

**Topics courses approved as G for one semester. Approved based on additional information provided.**

**SOC 480A, Food and Famine in the World Economy: Changes in Agrarian Relations**

**Original submission:**

**Course description:** This course will examine constraints to equitable access to food and how differential access links to issues of food consumption, and agricultural production and distribution more generally. How might we explain the organization and increasing industrialization of agricultural production, technological advances in production, contemporary famines, and questions of food security? This comparative course will draw on material from across world regions, highlight diverse production strategies, and address the changing configuration of rural economies with particular attention on the complex ways in which agriculture links to other rural activities and the increasingly complex decisions that constitute agricultural production strategies and capacities in the Global South. Open to Juniors and Seniors.

**Additional information requested:** Can you provide specifics on the world regions discussed and how they have influenced and interacted with each other?

**Additional information provided:** The course is taught from a global perspective with examples of agricultural and agrarian change drawn from research in Africa, Asia, and Latin America, as well as the U.S. Through an historical understanding of how production has unfolded in different places, we show how producers – both subsistence farmers and agricultural laborers – respond to the opportunities and costs of engaging in a world market, and how their participation in this market alters ongoing practices, decisions, and desires differently in different contexts. How, for example, does the production for the US market of broccoli grown by Mexican producers change Mexican household desires for their family and children and how do the changes in its production build on, but also recast, production relations on the farm and food consumption practices by families on the ground? The course is thus comparative but also identifies the ways that global phenomena build on and reorganize activities and practices that operate in particular places.

**WOMN 280A, Feminisms, Transnationalism, and Empire**

**Original submission:**

**Course description:** This course explores the main feminist theories to read and interpret historical events dealing with empire. The course entertains a broad meaning of empire that spans from formal empire to contemporary hegemonic relationship. It is global in scope and aims to show the relationship between feminisms and empire as well as the transnational aspect of both feminisms and empire. The main themes of the course include: women, gender, race, citizenship, militarization, decolonization, violence, human rights, reproduction, labor, and migration. The course adopts a range of primary and secondary source including films, novels.

**Specific details as to how the course meets the Gen Ed requirements:** This rationale of the course is that multiple feminisms exist and were created as a reaction of empire and transnationalism. Feminisms, transnationalism, and empire are therefore interdependent and fundamental for the formation of conceptions of gender, race, and power. Because of empire, the course focuses on non-western regions & minorities within the so-called West and analyzes how the imperial discourse affected and shaped (and affect and shape) women's everyday life.

**Additional information requested:** Can you provide us with information on the regions discussed in this course and the influences and interactions between them?

**Additional information provided:** This course treats global interactions at multiple levels. It starts with the interaction between métropoles and colonies to then trace similar interactions within contemporary imperial dynamics. Feminist theories and discourses happened within these movements. For example

the course describes and analyzes how in Western Empires, the role of **women** as well as conceptions of gender, race, and sexuality were formed within the circular moment of people and ideas from the colonies to the métropoles and vice versa. Furthermore, in the contemporary treatment of empire, the course discusses postcoloniality and borderlands by tracing definitions and mutual influences between two or more areas in **women's** everyday life, (i.e. the United Kingdom and its population of South Asian and Caribbean origin and the United States' relationship with the Global South).

## **Courses approved as permanent G on first submission**

### **ANTH 111, Intro to Anthropology**

**Course description:** This course is designed to give students an overview of the field of anthropology. The unifying question that underlies the diverse subfields of anthropology is “What does it mean to be human?” This question is examined from the perspectives of the four main subdisciplines within anthropology. Biological anthropology focuses on our evolutionary past as well as the interplay between biology and culture in contemporary populations around the globe. Cultural anthropology focuses on how culture mediates people’s understandings of their world and their place in it; as a subfield, it emphasizes cultural diversity and cross-cultural perspectives. Archaeology focuses on human lifeways in the past and the relationships between social practices and material objects. Linguistic anthropology examines language as a medium and filter of our shared cultural experience. The course includes a consideration of the interrelationships between the subfields, highlighting the multiple perspectives that anthropologists employ, and addresses topics from an explicitly cross-cultural perspective, relying on examples from diverse cultural regions of the world. An anthropological perspective provides a critical lens to view human behavior and activities today as a product of both our evolutionary and historical past as well as our current shared and diverse cultural experiences. It is hoped that by the end of the course, students will view themselves not just as citizens of their local region, but as world citizens, capable of engaging our increasingly multicultural world as well as recognizing and appreciating our shared heritage.

**Specific details as to how the course meets the Gen Ed requirements:** ANTH 111 satisfies the requirements of the Global Interdependencies (G) requirement by fostering students’ study of and engagement with nonwestern cultures distinct from our own, as well as by situating the present human condition within deeper historical perspectives. Anthropology as a discipline is fundamentally concerned with cultural differences in the context of global interdependencies: the cultural diversity of non-Western perspectives are actually embraced within the discipline as valuable forms of knowledge. Given the pace of globalization, an appreciation of cultural diversity has become increasingly important. The emphasis given to cultural diversity in this course is complemented by consideration of the shared characteristics and fundamental similarities that make us all distinctly human. The course draws on case studies from both Western and non-Western cultural regions with the explicit goal of broadening students’ perspectives and encouraging them to confront other “ways of thinking”. At the end of the course, students will have developed an appreciation of the usefulness of the anthropological perspective to inform us about our everyday lives and our place in the world.

### **GEOG 232, Economic Geography**

**Course description:** Economic geography is the geography of people making a living. It deals with the spatial patterns of production, distribution and consumption of goods and services at local, regional, national and international levels. In other words, it deals with the economies of places and the connections between those places. The economy of a place may be studied in many ways. The course uses multiple approaches including a political economic perspective that entered economic geography in the 1970s and the new economic geographies that arose in the 1990s. These approaches are integrated with more traditional economic geography principles concerning location and spatial interaction.

**Specific details as to how the course meets the Gen Ed requirements:** This course is designed as a comprehensive introduction to the ways economic activity is stretched over the space of the earth's surface. Geographers are interested in the manner in which social relations and activities occur over space, the ways in which local places and the global economy are intertwined, and the difference that location makes to how economic activity is organized. The non-jargon example: The iPhone is designed in the United States, the raw materials mined in Australia and Africa are shipped to China where the iPhone is assembled and then are shipped across the globe.

## **Topics courses approved as G for one semester on first submission**

### **ANTH 380S, Anthropology of Climate Change**

**Course description:** "Globalization" is a term typically reserved for transnational flows of ideas, people and things that are not, and have never been, truly global. In actuality, humankind did not succeed in influencing the entire earth until the 20th century, when industrial carbon emissions introduced an artificial planetary climate. No environmental topic has generated comparable controversy and concern as has global climate change in recent years. In this course, we will focus on the various debates that have developed around this phenomenon, and the contributions that anthropologists can make to them. We will read about culturally variable ways of perceiving weather and glaciation, the political economy and culture of fossil fuels, and the possibilities for transitioning toward "clean energy societies." We will also critically assess the impacts of various policies to reduce, market and measure emissions, debates over climate science, as well as the humanitarian eco-crises for which changes in global climate are held responsible.

**Specific details as to how the course meets the Gen Ed requirements:** Because climate change is an emerging environmental problem, it offers important insights into the ways social sciences undergo conceptual and methodological innovation to meet new challenges. The course meets the criteria for the Social Science (N) designation because it helps students build familiarity with major concepts and methodological strategies that anthropology in particular and social science in general bring to the problem of anthropogenic climate change. Studying climate change offers students a rare glimpse of the reworking of these concepts and methods to make them appropriate to new challenges. Students will also have the option of using course readings as inspiration for the creation of a final paper that focuses on a climate project proposal of their own; this will encourage them to innovate their own solutions to studying, preventing, and/or adapting to climate change. Because climate change is an emerging global problem, it provides a unique perspective on the ways in which distinctive world regions have influenced one another and now interact on the world stage. Understanding climate change therefore satisfies the Global Interdependencies (G) requirement in a dynamic and original way. The industrialized and wealthy countries of the "Global North" are responsible for most of the world's carbon emissions, as well as techno-scientific methods for modeling and mitigating climate change. Therefore, the story of climate change as a real phenomenon, a cultural model, and a political debate is the story of global interactions at different scales. Finally, the class will also explore how these global interdependencies provide historical context for present and ongoing climate negotiations and policies, including carbon markets and the Clean Development Mechanism of the Kyoto Protocol.

### **ARTH 287I, Nineteenth-Century French Art in Global Perspective**

**Course description:** This course will explore a century of French visual culture by focusing on the main and much-celebrated nineteenth-century artistic movements such as Romanticism, Realism, Impressionism, Symbolism and Art Nouveau. However, rather than following the classic chronology of stylistic change over time, we will analyze and rethink these artistic expressions within a framework of European, trans-Atlantic, and larger global artistic dialogues and cultural exchanges during a time when France's overseas engagement was increasing significantly through expanded colonial networks. By focusing on specific visual arts such as painting, printmaking, photography and applied arts, we will

examine the rise, evolution and the reception of these particular styles both in France and abroad, and in relation to their historical specificity and to the transformations that occurred in the nineteenth-century art world, such as the breakdown of the established codes of artistic training, the birth of the modern public, and the creation of the first independent art exhibitions. Besides analyzing the works of well-known French artists such as Eugène Delacroix, Paul Cézanne and Émile Gallé, this course will investigate the network of artistic connections between the French and the foreign American, British, Turkish and Japanese artists, some of whom studied and worked in nineteenth-century Paris, such as John Singer Sargent and Osman Hamdi Bey. We will examine their artworks from various perspectives: the nineteenth-century fascination with urban life, the rise of modern entertainments, the obsession with faraway and exotic cultures, the invention of the mass press, and new technologies of reproduction and dissemination through prints, lithographs, and photographs. Finally, a considerable interest will be assigned to the importance of the universal exhibitions in Paris, London, and Chicago, and to the activities of nineteenth-century connoisseurs and art dealers, such as Paul Durand-Ruel and Samuel Putnam Avery, who stimulated artistic exchanges and facilitated the flow of artworks and ideas across different nations. This course is open to all students without prerequisites.

**Specific details as to how the course meets the Gen Ed requirements:** This course will focus on the artistic dialogues and cultural exchanges between nineteenth-century France, Europe, and the United States, as well as between France and the countries of the Middle and Far East, such as Morocco, Turkey and Japan. Students will analyze the exchange of artworks (via Universal exhibitions and due to the activities of nineteenth-century art dealers), ideas and artistic movements (Romanticism, Impressionism, Art Nouveau) across different cultures and nations.

### **HIST 386U, Gender, Race, and Empire in Asia**

**Course description:** This course examines the themes of gender, race, sexuality, and empire in Asia with reference to modern European and Asian imperialist enterprises. Specific examples will be drawn from British India, French Indochina, Dutch Indonesia, the Japanese empire, and the U.S. colony of the Philippines. Using primary documents, interpretive histories, novels, and film, we will investigate a variety of salient topics including: intimacy, the family, and domestic life; imperial masculinity and femininity; interracial sex and mixed-raced offspring; medicine, sexology, and the policing of racial boundaries; prostitution, coercion, and memory.

**Specific details as to how the course meets the Gen Ed requirements:** This course focuses on modern imperial enterprises and thus by definition, it examines interactions between distinctive world regions: the Japanese in Korea, the Dutch in Indonesia, the French in Indochina, the British in India, and Americans in the Philippines. On one level, it explores how Europe and the United States interacted with a variety of South and Southeast Asian countries; it also investigates the tensions of East Asian empire with readings on Japan and Korea. Sites and agents of interaction include 1) missionaries, feminists, and sexologists with colonized Asian populations; 2) debates on interracial relations and mixed-race children; 3) legal documents that construct both European and colonized masculinity and femininity. Despite the subject matter dealing with colonial domination, “interactions” are not merely conceived as the imposition of imperial rule upon subject populations. Instead, the course emphasizes the dynamism of the colonial encounter.

### **SOC 280B, Governance/Resistance and the Global South**

**Course description:** In this course, we will face the local realities of governance and resistance in the global South. First, we will question traditional conceptions of Africa, Asia, and Latin America to provide a new understanding of the “global South.” Second, we will explore how the global South is shaping, and being shaped by global economic and political processes (e.g., FTA, WTO, IMF, and World Bank etc.). Third, we will explore various resistances of the global South against the dominance/governance structure through specific cases in Brazil, India, China, and South Africa. Based on understanding this global process of resistances, we will study how the resistance of distinctive regions in the global South

have influenced and interacted with one another, and how such interactions have been informed by their experiences and realities. At last, we will assess the possibilities and limitations of the local realities as a space for the resistance to the global dominance/ governance structure.

**Specific details as to how the course meets the Gen Ed requirements::** Since this course explores the topics on the global South, the class contents include a specific issues, cases, and locations in Africa, Asia, and Latin America. We will particularly explore various resistances of the global South against the dominance/governance structure through specific cases in Brazil, India, China, and South Africa. Based on understanding this global process of resistances, we will study how the resistance of distinctive regions in the global South have influenced and interacted with one another, and how such interactions have been informed by their experiences and realities. One of the major projects in this course is a construction of research paper on the realities of governance and resistance in the global South. The topics are wide open, and can focus on thematic or case-specific issues on the global South. The paper must be examined one specific case, whichever is the governance or the resistance, with empirical observations, and must be demonstrated to course's understanding of the governance or resistance on the comparative and global perspective.