements and revolutions, evaluating different lenses of analysis, such as the state, class, and culture and ideology. In addition to academic texts, the course will also draw on a wide range of other materials such as memoirs, short films, documentaries, songs, and social media.
Instructor(s): Mekawy, Yasmeen Terms Offered: Winter

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: Spring
Equivalent Course(s): ANTH 24730, RLST 26630
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 capitisols, 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: Winter
Equivalent Course(s): ANTH 25256

GLST 25841. Viral News: The Crises, Inequalities, and Pandemic Trajectories of Global Infomedia. 100 Units.
Through news portals, podcasts, and other media, students will track recent journalistic work on the political,
economic, and other forms of social fallout from the COVID-19 pandemic. Ethnoralization, classism, and
quantification have all consistently re-emerged as issues and frequently as dangerous tropes in coverage.
Moreover, omnipresent ‘crisis’ narratives often slip into easy justifications for bipartisan corporate bailouts,
surveillance, and the unequal access enabled by intricate, amplified social hierarchies. How do commodification,
clickbait news-making, and late capitalist temporalities each pose threats to an ideology of supposedly
unmediated, unfiltered, ‘just the facts’ information-sharing (including in academia)? How do viruses, illness,
and health emerge as both news stories and metaphors for understanding the contemporary media and social
landscape? In this experimental new course, students will relate their weekly findings to recent classics in the
history and ethnography of journalism. In tracking contemporaneous reporting on the pandemic, students will
consider how their analysis of news connects to those developed by scholars of journalism who have critically
considered stories of state collapse, conflict, and other topics of crisis reporting.
Instructor(s): Kohl, Owen Terms Offered: Autumn
Equivalent Course(s): ANTH 22545

GLST 26105. Methods - Ethnographic, Archival, and Otherwise Mediated. 100 Units.
In this seminar practicum, students will learn how to question, follow, and otherwise illuminate objects, sites,
and subjects that researchers construct as ‘data’ sources. The first half of the course will be writing and reading
intensive. Closely examining established researchers’ work, we will unpack reflexive, ethical, embodied, and
practical strategies that will improve our developing projects. We will sharpen the key questions of our thesis
proposals or develop new plans formulated around social life in our city. How do traces of specific activities
lurk, at times curiously under-acknowledged, behind scholarship geared toward different publics? What value
should we accord scholarly research methods - ethnographic, archival, or otherwise - in a present laden with
other powerful techniques and rhetorical technologies? The second half of the course is focused on honing an
array of practical skills, including interviewing, participant observation, archival targeting, composing field
notes and other forms of representational media. What are the affordances and constraints of these approaches
and communication forms? Once cultivated, new ways of tuning our attentions will underscore how a) cultural
knowledge is spatiotemporally specific; and b) the politics of media and method are necessarily entangled.
Global Studies and other majors will develop transposable tools and valuable questions before they later embark
on further data collection and rigorous research.
Instructor(s): Owen Kohl Terms Offered: Spring

GLST 26220. Virtual Ethnographic Field Research Methods. 100 Units.
‘Virtual worlds are places of imagination that encompass practices of play, performance, creativity and ritual.’
– Tom Boellstorff, from Ethnography and Virtual Worlds: A Handbook of Method This course is designed to
provide students in the social sciences with a review of ethnographic research methods, exposure to major
debates on ethnographic research, opportunities to try their hand at practicing fieldwork virtually, and feedback
on a proposed study that employs ethnographic methods. By way of analyzing and problematizing enduring
oppositions associated with ethnographic fieldwork - field/home, insider/outsider, researcher/research subject,
expert/novice, being there/removal - this seminar is a practicum in theoretically grounded and critically
reflexive qualitative methods of research. By introducing students to participant observation and interviews in
virtual worlds, ethics, data analysis and writing up, the course offers an opportunity to make sense of the current
pandemic we’re all experiencing in real time. An emphasis will be placed on multimedia, digital, and virtual
ethnography.’
Terms Offered: Summer
Equivalent Course(s): SOSC 20224, ANTH 21432, SOCI 20515, ENST 20224, SOSC 30224, ANTH 31432
GLST 26225. Ethnographic Methods. 100 Units.
This is a course on how to do ethnographic research. While recent decades have seen scholars rightfully insist on the artistic and inherently personal quality of ‘doing’ and ‘writing’ ethnography, the course aims to illuminate the regulating structures of thought and practice underpinning every piece of original ethnographic work. The course is both a reading and a research workshop. As a reading workshop, it seeks to enable students to read ethnography like ethnographers: identifying and learning from the inner workings of the research project at the heart of each ethnographic text. As a research workshop, the course progressively leads students to construct and implement a research project of their own. Students will methodically enact the physical techniques and analytic practices emerging from their reading of ethnography. Throughout the course, we will grapple with the challenges facing an ethnographic researcher and identify the building blocks of an ethnographic project. In this effort, we will focus on the posing of a research question; the formulation of conceptual frameworks; constructing a statement of problem; actors and informants; the semiotics and pragmatics of interviewing; analysis of interactions qua participant-observer, and historical approaches in ethnography. Students will also experiment with forms of non-verbal visual representation.
Instructor(s): Gonzalez, Ines Escobar Terms Offered: Winter

GLST 26230. The Craft of Research Design. 100 Units.
Research methodologies are the backbone of academic thinking and of sound arguing and yet they are too often taken for granted or unduly dismissed as mere technicalities. In the course of this class, the students will learn to discern intricacies of research design in exemplary pieces of scholarship. Students will also have a chance to develop essential elements of a research project designed in accordance with their own research interests. Aside from introducing students to examples of how some concrete research problems were investigate in the fields, in the libraries and archives, and on the Internet, the class readings focused on bodies, medicine, and health will help students conceptualize the most persistent research puzzle: human bodies and cultural subjectivities.
Instructor(s): Jasarevic, Larisa Terms Offered: Spring

GLST 26244. Research Approaches to Global New Media. 100 Units.
The development of new media technology has prompted questions about and challenges to conceptions of power, knowledge, and subjectivity. In this course we will examine how different groups around the world use digital media in the construction of new identities, subcultures, virtual public spheres, and new forms of political participation. This course will equip students with methodological tools for studying new media, including discourse analysis, digital ethnography, and other interpretive methods. The goal of this course is not only to acquaint students with the theoretical and epistemological underpinnings of such methods, but to put them into practice through class exercises and a final multi-media research project.
Instructor(s): Mekawy, Yasmeen Terms Offered: Spring

GLST 26275. Doing Fieldwork: Mobilizing Ethnography to Investigate a Radically Transforming Global World. 100 Units.
In the age of ‘post-truth’ politics; of globally-scaled and mediatized flows of information, bodies, and biological threats; of magnified uncertainties related to public safety, to conditions of geopolitical belonging, and to human rights themselves, how do we, as ethical researchers, approach emergent social issues in a radically transforming global world? In this course, students will explore the investigative and critical potentials of qualitative research, with a focus on ethnographic fieldwork and discursive analysis. How do we recognize, collect, and make sense of fieldwork data, when our questions deal with seemingly intangible concepts? What does ‘home’ mean, for immigrant and diasporic communities and what do concepts like ‘place,’ ‘space,’ and memory have to do with it? How do people in urban contexts, especially those who rely on mass transit, service and gig economy workers, and first responders in cities like Chicago manage daily life in conditions of existential, biological, and extreme economic threat in the age of COVID-19? How do we ‘know’ experiential categories like anxiety when we see them, and how do we, as ethical researchers, find answers to questions in our ethnographic materials, without imposing our own conceptual constructs on them? In this collaborative forum, students will practice, share, and critically engage with ethnographic methods, including participant observation, documentation, interviewing, historical research, and discourse analysis.
Instructor(s): Czarnecki, Natalja Terms Offered: Winter

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 26804. Frontiers and Borders in South Asia. 100 Units.  
Sometimes the frontline of empires and nation-states, sometimes neglected or inaccessible, peripheral spaces are often of core concern to the central state. The aim of this upper-level undergraduate seminar is to examine the history of borders, borderlands, and frontiers as political and social concepts and as produced spaces. We will examine an array of case studies in addition to more theoretical scholarship that spans the disciplines of history, environmental studies, political science, anthropology, and geography. While using South Asia (itself a rather recently invented ‘area’) as the primary geographic and historical focus this course will not be bound exclusively to it. The first goal of the course is to explore the evolution of key concepts such as space, territory, frontier, and borders/borderlands. The second goal is to develop methods for analyzing subjects that are simultaneously physical spaces and political, social, and historical ideas. Finally, it seeks to introduce students to areas that often fall beyond the penumbra of historical surveys centered on the nation-state. No prior knowledge of South Asian history is assumed. Weekly readings will average 150 pages. Note: No prior knowledge of South Asian history is assumed. Equivalent Course(s): GEOG 26400, HIST 26804, SALC 26804

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. Not offered in 2020-2021
Prerequisite(s): None
Equivalent Course(s): HIST 25426, MENG 20300, ENST 20300, ANTH 22131, HIPS 20301

GLST 26810. A Global History of South Asia: Migration in the Age of Empire. 100 Units.  
Departing from narratives that privilege the rise of a static, territorially bounded, Indian nation-state, this course will examine modern South Asian history (roughly 1600 to present) through the lens of migration and trans-regional encounters. Analyzing shifting perceptions of ‘the global’ as a spatial concept, we will study labor flows in the Indian Ocean, the colonial state’s myriad efforts to circumscribe the movement of its subjects, and population transfers between various colonial sites. Entering the later nineteenth century, we will chart the influence of migration, both historical and contemporary, on nationalist thought; we will also discuss the issues posed by the international circulation of political dissenders. Finally, we will engage with fictional representations of the Partition of India and accounts of the social tensions stemming from South Asian immigration into Britain proper. Featuring moral reform literature, petitions, family histories, and anti-colonial tracts, this course will equip students with the skills to interrogate a range of primary sources and familiarize them with recent trends in global and colonial history.
Instructor(s): Z. Leonard Terms Offered: Autumn
Equivalent Course(s): SALC 26810, HIST 26810

GLST 27702. About Nature: From Science to Sense. 100 Units.  
Consider mushrooms,’ Anna Tsing (2012) suggests to those who are curious about human nature and she points to the relational and biological diversity found at the unruly edges of the global empire-the governmentalized, politicized, commoditized culture nature of capitalism. This class follows the suit, tracking the scent of what evidently remains, thrives, withdraws, overwhelms, and inspires wonder in the guises of the natural, wild, organic, or awesome.
Instructor(s): L. Jasarevic Terms Offered: Winter
Equivalent Course(s): INST 27702, ANTH 25117
GLST 27703. Earthbound Metaphysics: Speculations on Earths and Heavens. 100 Units.

Social thought has recently reopened the subject matter of the ‘world’: what is it made of, how does it hold together, who and what inhabits it? Proposals and inquiries generated in response are as imaginative as they are self-consciously urgent: written on the crest of the global ecological disaster, from within the zones of disturbance or the sites of extreme intervention into the living matter and forms of life, contemplating the end of the world and possibilities of extinction, redemption, cohabitation, or ‘collateral survival’ (Tsing 2015). All are variously political. Foregrounding the plurality of the material worlds and lived worldviews on the one hand, and of the shared historical predicament on the other, social thinkers question universal values and conceivable relations, and search for alternate forms of grasping, engaging, and representing the pluriverse. This course goes along with such interests in the ‘worlds’ and collects a number of compelling, contemporary texts that are variously oriented towards cosmopolitics, ‘minimalist metaphysics,’ ‘new materialisms,’ speculative realisms, eco-theology, and multispecies coexistence. Readings will stretch out to examine some classic ethnographic texts and past theoretical excursions into the perennial problem of how to know and tell the unfamiliar, native, worlds, which are swept by, mingling with, or standing out in the more globalizing trends of capitalist, scientific, and secular materialism.

Terms Offered: Spring
Equivalent Course(s): ANTH 25118

GLST 27704. The End Tales: Recounting, Retrieving the Altering Worlds. 100 Units.

The class seeks to explore diverse modes of recounting contemporary more-than-human worlds in the face of the dire future of the planet. Working under the rubrics of ‘environmental tragedy’ (Foster 2015), Anthropocene (Nimmo 2015), the ‘catastrophic times,’ (Stengers 2015), and the ‘death of a civilization’ (Dibley 2015), thinkers across the humanities and social sciences are honing conceptual resources for comprehending and communicating the consequences of the global political economy and lifestyle that destabilizes the biosphere, endangers wildlife, and fails to instill genuine changes in the face of the ‘dangerous, unpredictable, and potentially catastrophic climate change’ (Foster 2015). The class joins the cause but shifts attention to the empirical materials that insistently thread together the ecological with cosmological, practical with eschatological and metaphysical concerns. How can scholars listen to these overtones with a fresh attention? Could we repurpose them responsibly and productively for the task of telling and teaching about the present and contemplating the future? The class endeavors to find room for the vernacular and textual reservoirs of compelling storytelling about metaphysical meaning and cosmological relations that make-up and ruin the Earth that might be otherwise (dis)missed.

Instructor(s): Jasarevic, Larisa Terms Offered: Autumn Spring

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: Spring
Equivalent Course(s): SOCI 28092

GLST 29091. Governing the Global Economy. 100 Units.

How is the global economy governed? Through what institutions, legal mechanisms, and norms? What role do Anglo-American law, international law, and other legal regimes play in the flow of capital, goods, and people across state borders? Seeking to answer these questions, this three-week intensive course draws from history, law, economics, political science, and political philosophy in order to both understand the development of global economic governance over time and critically assess what paths it might take in the future.

Instructor(s): Jonathan Levy Terms Offered: Summer
Equivalent Course(s): LLSÓ 29091
GLST 29430. The Planned Economy: A Global History of Central Planning, from Bismarck to the Green New Deal. 100 Units.
This course will change the way you think about politics. One of the most urgent political questions for any modern society is what economic activity to leave to private actors and what economic activity to place under state control. Today we hear much political debate over whether capitalism or socialism is superior, and what these terms mean. This debate can obscure the historical fact that many different ideological systems around the globe have experimented with highly centralized, state-directed economic organization. In what contexts have these experiments succeeded and failed? What counts as success and failure? To what extent has one experiment in central planning studied and/or learned from examples that preceded it? This course pursues these questions beginning with the origins of modern central planning in Prussia and later during World War I. It goes on to assess other experiments in central planning, including the New Deal, the Soviet Union and Maoist China; the Axis Powers of Italy, the Third Reich, and Imperial Japan; and later in the postcolonial global south from India to Ghana. The class ends by contemplating the Green New Deal and the role of central planning in the future of the United States.
Instructor(s): M. Lowenstein Terms Offered: Autumn
Equivalent Course(s): EALC 29430, HIST 29430

GLST 29524. Approaches to World History. 100 Units.
What is world history? This seemingly simple question is a source of great debate, such as the heated responses to the College Board’s recent decision to cut material prior to 1450 from AP World History. How we answer it says a great deal about how we view the world and history generally. This course introduces answers to this question by previous scholars and challenges students to assess how these answers relate to their own education and intellectual interests at the University of Chicago. We will touch on major approaches and trends in the growing field of world history, including civilizational studies, the ‘great divergence’ or ‘rise of the West,’ world-systems theory, environmental history, ‘big history,’ and the study of specific people, places, and objects in the context of world history. Students will leave with a solid grounding in one of the most vibrant and contentious fields of history today and a better understanding of the diversity of ways to situate historical narratives and current events into a global perspective.
Instructor(s): D. Knorr Terms Offered: Spring
Equivalent Course(s): HIST 29524

GLST 29525. The Global Life of Things. 100 Units.
We are often told that the market has taken over all aspects of our social lives. The effects of this process can be seen in the financialization of the economy, the deregulation of labor, and the exploitation of natural resources. Goods are produced on one side of the world and consumed in another. Even college students are seen as investments that accrue value. How did this happen? This course will examine the deep history of how so much of the world became commodities. Focussing primarily on the seventeenth to the nineteenth centuries, we will ask how work, time, land, money, and people were commodified. We will also consider how historians and anthropologists have told the history of global capitalism through particular commodities, including sugar, cotton, meat, grain and mushrooms. Readings will span western Europe, India, the Atlantic World, Chicago, and contemporary Japan. Periodically, we will reflect on how these histories bear on questions of labor, gender, and the environment in the present day.
Instructor(s): O. Cussen Terms Offered: Spring
Equivalent Course(s): HIST 29525, ENST 29525

GLST 29526. Politics of Commemoration. 100 Units.
Most of the time we pass in front of the statues, commemorative museums, monuments, and flags that inhabit our cities without noticing them. In recent years, however, they (along with pre-college history curricula) have become controversial across the globe. This course addresses those controversies primarily in Europe and the United States, but also in Latin America, West Africa, and South Africa. Through a series of case studies we will analyze the conditions of the creation of statues, monuments, and museums. Who conceptualized them and lobbied for their creation? For whom were they originally intended? What message did they convey? What happened over time? How did their message change? Did they provoke controversy at the moment of their planning or inauguration or later and, if so, from whom? Equal attention will be paid to scholars’ efforts to address the question of what these commemorative works actually do. If they really become unnoticeable, then why does the threat of their removal so often spark such intense controversy? Assignments: Active participation in class, one secondary text analysis, one analysis of a controversy, and one proposal for a monument, museum, or school curriculum.
Instructor(s): L. Auslander Terms Offered: Spring
Equivalent Course(s): CRES 29421, ARCH 29421, HIST 29421, ENST 29421, HIST 39421, CRES 39421, JWSC 29421, LLSO 29421
GLST 29527. The Spatial History of Nineteenth-Century Cities: Tokyo, London, New York. 100 Units.
The late-nineteenth century saw the transformation of cities around the world as a result of urbanization, industrialization, migration, and the rise of public health. This course will take a spatial history approach; that is, we will explore the transformation of London, Tokyo, and New York over the course of the nineteenth century by focusing on the material 'space' of the city. For example, where did new immigrants settle and why? Why were there higher rates of infectious disease in some areas than in others? How did new forms of public transportation shape the ability to move around the city, rendering some areas more central than others? To explore questions such as these, students will be introduced to ArcGIS in four lab sessions and asked to develop an original research project that integrates maps produced in Arc. No prior ArcGIS experience is necessary, although students will be expected to have familiarity with Microsoft Excel and a willingness to experiment with digital methods. Assignments: Discussion posts, homework (mapping), and a final research project.
Instructor(s): S. Burns Terms Offered: Autumn
Note(s): Making History courses forgo traditional paper assignments for innovative projects that develop new skills with professional applications in the working world. Open to students at all levels, but especially recommended for 3rd- and 4th-yr students.
Equivalent Course(s): ENST 29527, HIST 29527, EALC 39527, HIST 39527, EALC 29527

GLST 29700. Reading/Research: Global Studies. 100 Units.
This is a reading and research course for independent study not related to BA research or BA paper preparation.
Note/Prerequisite: College Reading and Research Course form required, along with consent of instructor and program director.
Terms Offered: Autumn Spring Winter
Prerequisite(s): GLST 23101, GLST 23102; consent of instructor and program director
Note(s): Students are required to submit the College Reading and Research Course Form.

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): Larisa Jasarevic, Amy Maclachlan Terms Offered: Autumn
Prerequisite(s): GLST 23101 and GLST 23102; consent of instructor and program director
Note(s): Required of students with fourth-year standing who are majoring in Global Studies. 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): Larisa Jasarevic and Amy Maclachlan Terms Offered: Winter
Prerequisite(s): GLST 29800
Note(s): Required of students with fourth-year standing who are majoring in Global Studies. 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.
Prerequisite(s): Consent of instructor and program director
Note(s): Students are required to submit the College Reading and Research Course Form.