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, 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>
</tr>
</tbody>
</table>

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

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

**Law, Borders, and Security**

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

REPRESENTATIVE COURSES
HIST 29319 Human Rights: Philosophical Foundations 100
LLSO 21701 The Carceral State in Modern America 100
GLST 25701 Anthropology of Borders 100
PBPL 22100 Politics and Policy 100
ANTH 21356 The State as Imagination, Fetish, Spectacle 100
LLSO 28040 Introduction to Law, Letters, and Society 100
HMRT 21005 Militant Democracy and the Preventative State 100
CMLT 29024 States of Surveillance 100

**Race, Gender, and Religion**

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

REPRESENTATIVE COURSES
CRES 28000 United States Latinos: Origins and Histories 100
ANTH 22770 Anthropology of Power, Status, and Performance 100
HIST 19010 Introduction to Critical Race Studies: Historical, Global, and Intersectional Perspectives 100
RLST 21401 Latin American Religions, New and Old 100
GNSE 28498 Women, Development and Politics 100
GLST 25630 Religious Violence 100
ANTH 22845 Xenophobia and the Politics of Belonging 100
GNSE 26111 Queer Asia(s) 1 100

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

**Foreign Language Requirement**
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/flpc/](https://languageassessment.uchicago.edu/flpc/) 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](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>
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</thead>
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</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>
<td>-</td>
</tr>
<tr>
<td>Research activity</td>
<td>-</td>
</tr>
<tr>
<td>Total Units</td>
<td>1000</td>
</tr>
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Summary of Requirements for Students Completing the BA Thesis

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

HONORS

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

ADVISING

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

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

GRADING

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

GLOBAL STUDIES COURSES

GLST 20004. Introduction to Asian American Studies. 100 Units.

This course seeks to examine the historical context and pragmatic implications of the ethno-political category "Asian American." How has this category invented or domesticated norms of Asianness even as it elides, or seeks to merge, intra-ethnic and geopolitical tensions? What is the nature of the relationship between "Asia" and "America," and how does being "Asian American" regiment transnational relations and the politics of identity? Discussions will cover the Chinese Exclusion Act, Japanese internment camps, the Korean and Vietnam wars, affirmative action debates, model minority and perpetual foreigner tropes, as well as responses to COVID-19. How does Asian Americanness inform approaches to race and ethnicity? In other words, what difference does it make? Through the works of Mae M. Ngai, Rey Chow, Dorinne Kondo, Yến Lê Espiritu, Jasbir Puar, Jodi Kim, and others, students will be introduced to a variety of ways forward.

Instructor(s): Alice Yeh Terms Offered: Winter
Equivalent Course(s): ANTH 23608, CRES 20004, HIST 28001

GLST 20150. Sustainable Urban Development. 100 Units.

The course covers concepts and methods of sustainable urbanism, livable cities, resiliency, and smart growth principles from a social, environmental and economic perspective. In this course we examine how the development in and of cities - in the US and around the world - can be sustainable, especially given predictions of a future characterized by increasing environmental and social volatility. We begin by critiquing definitions of sustainability. The fundamental orientation of the course will be understanding cities as complex socio-natural systems, and so we will look at approaches to sustainability grouped around several of the most important component systems: climate, energy, transportation, and water. With the understanding that sustainability has no meaning if it excludes human life, perspectives from both the social sciences and humanities are woven throughout: stewardship and environmental ethics are as important as technological solutions and policy measures.

Instructor(s): Winter: Staff, Spring: Evan Carver Terms Offered: Spring Winter
Note(s): ENST 21201 and 20150 are required of students who are majoring in Environmental and Urban Studies and may be taken in any order.
Equivalent Course(s): ENST 20150, ARCH 20150, PBPL 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): SALC 30203, GNSE 22233, KNOW 30203, SALC 20203, KNOW 20203, SOCI 20529, SOCI 30529, GNSE 32233

GLST 20568. Historical Methods in the Social Sciences. 100 Units.

This course is designed to introduce students to the methods, theories, and problems encountered in research utilizing historical methods in the social sciences. The course pairs readings that address theoretical and ethical issues in historical methods-such as for and by whom history is written- with practical instruction in using
common sources such as archives, oral histories, newspapers, and non-textual evidence. Drawing from diverse readings across the social sciences, we will examine some of the ways scholars from different fields have approached problems of structure, agency, and method; in the process, we will explore the relationship between theory and methods in our own projects. Throughout the course, students will have the opportunity to practice their skills through hands-on assignments that make use of the materials at University of Chicago and beyond.

Instructor(s): M. O’Shea Terms Offered: Winter
Equivalent Course(s): SOCI 20568, SOCI 30568

GLST 20994. Introduction to Jainism. 100 Units.
Jainism has long been on the margins of Religious Studies, little known beyond its otherworldly emphasis on extreme forms of asceticism, nonviolence, and vegetarianism. This course seeks to expand this popular understanding of Jainism by posing a question: What does it mean to be a Jain in the world when the Jain religion is fundamentally otherworldly in its orientation? By reading ethnographies and historical studies alongside primary sources, this course will introduce students to Jainism as an enduring lived religion whose meaning and practice has changed over time, across regions, between sectarian communities, and in conversation with Buddhism and Hinduism. By the end of the quarter, students can expect to understand Jainism as a minor religion with a major impact.

Instructor(s): Sarah Pierce Taylor Terms Offered: Spring
Note(s): This course counts as a Gateway course for RLST majors/minors.
Equivalent Course(s): SALC 20910, RLST 20904

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 Hercegovina, and Croatia. There is a particular need to survey this region and feed the newfound interest in it, mainly because Yugoslav architecture embodied one of the great political experiments of the modern era. Drawing on anthropological theory and ethnography of the city, we consider processes of urban destruction and renewal, practices of branding spaces and identities, urban life as praxis, art and design movements, film, music, food, architectural histories and styles, metropolitan citizenship, and the broader politics of space. The course is complemented by cultural and historical media, guest speakers, and virtual tours. One of them is a tour through the 2018 show at MoMA "Toward a Concrete Utopia: Architecture in Yugoslavia 1948-1980" a project curated with the goal to find a place for Yugoslav Modernism in the architectural canon. Classes are held in English. No knowledge of South Slavic languages is required.

Instructor(s): Nada Petkovic Terms Offered: Spring
Equivalent Course(s): ARTH 31333, BCSN 31303, BCSN 21300, ARCH 21300, ARTH 21333, REES 31303, HIST 24008, REES 21300

GLST 21353. Anthropology of Revolutions. 100 Units.
There has been a recent upsurge of interest and scholarship on revolutionary processes, from the political seizure of power, to sweeping restructurings of intimate lives, to calls for abolition. In this context, we ask: what does a revolution imply? What has such a radical transformation of society meant in different places, at different times? This course has a twofold objective: to introduce students to different prominent revolutionary processes, and to ways of studying them. We will discuss struggles ranging from Haiti to France, Russia to China, Nicaragua to USA, Ethiopia to Nepal and more. While focusing on anthropological material we will examine scholarship from other disciplines, and work with various forms such as graphic narrative, documentary film, academic prose, fictionalized retellings, and pamphlets. We will learn about how the anthropological study of revolution - its questions and methods - has developed historically. To complement that we will ask: what might it mean to read different kinds of texts as ethnographic material? Or what modes of ethnographic attention can we learn from other disciplines? What insights can historically attuned ethnographic work yield? And how might it be helpful to think comparatively across different geopolitical contexts?

Instructor(s): Bhattacharyya, Abhishek Terms Offered: Winter
Equivalent Course(s): GNSE 21353, ANTH 21353, CRES 21353, SOSC 31353

GLST 21372. Utopocalypse: Exchange, value, and cosmologies in crisis. 100 Units.
This course will explore the proposition that "it is value that brings universes into being" (Graeber 2013). It will do so by asking, 'what is revealed to us when worlds end?' Reading across a variety of classic and contemporary texts, students will be prompted to consider the potential of diverse phenomena (things, events,
practices, prophecies), to disrupt flows and relationships, thereby threatening (or promising) to reveal and undermine established orders. How might ‘crises’, broadly construed, have the potential to reveal fundamental contradictions underpinning diverse modes of production, exchange, and consumption? Particular focus is placed on exchange, and how disruptions and reorientations in the flows and modalities thereof can force individuals and societies to confront previously hidden assumptions about, e.g., agency, personhood, structure, and space/time - and the connections between them. As key symbols in the discursive constitution of Western Modernity, “utopia” and “apocalypse” will serve to orient students in the development of eschatological critiques of global capitalism.

Instructor(s): Martin Doppelt
Terms Offered: Winter
Prerequisite(s): Completion of 1 course in the Social Sciences core sequence
Equivalent Course(s): ANTH 21372, SOCI 20561

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, CRES 21405, HIST 21405

GLST 21813. Race and Nation in Latin America. 100 Units.
How does race operate in Latin America and the Caribbean, 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 the region, 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. 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: Winter
Equivalent Course(s): LACS 21813, HIST 26510, CRES 21813, HIPS 21813, SOCI 20532

GLST 22105. Sex and Gender in The City. 100 Units.
This course is designed to introduce students to some of the key concerns at the intersection of gender studies and urban studies. In this course, we will take gender relations and sexuality as our primary concern and as a constitutive aspect of social relations that vitally shape cities and urban life. We will examine how gender is inscribed in city landscapes, how it is lived and embodied in relation to race, class, and sexuality, and how it is (re)produced through violence, inequality, and resistance. Over the course of the quarter, we will draw on an interdisciplinary scholarship that approaches the central question of how and why thinking about urban life in relation to gender and sex matters.
Instructor(s): Sneha Annavarapu
Terms Offered: Spring
Note(s): This course counts as a Foundations course for GNSE majors
Equivalent Course(s): SOCI 28088, ENST 12105, GNSE 12105, ARCH 22105

GLST 22211. Against Caste and Race: A Parallel History of Resistance in India and in the United States. 100 Units.
The present moment represents a critical juncture in the history of movements against race-based discrimination in the United States, and caste-based oppression in India and in the Indian diaspora across the world. Since 2021, several educational institutions and corporations in the US have recognized caste as a protected category. Against this background, the course invites students to pay attention to caste as an emergent and recent form of discrimination in the US, and evaluate it against the oldest, race. The course will provide students with an overview of the major intellectual trajectories of the two movements and identify notable moments of synchronicity and solidarity between them. To this end, students will read seminal works by anti-caste and anti-race intellectuals and activists. Together, we will seek to understand the affective experiences at stake by watching films, listening to podcasts, and reading poetry and fiction. The focus will be on the analysis of innovative strategies of resistance offered against caste and race, and modes through which the discriminated claimed selfhood and emerged as subjects. Students will also examine how race and caste privileges that operate at an everyday level are directly linked with histories of discrimination and perpetuate structural exploitation. Finally, we will have a chance to compare the emergence of Critical Caste Studies as a new disciplinary approach alongside the rise of Critical Race Studies.
Instructor(s): Sanjukta Poddar
Terms Offered: Winter
Equivalent Course(s): SALC 25324, HIST 26814, CRES 22211
GLST 22523. Transpacific Des-orientations: Cultural Relations between Asia & Latin America (16th-21st centuries) 100 Units.
This course offers an overview of the cultural relations between Asia and Latin America from the 16th century to the present day. We will engage with these plural transpacific circulations - individuals, resources, goods, ideas, and sensibilities - through diverse material ranging from maps, poetry, visual arts, films, and essays to music, architecture, textiles, and social media. We will question the local and global implications of these exchanges in a (post)colonial world. A navigation between eras and areas, this course takes transpacific cultural relations as an opportunity to decenter the gaze. What do these early and dynamic circulations tell us about a globalization always centered on the (North) West of the planet? What happens with the old presumed categories of "West" and "East" when the world is lived and conceived from other locations and perspectives? What remains of "Latin" when America is apprehended from the "Pacific Rim"? Drawing on close observations and analysis of representative cultural productions, this course seeks to map the importance and diversity of these transpacific cultural itineraries and to explore alternative ways of thinking about "Latin America" as a central agent of our connected modernities. Besides enhancing your knowledge of Latin American cultural history, this course is designed to help you improve your close reading and critical thinking skills, as well as continue building on your linguistic competence in Spanish.
Instructor(s): Ysé Bourdon Terms Offered: Winter
Equivalent Course(s): SPAN 22523, LACS 22523

GLST 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, Lukács, 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): HMRT 12600, GNSE 12600, HIST 12600

GLST 22700. Diaspora/Diasporas. 100 Units.
This class will orient students to the practices, frameworks, and geographies of diasporic communities from the early modern period to the present. The term’s original origins in Jewish experiences of forced dispersal and migration underscores how its meaning is shaped by histories of collective displacement and loss, as well as invention and heritage. The discourse of diaspora remains foundational for several interdisciplinary fields, including Black studies, Asian American studies, Indigenous studies, Latinx studies, and more. Within these intellectual orientations, diasporic identities are notably expansive and unfixed. As observed by the late cultural theorist Stuart Hall, “diaspora identities are those which are constantly producing and reproducing themselves anew, through transformation and difference,” bridging old and new traditions of worldmaking, resistance, and solidarities within and across distinct diasporic sensibilities.” Students in this class will work with scholarly, literary, sonic, and visual materials demonstrating how use of diaspora alternately mobilizes and roots people, in ways that claim pasts and futures at once.
Instructor(s): Adam Green Terms Offered: Spring
Equivalent Course(s): HIST 12706, RDIN 12200, CRES 12700

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 course 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): ANTH 22742, EDSS 22742, CHST 22742

GLST 22850. Mobility in Society: Concepts and Cultures. 100 Units.
This course seeks to explore the analytic of mobility in society. Through the exploration of various cultures and epochs, we will explore the ways in which itinerant peoples engage with the world, and how they are perceived in academic and colloquial perspectives. How do mobile people create a homeplace, and how is the concept different or similar to sedentary peoples’ sense of home and belonging? In what ways does mobility inform
social, political, or economic particularities? How do mobile populations relate to the state as an entity that seeks to count and account for populations? To explore these topics and more, readings and documentaries will concentrate on nomadic pastoralism, ranchers, gypsies, and even modern families in motorhomes. We will rely on archaeological, historical, and contemporary eras to engage empirical case studies that will provide the foundation for a complementary theoretical discussion of the peripatetic lifestyle.

Instructor(s): K. Bryce Lowry
Terms Offered: Autumn
Equivalent Course(s): ANTH 22850

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

Instructor(s): Moodjalin Sudcharoen
Terms Offered: Spring
Equivalent Course(s): ANTH 22855, CHDV 22855, HMRT 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 will familiarize students with empirical work within this interdisciplinary field, and will guide them through the practical steps of putting together a research project. How do we move from a research interest to a research question? How do we approach the study of social dynamics from a global perspective that emphasizes interconnectedness? How do we track the movement of ideas, people, culture, and capital across borders? How do we incorporate considerations of power, positionalities, and reflexivity in our research practice? We will engage with scholarship across the social sciences and cover topics related to the four thematic tracks in the Global Studies major. As we analyze a variety of empirical cases, we will discuss approaches to case selection, theoretical grounding, data collection and analysis, and ethical research practices. At the end of the course, students will produce an annotated bibliography and a preliminary draft of their thesis proposal.

Instructor(s): Caterina Fugazzola and Staff
Terms Offered: Spring
Prerequisite(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): FNDL 25308, AMER 23111, RLST 23111, CRES 23111

GLST 23124. Prostitution in Global Perspective. 100 Units.
Prostitution has been a site of multiple regulations—whether institutional, social, or spatial. This course aims to examine various regimes and expressions of prostitution, and their transformations, from the eighteenth to the twentieth century in global perspective. We will consider the categories of gender, sex, and race, together with the processes of colonization, nation-building, and migration in order to uncover the norms and regulatory regimes that undergirded the historical life of prostitution. Readings will include area case-studies alongside
comparative and transnational histories ranging from East-Asia to Latin America. We will discuss what kinds of evidence can be marshaled in service of writing these histories, and how historians of prostitution have approached archives limited by state-centric and official perspectives. Students in this course will develop the critical tools to interrogate the evolving practices of an everyday activity, and assess the possibilities and limitations of producing a global history of prostitution.

Instructor(s): Zoya Sameen
Terms Offered: Autumn
Prerequisite(s): Prior coursework in GNSE is preferred, but not required
Note(s): This course counts as a Concepts course for GNSE majors.
Equivalent Course(s): GNSE 23141, SOCI 20565, CHDV 23141, CRES 23141, ANTH 23141

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): Caterina Fugazzola
Terms Offered: Winter
Equivalent Course(s): SOCI 30323, GNSE 23119, GNSE 33119

GLST 23141. Social Reproduction: Labour, Life, and World-making. 100 Units.
Marxist feminists have defined social reproduction as the labour, with its attendant spaces and institutions, that is required for making and maintaining life in a capitalist world - from marriage to sexwork, schooling to child care, housing to healthcare, the affective to the intimate. This course explores theories, practices, histories and infrastructures of social reproduction in a transnational context, offering analytics for how life is constrained and sustained at different scales. It begins with an overview of early debates in social reproduction theory, and goes on to examine interventions from anthropologhy, geography, literature, history and political science that, both, focus on particular nodes that social reproduction feminists identify (such as domestic, education, service industry and healthcare spaces), as well as add other dimensions to the question of what sustains life in a capitalist world (such as fantasy and desire). Throughout our reading we will pay attention to how intersections of gender, sexuality, race, caste, class, and disability become integral to mobilizations of labour. The labour of social reproduction is often devalued and invisibilized, yet its life and world-making capacities can also offer contradictory and liberatory potentials for an everyday beyond capitalism. Thus the course also critically engages material that centres concepts of social reproduction to radically reimagine economies, bodies, the state, social relations, and futures.
Instructor(s): Tanima Sharma
Terms Offered: Autumn
Note(s): This course counts as a Concepts course for GNSE majors.
Equivalent Course(s): GNSE 23141, SOCI 20565, CHDV 23141, CRES 23141, ANTH 23141

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

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

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, HMRT 29431, HIST 23406

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

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

GLST 24242. States, Markets, and Bodies. 100 Units.
An introduction to political economy, this course will introduce students to theories, concepts, and tools for studying relations between states and markets that affect the structure of power relationships. Taking a global approach, we will examine the different forms of state repression, the consequences of a neoliberal and decentralized global market, and its affects on individual people/workers. This course is motivated by three interrelated questions: (1) What is the appropriate role of the government in the economy? (2) How should states govern their citizens? (3) What is the role of the individuals who make up civil society?
Instructor(s): K. Hoang Terms Offered: Spring
Equivalent Course(s): SOCI 20242, GNSE 20242

GLST 24253. Indigenous Rights and Capitalism. 100 Units.
This course explores how indigenous rights emerge in relation to the uneven incorporation of indigenous land, labor, and commodities into global circuits of capital. Whether in racist discourses about primitiveness or backwardness, or romantic ones about environmentalism and resistance, it is still common to encounter narratives that assume indigenous people and places exist outside of modernity. This course, on the other hand, asks that we think indigeneity and capitalism together. Readings will consist primarily of ethnographies and cover Southeast Asia, the Middle East, Africa, and the Americas. We will study how Palestinian real estate developers, Cherokee small business owners, Mayan coffee cooperatives, Navajo coal workers, Lauje cultivators, and others use economic practices to defend territory, claim rights, and build communities. We will ask how these experiences contribute to critiques of inequality and dispossession, and how they clarify what is at stake in struggles over autonomy, sustainability, and sovereignty.
Instructor(s): Paul Kohlbry, Pozen Center for Human Rights Postdoctoral Instructor Terms Offered: Spring
Equivalent Course(s): HMRT 24253, CRES 24253, ENST 24253, ANTH 24253

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. This 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): ANTH 28505, ENST 24340

GLST 24406. Sovereign Rights: Decolonization and the Cold War in Image and Word. 100 Units.

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

Instructor(s): Elin Rafael Pérez, Graduate Lecturer
Terms Offered: Spring

Equivalent Course(s): CRES 21306, HMRT 23406

GLST 24425. Ships, Trains, and Planes: A Global History of Vessels and Voyagers, 18th Century to the Present. 100 Units.

From "La Amistad" to the airplanes of September 11, vessels make history. And yet, we often take for granted the fact that they also contain history. Investigating the sociocultural pasts of vessels and the politics of mobility, this course poses two overarching questions. How have ships, trains, and airplanes shaped the behavior and outlooks of modern humans, and how has the experience of being in transit evolved over the past three centuries? Beginning with sailing ships of the eighteenth century and winding its way to the airplane via steamships and railways, the course explores how vehicles and transit have inspired and coerced humans into unique forms of subjectivity. Through case studies and primary sources from across world history, vessels in transit will be analyzed as engines of modernity and sites of emancipation, but also as tools of terror and laboratories of power.

Instructor(s): C. Fawell
Terms Offered: Spring

Equivalent Course(s): HIST 29425, ANTH 22161

GLST 24500. The Just War. 100 Units.

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

Instructor(s): John Sianghio
Terms Offered: Spring

FNDL agreed to let RLST take over as parent of this course

Equivalent Course(s): RLST 24110, FNDL 24500

GLST 24501. French for Global Studies and Economics. 100 Units.

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

Instructor(s): Staff
Terms Offered: Spring

Prerequisite(s): FREN 10300 or placement in FREN 20100.

Equivalent Course(s): FREN 14500
GLST 24506. The Rights of Immigrants and Refugees in Practice. 100 Units.
This course employs an interdisciplinary approach to examine the work of social justice advocacy for and by non-citizens in the U.S. including asylum seekers, immigrant workers, women as migrants, migrant children, and the undocumented. Our readings will place selected case studies in their local, national, and international context. We will draw on sources from law, history, sociology, political science, and the arts. Texts, films, and guest speakers will address the history of immigrants’ rights advocacy in the Chicago and the U.S., with selected global examples. Topics will include the rights of asylum seekers, the problems of migrant workers (guest-workers and the undocumented), women and children as migrants, and the impact of the global pandemic on migration in general. The case studies will illuminate the role of immigrants as leaders and the relationship between impacted communities and the state. We will meet with journalists, elected officials, organizers, academics, artists, lawyers, and immigrant community leaders to discuss distinct approaches to migrants’ rights advocacy.
Instructor(s): Susan Gzesh Terms Offered: Spring
Equivalent Course(s): LLLO 24506, SOSC 24506, HMRT 26813, CHST 24506

GLST 24831. Techno-Ecology: The Social Life of Infrastructure. 100 Units.
Infrastructure reemerges as a heated political topic in the United States against the background of the new great power competition in the world and the increasing concern of inequality and social justice at home. Such divergent political interests illuminate the tension between the promises of infrastructure and the challenges it poses. What is infrastructure? And why does it matter? This course takes infrastructure as its object of inquiry and explores ways of building and using infrastructure in various historical and social settings. A burgeoning scholarship on infrastructure reflects on the complexity of infrastructure’s environmental, political, social, and economic impact. Infrastructure was a critical part of both empire building and nation-state development. At the same time, massive infrastructure projects could also bring about self-defeating debacles that threatened the very regimes who had implemented them. Infrastructure has elevated millions from poverty and provided more with necessity and convenience. But it also creates barriers, destroys ecological systems, and materialized social and ecological harms of late industrial capitalism. With a particular focus on questions of economic and environmental justice, this seminar anthropologically assesses the prospect of a Green New Deal and its potential implications for the lens of scale, distribution, and trust. This course aims to complicate any monolithic conceptualizations of development, and to rethink the relations between us-at the levels of individual, communal and global-with the techno-ecology called infrastructure.
Instructor(s): Yujie Li Terms Offered: Spring
Equivalent Course(s): ENST 24831

GLST 25030. The Problem of Whiteness. 100 Units.
Critical race theorists have shown that whiteness has long functioned as an “unmarked” racial category, saturating a default surround against which non-white or “not quite” others appear as aberrant. This saturation has had wide-ranging effects, coloring everything from the consolidation of wealth, power and property to the distribution of environmental health hazards. Yet in recent years, whiteness has resurfaced as a conspicuous problem within liberal political discourse. This seminar examines the problem of whiteness through an anthropological lens, drawing from classic and contemporary works of critical race theory. Attending to the ways in which various forms of social positioning and historical phenomena intersect in the formation of racial hierarchy, we will approach whiteness as a “pigment of the imagination” with worldmaking (and razing) effects.
Instructor(s): Rebecca Journey Terms Offered: Spring
Equivalent Course(s): CRES 25030, ANTH 25030

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

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

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

GLST 25151. Pacific Worlds: Race, Gender, Health, and the Environment. 100 Units.

This discussion-based course will introduce students to both classical and recent scholarship in Pacific World historiography. By adopting micro-historical, comparative, and transnational methods, students will examine the formation of three overlapping ‘worlds’: The Antipodes, Polynesia, and the northeastern Pacific. Analyzing the myriad intersections of race, gender, health, and the environment, we will explore a range of large-scale historical processes that shaped and reshaped the Pacific between the mid-eighteenth and the mid-twentieth centuries. These processes include European exploration, settler colonialism, and indigenous sovereignty; sex, depopulation, and race science; labor, migration, and urbanization; industrialization and environmental exploitation; and imperial expansion and citizenship. The course is intended for students with an interest in the Pacific Islands, Australasia, and the North American West, as well as those interested in race, gender, health, or the environment within indigenous, immigrant, or settler colonial contexts. Required readings - which will consist of book chapters and academic articles - will be used to contextualize and critically analyze a variety of primary sources during each class session.

Instructor(s): C. Kindell Terms Offered: Winter

GLST 25199. Digital Ethnography. 100 Units.

This methods course prepares students for ethnographic research in an online environment. We will discuss practical steps to put together a research project-from research design to data collection and analysis. We will cover epistemological, ethical, and practical matters in online ethnographic research, and read articles and books showcasing methods for the study of virtual worlds (both game and nongame). This is a hands-on methods course: you will be required to formulate a preliminary research question at the beginning of the course, and you will conduct a few weeks of ethnographic research in a virtual field site of your choosing. Each week you will be asked to complete short ethnographic assignments, and to produce field notes to be exchanged and discussed in class. As a final project, you will have a choice between a research proposal or a short paper based on your observations.

Instructor(s): Cate Fugazzola Terms Offered: Autumn
Equivalent Course(s): HLTH 20151, GNSE 22151, HIPS 20151, HIST 25030, ENST 20151

GLST 25209. Jews, Arabs, and Others: Nations from the Nile to the Jordan. 100 Units.

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

Instructor(s): Callie Maidhof Terms Offered: Autumn
Equivalent Course(s): NEHC 25209, ANTH 24110

GLST 25218. American Epidemics, Past and Present. 100 Units.

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

Instructor(s): C. Kindell Terms Offered: Winter
Equivalent Course(s): AMER 25218, HLTH 25218, GNSE 25210, CRES 25218, HIST 25218, HIPS 25218, ENST 25218

GLST 25220. Globalization and Education: Transnational Perspectives on Policy and Practice. 100 Units.

This course examines formal education systems from a global perspective. It aims to familiarize students with how international and national dynamics worldwide have shaped educational policies and practices over the past two hundred years. We will examine how states and supranational organizations have redefined
the purpose and standards of schooling in the colonial, post-colonial, and neoliberal eras by drawing on empirical research from Africa, the Middle East, and the Indian subcontinent. Weekly discussions will focus on central themes, including the global expansion of mass education, commercialization of education, and internationalization of higher education. At the end of the course, students will gain an in-depth understanding of the history of contemporary educational issues and their relation to the transnational processes of governance and stratification.

Instructor(s): Esma Ozel Alothman Terms Offered: Autumn
Equivalent Course(s): EDSO 25220, EDSO 35220

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

Instructor(s): Caterina Fugazzola Terms Offered: Spring
Note(s): This course does not require any previous gaming knowledge nor experience and it welcomes gamers and non-gamers interested in explored the relationship between games and global politics
Equivalent Course(s): MAAD 10245

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

Instructor(s): Jeya John Terms Offered: Spring
Equivalent Course(s): CRES 25310, HIST 26806, ENGL 22434, SALC 25310

GLST 25315. Ethnographic Methods Beyond "Being There" 100 Units.
This is an ethnographic methods seminar grounded in cultural anthropology. Yet our focus will extend beyond classical approaches to immersive fieldwork. Informed by recent calls to reimagine fieldwork beyond "being there," this course asks what it means to conduct anthropological research in a socially distant world. A central premise of the course is that any methodology exists in relation to specific theoretical paradigms and institutional arrangements. A second premise of the course is that research methods are best studied through practical application. To that end we will connect theory to method by reading widely across archival science, media studies, and experimental ethnography, and animate these readings in a series of practical exercises. In the process we will explore the limits and potentials of practicing anthropology at a distance.

Instructor(s): Journey, Rebecca Terms Offered: TBD
Equivalent Course(s): ANTH 21425

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

Instructor(s): Sanjukta Poddar Terms Offered: Autumn
Equivalent Course(s): SALC 25316, GNSE 25316

GLST 25355. Educating the Nation: Politics of Schooling in the Modern Middle East. 100 Units.
Mass education is one of the most pervasive institutions worldwide supporting nation-states. This seminar course explores the role of schooling in the making of modern Middle Eastern states and societies. Focusing on literacy campaigns, curricular debates and efforts to reduce gender inequality, we will study how education has been utilized by (often competing) political elites to shape the next generation of the citizenry in their own image.

Instructor(s): Alothman, Esma Terms Offered: Winter
GLST 25370. Safety not Guaranteed: Navigating Legal, Medical and Economic Uncertainties in Global Risk Society. 100 Units.
Following the 1986 Chernobyl disaster, the world grew concerned about the scale of risks and hazards surrounding us in our everyday lives. Modern societies seem to be constantly on the brink of environmental disasters, militaristic aggressions, and economic crises. Security has become a fixation for states and parents alike, and risk is endemic to financial markets where returns to investments are the greatest when they are the most uncertain. Even reality TV shows like the Bachelor frame “falling in love” in risk-related terms. This course examines the constitutive role of risk in the political, medical, financial, and environmental arenas. We first discuss various conceptualizations of “risk” and how to distinguish it from uncertainty and insecurity. Then, we investigate the meaning of risk in this socio-political era through the writings of theorists like Beck, Giddens, Douglas, and Bauman. We will review research on how risk and uncertainty are processed organizationally, affectively, and discursively. For instance, we will read about how states create surveillance systems and contingency plans to control future security threats, how risk perceptions shape medical assistance-seeking, and how experts in finance and weather forecasting develop sophisticated methods to render futures predictable. These exercises will allow students to critically engage with “risk” rhetoric and “risk mitigation” and understand their impact on the public culture and civil liberties.
Instructor(s): Alothman, Esma Terms Offered: Winter
Equivalent Course(s): SOCI 20573

GLST 25402. Disastrous Histories: Scientific and Social Understandings of Modern Disasters. 100 Units.
How could this happen? This question reverberates following a disaster. You yourself may have asked it about COVID-19, the 2020 California wildfires, or the 2021 Texas power grid failure, to 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 arc 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 25630. Religious Violence. 100 Units.
Are there “proper” or “improper” practices of religion? Is it at best a matter of private belief, to be kept separate from or protected by the state? Or is it something that at times requires the state’s intervention? Does religion represent the last vestiges of the premodern world, or is it something that is integral to modern life? To answer these questions, we will call on anthropologists and other social scientists and theorists to understand, first, what is “religion,” and then what is, can be, or should be its relationship to gender, the nation, and the modern state in various historical and geographical locations, with particular attention to the Middle East and South Asia.
Instructor(s): Callie Maidhof Terms Offered: Not offered 2022-2023
Equivalent Course(s): RLS 26630, ANTH 24730

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

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

GLST 25701. Anthropology of Borders. 100 Units.
Today, the world may seem more connected than ever. Infectious disease, data, global capital, and even "culture" seem to travel in the blink of an eye. At the same time, we're witnessing the fortification of borders, and a resurgence of rightwing ethnonationalist populism on both sides of the Atlantic. Borders take on new significance national debates and security policy, and for those who rarely come into contact with borders, they may seem like a mere metaphor for how a nation positions itself with regard to immigration, public health, and trade. But beyond the party platforms of politicians in the world's capitols, borders are very real places, constituted by the practices of state and non-state actors alike, and creating new forms of life in response to the technologies that police them. In this course, we will take an anthropological view of borders in order to understand how they are created, policed, and inhabited, following and bucking trends in the micropractices of military, police, and bordercrossers both legal and illegal.
Instructor(s): Callie Maidhof Terms Offered: Course not offered 2022-2023
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: Not offered 2022-2023
Equivalent Course(s): ANTH 25945, CRES 25945, RLST 26945

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

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

GLST 26380. Indigenous Politics in Latin America. 100 Units.
This course examines the history of Indigenous policies and politics in Latin America from the first encounters with European empires through the 21st Century. Course readings and discussions will consider several key historical moments across the region: European encounters/colonization; the rise of liberalism and capitalist expansion in the 19th century; 20th-century integration policies; and pan-Indigenous and transnational social movements in recent decades. Students will engage with primary and secondary texts that offer interpretations and perspectives both within and across imperial and national boundaries.
Instructor(s): Diana Schwartz Francisco Terms Offered: Spring
Equivalent Course(s): CRES 26380, LACS 26380, HIST 26318, HIPS 26380, LACS 36380, ANTH 23077

GLST 26381. Storytelling and Social Science: Methods in Oral History and Narrative Data Analysis. 100 Units.
Stories surround us in our everyday lives: we invoke them when our friends and family ask us about our day, we encounter them on the news, on social media, and in the books, we read to our children. Stories are central to interpreting human experiences: they help us order them into meaningful episodes and communicate these understandings to one another. This seminar explores how social and historical sciences use empiric evidence in
the narrative form. Given the variety of narrative genres (fictional/non-fictional, written/oral), any discussion on narrative analysis has to be selective. This course focuses on first-person accounts of personal experiences and how they can inform sociocultural studies. At the beginning of the semester, we will delineate the terminology and explore common elements in narratives. We will also examine different analytical approaches like thematic and structural analysis and what kind of insights these approaches bring about. We will then investigate empirical examples of narrative analysis from sociological, historical, and feminist research to understand how personal accounts can expand our understanding of various social phenomena. The course will have a practical component where students will gain hands-on experience designing and carrying out an interview-based research project that uses the interpretive methods we study.

Instructor(s): Alothman, Esma
Terms Offered: Spring
Equivalent Course(s): SOCI 20572

GLST 26382. Development and Environment in Latin America. 100 Units.
Description: This course will consider the relationship between development and the environment in Latin America and the Caribbean. We will consider the social, political, and economic effects of natural resource extraction, the quest to improve places and peoples, and attendant ecological transformations, from the onset of European colonialism in the fifteenth century, to state- and private-led improvement policies in the twentieth. Some questions we will consider are: How have policies affected the sustainability of land use in the last five centuries? 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 26382, HIST 26317, GEOG 26382, ENST 26382, HIST 26317, HIPS 26382, LACS 36382, ANTH 23094

GLST 26383. Mapping Global Chicago Research Lab: Health and Well-being among the Tibetan Diaspora 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 investigate the changing attitudes towards medical practice and care among members of the Tibetan diaspora community here in Chicago. We will consider how both long-term shifts and more recent events such as of the COVID-19 pandemic have affected Tibetan Chicagoleans' approach to Western and traditional Tibetan medicine and the practice of religion as it relates to well-being. Students from across disciplines are encouraged to participate in this lab. The lab has been student-designed and will take shape according to diverse student interests and skill sets, including but not limited to ethnographic fieldwork, interviews, surveys, GIS, and data science. Working collaboratively, students will produce public scholarship to be featured on the Mapping Global Chicago website (https://mappingglobalchicago.rcc.uchicago.edu/).

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
Note(s): Please note that participation in the lab is by instructor consent only. This course may be repeated for credit. To join the class, please contact Prof. Callie Maidhof (cmaidhof@uchicago.edu) and fill out the brief form available at https://globalstudies.uchicago.edu/mapping-global-chicago
Equivalent Course(s): CHST 26383, 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 and the Caribbean. As a region known both for its ecological diversity and as a producer of tropical foods regularly consumed in the United States, plantation-style agriculture has often underemphasized its celebrated biodiversity. In centering the role of workers and consumers, this course considers the layered relationships- ecological, social, political, economic and cultural-between the production and consumption of food from Latin America and the Caribbean. In Autumn 2022, the course will also engage questions of food justice and biodiversity in the Chicagoland area and in particular among Latine/x com

Instructor(s): Alothman, Esma
Terms Offered: Spring
Preferred: some background in Latin American history, geography and/or contemporary issues
Equivalent Course(s): LACS 26388, HIST 26323, ENST 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.
GLST 2680. Epic Religion: From the Ramayana to Game of Thrones. 100 Units.
What can epic literature and media teach us about religion? In this introductory seminar, students explore answers to this question, focusing on the ways epics dramatize the human relationship to divinity. We read the epics through the relationships of its central characters-humans, heroes, and gods. By following the winding quests and gory battles of these narratives, students examine how epics present various forms of human-divine relationships-transactional, intimate, inspirational, and manipulative. We employ a comparative approach to the genre; our readings originate in different world regions and historical periods-from ancient India and Greece to West Africa, England, and the contemporary US. We will read these texts closely and examine how they reflect particular views of the human condition within religious worldviews. Considering the contexts of post-colonization, nationalism, and globalization, we analyze how mass media-comic books, TV series, films, and social media-shape and spread those views to new popular audiences.
Instructor(s): Andrew Kunze Terms Offered: Spring
Equivalent Course(s): RLST 26802, CMLT 26802, SÀLC 26802

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): HIST 26804, SÀLC 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. This course will not be offered in the 2022-2023 academic year.
Prerequisite(s): None
Equivalent Course(s): ENST 20300, HIPS 20301, ANTH 22131, MENG 20300, HIST 25426

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): RLST 27305, HIST 26813, SÀLC 27305, CRES 27305, AMER 27305

GLST 27321. Legal Borderlands: Spaces of Exception in US History. 100 Units.
The periphery of the United States is not only made up of physical borderlands but also of legal interstitial zones, places that test the reach of American sovereignty. This discussion-based seminar will look at places where American law bumps up against other defining markers, the contact zones that challenge the prevalent legal paradigms. We will examine how these areas define what constitutes an American; how the government makes specific identities within its jurisdiction visible and invisible. Topics we will cover include: statelessness and denaturalization, American extraterritorial courts in China, gender and sexuality under the law, outlawing “coolies,” the insular cases and citizen-subjects, and Guantanamo Bay, not to mention the making and unmaking of physical borderlands around the United States.
Instructor(s): Savitri Kunze, Pozen Center for Human Rights Social Science Teaching Fellow Terms Offered: Winter
Equivalent Course(s): HMRT 37321, HMRT 27321
GLST 27455. Language and Foreignness. 100 Units.
How is foreignness created by ideologies about language? How do nation-states and institutions of power manage foreigners, foreignness, and foreign voices? How do such projects lead to social inequality, discrimination, and resistance? In this course, we take foreignness as the central subject of discussion. The guiding principles are that: 1) foreignness is not a state of being-but an act, an ongoing process of becoming, and imagining; and 2) language plays an essential role in the process of "othering." We begin the course by exploring the idea that language is political. Special attention will be given to language ideology, which refers to beliefs and knowledge about language and its users in context. Building on this foundation, we explore various themes in relation to language politics, social differentiation, and global and national inequality. Through a close engagement with different ethnographic projects in both American and global contexts, we consider how ideologies of language can shape collective imaginations about those who "belong" and those who do not.
Instructor(s): Moodjalin Sudcharoen
Equivalent Course(s): ANTH 27455

GLST 27552. Race, Religion, and Emancipation. 100 Units.
In this course we will interrogate the complex relationship between race, religion, and emancipation in the modern period. Drawing on both historical and philosophical approaches, we will ask: What is emancipation, and who is it for? How has emancipation been articulated in relation to religion, and how has this relationship revealed complications in modern ideas of freedom? How has religion functioned as a vehicle for racialization, and how has it been racialized itself? Is religion an impediment to freedom or a means for its actualization? Beginning in the European Enlightenment, we will consider these questions in relation to two distinct, though (crucially) related sites: Jewish emancipation in 18th and 19th century Europe, and Black emancipation in the United States. In doing so, we will treat the relationship between religion, race, and emancipation as a central tension of the modern period, the continuing importance of which has significant consequences for liberatory intellectual and political movements in the present. Readings will include philosophical, historical, and theological approaches by authors including Immanuel Kant, Karl Marx, W.E.B. DuBois, Saidiya Hartman, and James Cone. No prior knowledge is required, though students with background knowledge in race and ethnic studies, religious studies, and philosophy may find it helpful.
Instructor(s): William Underwood Terms Offered: Spring
Equivalent Course(s): CRES 27552, RLST 27552

GLST 27600. Beyond Ferrante: Italian Women Writers Rediscovered and the Global Editorial Market. 100 Units.
In this class we read selected works from some of the most influential Italian women writers who are not named Elena Ferrante. Some of these writers contributed to the cultural and literary background that produced Ferrante as well. Others can be seen as Ferrante's peers and even heirs. The remarkable global success of Ferrante's work has created the so-called "Ferrante effect." Both in Italy and abroad, editors and scholars are finally paying attention to long overlooked Italian women writers. We will explore this trend of reissues, new publications, and new translations. How has the Ferrante effect recast our assumptions about literary value? Can restorative justice take place within the global editorial market? Is it legitimate to speak about an editorial affirmative action? What is the relationship between Italian periphery and the dominant literary empire? Among the authors we will read are classics—such as Elsa Morante, Natalia Ginzburg, and Anna Maria Ortese—but also new and overlooked voices—such as Fabrizia Ramondino, Fausta Cialente, Paola Masino, Brianna Carafa, Claudia Durastanti, and Veronica Raimo.
Instructor(s): Maria Anna Mariani Terms Offered: Winter
Note(s): Taught in Italian.
Equivalent Course(s): ITAL 27600, GNSE 27606

GLST 27656. Pilgrimage, Voyage, Journey. 100 Units.
Travel is fatal to prejudice, bigotry, and narrow-mindedness "Adventure is worthwhile in itself "To travel is to live In "Pilgrimage, Voyage, Journey," we interrogate and complicate these kinds of platitudes, examining claims about the nature and possibilities of travel in its many iterations. Throughout the quarter, we ask why people travel, what might be gained or lost by traveling, what is unique to the experience of travel, and, ultimately, whether or not we should travel. We draw from memoir, fiction, film, and contemporary journalism as we consider claims about the effects of travel on travelers, non-travelers, local communities, and the world at large. We think about links between conceptions of travel and broader historical and social structures, considering the histories of class-exclusive travel, ways that colonialism has shaped travel, and the ethics of travel with respect to its impact on both local communities and the environment. Central to our inquiry is an examination of claims about both the religious value or potential of travel - including those found in accounts of pilgrimages and monastic journeys - and the ways that travel can often become linked to ideas of the "spiritual."
Instructor(s): Bevin Blaber Terms Offered: Spring
Equivalent Course(s): RLST 27656

GLST 27659. Parties and Feasting in/as Religion. 100 Units.
Are parties and feasts- a quinceañera, a rave, Thanksgiving dinner-sacred or secular? How do we know, and how can we describe and analyze their religious significance? In this course, we will survey parties, feasts, and festivals from antiquity to the present. Topics will include sacrifice and communal meals, drinking and (divine) hangover cures, dance and communal ecstasy, pilgrimage (Mecca and Burning Man), party-associated violence, and the ethics and power dynamics of partying. Students will become familiar with selected texts (all
in translation) from ancient Near Eastern, Greek, and Roman sources to modern journalism and ethnography of Islamic pilgrimage. We will also consider material evidence of parties and feasts ancient and modern (trash). Students will begin to analyze these events comparatively and as ritual. Along the way, we will briefly consider difficulties for such analysis and/or for material studies of religion. No prior knowledge of texts, languages, or periods is assumed or required, but those enrolled must have previously attended at least one party or feast.

Instructor(s): Doren Snoek Terms Offered: Spring
Equivalent Course(s): RLST 27659

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

Instructor(s): David Barak-Gorodetsky Terms Offered: Spring
Equivalent Course(s): AMER 27713, SOCI 20545, JWSC 26713, RLST 27713

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

Instructor(s): Kirsten Collins Terms Offered: Winter
Equivalent Course(s): FREN 27721, JWSC 27721, CMLT 27721, GNSE 27721, ANTH 23916, CRES 27721, RLST 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 28447. It's the End of the World as We Know It: Apocalyptic Literature and Millenarian Movements. 100 Units.
The "end of the world" has been a matter of fascination for human beings for thousands of years. This course takes a cross-cultural approach to the study of texts and movements concerned with the end times, traditionally called "apocalyptic" and "Millenarian." We will focus on three major aspects of these movements: the historical and cultural circumstances in which they arose, the institutions and traditions that served as their foundations, and finally their theological and political principles, including how they dealt with failed expectations. We will cover a wide range of contexts, including Roman-occupied Judea during the first century CE, the Xhosaland of southern Africa in the mid 19th century, and the rise of QAnon in the 21st century United States. No prerequisite knowledge of the historical periods or religious traditions examined required.

Instructor(s): Marshall Cunningham Terms Offered: Winter
Equivalent Course(s): RLST 28447, CMLT 28447, HIST 25219, JWSC 28447
GLST 28612. The Global Revolt Against Liberalism. 100 Units.
Is liberalism in crisis? Only ten years ago, the ideology that won the Cold War seemed to reign supreme. Values such as individualism, free enterprise, representative government, and religious tolerance, were seen as more than hallmarks of order, but the very goals to which every nation should aspire. Since then, however, in the United States and across the globe, the liberal consensus has been challenged by populists, socialists, religious traditionalists, and others. Some have protested the close relationship between liberalism and capitalism. Some objected to liberalism’s breakup of “organic” ethno-religious communities. And some maintained that liberalism is no more than Western imperialism with a human face. What happened? Were these revolts mere setbacks on the long ‘arc of history’? Or were they, rather, a reflection of a deep philosophic unease with the very premises of modernity? Is this the end of the liberal world order? What will replace it? And what is the role of religion in the contemporary political imagination? This class will combine readings in political theory, the philosophy of history, and current events, to understand better these criticisms and gain some perspective on our present discontents. No prior knowledge is required.
Instructor(s): Yiftach Okef Terms Offered: Spring
Note(s): This course counts as an elective course for the Democracy Studies program.
Equivalent Course(s): RLST 28612

GLST 28753. The Transnational Refugee Regime. 100 Units.
The right to flee persecution and seek international protection has been codified in international Human Rights and customary law. This course will examine the contemporary transnational refugee regime that has developed around and been informed by this particular rights discourse, particularly in the aftermath of WWII. We will examine various transnational conventions and bodies intended to protect the persecuted, proposed de jure and de facto durable solutions for refugees, and how individuals and communities experience these structures during and after displacement. We also investigate the ways that the transnational refugee regime and its partners (such as NGOs and civil society organizations) are deeply imbricated in broader global power structures and dynamics, creating protections ‘gaps’ and potential rights violations. Specific refugee case studies from around the world will be surveyed in order to contextualize and ground these inquiries.
Instructor(s): Lindsay Gifford, Pzen Center for Human Rights, Assistant Research Professor Terms Offered: Autumn
Equivalent Course(s): HMRT 28753

GLST 28980. There’s an App for That: Religion in the Digital Age. 100 Units.
Can you sit shiva (a Jewish mourning ritual) via Facetime? Is Christian communion really communion if the wafer is made of pixels? Can religious communities experience a feeling of sacred togetherness if its members only get together online? How does online worship change the kinds of religious people we are or may become? This course explores such questions and others that arise out of the relationship between religion and digital media. We will read theories about religious ritual; religion, space, and place; and religion and embodiment to think through what happens when religion leaves the material sphere and “goes online.” We will partner these theories with scholarly reflections on digital religion, we will put them into conversation with data from apps, blogs, websites, digital games, streaming events, and online message boards to test their ideas and to ask and answer our own questions. In keeping with the themes of the course, our final assignment will be the creation of a collaborative digital project. There are no prerequisites for this course and no background in Religious Studies or digital technology is required.
Instructor(s): Emily D. Crews Terms Offered: Winter
Equivalent Course(s): DIGS 28980, RLST 28980

GLST 29091. Law and Political 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: Autumn
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): HMRT 29432, HIST 29431
GLST 29433. Empire and Oceans: Colonialism, Anti-Colonialism, and Decolonization at Sea. 100 Units.
This course explores the making and breaking of modern empires in oceanic spaces. In case studies from across world history, we learn how global empires of the nineteenth and twentieth centuries attempted to control ocean spaces, from their valuable natural resources and knowledge to flows of trade, transit, and migration. At the same time, the course focuses on struggles over maritime mobility and oceanic governance, especially the ways in which oppressed peoples have used oceans as spaces of resistance. In the process, we analyze 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 stable vectors between ports. Oceans, however, have historically been contested places, where culture, society, and politics take on novel forms. As we study how oceans connected a world of empires, readings will combine primary sources, scholarly works, fictional accounts, maps, and visual media.
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 do we answer it? 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 civilization 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): ENST 29525, HIST 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" those objects in order to reconstruct the past.
Instructor(s): N. O’Neill Terms Offered: Spring
Equivalent Course(s): HIST 29536

GLST 29560. Global Humanitarianism in the Middle East. 100 Units.
Today, the Middle East is host to the world’s largest humanitarian crises since World War II. This course examines the politics and ethics of humanitarian intervention in the region, including emergency medical aid and global healthcare. It takes a critical approach to humanitarian action, focusing on long-term, lived effects as well as intentions, and foregrounds the experiences, voices, and perspectives of local aid recipients. In class we will examine works produced by leading Middle East scholars including anthropologist, sociologist, historians, philosophers, and political scientists. Beginning in the 1980s, with the rise of global humanitarianism, and leading up to the present day, topics covered in class include but are not limited to: the politics of vulnerability and innocence; the body in humanitarianism; war and refugees; food aid; children and global humanitarianism; and medical aid and global health.
Instructor(s): Rania Sweis Terms Offered: Autumn
Equivalent Course(s): NEHC 20560, NEHC 30560, HMRT 30560, SOCI 30336
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.
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): Staff
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.