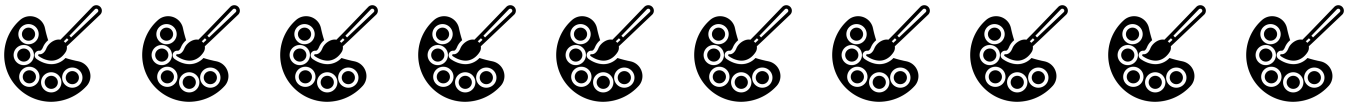


GLST Course Descriptions by Thread

All students doing SST sequentially need a GLST 241, a GLST 251, a GLST 271 and a GLST 300—from the same thread when possible.

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Arts and Purpose

GLST 241, Foundations: World Literature

3 cr. hr.

Study of literature written in English outside of the United Kingdom and the United States that deals in a significant way with the intersection of cultures, particularly postcolonial literature from Africa, Asia, the Caribbean and Latin America. (on campus, spring term 2025-26, offered alternate years) [Faculty]

GLST 241, Foundations: Communication Across Culture

3 cr. hr.

Study of cultures, comparative message systems and principles of cross cultural communication. A focus on current issues having to do with cultural interactions. Students analyze cultural dynamics through ethnographic projects, films and simulations. (on campus, spring term 2025-26, offered alternate years) [Marcia Good]

GLST 251, Cultural Perspectives: Freedom Summer: A Study Tour of Civil Rights Sites in the South

Embark on a study tour of the Civil Rights Movement in the American South where you will march in the footsteps of activists, dialogue with Civil Rights leaders, visit museums, monuments, and churches, and analyze the role that music played throughout: This is Freedom Summer SST, a partnership with students and faculty from the Civil Rights Heritage Center at IU South Bend. (May term 2025-26) [H. Roz Woll and Darryl Heller of IU South Bend.]

GLST 251, Cultural Perspectives: Global Literature in London

3 cr. hr.

Study British and Global Anglophone literature in the context of contemporary multicultural London. Activities include museum visits, performances, guest speakers and cultural events. (U.K., May term 2025-26, offered alternate years) [R Jackson]

GLST 251, Cultural Perspectives: Home Away From Home: Eastern-European Immigration 3 cr. hr.

Students will study the social, economic, and political factors that have shaped Polish, Hungarian, Ukrainian, and Lithuanian communities in the US, and their cultural preservation efforts to maintain and adapt language, music, art, cuisine, religion, and traditions in the U.S. (On campus, fall term 2025-26 with field trips to Detroit, Ann Arbor & Cleveland within the semester.) [S Soroka] **thread continued next page**

Arts and Purpose Thread, continued

GLST 271, Community Engaged Learning: Poetry and Purpose in Northern Ireland 3 cr. hr.

Students will explore Irish poets, old and new, from W.B. Yeats and Seamus Heaney to spoken-word poet and rapper Denise Chaila. Then they'll interview writers about the purpose of their work and its place in the history of the region. Service experiences are an important part of the course, and the final project includes coordinating a community reading. (in U.K., summer term 2025-26, offered alternate years) [J Baldanzi]

GLST 271 Community Engaged Learning: Music with United Sound 3 cr. hr.

Explore music-making as a catalyst for community-building and inclusion. In this Community Engaged Learning course, students will serve as peer mentors to young adults with disabilities in a collaborative music class. United Sound is a nationwide program whose mission is to create equitable access to music for people with disabilities. This course will partner with the United Sound chapter from Elkhart High School. Each week, GC students will receive thorough training in rhythm, melody, and string instrument techniques, which they will implement through hands-on mentorship with the Elkhart students. No previous musical experience is necessary.

(on campus, fall term 2026-27, offered alternate years) [H Harder]

GLST 300, Global Issues: Arts and Social Change 3 cr. hr.

This course will look at social movements around the world that have used art, music, theater, and literature to further their cause, find strength in difficult times, or inspire people to change their minds. Case studies and readings in theory will establish the analytical framework, while regional speakers, visits to arts organizations and content from a variety of global contexts will provide examples. The final project enables students to focus on the use of arts in the global movement of their choice. Reflection on how students' global education courses in the arts might affect their future careers and commitments is also expected in this capstone class.

(on campus, May term 2025-26, offered every year) [C Gonzalez]



Ecological Justice

GLST 241, Foundations: Environmental Sociology

A survey of environmental sociology including theories of human-environment interaction, a history of various environmental movements and other developments with significant ecological implications, and cross cultural comparisons of human-environment relations. Discuss questions of justice with relation to who decides about resource use and who suffers the effects of environmental degradation.

(on campus, spring term 2026-2027, offered alternate years) [Faculty]

continued next page

Ecological Justice Thread, continued

GLST 241, Foundations: Ethnography and Culture

An introduction to ethnographic methods and cultural analysis. The course will operate on two interrelated dimensions, one focused on the history of ethnography and cultural analysis in anthropology and sociology, the other focused on practical techniques of qualitative research, including specific skills in qualitative research design, methods, and data analysis. The course includes an ethnographic research project.

(on campus, spring term 2025-26, offered alternate years) [K Yoder]

GLST 251, Cultural Perspectives: Ecology & Sustainability in the Indian Himalaya

Study social structures, economic opportunities and ecological realities in Northern India, traveling from Delhi to the Middle Himalaya. Visit bustling cities, tourist hubs, mountain farmlands and forests, a mega-dam project, and even experience a short trek in the midst of the mountains. Study ways people have lived sustainably in these places for centuries—and ways they haven't.

(in India, May term 2026-2027, offered alternate years) [J Schramm]

GLST 251, Cultural Perspectives: Resilience and Renaissance

Economic and social forces over the last 50 years have strongly and often negatively affected the health of cities across the Midwest (hence the term, Rust Belt). But people are remarkably creative and adaptable in such situations, and they are generating new economies and healthy cultures in many places. This course will provide students with ways to notice, understand, and live within these patterns of resilience and restoration. A key part of the course will be an immersive trip to Detroit, MI, during mid-term break to see these patterns in action.

(on campus with Detroit trip during mid-term break, spring term 2026-27, offered alternate years) [J Schramm]

GLST 271, Community Engaged Learning: Env Disaster and Response MDS

This immersive course focuses on the direct environmental disaster impacts on a local community, with an emphasis on social inequalities and the resources, relief, and response available to communities post-disaster. It builds upon social policy, climate change research and disaster management scholarship. Community service and action-research opportunities and expectations are built into the course. (US site TBD, May term 2025-26, offered every May) [M McHugh]

GLST 271, Community Engaged Learning: Ecology & Sustainability in the Indian Himalaya

An optional continuation of the GLST 251 Cultural Perspectives course in India, for an additional three weeks. Students spend three weeks volunteering for Indian organizations that are working on environmental sustainability, economic viability, and/or social equity. (in India, summer term 2026-27, offered alternate years) [J Schramm]

GLST 300, Ecological Justice

In this interdisciplinary course, students analyze the global implications of the climate crisis and other environmental disasters. They will gain an understanding of “slow violence” and “structural violence” as they relate to ecological justice, and the social factors that lead to vulnerability and inequality in the effects of disasters and environmental degradation. The course also explores sustainability and resilience within communities affected by environmental degradation and disaster.

(on campus, every fall term) [E Kurtz]



Global Health and Equity

GLST 241, Foundations: Social Inequalities

3 cr. hrs

A study of race/ethnic group interaction, gender, and class dynamics focusing on marginalized groups in the U.S. Attention is given to social class, power and majority-group dominance as factors in assimilation and culture-loss or collective self-determination and maintenance of cultural pluralism.

(on campus, every fall term) [Faculty]

GLST 251, Cultural Perspectives: Culturally Responsive Health Promotion

3 cr. hrs

This course focuses on how an individual's social, cultural, and economic background influences both their health status as well as the health care they receive. Culturally responsive health promotion programs are one of public health's primary tools for reducing health disparities. Concepts, models, frameworks, and communications that occur within intercultural health situations will be discussed, as well as the application of these concepts in real interventions and health promotion programs. This course also explores the ways in which health disparities are created and sustained at a societal level and how social, behavioral, and environmental factors affect a population's health, including risk of infection and disease. The first half of the course emphasizes basic principles, while the second half provides a closer examination of several different populations in the U.S. A case study approach will be used to explore the intersection between culture, health, and health care.

(on campus, every spring term) [A Borden]

GLST 271, Community Engaged Learning: Perspectives in Global Health

3 cr. hrs

In this course, students are introduced to current and emerging issues in global public health, and the critical links between public health and social and economic development. Key concerns explored in this class are the disparities in the global burden of communicable and chronic diseases between low-, middle- and high-income countries. Case studies and applied practice evaluations in the course will work directly with local and global partners doing real-world global health work. Students will engage with a local agency that works with immigrants, refugees, and/or low-income populations to learn about how health can be impacted from a wide variety of organizations.

(on campus, every fall term) [A Borden]

GLST 300, Global Issues: Building Healthy Cities

3 cr. hrs

This course explores the global dynamics of building healthy cities. It focuses on the particular local manifestations of a global system that privileges those in power. Students learn basic concepts within public health and urban planning; analyze different global cities in light of these concepts; and then use these best practices to suggest ways to build a healthier Goshen College, City of Goshen, and City of Elkhart. The course also includes an SST capstone project that asks students to reflect on their own upbringing in light of concepts explored in the Global Health and Equity SST courses and write an essay integrating and applying these learnings to their lives post-Goshen College.

(on campus, every May term) [A Borden]



The Global Heartland

GLST 241, Foundations: Transpacific Perspectives

3 cr. hr.

This class introduces students to the language, terminology, key questions and themes of the study of global migration through local communities. As a case study, it takes a transpacific, transnational, and hemispheric approach to the history of Asians in the Americas. The course explores the factors that led to a growing Asian presence in the Americas and the uniquely hostile reactions Asians faced as migrant and immigrant groups as well as how they integrated into communities. Study the distinct ways Asian immigrants created settlements, secured land and opened businesses, acculturated and assimilated, maintained connections to Asian home countries and identities, and engaged in political participation across the Americas.

(on campus, every fall term) [J Schiavone Camacho]

GLST 251, Cultural Perspectives: Chicago to Amish Country

3 cr. hr.

Any American migration story is part of a global story that has shaped all eras of American history. This course explores this idea in our own backyard in the Midwest. It includes concrete, immersive experience with local religio-ethnic groups, from Pakistani to Puerto Rican, from Swedish to Amish. Students will also critically investigate their own identity in conversation with the other worlds they encounter.

(local with four-day trip to Chicago, May term every year) [P Gollner]

GLST 271, Community Engaged Learning: Latino Community Histories

3 cr. hr.

Study oral and public history methodologies and practice the important skills of interviewing as we collect the stories of the Latino community and other ethnic groups. To gain practice and perspective, students will first study relevant literature and reflect on insider-outsider positions. Students will then conduct interviews with local business owners of a different culture or ethnicity, or research the local history of an ethnic group other than their own. By collecting material for and working with the Goshen Historical Society and the Elkhart County Historical Museum, the class will help document local and regional history and help the museum represent our town's diverse stories.

(local, spring term every year) [J Schiavone Camacho]

GLST 300, Global Issues: Root Causes of the Migration Crisis

3 cr. hr.

Students will analyze the history of migration in Latin America,; they will explore factors contributing to internal and external migration; how language and identity has been shaped by migration; and the systems and practices of resiliency that develop within sending, receiving, and migrating communities

(on campus, spring term 2026-27, offered alternate years) [E Miller]



Hispanic Identities and Resilience

GLST 241, Foundations: Latin American Society and Cultures

3 cr. hr.

Current developments are examined within the context of a general survey of Latin-American societies and cultures. The course aims to provide: 1) a basic knowledge of Central and South-American geography and social structure, 2) an acquaintance with alternative ways of interpreting information about and experiential knowledge of Latin American life, and 3) an opportunity to explore themes of oppression and liberation as these pertain to Latin-American thought and experience. (on campus, spring term 2025-26, offered alternate years) [R Brenneman]

GLST 241, Latin American History

3 cr. hr.

This course offers an overview of Latin American history from the colonial period to the present. Students will gain an understanding of the peoples and cultures in the Americas at European contact, how the presence of the Spanish and Portuguese affected their lives, and the ways their responses affected the newcomers. Students will encounter the distinct ways that nations and the wider region developed up to the recent past. The rise of new senses of identity; independence movements, women and gender, ethnicity and race, mixed-race and cross-cultural negotiation, and class are central concerns.

(on campus, fall term 2026-27, offered alternate years) [JS Camacho]

GLST 251, Cultural Perspectives: Youth and Resilience in Guatemala

3 cr. hr.

Learn first-hand about the persistent social problems facing Guatemala's youth as well as the determination and resilience of committed young adults who are helping to meet those challenges and prepare the way for a better future.

(in Guatemala, May term 2025-26, offered alternate years) [E Miller]

GLST 251, Puerto Rican Identities

3 cr. hr.

Students will reflect on their own identities while learning about the many ways history, indigenous heritage, colonialism, religion, and global politics have shaped the identities of people who call Puerto Rico their home. Live with a host family in the picturesque mountain town of Aibonito and prepare to be immersed in the Spanish language and Puerto Rican cultures on "La Isla del Encanto"! (in Puerto Rico, USA, May term 2026-27, offered alternate years) [R Martinez]

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Hispanic Identities and Resilience Thread, continued

GLST 271, Multilingual Learners

3 cr. hr.

An immersive, asset-based primer on linguistic identities and multilingual teaching and learning best practices relevant for all majors. Significant ESL community engaged learning relationships—observing, tutoring, and/or assisting teaching and learning with multilingual community members—provides meaningful contexts for civic action and reflection alongside partner organizations. Education and TESOL majors are equipped with additional knowledge and skills on programs, policies, and assessments for 4 credits. (on campus, spring term every year) [L Martin]

GLST 271, Spanish Culture and Conversation

3 cr. hr.

Extensive practice in spoken Spanish, including within a community engaged learning context. Course topics relate to life in Spanish-speaking countries and Hispanic identities, with special emphasis on Puerto Rico. Course specifically designed to meet interests of returned SST students, especially those returning from GLST 251-02, Puerto Rico: Identity and Resilience. Includes a field placement with a local organization that serves the Spanish-speaking community. (on campus, fall term 2025-26, offered alternate years) [T Martin]

GLST 300, Global Issues: Latin American Migration

3 cr. hr.

This course will look at factors contributing to internal and external migration in Latin America from the 19th Century to the present; how language and identity has been shaped in and imposed on contexts of migration; and the systems and practices of resiliency that develop within sending, receiving, and migrating communities. Students will analyze the history of migration in Latin America from various angles and frameworks, with migration presented as a multifaceted and multidirectional issue rather than a North-South binary. (on campus, spring term 2025-26, offered alternate years) [E Miller]



Inter-religious Relations

GLST 241, Foundations: Islam

3 cr. hr.

This course explores Islam as a vibrant global religion with diverse cultural forms. Together, we will consider Quranic (scriptural) interpretation, the socio-historical origins of Islam, and the customs, growth, and lives of diverse Muslim communities throughout the world. We will also examine instances of Jewish-Christian-Muslim relationship and the portrayal of Islam in "western" politics. (on campus, fall term 2026-27, offered alternate years) [B Nickel]

GLST 241, Foundations: Religion in Culture and Society

3 cr. hr.

An analysis of the social, cultural and political contexts that profoundly affect religious institutions and expressions, and upon which religion has an influence. Course includes such topics as meaning and belonging, modern individualism, dynamics of religious collectives and the impact of religion on social change. (on campus, fall 2026-27, alternate years) [B Nickel]

Interreligious Relations Thread, continued

GLST 251, Cultural Perspectives: Interreligious Relations in the Republic of Turkey 3 cr. hr.
UNDER DEVELOPMENT FOR 2026-27

This course offers a unique and immersive experience in Turkey. While traveling in and around Istanbul, participants will examine the religio-political history, competing narratives, and contemporary interreligious encounters that shape the region. (Republic of Turkey, under development) [B Nickel, Luke Kreider]

GLST 271, Community Engaged Learning: Interreligious Dialogue & Mediation 3 cr. hr.

The United States is the most religiously diverse nation in the world, making interactions between persons and communities of differing beliefs, ethics, rituals, traditions, and life paths a daily necessity. Residents of Elkhart and St. Joseph counties can easily encounter Vaishnava Hindus, Syrian Muslims, Russian Orthodox Christians, Irish, Italian and Mexican Catholics, evangelical Protestants, diaspora Jews, Wiccans, and many more representatives of varied traditions. Interreligious encounters can be a space for immense imagination and growth; they can also erupt into mistrust, division, and violence. This course provides opportunities to study and experience local religious expressions while providing training in interreligious dialogue and creative conflict skills.
(on campus, fall term 2025-26, offered alternate years) [B Nickel]

GLST 300, Global Issues: Religious Landscapes, Pluralism and Extremism 3 cr. hr.

“Pluralism” is arguably the key characteristic of today’s socio-religious world. The term refers not only to the diversity of religious traditions but also to their mutual influence, along with all kinds of human response to interreligious encounters. In this course, we will have the opportunity to explore real-world examples from the global religious landscape as well as some of the challenges and opportunities that accompany religious pluralism. We will examine 1) personal, social, and political responses to religious pluralism, 2) the possibility of “multiple religious belonging” and the state of multi religious families, 3) current “extremist” socio-religious movements, and 4) methods of global interreligious collaboration.
(on campus, spring term 2025-26, offered alternate years) [B Nickel]

Continued next page

Navajo Nation: A Hybrid Unit

These four courses are offered in 2026-27 and alternate years. Students sign up during advising periods, using the customary course sign-up process. They must elect all four courses if they want to be part of the Arizona travel courses.

12 credit hours; no language requirement

The Navajo Nation SST unit has a unique structure. Like sequential SST, it consists of a series of four courses which you register for separately. Unlike other sequential SST units, the travel period is six weeks and the cohort takes their Foundations and Global Issues courses together directly before and after travel.

SPRING TERM

GLST 241: Foundations, Native American Societies and Cultures

(on campus, 3 credit hours)

This course offers an introduction to contemporary topics in Native or Indigenous Studies with a specific focus on the lands claimed by the United States of America. It addresses three questions in a broad, synthetic and partial manner: 1) Who is talking to us; 2) What are the relevant contexts; 3) What is the position of Indigenous Studies and what are our roles and relations to these topics as learners? This course is the introduction and orientation to prepare students traveling to Arizona to the Navajo Nation. Open to students not taking Arizona courses. [faculty]

GLST 251: Cultural Perspectives, Navajo Nation, (in Arizona during May term, 3 credit hours)

GLST 271: Community Engaged Learning, Navajo Nation, (remain in Arizona, an additional 3 weeks, 3 credit hours)

TRAVEL COURSES in ARIZONA:

GLST 251 and 271 are only open to students registered for all four courses in the Navajo Nation sequence. Although the courses are listed separately, in reality this is an integrated experience in which study and service happen over the course of the six weeks in Arizona.

The Navajo Nation travel courses provide a broad understanding of the history, lifeways and spirituality of the Navajo in the Southwest. Students will gain a fresh perspective on their own country and wrestle with some of its structural injustices. Study at Dine College, homestays, interviews, service assignments, an immersive community research project and visits to cultural sites make this a rich immersion experience. [Anna Groff and Danaé Wirth]

GLST 300: Global Issues, Indigenous Rights (3 weeks, 3 credit hours, following travel courses)

This **online** course with a Native American scholar-activist will help you make connections between Native American issues in the US and Indigenous Peoples abroad. A course for reflection on and analysis of global systems to be taken as the capstone of the SST experience. Opportunities such as writing, reading, discussion will help students reflect on their own position in the world in relation to other cultures around them from a global perspective. By focusing on one issue, they will analyze the complex global dynamics of unequal power structures. This course will also give students opportunities in various formats, to reflect how their global studies will influence future personal relationships, commitments and goals. [S. Augustine]