

# Spring 2024 GLS Course Descriptions

*Please note that course descriptions are for reference only and are subject to change.*

*Comprehensive archives of past [GLS](#) and [Core Program](#) course descriptions are available on the [Liberal Studies website](#).*

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## **Advanced Writing Studio**

**AWS-UF 201-001 | TR 2pm-3:15pm | Shivers, Kaia**

**Reporting Issues of Race, Gender and Sexuality**

This course starts with a simple question: How do we craft fair reporting on identities from the margins? A workshop-driven, writing intensive course, the question will be answered through dialogue, reading, listening to podcasts, multimedia making, journalism practices, and a final project that prepares those interested in working in the media or possess a curiosity of understanding the processes in creating a story that is both robust and equitable. This course also brings in guest speakers to discuss reporting on race, gender and sexuality. Throughout this class, students will assess and respond to years of mainstream press covering maligned communities in problematic tropes and framing, while at the same time, constructing their own coverage.

Subsequently, this course examines how race, gender and sexuality are framed in current events and news reporting; and the issues of diversity in the newsrooms in the United States

and the international press. On one hand, students will examine a variety of news reporting pieces and podcasts in order to develop multiple original reporting pieces involving issues of race, race relations, gender inequities and issues around sexuality. Next, students look at the problems of diverse newsrooms through studying reports on inclusivity in the media to think through better models of newsrooms. Finally, they will implement what they see as best practices in their own long form journalism story which will be presented in a final presentation that speaks to their project and their understanding of the media following a semester-long inquiry.

Writing the story will be a multi-week journey that begins with pitching the story, to research and interviewing sources, all the way to laying out the piece. Within these processes, we will hold regular in-class writing exercises paired with discussions around power, the press and representation in the newsroom.

### **AWS-UF 201-002 | MW 11am-12:15pm | Packard, Chris** **International Shorts**

Students in this course will examine short works (stories, essays, poems, films) in their historical and material contexts. Students will also produce their own short works (stories, essays, poems, film scripts) and will seek publication or other appropriate public venues for them.

What can be read in one sitting, looked at in a glance, or absorbed during a lunchbreak differs from longer works in form, obviously, but does it also differ in lastingness? Does shorter mean more ephemeral? Magazines, not books, feature them; film festivals, not mainline cinema distributors, feature them. They are collected and bound together, rarely standing alone on a bookshelf or in a DVD case. In formal citations, they get jailed in quotation marks, not emphasized in italics. By design and distribution, shorts don't live long, yet regions claim them as expressions of fixed national identities in a given moment of time, and literary histories elevate them to gems of an epoch. What correlations can be made between regional expressions of a local culture and international forms of compressed writing and short-duration films? How has web publishing and streaming video changed the marketplace for short pieces of writing and film?

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## **Approaches**

### **APR-UF 201-001 | MW 11am-12:15pm | Bonney, Kevin** **SUSTAINABILITY, HEALTH, AND THE ENVIRONMENT** ***People, Planet, Profit: An Introduction to Sustainability***

Sustainability is a highly interdisciplinary and globally focused field of study that focuses on the challenge of meeting the needs of present and future populations while preserving healthy living

standards and the environment. Through discussion, debates, and inquiry-based activities, we will apply theoretical and methodological approaches from the natural sciences, social sciences, and humanities to develop an understanding of the emerging field of sustainability. Perspectives, texts, and case studies representing multiple regions of the world will contextualize the study of sustainability through examination of historic and contemporary threats to the health of populations, economies, and the environment as well as strategies for their management and remediation. Topics of particular focus will include the history of public health, issues of globalization and sustainable development affecting the Global South and Indigenous communities, the impact of climate change on human health, and the roles of sustainable food systems, renewable energy, and waste management in promoting the health of global populations, ecosystems, and economies.

**APR-UF 201-002 | TR 3:30pm-4:45pm | Hogan, Brendan**  
**POLITICS, RIGHTS, AND DEVELOPMENT**

***Understanding Power: social science, global politics, and emancipation***

This course is in the first instance an investigation into the concept of power with an aim towards understanding and identifying its many faces- what it is. Secondly, it is an investigation into questions of how power manifests in human institutions at the micro and macro level, the way power operates in local and global contexts, and the relationship between power and the norms and morals human beings use to make judgments about politics, rights, and development.

**APR-UF 201-003 | MW 9:30am-10:45am | Jaeckel, Johann**  
**ECONOMY AND SOCIETY**

***The Political Economy of Growth and Distribution***

This course presents an intellectual history of the ways in which a number of thinkers have grappled with issues of economic growth and distribution. Political economy confronts us with a rich tradition of competing visions how capitalism functions. Contemporary socio-economic debates continue to be shaped by the arguments and positions first put forward by the political economists (Smith, Ricardo, Malthus, Marx). Studying their theoretical frameworks, thus provides for valuable insights to the evolution of economic outcomes and policies. The common thread running through the writings of the political economists is a deep preoccupation with the capitalist mode of production. What are the essential features of the system and how do they function? What are the sources of economic growth and how do they affect the distribution of wealth and income? Moreover, how should we evaluate the system? Does it adequately fulfill individual and social needs?

**APR-UF 201-004 | MW 12:30pm-1:45pm | Apse, Joyce**  
**POLITICS, RIGHTS, AND DEVELOPMENT**

***Re-thinking Citizenship, Rights and Humanitarianism Locally and Globally***

This seminar uses a series of interdisciplinary lenses and critiques to focus on contrasting approaches to and discourses about the challenges of citizenship, rights and humanitarianism. Who gets to be a member of the nation-state and world community protected by state and international norms and structures? Who gets left out? Why? We will explore themes of inclusion, erasure and silencing as well as the gap between aspiration and implementation of “seeing the harms” and effectively addressing them locally and globally. Populations studied may include internally displaced peoples (IDPs) and forced migrants and themes examined from access to food security and health to structural inequity. How do issues of agency, conceptualization and structures impact locally and globally on “peoples out of place” and what are the possibilities for repair and re-building individuals and their communities?

**APR-UF 201-005 | MW 12:30pm-1:45pm | Valenti, Peter**  
**LAW, ETHICS, HISTORY, AND RELIGION**

**Orientalism, Imperialism, & Postcolonialism: Encounters with the Other**

This class will introduce students to the arguments of Edward Said and (select) related scholars who inaugurated the field of postcolonial studies. Beginning with Said’s classic work, *Orientalism*, we will explore how Said and others in the field of postcolonial studies introduced new ways of understanding societies and historical processes as well as revolutionizing how we critically engage with texts. We will review the “tradition” that Said and others were reacting to as well as the reception and resistance to Said and his cohorts. Obviously the most important focus of this material is understanding the intellectual framework and justifications for Western imperialism, but also how people in the colonial setting interacted with, coopted, resisted, or subverted these intellectual traditions. As we tackle these issues, the relationship between knowledge and power will be repeatedly explored. After establishing a solid grounding in the theoretical basis of this field, we will look at primary historical texts (including historical fiction and films as well as art), and in so doing we will see if these theories can be used to deconstruct these texts and if there is evidence that supports, or detracts from, the arguments made by postcolonial scholars. The primary texts we will use are derived from both the so-called “Western” tradition as well as the so-called “non-Western” traditions in order that we hear a multiplicity of voices and viewpoints as they engage with these issues. Additionally, we are concerned with the issue of narratives: how have various peoples created narratives about self, other and reality, and how have historians/scholars/pundits created narratives about the relationship between societies and their potential for understanding/misunderstanding or cooperation/conflict?

**APR-UF 201-006 | TR 2pm-3:15pm | Diamond, Peter**  
**POLITICS, RIGHTS, AND DEVELOPMENT**  
***Foreign Intervention, Democracy, and Justice***

Each nation sees itself as unique. A few consider themselves exceptional because of—or so they claim—the universality of their values. But only one, the United States, has tried to develop foreign policies that reflect such exceptionalism. This seminar will examine the history and the morality of American foreign policy as it has sought to export its democratic values by intervening in the domestic affairs of other nations. In the first part of the seminar we will study the history of American exceptionalism as it has shaped US institutions and policies, from the closing decades of the eighteenth century to the end of the First World War. We will then examine this mindset from a range of conceptual standpoints within the field of international political theory. We will study the contemporary debate between liberals, realists, pacifists, Marxists, and cosmopolitans regarding foreign intervention. More specific topics include: the justification of defensive, pre-emptive and preventive wars; humanitarian intervention; the combatant/noncombatant distinction; direct and "collateral" harm to civilians; sieges, blockades and economic sanctions; terrorism and torture. The main text for this part of the course will be Michael Walzer's *Just and Unjust Wars*, which develops a contemporary version of just war theory by working through a wide range of historical cases. The remainder of the course will examine problems related to American attempts to promote democratization abroad. We will examine debates over the meaning of democracy, its conditions, and its promise, particularly with regard to China and the Middle East.

**APR-UF 201-007 | MW 2pm-3:15pm | Horng, Susanna**

**CRITICAL CREATIVE PRODUCTION**

***Book It! The Methods, Practice, and Theory of Making Art through Artists' Books***

This CCP Approaches seminar will focus on Book Arts as a method for critical inquiry, creative practice, and guided research. We will explore Artists' Books as mentor texts and models for art making, craft, and technique through site visits in NYC, archives, and libraries. Some of our experiential learning visits may include The New York Art Book Fair, Center for Book Arts, The Fales Library and Special Collections, and Printed Matter, among others. We will study theory relevant to creative practice. Weekly informal reading and making exercises, and guided research methods will help you generate and develop prototypes to be workshopped by class. Our analysis will provide you with tools and resources to create an artistic practice and your own original Artists' Books.

**APR-UF 201-008 | TR 12:30pm-1:45pm | Rastegar, Mitra**

**CULTURAL AND SOCIAL IDENTITIES**

***Identities and Representations at Intersections***

In this Approaches Seminar, we examine identities and representations at various "intersections." Drawing on an intersectional feminist approach we bring into relation with each other significant theoretical texts on the formation of various social identities, such as race, ethnicity, gender, sexuality, and nationality. We consider these identities as historically constructed and socially produced through a range of processes, including: 1) everyday reinforcement of social norms and cultural values; 2) the creation and dissemination of cultural

products that shape meanings; 3) laws, policies and institutional practices that distribute social power; and 4) economic forces that differentiate people in terms of their opportunities and life chances. In the latter part of the semester we also home in on the intersections of the local and the global by examining how transnational forces shape experiences and expressions of identity, and how local identities and representations respond to and circulate in a transnational context. The course aims to introduce students to key concepts and important scholarship that can provide useful frameworks for future research. While the emphasis will be on theories of identities and representations, we will also discuss research methods, research ethics, and the production of knowledge, including in relation to research based on human subjects. As such, we will consider the strengths and limitations of different disciplines and modes of representation--such as, history, sociology, anthropology, film and the arts-- in helping us understand the power and relevance of social identities. Students will gain experience in setting the class agenda, leading class discussion, and designing and executing a research project, all with the close support of the instructor.

**APR-UF 201-009 | MW 3:30pm-4:45pm | Tharoor, Minu**

**ART, TEXT, MEDIA**

***Confronting Culture: Postcolonial and Feminist Approaches to Art and Literature***

In this course we will study important areas of post-colonial and feminist theories, and apply them to literary works and films, some (though not all) from colonial and post-colonial contexts. Western colonialism and the 20th century processes of decolonization around the globe generated and shaped post-colonial theory, and intersected with feminist theories regarding gender roles and relationships. More crucially for our purposes the theories often emerge from cultural works and provide approaches for the study of cultural forms and representations. We will examine how the form and content of such works relate to the claims made by the theories: we will evaluate the effectiveness of the theories in interpreting the works and also consider how the works themselves suggest theoretical possibilities. Both the theoretical and cultural materials come from different regions of the world and in this course we will analyze their inter-relations and comparisons.

**APR-UF 201-010 | MW 12:30pm-1:45pm | Longabucco, Matt**

**CRITICAL CREATIVE PRODUCTION**

***Critical Consciousness Now: Theoretical Documents and Creative Voices***

In this course, we will read both historical and contemporary critical/theoretical thought about media and material culture, sexuality and the unconscious, time and technology, archives and memorials, labor and the urban landscape, race and gender, and ideology and political activism. At the same time, we will investigate hybrid creative work in the field of poetry, film, fiction, comics, and photography that is conscious of, and in dialogue with, such theoretical concerns. Students will produce a number of different kinds of texts of their own: a scholarly paper, a hybrid creative/critical project, and a personal syllabus for future exploration. In this class, you will collaborate closely with both myself and your classmates to create an active community of readers, thinkers, and writers.

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## **Arts and Cultures Towards the Crossroads**

**ACC-UF 102-101 | TR 9:30am-10:45am | McCannon, Afrodesia**

### ***Religion and Sensuality: Pre-Modern Global World***

Liberal Studies concerns becoming conversant with some of the most significant and striking artistic works humanity has produced. In this second part of the three-course series, we will cover the modern geographic areas of Europe (France, Italy, and England), the Middle East (Arabian Peninsula), Asia (China), and Southeast Asia (India) as they existed from 599 AD through the early 1700s. In the semester to come, I will follow artistic developments in these parts of the world with sidebars on what other cultures (those in the Americas for example) were contributing to the arts. In order to understand and appreciate the literature, art, and music of the distant past, we will study the cultural history that forms the underpinning of the works. While covering a broad time span and diverse cultures, students will be encouraged to draw lines of connection between the cultures and their arts while considering the unique qualities of each. We will be tourists on a pre-modern world cruise, but, being human, I hope that we will be able to connect with the humanity of the artist we encounter as they express and sculpt into art what concerned them most: The themes of religion and sensuality (and the relationship between the two) informed the choices of texts for the class.

**ACC-UF 102-102 | TR 2pm-3:15pm | Reale, Nancy**

### ***The Art of Love***

There are four principal goals of this second semester of the three-semester Arts and Cultures sequence: 1) to continue to acquaint students with methods of inquiry and interpretative skills that can and should be applied to understanding and appreciating texts of various kinds; 2) to continue to develop students' critical faculties, including the reading and writing skills that are essential to critical thought; 3) to continue to acquaint students with various interpretive and expressive traditions that have served the past; 4) and to make students aware of the some of the assumptions that historically have provided cultural and political coherence to traditions of thought as they have developed in some of the major ancient civilizations. We will proceed by examining a variety of kinds of texts—literary, visual, and musical—that have both exerted cultural influences and provided aesthetic pleasure; we will investigate how and why these texts served such functions in the past and what their value is for the present. Through close critical analysis of a selection of texts, we will consider what the role of the arts might have been in the medieval, Renaissance, and pre-modern worlds, and against that backdrop, we will see what these arts have come to mean for modernity. In particular, we will concentrate on the arts as vehicles for encoding the social and religious traditions and values of different societies. We will also interrogate different means by which peoples in various cultures have sought to attain and/or express transcendence.

**ACC-UF 102-103 | MW 8am-9:15am | Culver, Brian**  
**TBD**

**ACC-UF 102-104 | TR 3:30pm-4:45pm | Masri, Heather**  
***Out of the Garden and Into the World***

This course examines literature and visual art from the Middle Ages to the beginnings of the modern world, focusing on the ways writers and artists have sought to resolve the conflicting interests of self/other, romance/religion, and nature/culture. In doing so, we will come to a better understanding of how art has shaped the way we see the world today. One image that we will see recurring in various forms is that of the garden—a site of harmony with nature and the Divine but also a setting for sin and conquest. We will examine the depiction of nature in Chinese poetry and landscape painting, the image of Paradise as a garden in Muslim art and literature, and the expulsion of Adam and Eve from Eden in Milton's *Paradise Lost*.

**ACC-UF 102-105 | MW 12:30pm-1:45pm | Reichert, Martin**  
***Sexy: Pathologies of Love***

Sexting, dick pics, cyberstalking, electronic spying, revenge porn: has the pursuit of passion (if that is what these phenomena are) always been so messed up? Since the late 20th century, we have come to understand that while human sexuality may be a natural thing, sex — the way we go about it — is a cultural practice with a long and diverse history. It can tell us something about social usages and value systems of the culture in which it is practiced. This way of looking at sex is very much in keeping with a global perspective on liberal studies, which attempts to recognize cultural biases and to respond to them by looking not for sameness, but by appreciating complexity. It does not mean that we need to condone the pathology, and criminality, to which some forms or moments of love tend.

In this course, then, we try to articulate insight into our own cultural foundations, into the rules and biases we live by, into the experiences and practices that have shaped these rules, by attempting to explore different perspectives and worldviews. Our exploration is thematic, and it is interdisciplinary: we will seek to incorporate and integrate the knowledge, methods, and genres of different fields of study, such as history, psychology, philosophy, religion, sociology, and anthropology.

Our goal is to bring about a shift in the way we think about and describe ourselves and to suspend judgment in valuing our interactions with culturally different others. The Association of American Colleges and Universities puts it this way: “The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning.”



## Arts and Cultures of Modernity

In addition to the Advanced Writing Studio and Global Topics courses listed on this document, students have the option to take Arts and Cultures of Modernity or Global Works and Society: Modernity to satisfy the GLS Upper Division Elective requirement. Please note that these courses include both GLS and Liberal Studies Core Program students.

Arts and Cultures of Modernity course descriptions can be found [here](#)

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## Electives

### **ELEC-UF 101-001 | Tue. 3:30pm-4:45pm | Gramer, Regina**

#### **The Interdependent: Professional Editing & Publishing**

This course focuses on the production of the annual issue of *The Interdependent: Journal of Undergraduate Research in Global Studies*, a new online peer-reviewed journal. GLS students have the opportunity to serve as editors and production staff of a professional journal centered around undergraduate research in global studies. It provides an applied-learning experience in the areas of senior thesis solicitation and review, text preparation, manuscript editorial, online design, professional writing, and marketing work related to the production of the annual issue of *The Interdependent*. Students will work under the supervision of the faculty proposers; they will collaborate with LS administrative staff.

### **ELEC-UF 101-002 | Thu. 6:20PM-7:35PM | Lin, Cammie**

#### **Service Learning Seminar II**

*This course is open only to LS Core and GLS students accepted into the Service Ambassadors program. Departmental approval is required. Please contact [LS.service@nyu.edu](mailto:LS.service@nyu.edu) for details.*

Service Learning Seminar II is the second course in a two-semester sequence for students selected to participate in the year-long Liberal Studies Service Ambassadors program. The seminar integrates intensive weekly service practice with academic coursework and field-based qualitative research. Students who have applied and been selected to serve as a Liberal Studies Service Ambassador partner with organizations across New York City to address social issues in the areas of education, health, and the environment. In this mandatory seminar, Service Ambassadors engage in rigorous coursework meant to ensure that the service learning experience fosters transformative growth for the student—academic, intellectual, experiential, and personal—and meaningful outcomes for the partnering organization. Building on Paulo Freire’s notion of praxis—a continual cycle of transformative action and reflection—we will examine how our service engagements impact our communities and ourselves. The first semester in the Service Learning Seminar sequence focused on developing an understanding of the community, issues, and needs at the service learning site and cultivated a critical self-reflection practice to deepen understanding of one’s self in relation to it. This second semester builds on that foundation, adding theoretical lenses and primary research to transform the service learning experience. The seminar coursework, then, will serve not only to deepen the service learning experience, but also to foster the kind of critical thinking and

academic skills that will serve the Ambassadors in their advanced coursework and beyond—and moreover, will shape the way they understand the world and their place in it.

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## **Global Cultures**

### **EAST ASIAN GLOBAL CULTURES**

**EAGC-UF 101-001 | TR 11am-12:15pm | Chandler, Jeannine**  
**EAGC-UF 101-002 | TR 12:30pm-1:45pm | Chandler, Jeannine**  
***Change and Continuity in Chinese History***

This course introduces East Asian cultures, focusing to a greater or lesser extent on China, Japan, and/or Korea. Aspects of East Asia's traditional and modern culture are presented by study of some of the area's Great Books, as well as other literary, political, philosophical, religious and/or artistic works from the traditional, modern, or contemporary periods. Issues raised may include national or cultural identity in relation to colonialism/ imperialism, East-West tensions, modernism's clash with tradition, the persistence of tradition with the modern, the East Asian Diaspora, and the question of East Asian modernities.

**EAGC-UF 101-003 | MW 3:30pm-4:45pm | Rohan, Sikri**  
**EAGC-UF 101-004 | MW 4:55pm-6:10pm | Rohan, Sikri**  
**EAGC-UF 101-005 | MW 2pm-3:15pm | Rohan, Sikri**  
***The Philosophical and Literary Heritage of China Classical and Premodern Perspectives***

This course introduces students to the philosophical and literary heritage of China, focusing primarily on the classical traditions of Confucianism, Daoism, and Buddhism, and charting the development of intellectual history through the imperial eras. While emphasis is laid on the study of philosophical and literary texts, students also gain an important level of cultural literacy by reading primary material against the backdrop of wider social, political, and cultural trends in classical and premodern times.

### **LATIN AMERICAN GLOBAL CULTURES**

**LAGC-UF 101-001 | TR 12:30pm-1:45pm | Cancel-Bigay, Mario**  
***Latin American Global Cultures: The Global Intricacies of Power, Revolution and Song***  
In this course we revisit some of the key moments in Latin American history from the period of colonization to the present. Making use of primary and secondary sources, students are exposed to the works of critical thinkers of the region, important cultural manifestations (songs, poetry, novels, plays) and turning points, such as the rebellions and revolutions that have impacted Latin America and the Caribbean. The course highlights as well the contributions of women, Indigenous and Afro-descendant communities and actors, and the diaspora. Without

neglecting to address the cultural and historical specificities that make up the selected Latin American nations, and the particularities that lie within, the course emphasizes how global dynamics (such as imperialism, internationalism, colonialism, cultural exchanges, transnational and inter-ethnic acts of solidarity) have shaped the region and how the region, in turn, has shaped the world.

**LAGC-UF 101-002 | MW 11am-12:15pm | Navia, Patricio**

**LAGC-UF 101-003 | MW 12:30pm-1:45pm | Navia, Patricio**

***Latin American Cultures: Political and economic developments in an unequal region***

This course provides students with a general view of Latin America and the Caribbean. We study the region's history, culture, arts, society, economy and recent political developments. Prior knowledge of Latin America is not required. In fact, because of the diversity within the region, some students familiar with one country will learn plenty about other countries. Latin America and the Caribbean is a diverse region with a wealth of different cultures, societies, economies and political systems. By providing a historical overview of the region during the first weeks, the class will build on that foundation to quickly reach 20<sup>th</sup>-century and 21<sup>st</sup>-century Latin America. We will also discuss Latinos in the U.S. The focus is generally historical, sociological, political and economic, but culture and the arts are also widely discussed.

## **MIDDLE EASTERN GLOBAL CULTURES**

**MEGC-UF 101-001 | MW 2pm-3:15pm | El-Ghobashy, Mona**

**MEGC-UF 101-002 | MW 11am-12:15pm | El-Ghobashy, Mona**

***Diversity Across Time***

The Middle East and North Africa (MENA) is a region of ~550 million people living in 22 countries straddling two continents, with diverse economies, political systems, and ethnic, racial, religious, linguistic, and class affiliations. Our course will focus on this diversity across time, studying varieties of political and social organization from the nineteenth century to our own times. Since it is impossible to comprehensively cover in one semester every aspect of such a sprawling physical and social geography, we will focus on some central themes that everyone needs to know to be able to make sense of contemporary developments. These include the nature of the Ottoman Empire that governed much of the Middle East for 400+ years; European colonial incursions into the region from 1798 to 1971; the policies of newly independent states in the 1950s and 1960s; and the series of mass uprisings that began in winter 2010-2011 and inspired other protests across the globe.

## **INDIGENOUS CULTURES**

**INGC-UF 101-001 | MW 12:30pm-1:45pm | Thorpe, Marian**

**INGC-UF 101-002 | MW 2pm-3:15pm | Thorpe, Marian**

Since the 1950s, the world has witnessed the emergence of a global movement around the rights of Indigenous peoples. But how is it that groups of people from every populated continent have come to claim the same identity category? What exactly is Indigeneity, and what histories and experiences do these diverse populations share? Using examples from around the world and from our own neighborhoods, we will learn about the cultures, histories, and political

dynamics of a range of Indigenous societies around the globe. We will also explore some of the human rights issues Indigenous movements seek to address, and the mobilization strategies these movements use. In addition, we will take a hard look at the role of non-Indigenous scholars and scientists in defining Indigenous peoples as an object of study, and explore how Indigenous peoples are bringing their own forms of knowledge and ways of knowing to bear on science and economic development. Finally, the course concludes with an examination of the concept of decolonization, asking how non-Indigenous settler colonists can listen to, learn from, and act in solidarity with Indigenous peoples.

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## **Global Topics**

**GT-UF 201-001 | MW 3:30 pm-4:45pm | Siddiqi, Dina**

**LAW, ETHICS, HISTORY, AND RELIGION / POLITICS, RIGHTS, AND DEVELOPMENT**

***Feminist Politics and Ethics: Transnational Perspectives***

How useful is the concept of a “global sisterhood” given deep and abiding divisions among women across the globe? How do feminists engage in solidarity “across borders” without dismissing, eroticizing, or erasing critical differences in power and location? What constitutes gendered oppression and who decides? Who is authorized to speak on behalf of feminists? Does a cultural relativism approach resolve contentions over fraught and invariably sensationalized issues such as “honor” killings, female genital cutting, and “sweatshop” labor? These questions form the backdrop for this course, in which we use a transnational lens to 1) better understand the interlocking forces that shape and connect women’s lives “here” and “elsewhere,” and 2) examine how such framings inform feminist mobilizations. We begin with a brief overview of the politics of knowledge production and the deeply entangled histories of (racial) capitalism, imperialism, and nationalism through which women’s issues and movements are articulated in today’s world. After parsing differences in the definitions of global, liberal, and transnational feminisms, we explore – in specific contexts -- feminist responses to gendered violence, imperial wars, religious extremism, NGOization, and state repression. The course concludes with reflections on the practice of anti racist transnational feminism, especially in relation to lessons from the Black Lives Matter movement, and a reading of a feminist utopian novella authored by a woman in what is now Bangladesh.

Throughout, we will assess the possibilities for reconciling feminist scholarship with feminist activism. Course material will include both empirical and theoretical texts from a range of disciplines, with a regional focus on South Asia and the SWANA region.

**GT-UF 201-003 | MW 12:30pm-1:45pm | Rastegar, Mitra**

**CULTURAL AND SOCIAL IDENTITIES**

***Gender & Sexuality: The Global and the Intimate***

How do global flows and forces impact our intimate daily lives? How does globalization shape our self-understandings and identities? Feminists have long declared “the personal is political,” arguing that so-called private concerns of relationships, sexuality, family and daily life must be

understood as realms of power that are shaped by broader social forces. In an age of intensifying global connections, we will explore how gender and sexuality are being shaped by global economic, cultural, and political dynamics. Topics will include: global domestic work, transnational families, queer activism and identities, and beauty standards and the body. As we traverse the globe and consider a range of issues, we will develop our ability to recognize how global social forces interact with local contexts to shape intimate, everyday experiences of gender and sexuality. The course culminates in final projects that allow each student to bring this analytical lens to a topic of interest to them, ideally in their junior year site.

**GT-UF 201-004 | TR 3:30pm-4:45pm | Squillace, Bob**  
**ART, TEXT, MEDIA**

***International Film Festival***

From its European origins in the early 1930s, the film festival has become a global phenomenon, with more than 3000 running each year at locations on every continent except Antarctica. Film Festivals are the primary way independent films gain distribution; they certify eligibility for major awards; and they both serve and create niche audiences for various types of film, from LGBTQ to Action-Adventure. Most importantly, they are one of the primary ways that films circulate globally. This course will focus on five international film festivals: the Berlinale (Berlin), the Buenos Aires International Festival of Independent Cinema, The Hong Kong International Film Festival, the Panafrican Film and Television Festival of Ouagadougou, and the Tribeca (spring) or New York Film Festival (fall). We will watch two prize-winning films from each festival, one from the region where the festival is held and one from outside that region, in an attempt to understand how International Film Festivals construct their vision of global cinema, and how the festival vision relates to the global industry of mass-market film. Our analysis will be informed by the scholarly literature on the aesthetic assumptions guiding the choice of films offered at festivals, their place in the commercial nexus of the film industry, and the political effect that they have on the way we envision the world. We will explore the ways both film-makers and festival programmers understand the festival phenomenon, and we'll visit either the New York Film Festival at Lincoln Center (fall) or the Tribeca Film Festival (spring). In addition to analysis of the films and their relation to festivals, students will have the opportunity to curate a mini-festival of short films.

**GT-UF 201-005 | MW 3:30pm-4:45pm | Polchin, James**  
**ART, TEXT, MEDIA / CRITICAL CREATIVE PRODUCTION**

***Image Cultures: Photography In a Global Context***

From its origins, the photograph has been crucial in defining global encounters through colonialism, anthropology, journalism, and travel, as well as crafting and preserving local, vernacular experiences in family portraiture and street photography, to name just a two. But beyond the images themselves, the photograph as both object and technology, has made possible distinct cultural practices and experiences. As many historians and critics have shown, the photograph has shaped the way we inhabit the world, comprehend it, and make sense of it, even as these images are incomplete in the vision they offer. In our digital era as we create and

circulate photographs at an unprecedented rate, the social and political uses of making photographs seem even more pressing and more uncertain. This interdisciplinary seminar explores the distinct cultural practices around photography through contemporary and historical case studies. From Japanese camera clubs, and French memoirs of mourning, from lynching photographs in the US to Chinese street photography, the seminar rethinks photography at the intersections of technology and cultural practices.

**GT-UF 201-006 | TR 12:30pm-1:45pm | Julia, Roxana**  
**ECONOMY AND SOCIETY**

***The Political Economy of the Global Food System***

The enduring paradox of regional hunger and malnutrition amid global food abundance has arguably worsened in the early years of the 21st century: a rise in food deficits in the global South along with an increase of surpluses in the industrial North, a reversal in the downward trend of world food prices and, increased environmental degradation of the agricultural resource base are indicators that the system is at a vulnerable state. This course will critically analyze the major economic and political forces behind these trends: namely the rise of global food corporations and the establishment of world trade policies that have shaped the ways of production and consumption – and associated livelihoods - along with the global relations of exchange. The course will also examine current issues related to the state of the problem, such as the role of microfinance in achieving food security in the global South, the debate on genetically modified food and the controversies surrounding food aid. Case studies from junior's global sites of study– such as the establishment of Argentina's grain-livestock complex, China's changing size and composition of food demand, and the effects of European Union's farm subsidies – will be used to understand the regional and local manifestations of the global trends. The course is reading and writing intensive, and will include formal discussions and debates using written pieces and films as sources . The economic concepts required to analyze and understand the topics will be introduced and explained in class.

**GT-UF 201-007 | MW 12:30pm-1:45pm | Horng, Susanna**  
**CRITICAL CREATIVE PRODUCTION**

***Documentary Filmmaking: The Politics and Practice of True Storytelling***

In this course, we will examine the history, technique, and power of documentary filmmaking, and put this learning to practice by making a short documentary (5 minutes) using your own cell phones and computers and by creating a budget and script for a documentary short (20-30 minutes). This class will be run as a supportive and nurturing workshop during which students develop their skills by simultaneously doing and practicing their art while examining the craft of documentary films that have been theatrically released. There will be multiple experiential learning opportunities over the course of the semester, for which attendance is required. Your learning will be assessed using an eportfolio on Google Drive. This course will provide you with a history of documentary filmmaking, and basic skills with which to gather primary and secondary research and material for a documentary short.

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## **Global Works and Society in a Changing World**

**GWC-UF 102-101 | TR 2pm-3:15pm | Portanova, Joseph**

***Histories and Societies, Citizens and the Disenfranchised, Cultural Contacts and Conflicts.***

The 5th to 18th centuries (c.476-1700) include the Middle Ages (c.476-1453), Renaissance (c.1400-1600), Reformation (c.1517-1648), Counter-Reformation (c.1545-1648), Age of Exploration (c.1400-1650), Scientific Revolution (c.1543-1700), and Age of Absolutism (c.1600-1715). Throughout the periods studied in this course (roughly 476 A.D.-1700 A.D.) took place the exchange of ideas between Europe, Asia, Africa, the Americas and the Middle East. There were scientific advances, explorations, the creation of new governmental systems, and challenges to traditional ideas of government, religion, and society. This was a time of colonization and exploitation, slavery, and warfare.

I have focused on certain areas and issues (among them The Islamic world, Byzantium, The Crusades, Pre-Conquest and Colonial Mexico; women and the disenfranchised.). Obviously in such a range and time span, complete “coverage” is impossible; as is inclusion of all cultural and geographic areas of the globe. We will focus on the aforementioned areas, as well as certain themes: among these the ideal state, the relationship between the individual and society, the disenfranchised (in particular women and slaves), and contacts and conflicts between cultures.

The approach will be historical, though also interdisciplinary--drawing upon analysis of art and literature, as well as philosophical models of ideal societies. Instructor may also guide students in trips outside class time, emphasizing global contacts and modeling the type of analysis and connections students are encouraged to engage in. There may be some assignments involving interpretation of art works in relation to the issues studied. The instructor is a historian with interest in art, numismatics and literature; the course will reflect these interests--especially the historical.

**GWC-UF 102-102 | TR 12:30pm-1:45pm | Shenefelt, Michael**

This course spans a thousand years of moral and political thought, from the fall of the Western Roman Empire in the fifth and sixth centuries A.D. to the beginnings of modern times at the close of the revolutionary seventeenth century. Topics include the demise of the classical world, the rise of Islam, the development of medieval philosophy, the social thought of the Renaissance, the Protestant Reformation and the ensuing ferocity of the wars of religion, the emergence of the modern nation-state, the beginnings of global colonial empires, the rise of modern science, and the foundations of the Bushido tradition in Japan.

We aim at placing original texts in their historical setting and developing an appreciation of the merits and limitations of each. The emphasis is on critical analysis. Class discussion and analytical essays are crucial.

**GWC-UF 102-103 | MW 2pm-3:15pm | Samponaro, Laura**

***The Rhetoric of Pre-Modernity: Questioning the Past***

This course, which is comprised of medieval and pre-modern texts that are chosen for their debating value, treats substance and style as unified rather than separate entities. We shall examine not only what a particular argument is but also how that argument is presented. In order to examine conflicting, but often complementary points of view, we shall pair Machiavelli's *Discourses* with his *Prince*, Hobbes' *On the Citizen* with his *Leviathan*, and de Las Casas with de Sepúlveda. Similarly, we shall compare al-Ghazali with Aquinas after we read the Koran as a way to understand the varied ways of understanding the relationship between faith and reason. Students study both sides of various debates so that they can develop their own viewpoints and learn how to present these in speech and in writing.

**GWC-UF 102-104 | TR 3:30pm-4:45pm | Piacente, AI**

***The Fracturing of Agency***

Using GWS Antiquity as our jump-off point, we will trace the birth and development of what has come to be known as "The Enlightenment" or the "Modern." We will do so with the express purpose of uncovering a fundamental contradiction that sits at the heart of the "The Enlightenment" or the "Modern"—the outlook that still holds sway over much of the globe politically, economically, morally and socially. This contradiction is between the centering of human agency (e.g. free will, consciousness, mind, intentionality, etc.) inside what we can term the "human" or "social" sciences, and the decentering of human agency inside the natural sciences.

To undertake this investigation, we will start by exploring themes from GWS Antiquity and their evolution across a diverse range of societies and cultures from around the world during the period roughly 500 CE to 1500 CE. With that investigation complete, we will then develop a "philosophy of history" through which to understand the world as those global civilizations encounter European civilization via the trans-navigation of the world's oceans. It is here that we will explore how and why European civilization fell into its troubled relationship with human agency. Reading from seminal sources inside the burgeoning European philosophical as well as natural and social scientific literature, we will spend the rest of the semester seeing how the European and increasingly globalized world attempts to address this contradiction both theoretically and practically. We will finish by laying the groundwork for the coming crisis the Modern will encounter starting in the 19th century and blossoming in the 20th and 21st. Our technique throughout the class will be that of combining textual exegesis, lecture and discussion.

**GWC-UF 102-105 | TR 11am-12:15pm | White, Heidi**

***Faith vs. Reason, Idealism vs. Realism, Justice vs. Power***



This course spans a thousand years of moral and political thought, from the fall of the Western Roman Empire in the fifth and sixth centuries A.D. to the beginnings of modern times at the close of the revolutionary seventeenth century. Topics include the demise of the classical world, the rise of Islam, the development of medieval philosophy, the social thought of the Renaissance, the Protestant Reformation and the ensuing violence of the wars of religion, the emergence of the modern nation-state, and the rise of modern science.

Keeping their historical context in mind, we will focus on philosophical questions that arise during the period, such as: What is happiness? What is the role of faith and reason? What is human nature? What is knowledge? And what is the proper exercise of power?

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## **Global Works and Society: Modernity**

In addition to the Advanced Writing Studio and Global Topics courses listed on this document, students have the option to take Arts and Cultures of Modernity or Global Works and Society: Modernity to satisfy the GLS Upper Division Elective requirement. Please note that these courses include both GLS and Liberal Studies Core Program students.

Global Works and Society: Modernity course descriptions can be found [here](#)

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## **Senior Thesis**

**SRTH-UF 401-001 | TR 12:30pm-1:45pm | Mejorado, Ascension  
POLITICS, RIGHTS, AND DEVELOPMENT**

**SRTH-UF 401-002 | TR 9:30am-10:45am | Naro-Maciel, Genia  
SUSTAINABILITY, HEALTH, AND THE ENVIRONMENT**

**SRTH-UF 401-004 | MW 4:55pm-6:10pm | Tomlinson, Tim  
CRITICAL CREATIVE PRODUCTION**

**SRTH-UF 401-005 | MW 2pm-3:15pm | Davies, Lindsay  
ART, TEXT, MEDIA**

**SRTH-UF 401-006 | TR 3:30pm-4:45pm | Correm, Tal  
POLITICS, RIGHTS, AND DEVELOPMENT**

**SRTH-UF 401-007 | MW 9:30am-10:45am | McBride, Jim**

## LAW, ETHICS, HISTORY, AND RELIGION

**SRTH-UF 401-008 | TR 2pm-3:15pm | Fulani, Ifeona**  
**CULTURAL AND SOCIAL IDENTITIES**

**SRTH-UF 401-009 | TR 11am-12:15pm | Diamond, Peter**  
**POLITICS, RIGHTS, AND DEVELOPMENT**

**SRTH-UF 401-010 | MW 2pm-3:15pm | Apsel, Joyce**  
**POLITICS, RIGHTS, AND DEVELOPMENT**

**SRTH-UF 401-011 | TR 11am-12:15pm | Gramer, Regina**  
**LAW, ETHICS, HISTORY, AND RELIGION**

**SRTH-UF 401-012 | TR 9:30am-10:45am | Menghraj, Suzanne**  
**CRITICAL CREATIVE PRODUCTION**

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## **Senior Seminar**

**SCAI-UF 401-001 | MW 9:30am-10:45am | Hatcher, Jessamyn**  
***Design and Development: Couture/Culture***

The journey from cloth to clothing, from the hands that sew to the bodies that wear, is in most accounts a long one. The journey continues as wear (and laundering, staining, repairing, lending, and storing) eventually gives to disposal, and clothes are sent to landfill, or to encounters with new wearers. Stretching across multiple nations, modes of labor, forms of presentation, and ways of knowing, the production, consumption, use, disposal, and reuse of clothing is literally a global project. The clothing industry was, after all, among the first to become transnational, and its structures of production, consumption, use, disposal, and reuse, both material and symbolic, are among the most globally dispersed. When addressed in context of globalization, clothing tends to be posited only ever as a problem—of over-consumption, labor exploitation, environmental degradation, and the division of “the west and the rest.” But the long life cycle of clothing is also a trenchant example of how people and things are involved in relationships of attachment, entanglement, dependence, and care. The recent movement in “humanitarian design,” which seeks to “demonstrate how design addresses the world’s most critical issues,” presents the opportunity to rethink the role of clothing over its long life, as both critical problem and possible solution.

**SCAI-UF 401-001 | MW 9:30am-10:45am | Isikara, Güney**  
***The Global Ecological Crisis: Political, Economic and Ethical Considerations***

This course is designed to study the ecological crisis from an interdisciplinary perspective, bringing together political, economic, historical and ethical approaches in its multiple historical contexts. Topics covered range from prevalent concepts to frame ecological collapse, such as the Anthropocene, to power differentials, social inequalities, ethical and political concerns, and systemic drivers underlying the looming crisis. It also presents differential impacts of the ecological breakdown on different communities. This complexity reflects the core idea that the society's relation to nature is at the same time a manifestation of the underlying social relations. In addition, the conventional economic approach to environmental degradation (the tragedy of the commons, externalities, and market failures) will be critically assessed to reveal its one-sided, homogenizing, and reductionist approach.

The course covers topics with global relevance like environmental justice, rights, the role of ownership structures, development and economic (de)growth, colonialism and imperialism, and environmental struggles in different parts of the world. It encourages and motivates students to understand the ecological crisis in its historical context, use a variety of tools to approach it from different vantage points that make up its totality, and engage with ongoing environmental struggles and policy discussions all around the world.

**SCAI-UF 401-006 | MW 12:30pm-1:45pm | Ostashevsky, Eugene**  
***Multilingualism and Society***

This seminar examines how power relations are expressed and enforced by language, especially in multilingual situations. Our first unit will explore the German Romantic concept of the mother-tongue (or native language), and the claim that people must think differently in different languages, which emerged from it. Our second unit will focus on the ways of speaking used by oppressed groups to address members of their own or, by contrast, of more dominant groups. Examples will be drawn from slave literature, Holocaust literature, and studies of gay camp speech. Our third unit will explore native-acquired language dynamics in immigrant writing, while the fourth unit will examine feminist language planning in different countries. The course brings together aspects of linguistic anthropology, applied linguistics, continental philosophy, translation theory, and even literary study. Students' assignments will include both a research paper and fieldwork in linguistic anthropology (such as interviews and compiling a linguistic landscape journal), as well as some free-form essay writing. Students will learn to listen to people making language (and the other way around!).

**SCAI-UF 401-007 | TR 2pm-3:15pm | Chandler, Jeannine & Valenti, Peter**  
***The Silk Road: Ancient and Modern Globalizations***

The purpose of this senior seminar is to both introduce students to the historical phenomenon of the so-called Silk Road as well as analyze its social, cultural, and economic significance. We will interrogate the applicability of terms such as globalization, cultural diffusion, cultural exchange, and clash of civilizations. The course is structured thematically, and relies heavily on maps and primary texts to solidly locate the various phenomena in their geographical, cultural, religious, or social contexts. These readings will be framed by various theoretical works as well as academic

studies and/or historiography. As an example of perhaps the most famous type of “globalization,” this topic is both complex and topical. Through a historical approach we will trace the evolution of the Silk Road, and the forces that caused or disrupted it, in both the pre-modern and modern periods. Primary texts serve a central function in this seminar: they reveal the mental universe inhabited by various peoples, they allow us to explore the question of cultural understanding and misunderstanding, and they further demonstrate the impact and extent of the diffusion of ideas, technologies, and religions. In addition to primary texts, the course utilizes material culture, whether in the form of historical artifacts, art, or the actual goods and commodities traded along the Silk Road.

**SCAI-UF 401-008 | TR 11am-12:15pm | Douglas, Leo & Shivers, Kaia**  
***Critical Voices in Environmental Justice & Racial Justice***

This course examines the relationship between environmentalism, nature conservation and racial justice to discuss the critical role that histories of settler colonialism and ongoing capitalist paradigms have played in the ideologies and approaches to the teaching, practice and academic study of environmental justice. It discusses themes such as food justice, land degradation and the climate crisis, to how and through what means Indigenous, Brown, Black and frontline communities continue to be harmed and systematically silenced. With a focus on the Americas, this course discusses the reality that, while the bodies of Brown, Black, and frontline communities disproportionately continue to bear the brunt of climate change, the dispossession of their lands and the negative effects of the destruction of functioning natural ecosystems, their faces, voices and ways of knowing are largely absent from spaces of power, such as universities and global deliberations about environment health and conservation. This state of affairs is particularly egregious as these communities, often at the frontline of environmental crises (coastal and/or islands, or lands used as dumping grounds or mined), by no means either created or will ever be significant contributors to planetary environmental degradation.