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, GEOG 28702 Introduction to GIS and Spatial Analysis, 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</th>
<th>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>
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</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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>HMRT 22201</td>
<td>Philosophies of Environmentalism and Sustainability</td>
<td>100</td>
</tr>
<tr>
<td>ENST 24102</td>
<td>Environmental Politics</td>
<td>100</td>
</tr>
<tr>
<td>GEOG 28800</td>
<td>History of Cartography</td>
<td>100</td>
</tr>
<tr>
<td>RLST 27802</td>
<td>Technology and the Human</td>
<td>100</td>
</tr>
<tr>
<td>ENST 26801</td>
<td>The Global Urban</td>
<td>100</td>
</tr>
<tr>
<td>ANTH 23806</td>
<td>The Politics of Plant Life: Edens, Plots, and Ruins</td>
<td>100</td>
</tr>
<tr>
<td>PBPL 26690</td>
<td>The Politics of Health Care</td>
<td>100</td>
</tr>
<tr>
<td>SOCI 20104</td>
<td>Urban Structure and Process</td>
<td>100</td>
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Law, Borders, and Security

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

REPRESENTATIVE COURSES

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>HIST 29319</td>
<td>Human Rights: Philosophical Foundations</td>
<td>100</td>
</tr>
<tr>
<td>LLSO 21701</td>
<td>The Carceral State in Modern America</td>
<td>100</td>
</tr>
<tr>
<td>GLST 25701</td>
<td>Anthropology of Borders</td>
<td>100</td>
</tr>
<tr>
<td>PBPL 22100</td>
<td>Politics and Policy</td>
<td>100</td>
</tr>
<tr>
<td>ANTH 21356</td>
<td>The State as Imagination, Fetish, Spectacle</td>
<td>100</td>
</tr>
<tr>
<td>LLSO 28040</td>
<td>Introduction to Law, Letters, and Society</td>
<td>100</td>
</tr>
<tr>
<td>HMRT 21005</td>
<td>Militant Democracy and the Preventative State</td>
<td>100</td>
</tr>
<tr>
<td>CMLT 29024</td>
<td>States of Surveillance</td>
<td>100</td>
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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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>CRES 28000</td>
<td>United States Latinos: Origins and Histories</td>
<td>100</td>
</tr>
<tr>
<td>ANTH 22770</td>
<td>Anthropology of Power, Status, and Performance</td>
<td>100</td>
</tr>
<tr>
<td>HIST 19010</td>
<td>Introduction to Critical Race Studies: Historical, Global, and Intersectional Perspectives</td>
<td>100</td>
</tr>
<tr>
<td>RLST 21401</td>
<td>Latin American Religions, New and Old</td>
<td>100</td>
</tr>
<tr>
<td>GNSE 28498</td>
<td>Women, Development and Politics</td>
<td>100</td>
</tr>
<tr>
<td>GLST 25630</td>
<td>Religious Violence</td>
<td>100</td>
</tr>
<tr>
<td>ANTH 22845</td>
<td>Xenophobia and the Politics of Belonging</td>
<td>100</td>
</tr>
<tr>
<td>GNSE 26111</td>
<td>Queer Asia(s) 1</td>
<td>100</td>
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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

The Global Studies language requirement can be completed one of four ways:

1. Students may obtain a Practical or Advanced Language Proficiency Certification, which is documentation of functional ability in reading, writing, listening, and speaking. For details, visit the Foreign Language Proficiency Certifications (https://languageassessment.uchicago.edu/fpcc/) page.
2. Students who have a high school diploma or the equivalent from a country where another language is spoken may use that documentation to satisfy the language requirement.
3. Students may participate in a study abroad program in a country where another language is spoken.
4. Students may complete an internship in a language other than English.
Students must provide written documentation of one of the four above options by filling out the Foreign Language Requirement form with requisite signatures from either their College adviser or the Office for Language Assessment. This form is available for download on the Global Studies website (http://globalstudies.uchicago.edu).

Research Activity Requirement

The research activity requirement is designed to give students experience with experienced researchers before they graduate. Research activities are ideally supervised. Examples of this include: serving as a research assistant to a professor in any capacity; enrollment in specialized research-intensive courses such as Mapping Global Chicago; or participation in volunteer, employment, or internship opportunities with a research component. 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.

Research Paper or Thesis

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

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 that instructor, who will guide a final paper. Final approval of this paper or project should be sent in writing by this instructor at least one quarter before the student plans to graduate.

Summary of Requirements for Students Completing the Final Paper or Project

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLST 23101-23102 Global Studies I-II</td>
<td>200</td>
</tr>
<tr>
<td>One methods course</td>
<td>100</td>
</tr>
<tr>
<td>Four courses in one thematic track</td>
<td>400</td>
</tr>
<tr>
<td>Three elective courses</td>
<td>300</td>
</tr>
<tr>
<td>Foreign language requirement</td>
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</tr>
<tr>
<td>Research activity</td>
<td>-</td>
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<tr>
<td><strong>Total Units</strong></td>
<td><strong>1000</strong></td>
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Summary of Requirements for Students Completing the BA Thesis

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

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.
The term ‘Asian-American’ was coined by civil rights activists in the 1960s who hoped to bridge ethnic divisions between different people of Asian heritage by pointing to their shared struggles within the United States. The cultural and socioeconomic associations of this category transformed dramatically in the following decades, and it continues to be an unstable term whose scope, meaning, and politics remain amorphous. But behind the nationally-bound identity of being ‘Asian-American’ is a global history. What does it mean to be an Asian-American, and what is our place in American society? To answer these questions, this course will use the diverse experiences and histories of Asian-American communities to help deepen and nuance our understandings of both ‘Asia’ and ‘America’. Asia has served as a symbol of American anxieties and desires, as a site of imperial conquest and military interventions, and as a source of diverse forms of labor, capital, and culture. By tackling themes such as empire-building, global markets, race, culture, and cuisine, students will interrogate the diversity of Asian-American experiences, deepen their understanding of the multiracial history of the United States, and draw out the intimate connections between Asia and America.
Instructor(s): Yasser Nasser and Niuniu Teo Terms Offered: Autumn
Equivalent Course(s): HIST 28001, CRES 20004, ANTH 23608

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 21150 are required of students who are majoring in Environmental and Urban Studies and may be taken in any order.
Equivalent Course(s): PBPL 20150, ARCH 20150, ENST 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): GNSE 22233, SALC 30203, SOCI 30529, SOCI 20529, KNOW 30203, GNSE 32233, KNOW 20203, SALC 20203

GLST 21009. Justice, Solidarity, and Global Health. 100 Units.
Global health, it is said, is “one of the great moral movements of our time.” Health inequalities around the world are staggering, as is their toll on human suffering. What does a just response entail? What moves us to be just, and why do we so often fail? What do our failures of response tell us about the moral complexities involved, and importantly, about ourselves? In this course, we will consider these questions critically in terms of a basic
problem of solidarity. Solidarity rests on our capacity for other-regard-for sympathy toward another-but how do we do that for distant others who are worlds apart? Is it possible, and what are the moral dangers of assuming that we can or cannot? We will test the importance of such questions for a just global health by examining some key theories of health justice, the insights of cultural and religious studies, and the question of what moves us to be just.

Instructor(s): Daniel T. Kim
Terms Offered: Spring
Equivalent Course(s): RLST 26309, HIPS 21009, CCTS 21009, HLTH 21009

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 ethnohistory 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, 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 21333, REES 21300, BCSN 21300, BCSN 31303, ARTH 31333, ARCH 21300, HIST 24008

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, with particular applications to Chicago and the Great Lakes region.

Instructor(s): Sabina Shaikh
Terms Offered: Spring
Prerequisite(s): One economics course (ECON 19800, PBPL 20000, ENST 21800 or equivalent)
Note(s): The following courses are recommended prior to enrollment in ENST 21310: ENST/MENG 20300: The Science, History, Policy, and Future of Water
Equivalent Course(s): LISO 21310, ENST 21310, ECON 16510, PBPL 21310, CHST 21310

GLST 21352. Coming of Age: Youth Cultures in Postcolonial India. 100 Units.
In this course, we will gain a deeper understanding of how certain key moments in postcolonial India-from student protests to an economic transition to globalization, from rise of Bollywood to the omnipresence of social media-have shaped the youth of the country and how young people in turn have been at the forefront of some of the major events and have created history on their own terms. We will ask-if youth is a construct like gender and caste then how was it constructed over the last seventy years? We will keep two guiding questions in mind-who all are considered to be the youth in postcolonial India? And-what are the lived experiences of young people during this time? The ever changing, seemingly arbitrary, and conflicting definitions of youth in government reports, commercial advertisements, or popular culture demands a thorough analysis of this category inside out. We will take an inter-disciplinary approach and examine how the identity of being young intersects with other identities such as class, ethnicity, linguistic abilities and so on. By identifying the constitutive elements of being part of the young generation in a young nation such as India, we will challenge any homogeneous perception of “the youth” and read young people’s experiences in their own contexts. Focusing on youth culture in South Asia will help us think critically about youth culture studies where the Global South remains underrepresented.

Instructor(s): Titas De Sarkar
Terms Offered: Winter
Note(s): No prior knowledge of any South Asian language is required.
Equivalent Course(s): KNOW 21352, SOCI 20533, GNSE 21352, HIST 26906, CRES 21352, SALC 21352

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 both validated and subverted the project of empire-building. We begin by examining clashes within London scholarly societies over the question of racial differentiation in the nineteenth century. We then determine how the British deployed these “scientific” theories of race in the colonies: Did they inform relations between colonized and settler populations, or did the local states innovate novel race-based policies to undergird their rule? Key topics include acts of resistance to prejudicial racialization, post-Emancipation labor systems, miscegenation, colonial classification schemes, public health controls, and fears of European degeneration in tropical climates. We will use primary sources (anthropological treatises, missionary accounts, public speeches, and fictional works) to
critique the British narrative of a “civilizing mission” and to investigate how an array of actors used race as an instrument to accomplish specific objectives.

Instructor(s): Z. Leonard
Terms Offered: Spring
Equivalent Course(s): SALC 21405, HIST 21405, CRES 21405

GLST 21700. Applied Research in Environment, Development and Health. 100 Units.

This course engages students in collaborative research on topics that connect the environment, health, agriculture and development. After identifying a shared theme, students will design and commence a plan of research with the goal of producing content including reading lists, research and policy briefs, data visualizations, maps, blog posts and web content, as well as creative media such as podcasts. Students will also apply their findings to programming surrounding the Frizzell Speaker and Learning Series for 2020-21 by identifying possible keynote speakers and curating other events. Students are strongly encouraged but not required to enroll in both the autumn and winter courses to gain the full benefit of a sustained research experience.

Instructor(s): Shaikh, Sabina
Terms Offered: Autumn
Prerequisite(s): This course is open to 3rd and 4th years only. Open to 2nd years with instructor consent.
Equivalent Course(s): GEOG 21710, ECON 16530, ENST 21700, PBPL 21700

GLST 21750. Urban Spaces and Unnatural Disasters: Humans-Nature Connections in Cities. 100 Units.

A natural disaster is thought of an event or series of events caused by the Earth’s natural forces and processes. These include hurricanes, floods, droughts, wildfires, earthquakes, and other events provoked by the earth’s processes. But what about the outcomes of such disasters? How do social, economic and spatial conditions affect the impact of natural disasters on the population? What role do humans play in these events and the outcomes? How does human activity and public policy lead to or mitigate large one-time events like oil spills, as well as chronic conditions like deforestation, pollution, and climate change? Are humans part of the natural system in this context or is the human influence considered “unnatural”? This course explores the human relationship to such disasters, including humans as contributors to the severity and extent of such disasters through energy consumption, land use, public policy and other behaviors, and the response by humans to disasters including mitigation, adaptation, and policy formation and implementation. Students will explore how historic policies both created and mitigated environmental vulnerabilities, and how these risks are distributed across the population. Students will study the role of contemporary human behavior in outcomes related to the environment and natural resources through a series of seminal and current readings, and an independent yet collaborative research project using mixed methods from the social sciences.

Instructor(s): Sabina Shaikh
Terms Offered: Winter
Prerequisite(s): Must be 3rd or 4th year to enroll
Equivalent Course(s): ECON 16540, CHST 21750, ENST 21750, PBPL 21750

GLST 21813. Race and Nation in Latin America. 100 Units.

How does race operate in Latin America, and in what ways does it intersect with the concept of nation and national belonging? This course follows the history of race and national formation in Latin America and the Caribbean, from the wake of the independence movements of the early nineteenth century to the present. It draws on historical, anthropological, sociological, artistic, and literary approaches to identifying, analyzing, and interpreting the varied meanings of race and nation throughout the region. In this course, we will discuss changing notions of race over time and their relationship to contemporaneous social theories, we will analyze notions of citizenship, equality, and race both in ideas and in practice; and we will examine the intersection of racial formation and gender and sexual politics.

Instructor(s): Diana Schwartz-Francisco
Terms Offered: Spring
Equivalent Course(s): HIP 21813, SOCI 20532, LACS 21813, HIST 26510, CRES 21813

GLST 22100. Contentious Natures: Race, Nature, and Power. 100 Units.

Drawing on anthropology, critical race theory, feminist studies, postcolonial studies, and STS, this course examines how race and nature work in tandem as domains of power. Tracking how race and nature are vitally intertwined, we interrogate the racial politics of climate, wilderness, local ecologies, biology, and space and place. Ultimately, the course considers how contested and essentialized notions of nature are crucial to environmental politics, as well as the formation of citizenship, territory, projects of development, and modern regimes of governance.

Instructor(s): Victoria Nguyen
Terms Offered: Winter
Equivalent Course(s): CRES 12100, ANTH 23609

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 Annavarrapu
Terms Offered: Spring
Note(s): This course counts as a Foundations course for GNSE majors
Equivalent Course(s): SOCI 28088, ENST 12105, GNSE 12105, ARCH 22105
GLST 22200. Introduction to Critical Race Studies: Historical, Global, and Intersectional Perspectives. 100 Units.
This discussion-based course offers an introduction to the core theoretical foundations of critical race studies, with an emphasis on historical, global, and intersectional approaches to the study of race and ethnicity. Critical race studies, which posits that race is endemic to society, is an interdisciplinary field of scholarship that calls us to address unequal relationships of power and domination by analyzing the historical and global construction, emergence, and consequences of race while remaining committed to justice and political action in pursuit of social change. Drawing on case studies from the Americas and elsewhere, this course aims to establish a foundation of key terms, theories, and ideas in the field as well as familiarize students with a broad survey across time and regions that challenge us to question how race has informed ideas about power, oppression, and liberation. We will read and discuss a variety of classic and contemporary texts from critical race theory, history, feminist studies, post-colonial studies, sociology, anthropology, and other disciplines. This course fulfills the CRES major requirement in theories of race/ethnicity, but is open to all undergraduates.
Instructor(s): Deirdre Lyons Terms Offered: Winter
Equivalent Course(s): CRES 12200, GNSE 15200, HIST 19010, SOCI 28097, LACS 13200

GLST 22600. What Is Socialism? Experiences from Eastern Europe. 100 Units.
A specter is haunting US politics—the specter of socialism. On both sides of the aisle, politicians invoke “socialism” as shorthand for Cold War rivalries and contemporary international conflicts, as well as to condemn or praise domestic agendas. But what is socialism? What defines it ideologically? What do political and economic systems based on socialist ideology look like? Are they (just) totalitarian dictatorships or one-party states? Drawing upon examples from twentieth-century Central and Eastern Europe, this course explores the history of the region’s socialist regimes. The course will do so from a variety of perspectives: ideological and philosophical writings (Marx, Fourier, Lenin, Lukacs, Havel), political and economic forms (from Stalinist dictatorships to “Goulash Communism”), gender arrangements, cultural production, and everyday life. Throughout the course, students will reflect on the differences between socialism and communism, between ideology and politics, and consider questions of individual agency, and individual and collective rights.
Instructor(s): M. Appeltová Terms Offered: Autumn
Equivalent Course(s): HIST 12600, GNSE 12600, HMRT 12600

GLST 22742. The Struggle for the University: Critical Scholarship and Research. 100 Units.
The course aims to develop students’ broader knowledge around the scholarship of higher education and to provide students with greater experience with interdisciplinary collaborative research. It combines readings on the politics, political economy and history of the university with participation in a student-developed group research project in which the university, broadly defined, figures centrally as the object or site of study. In the first part of the course, readings explore the university’s contested origins in Medieval Europe and the Middle East, its evolving relationship to the philosophy of education and knowledge, and its changing institutional structures. In the second part, readings shift to examine the university in relation to youth politics, with an emphasis on the history of radical student movements and the university as a site of anti-colonial and anti-racist struggles. The third part of the class focuses on the university’s roles in the contemporary global knowledge economy and as a site and instrument of capital accumulation. Groups and project topics will be determined by students during the first two weeks. Significant class time will also be given to project development and class feedback, with special attention given to qualitative (e.g. archival and ethnographic) research methodologies.
Instructor(s): Patrick C. Lewis Terms Offered: TBD. May be offered in 2021-22
Equivalent Course(s): EDSO 22742, CHST 22742, ANTH 22742

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 temporality 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 2022
Equivalent Course(s): CHDV 22855, HMRT 22855, ANTH 22855

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 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): Staff Terms Offered: Spring Winter

Equivalent Course(s): GLST 23101

GLST 23111. Black Theology: Hopkins Versus Cone. 100 Units.
Black Theology of Liberation, an indigenous USA discipline and movement, began on July 31, 1966 and spread nationally and internationally when James H. Cone published his first book in March 1969. Since that time, a second generation has emerged. In this course, we will create a debate between the second generation (represented by Dwight N. Hopkins) and the first generation (represented by James H. Cone). We will look at the political, economic, cultural, gender, and sexual orientation parts of this debate.
Instructor(s): Dwight Hopkins Terms Offered: Spring
Equivalent Course(s): GLST 23111, CRES 23111, AMER 23111, FNDL 25308

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): GLST 23129, GNSE 33119, GNSE 23119, MAPS 33129, SOCI 30323

GLST 23407. Gender and Sexuality in Modern Europe. 100 Units.
This course will introduce students to the key developments in the history of gender and sexuality in Europe from the French Revolution to the present. Topics will include, but are not limited to, the struggle for suffrage and other women's rights; gender and empire; the impact of WWI and WWII on gender and sexuality; the sexual revolution of the sixties; and gender in communist Eastern Europe. By examining a variety of visual and textual material-political pamphlets, medical literature, personal testimonies, posters, and films-students will explore the constructions of masculinity and femininity and sexual desire in a variety of domains, from political ideologies to everyday life. The course will show how categories of gender and sexuality change over time and not always in a linear fashion.
Instructor(s): M. Appeltová Terms Offered: Winter
Equivalent Course(s): GNSE 23491, HIST 23406, HMRT 29431

GLST 23655. Humans and the Sea: A Global Maritime History of the Anthropocene. 100 Units.
Humans live on land, but most of the Earth is covered in water. This has presented both challenges and opportunities for peoples and civilizations around the world. In this course, we examine the changing ways in which humans have interacted with oceanic environments over the past three hundred years. How have people conceptualized and engaged with the sea? How have port cities developed in response to the unique urban challenges and opportunities presented by their coastal geography? What have been the environmental and societal effects of human industries such as fishing and whaling? Using firsthand accounts including sailors' diaries and memoirs, government documents, and representative examples of nautical literature, students will come to situate the history of the sea in a new critical perspective as they reflect on the way human agencies has shaped and been shaped by the natural world.
Instructor(s): Carl KUBLER Terms Offered: Winter. Prize Lecture for Winter 2021
Equivalent Course(s): ENST 23655

GLST 24200. The Making of Modern Asia: Nationalism and Imperialism in China, India, and Japan. 100 Units.
The late-nineteenth and early twentieth centuries saw the intensification of nationalist and anti-colonial movements in Asia. What understandings of imperialism did these different movements develop? How and why did those movements take such divergent paths in their anti-colonial struggles? And despite these divergences, what similar political, social, and economic trends animated them? This class will explore the connections and disparities between emergent nationalisms in India, China, and Japan. Instead of accepting distinctions between East and South Asia or between colonialism and semi-colonialism as proof of incomparability, this class will use the differences between these three countries to develop a comprehensive understanding of the various ways that societies responded to the threat of foreign rule and encroachment. By reading a combination of primary and secondary sources, students will discover the indelible influence that resistance to imperialism had on the development of nationalist thought in these three societies, even as that resistance took on increasingly different forms as time passed. Beginning with efforts in the late-nineteenth century to categorize their position in a global hierarchy vis-à-vis the Western powers, this course then tracks the ways that Japanese, Indian, and Chinese nationalisms took on similar shapes in different contexts before rapidly diverging in the early twentieth century.
Instructor(s): Y. Nasser Terms Offered: Autumn
Equivalent Course(s): HIST 24200, SALC 24200, EALC 24209

GLST 24210. Politicizing the Passions: Emotions and Collective Action. 100 Units.
This course will draw from the fields of political science, sociology, psychology & neuroscience, and anthropology to examine the different ways in which emotions drive and impact diverse political phenomena such as social movements, nationalism and statehood, diplomacy, voter behavior, and political intolerance & violence. 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 phenomenon. 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): Mekawy, Yasmeen Terms Offered: Autumn
Equivalent Course(s): PLSC 24210

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): Czarnacki, Natalja Terms Offered: TBD
Equivalent Course(s): ANTH 25322, ENST 24233

GLST 24300. Traversing Borders: The Rhetoric of Immigration. 100 Units.
Borders are not simply things - i.e. physical boundaries; rather, they are symbolic constructions that manifest in multiple forms—from language, to dress, to appearance—with the aim of distinguishing insider from outsider, those who belong from those who do not. Both the physical and symbolic borders of citizenship are proliferating, with the result that border-crossings of various kinds are becoming more dangerous. This course will examine the rhetorical construction of borders in the US and other parts of the world, including Europe and South Africa, through analysis of official documents, speeches, and news accounts. The course will also consider the way that migrant rights groups, through their activism, challenge the border logic of citizenship and seek to orient an understanding of citizenship toward a global context. The major assignments for this course will include a rhetorical analysis of relevant public discourse (speeches, social media, examples of activism) related to immigration debates in the US or abroad, as well as a public online forum that will focus on immigrant rights issues.
Instructor(s): R. Solomon Terms Offered: Winter
Equivalent Course(s): PARR 14300, CHST 14300
GLST 24340. Political Ecologies of Colonialism. 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 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. Secondly, 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: Autumn. Autumn 2021
Note(s): Course title changed to just "Political Ecologies of Colonialism"
Equivalent Course(s): ENST 24340, ANTH 28505

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): ANTH 22161, HIST 29425

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): HIST 29425, CHST 24506

GLST 24741. Politics and Popular Culture in the Arab World. 100 Units.
This course will examine the relationship between popular culture and politics in the Arab world, with an emphasis on Egypt. 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, enabling the production of new forms of community and publics, 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, comportment and urban space, and state power. This course will draw on research approaches in media studies
and anthropology to theorize the role of popular culture in reflecting, challenging, and expanding political horizons in the region.

Instructor(s): Mekawy, Yasmeen Terms Offered: Spring
Equivalent Course(s): PLSC 24741

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: TBD
Equivalent Course(s): ANTH 23806, ANTH 33809, ENST 24902

GLST 24920. Life of the Hive Mind: Digital Media, Politics, and Society. 100 Units.
The development of new media technology has prompted questions about and challenges to conceptions of power, knowledge, and subjectivity. While social media platforms such as Facebook, Instagram, Twitter, and YouTube permeate every aspect of our lives, we often remain unaware of their impact and significance. This course examines the intersection between social media, politics, and society in a global perspective to understand their role in our lives, in political discourse, and in shaping culture. Through course readings and student work we will think through how to analyze social media theoretically and empirically, considering how individuals and groups across the globe use social media to develop relationships, construct and perform identity, coordinate political action, achieve status and distinction, express unpopular opinions, express sexuality, connect to subaltern communities, and develop subcultures. We also delve into the darker side of these platforms, exploring the proliferation of fake news, hate speech, terrorist networks, and gendered issues including trolling and cyber-harassment. We will draw on readings from media studies, sociology, anthropology, and political science to develop insights into understanding the relationship between online and offline worlds, as well as the social, cultural, and political consequences of social media in everyday life and global structures.

Instructor(s): Yasmeen Mekawy Terms Offered: Spring
Equivalent Course(s): PLSC 24920

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): CRES 25320, KNOW 25320, SALC 25320, ENGL 25320, GNSE 25320

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 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: TBD
Equivalent Course(s): ANTH 24110, NEHC 25209
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 contemporaneous 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, CRES 25218, HIST 25218, ENST 25218, HLTH 25218, AMER 25218, GNSE 25210

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): SALC 25310, ENGL 22434, HIST 26806, 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, ethnographic accounts and environmental history.
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
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devolution 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: Winter
Equivalent Course(s): ANTH 23097, LACS 25320, ENST 25320

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 course focuses on events of the Arab uprisings, which occurred first in Tunisia, Egypt, Yemen, Bahrain, Syria, Libya in the first wave, followed by Sudan, Algeria, Lebanon, and Iraq in the second wave. We will consider the uprisings in relation to prevailing social scientific theories of change and management, covering the following topics: the causes and meanings of “revolution,” class dynamics and the rise of new social movements in a neoliberal era; the importance of digital publics; popular culture and artistic practices in the context of ongoing tumult; the spatial and gendered dynamics of mass mobilization; the various roles of the military; the causes of civil war; counterrevolution, and the politics of empire.
Instructor(s): Mekawy, Yasmeen Terms Offered: Autumn
Equivalent Course(s): PLST 25350

GLST 25402. Disastrous Histories: Scientific and Social Understandings of Modern Disasters. 100 Units.
How could this happen? This question reverberates following a disaster. You may have asked it about COVID-19, the 2020 California wildfires, or the 2021 Texas power grid failure, or name a few. While scientific disciplines can help us understand the hazards and risks that lead to disaster, they cannot equip us with all the tools to prevent or mitigate disaster. This course argues that disasters arise when environmental hazards interact with societal structures (infrastructure, racial disparities, religious belief, historical inequalities, etc.) to produce human loss and suffering. This means that there are no “man-made” or “natural” disasters, each being a combination of human and environmental factors. In order to understand and communicate about disaster events, one must understand the history of these societal structures. This class aims to provide students with the tools to understand and talk about disaster. Following the long arch of global disaster history in the modern age, the class starts with the emergence of the categories of man-made and natural disaster in the early modern era and ends with a consideration of how climate change has once again collapsed these categorizations. In order to recognize the relevance of disaster histories to the present day, the class culminates in a final project on conveying information about a historical disaster to a public audience.
Instructor(s): A. Jania Terms Offered: Autumn
Equivalent Course(s): HIST 25402, HIPS 25402

GLST 25565. The Financialization of Life: Debt Securities, Secondary Markets, and Social Transformation. 100 Units.
What is financialization, where can we find it, and how exactly does it shape our personal lives and societies? While the term has become ubiquitous, a digital search reveals that it was hardly used before the 2007 financial crisis. Since then, people have become concerned by the power, volatility, and potential effects of financial markets, just as they are increasingly anxious about the ways that financial interests and logics might silently underpin their lives. This course takes the Wall Street bull by the horns, enabling students to grasp the meaning, function, and consequences of financialization today. The course is organized in weekly, thematic modules. Each week, students are introduced to a realm of social life that has come to be driven by securitized debt and secondary trade. Students explore the phenomenon of financialization in the spheres of housing, education, healthcare, consumer credit, infrastructure, development, and beyond, gaining insight into the causes and real-world effects of financialization processes. In doing so, students learn to demystify financialization, moving away from the popular tendency to either naturalize or demonize financial markets. Instead, the course teaches students to analyze financialization as a cunning ‘fix,’ a lucrative device, and a universalist project in the context of shifting political-economic structures and gaping inequality.
Instructor(s): Gonzalez, Ines Escobar Terms Offered: Spring

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 Latin American societies, and that which they share with the Global South and the world at large.
Instructor(s): Callie Maidhof Terms Offered: Autumn
Equivalent Course(s): RLSF 26630, ANTH 24730

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 capitol, 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: Not offered 2021-2022
Equivalent Course(s): CHST 25701, ANTH 25256

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 swaths 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: Winter

GLST 26145. Discourse Analysis and Interpretive Methods. 100 Units.
This course will introduce students to the theoretical and practical aspects of designing and conducting qualitative research, with an emphasis on media research. We will focus on a handful of methods and techniques that can help us analyze and interpret a variety of kinds of data (e.g. text, photos, videos) collected from both online and offline settings. These methods include discourse analysis, interviewing, and online ethnography. Because research methods are deeply intertwined with how we see the world, the kinds of questions that we ask, the evidence that we look for, and the judgments that we make, learning these methods does not simply entail acquiring a research toolkit, but also demands reflecting on the ways in which these methods help to generate, broaden, and unsettle existing assumptions and ideas about politics. As such, in addition to exploring the different logics underlying various interpretative research methods, we will also discuss the theoretical and ethical debates that undergird them. To do so, students will read examples of work that deploys different qualitative methods and will also conduct a series of practical exercises that are designed to help them get first-hand experience on what it's like to do qualitative research.
Instructor(s): Mekawy, Yasmeen Terms Offered: Autumn

GLST 26225. Ethnographic Methods: Triangulating Fieldwork, Interviews, and Data in a Global World. 100 Units.
Ethnography has always seen big issues in small places, illuminating the ways in which vast structures come to shape, and be shaped by, local dynamics and specific cases. Motivating students to move from the study of particular sites and objects towards the comprehension of global connections and conditions, this course emphasizes the empirical and inferential strengths of ethnographic methods. The course is both a reading and a research workshop. As a reading workshop, it enables 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 underlying ethnography. The course encourages and guides students in the construction of an ethnographic research project that operates across scales, connecting that which we can empirically observe at ground level with systems, structures, and currents that cross borders and constitute world orders. Examples of this include mapping international migration histories in a particular Chicago neighborhood; tracing the relations of ownership, trade, and use in the real estate of a given area of Chicago, or understanding the culture, organization, and funding of a Chicago-based non-governmental organization.
Instructor(s): Gonzalez, Ines Escobar Terms Offered: Winter
Equivalent Course(s): ENST 26225

GLST 26333. Comparative Trinitarianisms. 100 Units.
This course will be an experiment in juxtaposition. The concept is no more and no less than trying to read in tandem a number of religious and philosophical writings from various corners of world culture which focus on some form of triplcity, triads, trinities, including the Three Hypostases of Neoplatonism, the Christian Trinity, the Hindu Trimurti, the Daoist triad of vitality/energy/spirit, the inter-nested triadic structures of Yang Xiong’s Taixuanjing and those of the Hegelian system, the Tiantai Three Truths and its reconfiguration of the Buddhist trikaya, triple gem and other triads, and perhaps others. We will enter into this experiment without any preconceived thesis about what we will find when these things are looked at all together, working together to develop ad hoc hypotheses about how these triads function, why they are so prevalent, what each one can teach us about all the others and vice versa. It is a genuine experiment in that we do not know what will happen when these elements are combined, and we adopt an attitude of reverent expectation and a willingness to follow it wherever it may lead.
Instructor(s): Brook Ziporyn Terms Offered: Spring
Note(s): This course meets the HS or CS Committee distribution requirement for Divinity students.
Equivalent Course(s): EALC 46333, DVPR 46333, RLST 26333, EALC 26333, HREL 46333
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: Winter
Equivalent Course(s): HIPS 26380, LACS 26380, HIST 26318, ANTH 23077

GLST 26382. Development and Environment in Latin America. 100 Units.
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? In 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): LACS 36382, ENST 26382, LACS 26382, HIST 26317, HIST 26317, ANTH 23094, GEOG 26382, HIPS 26382

GLST 26383. Mapping Global Chicago Research Lab: Life During Lockdown/COVID in Chicago. 100 Units.
Mapping Global Chicago is a collaborative, interdisciplinary undergraduate research initiative investigating the idea of the “global city.” This year, we will examine how life in Chicago has been impacted by the global coronavirus pandemic, shedding light on how different aspects of daily life have responded to public health measures, fear and uncertainty, and the economic recession. Students from across disciplines are encouraged to participate in this lab, which has been student-designed and will take shape according to diverse student interests and skill sets. Together, students will produce material to be featured on an interactive, multimedia website, going live at the end of the quarter. Please note that participation in the lab is by instructor consent only. Early application is encouraged. For more information, see https://globalstudies.uchicago.edu/mapping-global-chicago
Instructor(s): Callie Maidhof Terms Offered: Spring. Consent required; students must complete an online application at https://globalstudies.uchicago.edu/mapping-global-chicago
Prerequisite(s): Consent required; students must complete an online application at https://globalstudies.uchicago.edu/mapping-global-chicago
Equivalent Course(s): PBPL 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. As a region known both for its ecological diversity and as a producer of tropical foods regularly consumed in the United States, Latin America is also a site in which plantation style agriculture has often undermined such celebrated biodiversity. In centering the role of workers and consumers, it considers the layered relationships- ecological, social, political, economic and cultural-betwixt the production and consumption of food from Latin America.
Instructor(s): Diana Schwartz Francisco Terms Offered: Spring
Note(s): Preferred: some background in Latin American history, geography and/or contemporary issues
Equivalent Course(s): PBPL 26388

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): SALC 26804, HIST 26804, GEOG 26400

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): MENG 20300, HIST 25426, ENST 20303, HIPHS 20301, 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, SALC 27305, HIST 26813, CRES 27305, RLST 27305

GLST 27391. Pirates, Saints, and Rebels: Religions of the Indian Ocean. 100 Units.
In this course we will set sail with pirates, saints, slaves, merchants, rebels, missionaries, and deities of the wind and water to explore the transnational religious networks of the Indian Ocean. Orienting ourselves around moments of encounter, translation, circulation, and exchange between Islam, Hinduism, Buddhism, Christianity, and indigenous traditions will allow us to reassess how traveling religious texts, objects, ideas, and the people who carried them interact between geographical areas typically considered in isolation. Beginning with late antiquity and the medieval period, we will investigate how religious networks were formed and mobilized between the coastal regions of South and Southeast Asia, the Middle East, and Eastern and Southern Africa, continuing through the age of exploration and imperial expansion to the present day. We will analyze the relationship between religion and colonial power, and examine how colonial technologies of travel and communication both enabled the expansion of empire and provided the tools for grassroots resistance.
Instructor(s): Francesca Chubb-Confer Terms Offered: Winter
Equivalent Course(s): RLST 27391, SALC 27391

GLST 27545. Miscegenation, Family, and the State: A Global History of Racial Hybridity. 100 Units.
For as long as race has been a concept for categorizing peoples around the world, states have grappled with the problem of racial hybridity. This course examines the history of this "problem" in a global context. Why have interracial relations and identities been such sensitive issues across so many historical time periods and places? Why have states been so invested in policing interracial boundaries? And how have individual people, couples, and families navigated the legal and societal challenges to interracial existence? We will examine these questions with a focus on four thematic topics: sex and intimacy, marriage, children, and citizenship and national belonging. Drawing on historical case studies from the colonial Caribbean, Latin America, India, China, Europe, Southeast Asia, and the United States, students will come to situate the history of racial hybridity in a new critical perspective as they reflect on both parallel and intersecting social constructions of race and ethnicity around the world.
Instructor(s): Carl Kubler Terms Offered: Autumn
Equivalent Course(s): GNSE 27545, CRES 27545, HIST 29537

GLST 27656. Pilgrimage, Voyage, Journey. 100 Units.
Travel is fatal to prejudice, bigotry, and narrow-mindedness "Adventures 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
Terms Offered: Spring
Equivalent Course(s): RLST 27656

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): ANTH 25117, INST 27702

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 predication 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 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): SOCI 20845, AMER 27713, JWSC 26713, RLST 27713

GLST 27721. Relating Race and Religion: Critical Concepts of Blackness and Jewishness. 100 Units.
This course examines Blackness and Jewishness in order to untangle the intersections of race and religion as they are represented in political polemic, fiction, memoir and philosophy in France and the United States from the 1960s to the present. Founded on ideals of universalism, pluralism and secularism, France and the United States are fraught with contradictions when it comes to race and religion. You will critique these founding ideals in order to expose their contradictions, and in the process seek new ways to articulate how religion and race, along with intersecting categories such as gender and sexuality, can become tools of political resistance. 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, you will examine how the concepts of race and religion are key components of the political, philosophical and ethical projects of these authors, and develop historical and conceptual perspective on the origins and current forms of debates that trouble the boundaries between personal and political.
Instructor(s): Kirsten Collins
Terms Offered: Winter
Equivalent Course(s): ANTH 23916, JWSC 27721, CRES 27721, FREN 27721, CMLT 27721, RLST 27721, GNSE 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: Spring
Equivalent Course(s): SOCI 28092

GLST 28094. Monuments Practice & representation in the (post)-Soviet Space in the United States. 100 Units.
Twice in the last decade have there been mass removals of monuments in the United States; first in 2015-2017,
and again in 2020. However, the building and removing of monuments has a long political and cultural history
that stretches back through time in the US and in other countries. In this course we will discuss the categories
of monument and monumentality primarily in two geographical cases - the USA and the former Soviet Union-
to consider how and why monuments are built, when they are used by political regimes and for what purpose
(including when they are removed). What might be considered a monument and how do monuments change
over time? Lastly, how can understandings of monuments and monumentality help us understand ourselves, our
histories, and our visions for the future?
Instructor(s): M. O’Shea Terms Offered: Spring
Equivalent Course(s): SOCI 28094

GLST 28447. It’s the End of the World as We Know It: Apocalyptic Literature and Millenarian Movements. 100
Units.
This course takes a cross-cultural approach to the study of texts and movements traditionally deemed
“apocalyptic” or “Millenarian.” We will focus in particular on the historical and cultural circumstances in which
these texts and movements were produced. We will cover a wide range of cultural and political contexts,
including Roman-occupied Judea during the first century CE, the Xhosa land of southern Africa in the mid 19th
century, and the rise of QAnon in the 21st century United States. Our goals will be to think through various
theories on why and how these texts and movements arose, to examine their internal logic and organization
(especially focusing on their theology), and analyze the aftermath of failed expectations.
Instructor(s): Marshall Cunningham Terms Offered: Winter
Equivalent Course(s): CMLT 28447, JWSC 28447, HIST 25219, RLST 28447

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): LLSO 29701

GLST 29431. How (Not) to Save the World: The History of International Development. 100 Units.
The drive to deliver humanitarian aid and improved living standards to the world far beyond one’s own borders
is a distinctively modern phenomenon. This course introduces students to the theories, actors, and practices
that have shaped international development. We will explore the colonial origins of development as an idea, its
evolution during the Cold War, and the implications of today’s more multipolar world. We will see how different
strategies have risen and fallen from favor, from big dams to trade to private philanthropy. Alongside scholarly
histories, we will read reflections by development practitioners and critics and examine concrete case studies of
development projects in action around the world.
Instructor(s): L. Chatterjee Terms Offered: Autumn
Equivalent Course(s): HMR 29432, HIST 29431

GLST 29432. Cold War Cultures in Divided Korea and Germany, 1945-2000. 100 Units.
This course introduces students to the history of the Cold War through the comparative study of its front lines:
divided Korea (north and south) and divided Germany (east and west). Germany and Korea shared little in
common-culturally, geopolitically, and historically-before 1945. And yet for both nations, the end of the Second
World War and the onset of the Cold War brought with it the near parallel division of their societies into two
mutually antagonistic states, each allied with the opposing ideological camp. To what extent did the experience
of division and marginality in the bifurcated world order give both Germanys and Koreas simultaneously unique
and yet similar experiences of the conflict? To answer this question, we will examine how the Cold War shaped
conflicts over culture, consumption, and power in all four states while following how each positioned themselves
on the international stage vis-à-vis each other, the superpowers, and the “Third World.” This course requires
neither background knowledge of Korean or German languages, nor these regions’ histories, nor previous
coursework in history; should you have some of this knowledge, we welcome you and hope that you will share it
with your classmates.
Instructor(s): E. Pérez & B. Van Zee Terms Offered: Autumn
Equivalent Course(s): HIST 29432, GRMN 29432, EALC 29432

GLST 29433. Empire and Oceans: Colonialism, Anti-Colonialism, and Decolonization at Sea. 100 Units.
This course explores the making and breaking of modern imperialism in oceanic spaces. In case studies from across global history, students investigate struggles over maritime mobility and oceanic governance from the eighteenth century to the present, learning in the process how the land/sea divide shaped the course of colonialism, anti-colonialism, and decolonization. The maritime highways that connect the world are often imagined either as lawless spaces or as mere vectors between ports. Oceans, however, have historically been contested places, where culture, society, and politics take on novel forms.

Instructor(s): C. Fawell Terms Offered: Winter
Equivalent Course(s): HIST 29433

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

How did a Chinese porcelain plate end up in a sixteenth-century Portuguese shipwreck off the West African coast? Why would a seventeenth-century Japanese artisan make a samurai helmet with Mexican silver? Why would every self-respecting eighteenth-century Parisian wear Oregon fur to the opera? What did each of these objects mean to the people who made, traded, and used them? This class will explore the patterns of economic and cultural exchange that connected people across the early modern world via the objects passed from place to place. Through case studies of commodities-such as porcelain, silver, and fur-we will study the links between local and global and develop skills for analyzing artifacts of material culture. By the end of the course, we will not only understand how material objects mediated and propelled the early era of globalization, but know how to “read” these objects in order to reconstruct the past.

Instructor(s): N. O’Neill Terms Offered: Spring
Equivalent Course(s): HIST 29536

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.

Instructor(s): Staff Terms Offered: Autumn Spring Winter. Consent of instructor and program director; students are required to submit the College Reading and Research Course Form.
Prerequisite(s): 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): McLachlan, Amy Terms Offered: Autumn
Prerequisite(s): GLST 23101 and GLST 23102
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): Staff
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.
Instructor(s): Staff
Terms Offered: Autumn Spring Winter
Prerequisite(s): Consent of instructor and program director
Note(s): Students are required to submit the College Reading and Research Course Form.