Global Studies

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

Program of Study

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

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

Program Requirements

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

**Introductory Courses (2 courses)**

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

**Thematic Tracks (8 courses)**

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

**Bodies and Nature**

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

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

**Knowledge and Practice**

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

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

**Cultures at Work**

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

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

**Governance and Affiliations**

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

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

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

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

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

**Research Activity Requirement**

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

This major activity might be:

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

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

The research activity should be linked to the student’s BA thesis and serve as an introduction to that topic. International experiences are encouraged for the completion of this requirement, but the requirement may be met with domestic projects dealing with global issues (for example, an internship with a domestic NGO).

**BA Seminars and Thesis (2 courses)**

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

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

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

**Foreign Language Requirement**

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

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

2. Students may obtain an Advanced Language Proficiency Certification, which is documentation of advanced functional ability in reading, writing, listening, and speaking. For details, visit the Foreign Language Proficiency Certifications ([https://languageassessment.uchicago.edu/page/foreign-language-proficiency-certifications](https://languageassessment.uchicago.edu/page/foreign-language-proficiency-certifications)) page.

**Summary of Requirements**

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<thead>
<tr>
<th>Requirement</th>
<th>Units</th>
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<tbody>
<tr>
<td>GLST 23101-23102 Global Studies I-II</td>
<td>200</td>
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<tr>
<td>Five courses in a primary thematic track</td>
<td>500</td>
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<tr>
<td>Three courses in a secondary thematic track</td>
<td>300</td>
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<tr>
<td>GLST 29800 BA Thesis Seminar I</td>
<td>100</td>
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<tr>
<td>GLST 29801 BA Thesis Seminar II</td>
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Honors

Students with an overall GPA of 3.2 or higher and an in-major GPA of 3.5 or higher will be eligible for honors. For the awarding of honors, the BA thesis must also be judged “high pass” by the faculty reader.

Advising

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

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

Grading

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

Global Studies Courses

**GLST 21310. Water: Economics, Policy and Society. 100 Units.**
Concerns about water have a long history in human societies. While modern advances in water technology and new ways of considering water economics and policy have emerged to address stressors from development pressures, land use changes and urbanization, water problems continue to evolve across the globe. These problems, while rooted in scarcity, continue to become more complex due to myriad human and natural forces. Droughts and water shortages persist, putting pressure on agricultural production and urban water use, while the increased frequency and severity of rainfall and tropical storms, already being experienced globally, are only projected to grow in intensity and duration under climate change. This course examines how to design, implement and evaluate water-based policies at multiple scales under pressures from climate change, development, globalization and population growth. Students will explore water from the perspective of the social sciences and public policy, with attention on behavioral dimensions of water use and water conservation. Students in the course will consider and evaluate policy interventions to manage water and governance of public goods including property rights, water trading and water pricing.
Instructor(s): Sabina Shaikh Terms Offered: Spring
Note(s): No prerequisites but the following courses are strongly recommended prior to enrollment in ENST 21310: PBPL 20000: Economics for Public Policy and PBPL 22200: Public Policy Analysis OR ECON 2000: The Elements of Economics Analysis I and ECON 20100: The Elements of Economics Analysis II ENST/MENG 20300: The Science, History, Policy, and Future of Water (Winter 2020) ENST 21800: Economics and Environmental Policy Equivalent Course(s): ECON 16510, ENST 21310, PBPL 21310, LLSO 21310

**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.**
The first course in the two-quarter Global Studies core sequence.
Instructor(s): Larisa Jasarevic Terms Offered: Autumn

**GLST 23102. Global Studies II. 100 Units.**
The second course in the two-quarter Global Studies core sequence.
Terms Offered: Winter
Prerequisite(s): GLST 23101

**GLST 23102. Global Studies II. 100 Units.**
The second course in the two-quarter Global Studies core sequence.
Terms Offered: Winter
Prerequisite(s): GLST 23101
GLST 23317. To Preserve or Destroy: Anthropologies of Heritage. 100 Units.
Why do some monuments matter more than others? Why do we destroy some sites and preserve others? How do these objects and sites attain value? As witnessed in Charlottesville, heritage is at the heart of intense debates in politics and culture today. Questions of theft and colonial violence haunt museums, galleries, and other cultural institutions. Lootings and repatriations—linked to archaeology’s complex history and of equal concern to contemporary anthropology—force us to contend with the very meaning of heritage, including why it matters, what it does, and to whom it rightfully belongs. Bringing archaeology and anthropology together, this course attends to these complex questions, exploring how monuments, heritage sites, and material culture are enmeshed in power and condense contested histories. Drawing together ethnographies of heritage, theories of history and art, and accounts of dispossession and destruction, we will examine heritage as a conceptual formation, a set of social, political, and economic practices, and as a locus of both enchantment and endangerment. In doing so, students will gain a better sense of why the category of heritage seems to matter so much in the 21st century, paradoxically weaponized by both nationalist narratives and decolonial movements, and what futures heritage builds.
Instructor(s): Hilary Leatham
Terms Offered: Winter
Equivalent Course(s): ANTH 21347, HIPS 21347

GLST 23403. Borders, (Im)mobilities and Human Rights. 100 Units.
What is the human cost of border control? To what extent do individuals possess the right to move to other states? How do different states with large populations of refugees and asylum seekers develop and enforce migration policies, and what do the differences in these policies reveal about the social histories and futures of these states? To address these questions, we will consider how borders, institutions, and categories of migrant groups mutually shape one another. We will explore the interrelationships between categories of migration-forced, economic, regular, and irregular—in order to understand the multiple and unequal forms of mobility experienced by those who inhabit these categories. By utilizing a framework of human rights, this course will investigate how contemporary issues in migration—such as border management, illicit movement—and the fuzzy distinction between forced and economic migration—raise and reopen debates concerning the management of difference. We will draw on the work of anthropologists, sociologists, and geographers, as well as journalists, legal, and medical professionals. Our readings each week will include a mix of conceptual, ethnographic, long-form journalism, and policy texts. When possible, we will also invite representatives from different Chicago-based organizations that promote and protect the rights of people in various situations of migration to come to our class to discuss their work.
Instructor(s): D. Ansari
Terms Offered: Winter
Equivalent Course(s): CHDV 23403, HMRT 23403, ANTH 25255

GLST 23404. Forced Exile: Displacement, Development and Disaster. 100 Units.
According to the International Organization for Migration (IOM), forced migration involves coercion, including threats to life and livelihood that arise from natural or human-induced causes. What constitutes coercion, and who deserves to migrate? How are threats to life and livelihood recognized and to what extent can they be minimized? In this course, we will examine the conditions of forced exile, ranging from violence and persecution, to environmental degradation and climate change, to the economic decimation of local communities. Moreover, we will critically examine how governments and international organizations respond to forced exile through securitization techniques and long-term development projects to reduce the so-called “push factors” that compel people to migrate. We will draw on a range of materials, including ethnographies, policy documents, documentaries, and the perspectives of course visitors, to examine cases of forced migration in Syria, El Salvador, Bangladesh, Eritrea, Haiti, and elsewhere.
Instructor(s): D. Ansari
Terms Offered: Winter
Prerequisite(s): N/A
Note(s): CHDV Distribution Area: C
Equivalent Course(s): CHDV 23404, HMRT 23404

GLST 23406. Migration Trajectories: Ethnographies of Place and the Production of Diasporas. 100 Units.
Global movements of people have resulted in a substantial number of immigrant communities whose navigation of various facets of everyday life has been complicated by restrictive citizenship regimes and immigration policies, as well as linguistic and cultural differences. The experiences of a wide range of individuals involved in migration raise the following questions: what strategies do immigrants use to negotiate transnational identities and what are the implications of these strategies? How do future generations manage simultaneous and intersectional forms of belonging? To address these questions, we will draw on ethnographic texts that explore various facets of transnational migration, such as diasporas, place, citizenship, mobility, and identities. The term “trajectories,” reflects different situations of migration that are not necessarily linear or complete. Moreover, term “place” is meant to capture the continuity between displacement and emplacement, and to critically analyze the durability associated with notions of ‘sending’ and ‘receiving’ countries. Lastly, rather than take diasporas as a given, we will explore the ways that they are produced and enacted in a variety of geographic contexts.
Instructor(s): D. Ansari
Terms Offered: Spring
Note(s): CHDV Distribution Areas: B, C
Equivalent Course(s): CRES 23406, CHDV 23406, ANTH 22835
GLST 24110. In the Beginning": Origin Stories in Science and Religion. 100 Units.
What is the origin of the universe? What is the origin of humanity? These questions have generated a plethora of answers, many of which fall within domains of what we now consider to be science and religion. However, as we will see through our readings, these two categories are hard to define; classifications often overlap, and science and religion intertwine throughout history and until today. What do we call "myth," and what do we term "theory"? In this class, we will focus on not only the cultural embeddedness of religious and scientific narratives, but also the cultural implications of these texts. The course begins with origin stories and asks students to consider their power in shaping our world and perspectives, focusing on the ethical dimensions and implications of these narratives. What kind of relationships do we imagine among human beings, and between human and nonhuman beings in this world, given particular origin stories as our starting point? Finally, in relation to this goal of interrogating the ethical import of origin narratives, this course will close by asking whether we can imagine other kinds of origin stories (such as in the genre of science fiction), and what implications these imaginal narratives hold.
Instructor(s): Sartell, Elizabeth Terms Offered: Winter
Equivalent Course(s): RLST 28110

GLST 24111. A Sense of Humour: Medicine between India, Antiquity, and Islam. 100 Units.
In this course we will examine the medical body from its appearance as a humoral entity - embedded in culturally specific relationships to the natural world, non-human agents, institutions of state power, and moral imaginaries - to its formation as an object of professional medicine under the reign of experts. This examination will involve reading medical texts in translation from Greece, India and the Islamic world, as well as ethnographic and historical commentary on these medical discourses. We will work in roughly in chronological order from ancient India through the period 'When Asia Was the World,' to the height of European empires. And we will attend to the specific sites which mediate the production and practice of humoral medical knowledge: textual conventions, institutions of medical care, patient-healer relationships, and political forms. Our reading will revolve around some central questions: What are humors, and what kinds of social and medical work do they do? How does humoral medicine transcend questions of medical efficacy and imply theories of personhood and ethics? How does humoral medical knowledge transform across cultural spaces? How and why does it survive the formation of positivist medicine in the nineteenth and twentieth century? By investigating the cultural and historical variation in the meaning of medical knowledge, students will better perceive the social meaning of medicine, and better appraise public issues related to medicine and well-being.
Instructor(s): Datoo, Sabrina Terms Offered: Spring

GLST 24112. Taste and Technoscience. 100 Units.
This course examines the politics of food in the age of mass production, taking the sensory dimension of food as its orienting lens. From artificial flavors to molecular gastronomy, the 20th Century has been marked by technological innovations in our food. These changes have not only transformed what we eat but also how our food is made and how we think about what it does to our bodies, shifting the meaning of ideas about what constitutes "taste," "flavor," and even "food" itself. We will discuss what role scientific expertise has played in shaping how taste is produced as an intimate bodily experience. On the one hand, we will read historical and ethnographic accounts of the work of technoscientific professionals responsible for the design, analysis and production of the tastes and flavors of foods. Rarely rising to the level of explicit marketing, the scientific design of tastes and flavors forms the invisible infrastructure behind the dependable, even pleasurable, routines of everyday life: from the satisfying crunch of morning cereal to the indulgent sweet midnight snack. We will read social scientific literature examining the sites and methods for making and measuring the taste, flavor, texture and smell of food. We will situate ethnographic and historical readings within broader cultural discussions about the role and form of mass commodity production in contemporary life, the social life of chemicals, and the history and anthropology of the senses.
Instructor(s): Datoo, Sabrina Terms Offered: Spring
Equivalent Course(s): ANTH 22170

GLST 24113. Limits and Possibilities of Intimacy and Friendship: Black Feminist and Anti-Racist Perspectives. 100 Units.
This course considers the possibilities and limits of intimacy and friendship in the context of anti-racist and anti-colonial politics and organizing, particularly from women of color resisting violence transnationally and across the African Diaspora. It will consider topics such as trust, love, care, and solidarity within and across anti-racist and anti-colonial struggles. This course centers the academic and activist work of women of color in the late 20th and 21st century from Brazil, Colombia, the United States, Palestine, and South Africa, to name a few, in various forms, such as journals, zines, memoirs, pamphlets, speeches, letters, and films. Work of allies will be read alongside, while the concept of "allyship" will be challenged and considered.
Instructor(s): Carey, Alysia Terms Offered: Spring
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 26806, ANTH 22161

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

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, erosion of adivasi (first dwellers) ways of life, environmental justice, water scarcity and climate change. The course will aim to develop students’ ability to assess the specificity of these concepts in different disciplines. For example: What methods and sources will an environmental historian use to write about wildlife? How does this differ from the approach an ecologist or literary writer might take? Students will analyze various media: both literary and visual, such as autobiographies of shikaris (hunters), graphic novels, photographs, documentary films, ethnographic accounts and environmental history.
Instructor(s): Joya John Terms Offered: Spring
Equivalent Course(s): HIST 26806, ENGL 22434, SALC 25310, CRES 25310

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

GLST 25316. Making a Home in the Colonial City: Insights from Literature, Films, and History. 100 Units.
The proposed course is an invitation to students to imagine the life-worlds, experiences, and spaces of the colonized populations of South Asia, particularly, from the perspective of city-dwellers. The objective of the course is three-fold: thematic, methodological, and epistemological. First, to introduce students to debates in colonial modernity using the narrative of the rise of modern cities in colonial India. Second, to equip students to handle different kinds of primary material in order to understand the interconnections between colonialism, urban space, and indigenous responses. Finally, to open up the exciting field of colonial and postcolonial studies to anyone interested in South Asia, its literature, its films, its history, and its people.
Instructor(s): Sanjukta Poddar Terms Offered: Autumn
 Equivalent Course(s): SALC 25316, GNSE 25316
GLST 26623. Anti-Corruption Politics in Latin America. 100 Units.
Calls for corporate accountability from civil society and widespread public anxieties concerning large scale corporate corruption scandals have become salient modes of articulating questions of power in contemporary Latin America & the Caribbean. This trend, while not homogeneous or new, denounces the relation between two modes of power -- state and corporate -- considered to be at the heart of the region's democracies. What is the relation between today's war against corruption and ongoing transformations of corporate and financial power? What has been the effect of anti-corruption discourse over horizons for emancipatory politics - such as Human Rights praxis? This course critically examines anti-corruption politics as constituting one of the region's most salient frameworks of accountability in the present. Crucially, we will situate it in relation to Latin America's robust trajectory of critiquing power through the analysis of corporate power as well as the mobilization of Human Rights discourse.
Instructor(s): Azuero Quijano, Alejandra Terms Offered: Spring
Equivalent Course(s): ANTH 25117, INST 27702

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): SARC 26604, GEOG 26400, HIST 26804

GLST 26807. The Science, History, Policy, and Future of Water. 100 Units.
Water is shockingly bizarre in its properties and of unsurpassed importance throughout human history, yet so mundane as to often be invisible in our daily lives. In this course, we will traverse diverse perspectives on water. The journey begins with an exploration of the mysteries of water's properties on the molecular level, zooming out through its central role at biological and geological scales. Next, we travel through the history of human civilization, highlighting the fundamental part water has played throughout, including the complexities of water policy, privatization, and pricing in today's world. Attention then turns to technology and innovation, emphasizing the daunting challenges dictated by increasing water stress and a changing climate as well as the enticing opportunities to achieve a secure global water future.
Instructor(s): Seth Darling Terms Offered: Winter
Prerequisite(s): None
Equivalent Course(s): HIST 25426, MENG 20300, ANTH 22131, ENST 20300, HIPS 20301

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

GLST 27703. Earthbound Metaphysics: Speculations on Earths and Heavens. 100 Units.
Social thought has recently reopened the subject matter of the "world": what is it made of, how does it hold together, who and what inhabits it? Proposals and inquiries generated in response are as imaginative as they are self-consciously urgent: written on the crest of the global ecological disaster, from within the zones of disturbance or the sites of extreme intervention into the living matter and forms of life, contemplating the end of the world and possibilities of extinction, redemption, cohabitation, or "collateral survival" (Tsing 2015). All are variously political. Foregrounding the plurality of the material worlds and lived worldviews on the one hand, and of the shared historical predicament on the other, social thinkers question universal values and conceivable relations, and search for alternate forms of grasping, engaging, and representing the pluriverse. This course goes along with such interests in the "worlds" and collects a number of compelling, contemporary texts that are variously oriented towards cosmopolitics, "minimalist metaphysics," "new materialisms," speculative realisms, eco-theology, and multispecies coexistence. Readings will stretch out to examine some classic ethnographic texts and past theoretical excursions into the perennial problem of how to know and tell the unfamiliar, native, worlds, which are swept by, mingling with, or standing out in the more globalizing trends of capitalist, scientific, and secular materialism.
Terms Offered: Spring
Equivalent Course(s): ANTH 25118
GLST 27704. The End Tales: Recounting, Retrieving the Altering Worlds. 100 Units.
The class seeks to explore diverse modes of recounting contemporary more-than-human worlds in the face of the dire future of the planet. Working under the rubrics of "environmental tragedy" (Foster 2015), Anthropocene (Nimmo 2015), the "catastrophic times," (Stengers 2015), and the "death of a civilization" (Dibley 2015), thinkers across the humanities and social sciences are honing conceptual resources for comprehending and communicating the consequences of the global political economy and lifestyle that destabilizes the biosphere, endangers wildlife, and fails to instill genuine changes in the face of the "dangerous, unpredictable, and potentially catastrophic climate change" (Foster 2015). The class joins the cause but shifts attention to the empirical materials that insistently thread together the ecological with cosmological, practical with eschatological and metaphysical concerns. How can scholars listen to these overtones with a fresh attention? Could we repurpose them responsibly and productively for the task of telling and teaching about the present and contemplating the future? The class endeavors to find room for the vernacular and textual reservoirs of compelling storytelling about metaphysical meaning and cosmological relations that make-up and ruin the Earth that might be otherwise (dis)missed.
Instructor(s): Jasarevic, Larisa Terms Offered: Autumn Spring

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

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

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

GLST 29610. Cultures and Politics of Water. 100 Units.
This course investigates the relationship between water, culture, and society in the global past. Instead of studying water from the natural science perspective, it places the cultural and political aspects of water at the center of the analysis, and posits the need for a long-term understanding of our contemporary water problems in a global context. The seminar draws on much empirical literature on the cultural and political dimensions of water in local contexts, and aims to relate them through the concept of globalization.
Instructor(s): James Hevia Terms Offered: Spring

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

GLST 29800. BA Thesis Seminar I. 100 Units.
This weekly seminar, taught by graduate student preceptors in consultation with faculty readers, 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.
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, but enrollment not permitted in quarter of graduation.

GLST 29801. BA Thesis Seminar II. 100 Units.
This weekly seminar, taught by graduate student preceptors in consultation with faculty readers, offers students continued BA research and writing support. Students present drafts of their work and critique the work of their peers.
Terms Offered: Winter
Prerequisite(s): GLST 29800
Note(s): Required of students with fourth-year standing who are majoring in Global Studies, but enrollment not permitted in quarter of graduation.

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

This document should contain certain fonts with restrictive licenses. For this draft, substitutions were made using less legally restrictive fonts. Specifically:

- Times was used instead of Trajan.
- Times was used instead of Palatino.

The editor may contact Leepfrog for a draft with the correct fonts in place.