Anthropology

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

Program of Study

Anthropology encompasses a variety of historical and comparative approaches to human cultural and biological diversity, ranging from the study of human evolution to the study of cultures as systems of meaningful symbols. Faculty in the Department of Anthropology specialize in sociocultural, linguistic, archaeological, and biological anthropological approaches. They take up questions of anatomy, ecology, and genomics, as well as psychological, economic, philosophical, and historical issues, often in comparative perspective. Anthropology can lead (through graduate study) to careers in research and teaching in university and museum settings. More often it provides a background for further work in other disciplines of the social sciences, humanities, and biological sciences, as well as for professional careers in government, non-governmental work, business, law, medicine, social services, and other fields.

For more information, see the Department of Anthropology website (http://anthropology.uchicago.edu).

Program Requirements

The BA program in anthropology consists of twelve courses, of which at least ten are typically chosen from those listed or cross-listed as Department of Anthropology courses. The requirements for the major are:

1. ANTH 21107 Anthropological Theory
2. One Methods course (ANTH 21420 Ethnographic Methods, ANTH 28400 Bioarchaeology and the Human Skeleton, ANTH 29500 Archaeology Laboratory Practicum, or an approved alternative in archaeological, linguistic, or biological anthropology)
3. One Discovering Anthropology course. Designated courses will be added to a list each term. Descriptions will be available on the Department of Anthropology (http://anthropology.uchicago.edu) website.
4. Seven electives in Anthropology
5. Two electives from Anthropology or from a related discipline, with approval from the director of undergraduate studies. To seek approval of non-departmental courses, submit a completed Course Petition Form (available in Haskell 119) and syllabus for the course(s) to the director of undergraduate studies. Ideally this petition should be submitted before the end of the second week of the quarter in which the student is enrolled in the course, but petitions may also be submitted for courses that have already been completed.

Students are encouraged to construct individual programs; and, in so doing, they should consult periodically with the preceptor and the director of undergraduate studies. We strongly urge students who are majoring in anthropology to complete several introductory courses before enrolling in upper-level courses. Anthropology provides a broad view of the human career and condition. Students may select courses widely across all four subfields (sociocultural, linguistic, archaeological, and biological anthropology) within the major, or may focus their work within or across any of the subfields.

Students should confer with the director of undergraduate studies before declaring a major in anthropology and must obtain the endorsement of the director of undergraduate studies on the Student Program Form before graduating with a major in anthropology. Students should submit a copy of the approved form to their College adviser.

Students interested in the Anthropology major should endeavor to complete the three required courses (Theory, Methods, and Discovering Anthropology) by the end of their third year. When possible, completion of those courses by the end of second year is recommended as they provide foundational concepts that facilitate understanding of higher level course work.

Note: These requirements are in effect starting with the graduating Class of 2018. Students who matriculated prior to Autumn 2014 may adopt the modified requirements if appropriate and should consult with the department to design their program of study.

Introductory Courses and General Education

Courses designated as Discovering Anthropology provide introductions to some of the substantive, methodological, and theoretical issues of sociocultural, archaeological, linguistic, and biological anthropology. These courses do not presume any previous study of anthropology and may be taken in any order. However, students are urged to complete the general education requirement in the social sciences before taking more advanced courses in sociocultural anthropology. SOSC 11400-11500-11600 Power, Identity, Resistance I-II-III or SOSC 12100-12200-12300 Self, Culture, and Society I-II-III are particularly recommended.

Several sequences that satisfy the general education requirement in civilization studies typically feature anthropological approaches and content. These courses are cross-listed with Anthropology and may be used toward the major if they are not used toward the general education requirement: ANTH 20701-20702-20703 Introduction to African Civilization I-II-III, ANTH 23101-23102-23103 Introduction to Latin American Civilization I-II-III, ANTH 24001-24002-24003 Colonizations I-II-III, and ANTH 24101-24102 Introduction to the Civilizations of South Asia I-II. With prior approval, other civilization courses (if taken in addition to the courses used toward the general education requirement) can be used
toward the Anthropology major, in accordance with the individual student’s needs or interests and up to the two-course limit for non-departmental courses.

The director of undergraduate studies may refer students who wish to emphasize archaeological, biological, linguistic, or sociocultural anthropology to faculty in these fields for assistance in the development of their individual programs.

Readings and Research Courses

When desirable for a student’s individual anthropology program and with the approval of the director of undergraduate studies, preferably in advance, a student may also obtain course credit for supervised individual reading or research (ANTH 29700 Readings in Anthropology).

Students electing to write a bachelor’s essay for honors are urged to enroll in ANTH 29910 Bachelor’s Essay Seminar in Winter Quarter of fourth year. They also have the option of taking ANTH 29900 Preparation of Bachelor’s Essay, in which the student does supervised reading or research in preparation for the BA essay, in Autumn Quarter of fourth year. However, students can only use a total of two independent readings or research courses toward the major, chosen from among ANTH 29700, ANTH 29900, ANTH 29910, and BA essay seminars in other departments when required for a joint second major. Additional readings and research courses would count as general elective credits.

Field Courses

Students attending field schools or taking courses offered by other universities can solicit approval to obtain course credit (up to the two-course limit for nondepartmental courses) when appropriate for their individual program of study. Credit from other institutions would first need to be approved by the College and then by the director of undergraduate studies, if intended to count toward the major.

Summary of Requirements

Note: These requirements are in effect starting with the graduating Class of 2018. Students who matriculated prior to Autumn 2014 may adopt the modified requirements if appropriate and should consult with the department to design their program of study.

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ANTH 21107</td>
<td>Anthropological Theory</td>
<td>100</td>
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<tr>
<td>One Methods course *</td>
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<td>100</td>
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<td>ANTH 21420</td>
<td>Ethnographic Methods</td>
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<td>100</td>
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<tr>
<td>Seven electives in Anthropology ±</td>
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<td>700</td>
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<tr>
<td>Two electives in Anthropology or approved related disciplines ±</td>
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<td>200</td>
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Total Units 1200

* Students may also seek approval for a relevant methods course in archaeological, linguistic, or biological anthropology.

§ A list of designated Discovering Anthropology courses will be maintained on the Anthropology Department website (https://anthropology.uchicago.edu).

± A maximum of two reading and research courses (chosen from ANTH 29700 Readings in Anthropology, ANTH 29900 Preparation of Bachelor's Essay, ANTH 29910 Bachelor's Essay Seminar, and BA courses from other departments) can be used toward the Anthropology major.

Grading

Courses counted toward the major must be taken for quality grades (no P/F grading).

Honors BA Process

Students who wish to be considered for honors must apply to the director of undergraduate studies before the end of their third year. Eligible candidates must have a GPA of 3.6 or higher in courses in the major and typically a GPA of 3.25 overall. To receive honors, students must develop an extended piece of research via a bachelor’s essay under the approved supervision of a faculty member. BA projects involving alternative media (like film, photography, photo-essay, or art installation) might be acceptable if accompanied by a written text.

To execute a successful BA essay, students should begin considering their research question early on. Students should begin looking for a faculty supervisor in their third year and aim to have a topic identified by the beginning of the fourth year so that they have sufficient time to complete the necessary research and to write the paper. Students writing BA honors papers are strongly urged to enroll in ANTH 29910 Bachelor’s Essay Seminar in Winter Quarter of their fourth year. If possible, students should also consider starting their research under the independent supervision of their faculty supervisor in Autumn Quarter by registering for ANTH 29900 Preparation of Bachelor’s Essay. Students who take these courses, ANTH 29700 Readings in Anthropology, and/or BA seminars for a second major may only use a maximum of two these courses toward the Anthropology major.
ANTH 10100. Introduction to Anthropology. 100 Units.
The social science that has pursued ethnographic study of human societies for more than a century, anthropology still leads the most creative social science efforts to understand humanity in its full complexity. New kinds of inquiry into history, power, race, class, gender, language, economy and culture, and into transnational and even global phenomena, lead anthropologists to reconsider the fundamentals of political economy, culture and history, structure and events, and knowledge and power. This course will introduce anthropology's characteristic modes of inquiry, with special attention to thick data in relation to big data, and systems of meaning in relation to structures of power. To introduce anthropology we will read classic descriptive texts, touchstone feminist, postcolonial and science-and-technology-studies critiques, and accessible and innovative contemporary work. We will view classic and contemporary ethnographic films, and inquire into uses of new media. This course will orient students to the general history of ethnographic social science, and will prepare interested students for every other anthropology course offered at the collegiate level here.
Instructor(s): John D. Kelly Terms Offered: Winter. Winter 2020
Prerequisite(s): Designed as a first course in Anthropology

ANTH 20003. Discovering Anthropology: Reading Race. 100 Units.
Before and since Anthropology became a discrete scientific field of study, questions about the biological reality, potential utility and misuse of the concept of race in Homo sapiens have been debated. We will read and discuss a sample of writings by 18th, 19th, and 20th century and contemporary authors who attempted to define human races and those who have promoted or debunked the utility of the concept of race with special attention to its role in retarding social progress, and the extermination and exploitation of some populations and individuals.
Instructor(s): R. Tuttle Terms Offered: Autumn, 2019
Equivalent Course(s): ANTH 38305, HIPS 20003, CRES 20003

ANTH 20009. Embodiment: Governance, Resistance, Ethics. 100 Units.
What does a study of the body teach us about governance and the experience of being governed? This course approaches bodies from three angles. First, bodies are targets of governance. They are objects to be reformed, regulated, contained, disciplined, educated, incarcerated, treated, trained, and "cared" for. Next, as bodies get targeted for reform, they are also converted into potent sites of resistance and critique. Certain bodies in certain places elicit discomfort, unsettling common ideals of private and public, of developed and backward, of religious and secular, and, with them, dominant understandings of modern citizenship. Finally, bodies in their sensory and affective capacities are also mobilized as resources for crafting belonging beyond the assigned terms of law or the state. Drawing from ethnographic texts and with special emphasis on Latin America, this course introduces students to the anthropology of embodiment as well as related themes of bio-politics, gender, intimacy, political subjectivity, care and self-making, postcolonial, race, and aesthetics. In so doing, the hope is to generate new ways to make sense of matters near and far-from Lenin's body to Trump's hands, reproductive labor to sex work, dirty protest to women's marches, indigenous eco-rituals to queer intimacies.
Instructor(s): Mareike Winchell Terms Offered: Spring
Prerequisite(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.
Equivalent Course(s): CRES 20009

ANTH 20010. Anthropology of the Future. 100 Units.
Two major subfields of anthropology - archaeology and ethnography - have traditionally been oriented around the human past and the human present. But what about the future? Conceptions of the future and future-oriented behavior have long been understood to be a critical plane of difference between political economies, religions, and cultural groups, yet they have rarely been an explicit focus of study. When we shift the temporal frame to the future, questions that arise include: do all cultures have theories of the future? how much about human societies are intentional? how does ideology shape future possibilities? what role do imagined futures play in political life? We will consider theories of temporality, past futures (Aztec, Polynesian, Italian), and movements such as millenarianism, messianic religions, Marxism, Dadaism, utopian communities, Afro-futurism, transhumanism, and today's neo-futurist movements that deploy radical technology and speculative design in response to looming climate change. We will also explore the intimate relationship between speculative fiction (e.g., Ursula K. LeGuin, Kurt Vonnegut) and anthropology.
Instructor(s): S. Dawdy Terms Offered: Autumn
Prerequisite(s): PQ: This course qualifies as a Discovering Anthropology selection for Anthropology majors.
Equivalent Course(s): MAAD 25010

For award of honors, the BA essay must receive a grade of A or A- from the faculty supervisor and from the second reader. Students being recommended for honors must submit two copies of the completed paper to the program administrator no later than fifth week of the quarter of graduation. The faculty supervisor must be chosen from the Anthropology faculty. Affiliated faculty may serve with approval of the director of undergraduate study. The second reader may be any credentialed scholar/scientist approved by the director of undergraduate study.

This program may accept a BA paper or project used to satisfy the same requirement in another major if certain conditions are met. Approval from both program chairs is required. Students should consult with the chairs by the earliest BA proposal deadline (or by the end of their third year, if neither program publishes a deadline). A consent form, to be signed by both chairs, is available from the College adviser. It must be completed and returned to the College adviser by the end of Autumn Quarter of the student's year of graduation.
ANTH 20011. Peasants: Anthropology, Rural Life, Capitalism. 100 Units.

Only a few short decades ago, rural societies were at the center of anthropological inquiry and key sources of ethnographic insight. Today, anthropological attentions have redirected toward cityscapes and urban experiences, leading a recent review piece to wonder: "Where have all the peasants gone?" The answer, of course, is nowhere. Peasants may have slipped by the wayside of analysis, but nearly half of the world’s population today remains rural, and more than ever, countrysides are acutely affected by the economic transformations reshaping our world and the uncertainties facing our future: the challenges of food security, sustainable living, (agricultural) biotechnology, ecological precariousness, global poverty, and escalating rates of urbanization and urban migration. In a decidedly non-trendy move, then, this course will take the anthropology of peasantry as its focus, and will make the case that small-scale farming communities remain highly relevant sites for diagnosing capitalism’s changing conditions and its lived consequences. Our discussions will be at once historical, conceptual, and ethnographic, and will draw on a broad set of case-studies around the globe. We will review classic debates about peasants in relation to the history of capitalism, and reflect on the analytical possibilities and limitations of the peasant concept.

Instructor(s): Francois Richard
Terms Offered: Autumn
Prerequisite(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.
Equivalent Course(s): ANTH 33705

ANTH 20144. London Program: Institution. 100 Units.

In the first part of the course, focusing on William Wordsworth and Samuel Taylor Coleridge’s monumental poetic work Lyrical Ballads (1798), we will consider the implications of revolutions abroad and of institutionalizations of arts and culture at home for the rise of modern literary culture in Romantic-era Britain. Wordsworth famously envisioned a new role for the poet as that of a “man speaking to men” who could make “incidents and situations from common life” the proper material of literature. As he did so, Wordsworth was confronting both the disappointed hope of the “blissful dawn” of the French Revolution and a cultural milieu reshaped by the emergence of institutions like the British Museum (1753), the Royal Academy of Art (1768), and the National Gallery (1824)—all of which continue to define British national culture. In the second part of the course, we will consider analogous developments of the present moment, including the institutionalization of new arts like fashion, to consider where (in what scenes, and in what forms of writing and media) we might look for Lyrical Ballads of our own time. (C, F)

ANTH 20400. Anthropology of Olympic Sport. 100 Units.

If cultural differences are as powerful as Anthropology has conventionally stressed, how is it possible that over 200 national and innumerable sub-national and transnational cultural formations have found common cause in the modern Olympic Games? This course explores, theoretically and historically, the emergence of the Olympic Games as the liturgy of the world system of nation states and the current dialectic between the Olympic Movement and the Olympic Sports Industry. Extensive reading and an independent research paper will be required.

Instructor(s): John MacAloon
Terms Offered: Winter. Winter 2020
Equivalent Course(s): SOSC 25090, MAPS 47501, ANTH 30420

ANTH 20405. Anthropology of Disability. 100 Units.

This seminar undertakes to explore “disability” from an anthropological perspective that recognizes it as a socially constructed concept with implications for our understanding of fundamental issues about culture, society, and individual differences. We explore a wide range of theoretical, legal, ethical, and policy issues as they relate to the experiences of persons with disabilities, their families, and advocates. The final project is a presentation on the fieldwork.

Instructor(s): M. Fred
Terms Offered: Autumn
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): MAPS 36900, CHDV 20505, CHDV 30405, HMRT 25210, HMRT 35210, SOSC 36900, ANTH 30405

ANTH 20420. Anthropology of Olympic Sport. 100 Units.

If cultural differences are as powerful as Anthropology has conventionally stressed, how is it possible that over 200 national and innumerable sub-national and transnational cultural formations have found common cause in the modern Olympic Games? This course explores, theoretically and historically, the emergence of the Olympic Games as the liturgy of the world system of nation states and the current dialectic between the Olympic Movement and the Olympic Sports Industry. Extensive reading and an independent research paper will be required.

Instructor(s): John MacAloon
Terms Offered: Winter. Winter 2020
Equivalent Course(s): SOSC 25090, MAPS 47501, ANTH 30420
ANTH 20540. The Chicago Climate Change & Culture Institute-I. 100 Units.
Climate change is arguably the greatest environmental, political and cultural challenge of our times. We are already beginning to feel its impacts in changing weather patterns and rising temperatures. In the years to come, Earth scientists tell us that climate change will impact every human being on the planet. We need to become informed and engaged about what awaits us and what we can do to avoid worst-case scenarios. This 3-week intensive course of study focuses on three key questions: Why did climate change happen? How is it impacting different communities across the world? What can be done to prepare the world for a more environmentally secure future? The 4CI program features lectures by leading experts on climate change from the Social Sciences, Earth Sciences, Humanities, Art and Architecture. Seminar discussions and site visits to a variety of local initiatives working toward clean energy and sustainability goals round out the program. 4CI will give you the answers you want about climate change and the tools you need to start making a positive difference, whether that is on your campus, in your community or at your workplace. The program leverages the intellectual resources of one of the world's most prestigious research universities and will acquaint you with a city that proudly stands on the cutting edge of sustainable urbanism.
Terms Offered: Summer
Equivalent Course(s): ENST 20540, ANTH 30540

ANTH 20541. The Chicago Climate Change & Culture Institute-II. 100 Units.
Climate change is arguably the greatest environmental, political and cultural challenge of our times. We are already beginning to feel its impacts in changing weather patterns and rising temperatures. In the years to come, Earth scientists tell us that climate change will impact every human being on the planet. We need to become informed and engaged about what awaits us and what we can do to avoid worst-case scenarios. This 3-week intensive course of study focuses on three key questions: Why did climate change happen? How is it impacting different communities across the world? What can be done to prepare the world for a more environmentally secure future? The 4CI program features lectures by leading experts on climate change from the Social Sciences, Earth Sciences, Humanities, Art and Architecture. Seminar discussions and site visits to a variety of local initiatives working toward clean energy and sustainability goals round out the program. 4CI will give you the answers you want about climate change and the tools you need to start making a positive difference, whether that is on your campus, in your community or at your workplace. The program leverages the intellectual resources of one of the world's most prestigious research universities and will acquaint you with a city that proudly stands on the cutting edge of sustainable urbanism.
Terms Offered: Summer
Equivalent Course(s): ANTH 30541, CRES 20541

ANTH 20701-20702-20703. Introduction to African Civilization I-II-III.
Completion of the general education requirement in social sciences recommended. Taking these courses in sequence is recommended but not required. This sequence meets the general education requirement in civilization studies. African Civilization introduces students to African history and cultures in a three-quarter sequence.

ANTH 20701. Introduction to African Civilization I. 100 Units.
Part one of the sequence takes a historical approach. We consider how different types of historical evidence-documentary, oral, and material-can be used to investigate processes of change and transformation in Africa from the early Iron Age through the emergence of the Atlantic world in the fifteenth century. We will investigate state formation in comparative perspective and examine case studies from the Swahili coast, the empires of Ghana and Mali, and Great Zimbabwe. The course also examines the diffusion of Islam, European contact, and the trans-Atlantic slave trade.
Instructor(s): E. Osborn Terms Offered: Autumn
Equivalent Course(s): CRES 20701, MDVL 10101, HIST 10101

ANTH 20702. Introduction to African Civilization II. 100 Units.
The second segment of the African Civilization sequence uses anthropological perspectives to investigate colonial and postcolonial encounters in sub-Saharan Africa, with particular focus on Southern Africa. The course is centered on the 20th and 21st Centuries. The course begins with an examination of colonialism, the institutionalization of racism, and dispossession, before examining anti-colonialism and the postcolonial period. Over the course of the quarter, students will learn about forms of personhood, subjectivity, kinship practices, governance, migration and the politics of difference.
Instructor(s): K. Hickerson Terms Offered: Winter
Prerequisite(s): Taking these courses in sequence is recommended but not required; this sequence meets the general education requirement in civilization studies.
Note(s): CHDV Distribution, C
Equivalent Course(s): CRES 20802, HIST 10102, CHDV 21401

ANTH 20703. Introduction to African Civilization III. 100 Units.
The third segment of the African Civilization sequence explores the complexity of African politics and culture in the 20th and 21st Centuries. The course begins with an examination of colonialism, the institutionalization of racism, and dispossession, before examining anti-colonialism and the postcolonial period. Over the course of the quarter, students will learn about forms of personhood, subjectivity, kinship practices, governance, migration and the politics of difference.
Instructor(s): K. Hickerson
Equivalent Course(s): CRES 20303, HIST 10103
ANTH 20702. Introduction to African Civilization II. 100 Units.
The second segment of the African Civilization sequence uses anthropological perspectives to investigate colonial and
postcolonial encounters in sub-Saharan Africa, with particular focus on Southern Africa. The course is centered on the
20th and 21st Centuries. The course begins with an examination of colonialism, the institutionalization of racism, and
dispossession, before examining anti-colonialism and the postcolonial period. Over the course of the quarter, students will
learn about forms of personhood, subjectivity, kinship practices, governance, migration and the politics of difference.
Instructor(s): K. Hickerson Terms Offered: Winter
Prerequisite(s): Taking these courses in sequence is recommended but not required; this sequence meets the general
education requirement in civilization studies.
Note(s): CHDV Distribution, C
Equivalent Course(s): CRES 20802, HIST 10102, CHDV 21401

ANTH 21107. Anthropological Theory. 100 Units.
Since its inception as an academically institutionalized discipline, anthropology has always addressed the relation between
a self-consciously modernizing West and its various and changing others. Yet it has not always done so with sufficient
critical attention to its own concepts and categories—a fact that has led, since at least the 1980s, to considerable debate
about the nature of the anthropological enterprise and its epistemological foundations. This course provides a brief critical
introduction to the history of anthropological thought over the course of the discipline's long twentieth century, form the
1880s to the present. Although we focus on the North American and British traditions, we review important strains of French
and, to a lesser extent, German social theory in chronicling the emergence and transformation of modern anthropology as an
empirically based, but theoretically informed, practice of knowledge production about human sociality and culture.
Instructor(s): Stephan Palmie Terms Offered: Winter
Equivalent Course(s): ANTH 30000

ANTH 21201. Chicago Blues. 100 Units.
This course is an anthropological and historical exploration of one of the most original and influential American musical
genres in its social and cultural context. We examine transformations in the cultural meaning of the blues and its place within
broader American cultural currents, the social and economic situation of blues musicians, and the political economy of blues
within the wider music industry.
Instructor(s): M. Dietler Terms Offered: Autumn
Note(s): The course qualifies as a Discovering Anthropology selection for Anthropology majors.
Equivalent Course(s): CRES 21201

ANTH 21303. Making the Natural World: Foundations of Human Ecology. 100 Units.
Humans have "made" the natural world both conceptually, through the creation of various ideas about nature, ecosystem,
organism, and ecology, and materially, through millennia of direct action in and on the landscape. In this course we will
consider the conceptual underpinnings of contemporary Western notions of nature, environment, and balance, through the
examination of specific historical trajectories of anthropogenic landscape modification and human society. Taking examples
from current events we will evaluate the extent and character of human entanglement with the environment. ENST 21201
and 21301 are required of students who are majoring in Environmental and Urban Studies and may be taken in any order.
Instructor(s): Alison Anastasio Terms Offered: Winter
Note(s): ENST 21201 and 21301 are required of students who are majoring in Environmental Studies and may be taken in
any order.
Equivalent Course(s): ENST 21301

ANTH 21306. Explorations in Oral Narrative. 100 Units.
A study of storytelling in non-literate and folk societies, antecedent to the complexities of modern narrativity, itself anchored
in and energized by literacy. The main objects of our study will be the vast body of folktales and collateral folklore collected
by anthropologists and folklorists in traditional societies. Despite the impact of literacy on modern minds this course argues
for the persistence of ancient themes, plots, characters and motifs. A further argument is made for the foundational role of
storytelling in the creation of culture and construction of society …an argument, in short, that humans are, by nature, story-
telling creatures whose sapience lies primarily in the capacity to create, be entertained by, and even live by, fictions The
central place of storytelling is shown in the humanistic and social sciences: anthropology, economics, history, philosophy,
politics, psychoanalysis. Student story-telling and even performance, of brief stories is encouraged and reflected upon in
light of the main arguments of the course.
Instructor(s): James Fernandez Terms Offered: Spring
Note(s): This course qualifies as a "Discovering Anthropology" selection for Anthropology majors.
Equivalent Course(s): ANTH 45301
ANTH 21333. The Lived Body: Anthropology, Materiality, Meaningful Practice. 100 Units.
The body is implicated in all facets of human life. It is at once constraint and enabler, relational and personal, "real" and "imagined." It is both individually performed and socially determined, the site of both domination and resistance. Anthropological theory has moved far from "Cartesian dualism" in which mind and body can and must be separate; this course will travel through ways of understanding bodies that have supplemented or bypassed this idea, or have existed outside of it entirely. We will consider what it means to have a body, to know a body, to be defined by a body—in short, to live a body. This course's topical readings are oriented around the idea that "embodiment" involves both material entities and socially embedded processes. We will consider experience, consciousness, sensation, perception, and affect; we will interrogate processes, functions, and ways of knowing that are often taken for granted; we will prise apart the ways power is inscribed on and with bodies, both internally and externally. To do so, we will balance theory and ethnography in both our consumption and production of scholarly material, including a final "auto-ethnography" in which students adopt a new body practice for the quarter.
Instructor(s): A. Ford Terms Offered: Spring

ANTH 21344. The Meaning of Police. 100 Units.
The purpose of this class is to offer students an intellectual toolkit for thinking critically and engaging politically with contemporary problems of police. It will introduce classical as well as emerging themes, drawing on research from diverse social and geographical locations. We will discuss, among other things, the paradox of legal lawlessness, the relationship between law and the body, and the unstable distinction between public and private violence. Paying attention to classed, sexed, and racialized notions of danger and threat, we will discuss the historical fabrication of criminality as well as the complex legacies of security and protection that underpin practices of criminal punishment. While subjecting policing to an anthropological interrogation—asking what police means for different people in different times and places—we will also consider the uneasy affinity between policemen and ethnographers in order to ask what it can teach us about police, and how it might illuminate our understanding of ethnography.
Instructor(s): Mazo, Eliat Terms Offered: Autumn
Equivalent Course(s): CRES 21344

ANTH 21345. Living with Toxins: Anthropology of Environmental Health. 100 Units.
The ongoing saturation of our bodies and environments with chemicals, pesticides, radiation, mercury, and microplastics has made environmental health a central issue of our time. This course explores how anthropologists have engaged environmental pollution, disaster, and climate change by tracing the historical and conceptual development of an anthropology of environmental health as an emerging field of inquiry. It will draw on works in medical anthropology, environmental anthropology, political ecology, environmental history, and science and technology studies, paying close attention to the concerns, questions, and analytic perspectives they raise in engaging with issues of environment and health. The goal of this course is to develop analytic tools to critically assess responses to environmental health issues and examine the stakes and experiences surrounding toxic worlds across space, time, and disciplines. Students will have the opportunity to apply their insights by working closely on an environmental health issue of their own choosing throughout the course.
Instructor(s): Hiroko Kumaki Terms Offered: Spring Spring 2020
Equivalent Course(s): HLTH 21335

ANTH 21346. Archaeologies of Religion: Belief, Ritual and Tradition. 100 Units.
Talking about religion and its place in modern life, inevitably appears to rest on evaluations of what religion was in the past. "Antiquated beliefs", "medieval hidebound ritual", "blind prejudice", "cultural devotion", and the constraints of tradition upon personal freedom - such judgments abound and come readily to our minds and roll off our tongues. But what do we know of premodern religion? In this course we will learn more about religion, past and present, by engaging with different archaeologies approaches to religion. We will start by reviewing key theories and anthropological debates over what religion is and how it might be defined. We will pause to ask ourselves: Is religion principally immaterial or profoundly material? Is it a matter of private belief or public life? What can material remains teach us of 'religion' in the past and about ourselves? We shall engage with the following debates: Has the origin of religion been understood? What is ritual and how is it studied archaeologically? How do these relate to belief? Based on these explorations we will ask: is it more valuable to try to define religion, to study its evolutionary, symbolic or performative aspects - or to ask what it is that 'religion' does?
Instructor(s): Mudit Trivedi Terms Offered: Autumn Autumn 2019
ANTH 21347. To Preserve or Destroy: Anthropologies of Heritage. 100 Units.
Why do some monuments matter more than others? Why do we destroy some sites and preserve others? How do these objects and sites attain value? As witnessed in Charlottesville, heritage is at the heart of intense debates in politics and culture today. Questions of theft and colonial violence haunt museums, galleries, and other cultural institutions. Looting and repatriation-linked to archaeology’s complex history and of equal concern to contemporary anthropology-force us to contend with the very meaning of heritage, including why it matters, what it does, and to whom it rightfully belongs. Bringing archaeology and anthropology together, this course attends to these complex questions, exploring how monuments, heritage sites, and material culture are enmeshed in power and condense contested histories. Drawing together ethnographies of heritage, theories of history and art, and accounts of dispossession and destruction, we will examine heritage as a conceptual formation, a set of social, political, and economic practices, and as a locus of both enchantment and endangerment. In doing so, students will gain a better sense of why the category of heritage seems to matter so much in the 21st century, paradoxically weaponized by both nationalist narratives and decolonial movements, and what futures heritage builds.
Instructor(s): Hilary Leatham Terms Offered: Winter. Winter 2020
Equivalent Course(s): GLST 23138, HIPS 21347

ANTH 21348. Anthropology, Criminality, and Transgression. 100 Units.
Alongside other disciplines in the social sciences, anthropology has a vexed and complicated history in the study of crime since the 19th-century. This course aims to consider this broader history of criminality within anthropology with specific attention to readings of transgressive criminal action, or the potential of “illegality” to destabilize particular ways of life beyond the maintenance of an existing world. This attention is a departure from other anthropological foci on crime as - for instance - pathological, symptomatic, opportunistic, reactionary, constructed, or in collusion with “legitimate” political and economic orders. While still attending to these themes through key texts in the anthropology of crime, this course reflects on how conceptualizations of “change” (particularly political change) and criminality have been historically transformed and renewed within this literature. This course draws from anthropological studies alongside work in other disciplines and traditions of the social sciences such as political science, providing tools to identify the potentials and limits of studying crime as acts of resistance, insurgency, and/or political opposition.
Instructor(s): R. Noll Terms Offered: Winter. Winter 2020
Equivalent Course(s): CRES 21348, PLSC 21348

ANTH 21349. Settler Colonialism of North America. 100 Units.
This interdisciplinary course examines the literature on settler colonialism in order to understand the ways in which it has been engaged theoretically, ethnographically, and historically. Articulated as a “structure and not an event,” by Patrick Wolfe, settler colonialism is the under-examined variant of colonialism, one that focuses on the ongoing project of controlling seized and dispossessed territories rather than extracting value to be accrued by a distant colony. Indigenous nations and peoples are central to this process as it is their lands and bodies which must be “settled.” In the project of settler colonialism, indigenous nations and peoples are paradoxically hyper-visible and erased. In this course we will closely read contemporary ethnographies and works that are ethnographic in nature to turn our attention to ‘technologies of control’ which produce visibility and erasure and life and death. Although this course will be comparative in scope, it will be heavily grounded within critical indigenous theory to better provide an understanding of our current conditions and social and political possibilities in what is now currently known as the United States.
Instructor(s): Kristen Simmons Terms Offered: Spring. Spring 2020

ANTH 21406. Celebrity and Science in Paleoanthropology. 100 Units.
This seminar explores the balance among research, “showbiz” big business, and politics in the careers of Louis, Mary, and Richard Leakey; Alan Walker; Donald Johanson; Jane Goodall; Dian Fossey; and Biruté Galdikas. Information is gathered from films, taped interviews, autobiographies, biographies, pop publications, instructor's anecdotes, and samples of scientific writings.
Instructor(s): R. Tuttle Terms Offered: Autumn
Prerequisite(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.
Equivalent Course(s): HIPS 21100, ANTH 38300

ANTH 21420. Ethnographic Methods. 100 Units.
This course is a practical and theoretical introduction to ethnographic research. It will provide students with (i) a background in the key epistemological, ethical and representational issues raised by fieldwork, and (ii) a collaborative forum for practicing and critically interrogating ethnographic methods, including participant observation, fieldnote writing, interviewing, and archival research. With the help of instructor and peer feedback, students will design and execute a short fieldwork-based research project over the course of the quarter. Readings and discussions will guide students through the process of developing research questions, choosing and gaining access to a field site, generating data, and re-presenting that field site in writing. We will pay particular attention to questions of knowledge, location, evidence, ethics, power, translation, and experience, and to the nature of the theoretical and social claims that can be pursued through ethnographic research. Class sessions will be divided between discussions of critical readings in anthropology related to methodological epistemology and practice, and workshop-style sessions where we collectively discuss student projects, reflect on the experience of fieldwork, and share advice and constructive criticism.
Instructor(s): Lake Polan Terms Offered: Spring. Spring 2020
Prerequisite(s): Preference given to third-year anthropology majors, others by consent only
ANTH 21428. Apes and Human Evolution. 100 Units.
This course is a critical examination of the ways in which data on the behavior, morphology, and genetics of apes have been used to elucidate human evolution. We emphasize bipedalism, hunting, meat eating, tool behavior, food sharing, cognitive ability, language, self-awareness, and sociability. Visits to local zoos and museums, film screenings, and demonstrations with casts of fossils and skeletons required.
Instructor(s): R. Tuttle Terms Offered: Spring
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.
Equivalent Course(s): EVOL 38600, BIOS 13253, ANTH 38600, HIPS 21428

ANTH 21431. Counting, Calculation and Computation: Anthropologies of Number. 100 Units.
This seminar introduces undergraduates to anthropologies of counting, calculation and computation. What is number, and how does it differ from other kinds of signs? Is a field like mathematics scientific, or is it semiotic - "more like a language for other sciences"? In this course, we begin from these questions so as to better scrutinize the flexibility of number and calculation in contemporary social life. The course unfolds along two tracks. The first track presents anthropological and philosophical approaches to number and mathematics per se, suggesting different analytical avenues - semiotic, epistemological, empiricist, etc. - through which we might complicate our received wisdom regarding the self-evidence of number. The second track puts tread on the tires by proceeding through recent ethnographic work at 21st-century "number frontiers". Here we explore acute numerical controversies in contemporary social life, taking up questions of (Mayan) pyramid schemes, climate modeling, state legibility, big data, the West and its Other, and efforts to ethically "account" for radiological fallout, genocide and corruption. Throughout the course, we will try to keep our two tracks in close dialogue with one another, interrogating the ethical, political and even biological effects that derive from competing modalities of numeracy and calculation.
Instructor(s): Mullee, John Terms Offered: Winter

ANTH 21525. Love, Conjugality, and Capital: Intimacy in the Modern World. 100 Units.
A look at societies in other parts of the world demonstrates that modernity in the realm of love, intimacy, and family often had a different trajectory from the European one. This course surveys ideas and practices surrounding love, marriage, and capital in the modern world. Using a range of theoretical, historical, and anthropological readings, as well as films, the course explores such topics as the emergence of companionate marriage in Europe and the connections between arranged marriage, dowry, love, and money. Case studies are drawn primarily from Europe, India, and Africa.
Instructor(s): J. Cole, R. Majumdar Terms Offered: Winter
Prerequisite(s): Any 10000-level music course or consent of instructor
Note(s): This course typically is offered in alternate years.
Equivalent Course(s): SALC 33101, CHDV 22212, SALC 43101, CHDV 33212, HIST 26903, HIST 36903, CRES 33101, ANTH 32220, GNSE 31700, GNSE 23102, CRES 23101

ANTH 21612. Writing Central Asian Cultures. 100 Units.
This course examines contemporary ethnographies to show how anthropologists have tried to capture and represent Central Asian cultures and societies. We will seek out broader ideas and ideologies that inform the anthropologists' research questions.
Instructor(s): Russel Zanca Terms Offered: Winter
Equivalent Course(s): NEHC 32205, ANTH 32205, NEHC 21612

ANTH 21730. Science, Technology and Media via Japan. 100 Units.
This course will explore issues of culture, technology, and environment in Japan through the lens of Science and Technology Studies (STS) and Media Studies. The course is designed for undergraduate students. Its overall aim is to introduce students to some of the fundamental concepts, themes, and problematics in these fields via the particular social and historical circumstances in Japan. Some of the central concerns will be around issues of environment, disaster, gender, labor, media theory, gaming, and animation. In addition, we will devote attention to the recent emergence of the term media ecology as a framework problematizing technologically engineered environments.
Instructor(s): M. Fisch Terms Offered: Winter
Note(s): This course qualifies as a "Discovering Anthropology" selection for Anthropology majors.
Equivalent Course(s): ENST 21730, EALC 21730, MAAD 11730

ANTH 22129. The Vocation of a Scientist. 100 Units.
Max Weber wrote that to be a scientist one needed a "strange intoxication" with scientific work and a "passionate devotion" to research as a calling. And yet, such passion seemed to conflict with the ideal of value-neutral inquiry. This class considers the vocation of science since the turn of the twentieth century. What political, economic, and cultural forces have shaped scientific professions in the United States? How are scientists represented in public culture? How was American science experienced during the colonization of the Philippines? By exploring these questions, this class will examine the values and norms that make science into a meaningful vocation.
Equivalent Course(s): KNOW 21407, HIPS 21407
ANTH 22131. The Science, History, Policy, and Future of Water. 100 Units.
Water is shockingly bizarre in its properties and of unsurpassed importance throughout human history, yet so mundane as to often be invisible in our daily lives. In this course, we will traverse diverse perspectives on water. The journey begins with an exploration of the mysteries of water's properties on the molecular level, zooming out through its central role at biological and geological scales. Next, we travel through the history of human civilization, highlighting the fundamental part water has played throughout, including the complexities of water policy, privatization, and pricing in today's world. Attention then turns to technology and innovation, emphasizing the daunting challenges dictated by increasing water stress and a changing climate as well as the enticing opportunities to achieve a secure global water future.
Instructor(s): Seth Darling Terms Offered: Winter
Prerequisite(s): None
Equivalent Course(s): ENST 20300, HIPS 20301, MENG 20300, GLST 26807, HIST 25426

ANTH 22151. Anthropology of Media. 100 Units.
This course follows a historical arc from the advent of analog media in the early 20th century to the rise of contemporary networked digital culture with the aim of introducing students to major themes and theoretical questions at the intersection of media theory and anthropology of media. We will pay particular attention to transformations of the body, social, individual, and warfare in expressions of the culture of mediation and the mediation of culture as we consider technologies of transportation, communication, production, consumption, distribution, and exchange. Readings from the course will cover a broad intellectual terrain that combines seminal anthropological texts with arguments from media theory and the philosophy of technology. We will also be exploring a number of films.
Instructor(s): Michael Fisch Terms Offered: Autumn. Autumn 2019
Prerequisite(s): This course qualifies as a “Discovering Anthropology” selection for Anthropology majors
Note(s): This course is designed specifically for undergraduate students.
Equivalent Course(s): MAAD 12151

ANTH 22161. Ships, Trains, and Planes: A Global History of Vessels and Voyagers, 18th Century to the Present. 100 Units.
From "La Amistad" to the airplanes of September 11, vessels make history. And yet, we often take for granted the fact that they also contain history. Investigating the sociocultural pasts of vessels and the politics of mobility, this course poses two overarching questions. How have ships, trains, and airplanes shaped the behavior and outlooks of modern humans, and how has the experience of being in transit evolved over the past three centuries? Beginning with sailing ships of the eighteenth century and winding its way to the airplane via steamships and railways, the course explores how vehicles and transit have inspired and coerced humans into unique forms of subjectivity. Through case studies and primary sources from across world history, vessels in transit will be analyzed as engines of modernity and sites of emancipation, but also as tools of terror and laboratories of power.
Instructor(s): C. Fawell Terms Offered: Spring
Equivalent Course(s): HIST 29425, GLST 24425

ANTH 22165. Politics of Technoscience in Africa. 100 Units.
Euro-American discourse has often portrayed Africa as either a place without science and technology or as the home of deep and ancient wisdom. European imperialists used the alleged absence of science and technology as a justification for colonialism while pharmaceutical companies sought out African knowledge about healing plants. In addition to their practical applications, science and technology carry significant symbolic weight in discussions about Africa. In this class, we examine the politics of scientific and technical knowledge in Africa with a focus on colonialism and its aftermath. How have different people produced and used knowledge about the environment, medicine, and technology? What kinds of knowledge count as indigenous and who gets credit for innovation? How have independent African governments dealt with the imperial legacies of science? From the interpretation of archaeological ruins to the design of new medical technologies, this class will examine science and technology as political practice in Africa.
Equivalent Course(s): KNOW 21410, HIPS 21410, CRES 21410

ANTH 22170. Taste and Technoscience. 100 Units.
This course examines the politics of food in the age of mass production, taking the sensory dimension of food as its orienting lens. From artificial flavors to molecular gastronomy, the 20th Century has been marked by technological innovations in our food. These changes have not only transformed what we eat but also how our food is made and how we think about what it does to our bodies, shifting the meaning of ideas about what constitutes "taste," "flavor," and even "food" itself. We will discuss what role scientific expertise has played in shaping how taste is produced as an intimate bodily experience. On the one hand, we will read historical and ethnographic accounts of the work of technoscientific professionals responsible for the design, analysis and production of the tastes and flavors of foods. Rarely rising to the level of explicit marketing, the scientific design of tastes and flavors forms the invisible infrastructure behind the dependable, even pleasurable, routines of everyday life: from the satisfying crunch of morning cereal to the indulgent sweet midnight snack. We will read social scientific design of tastes and flavors forms the invisible infrastructure behind the dependable, even pleasurable, routines of everyday life: from the satisfying crunch of morning cereal to the indulgent sweet midnight snack. We will read social
ANTH 22175. Apprenticeship: Learning on the Job. 100 Units.
What does it mean to master one's craft? How is mastery evaluated and who determines when it is achieved? Apprenticeship tends to involve long-term, intensive, and situated, or site-specific learning, under the guidance of masters and alongside of peers. While explicit instructions or textbooks may feature in apprenticeships, apprentices often learn by observing those with more experience and attempting to repeat or reproduce what they observe. Drawing on ethnographies of apprenticeship in chocolate making, Lucha Libre wrestling, Chinese medicine, and fire fighting, we will examine the embodied processes of socialization and professionalization, and pay close attention to the settings in which learning takes place. By taking this course, students will gain a broader understanding of the nuances between apprenticeship and other forms of learning. Moreover, by completing an ethnographic reflection project, students will develop sharper observation and field note taking skills.
Instructor(s): D. Ansari Terms Offered: Autumn
Equivalent Course(s): KNOW 22175, CHDV 23407

ANTH 22620. Comparative Colonialisms and Indigenous Sovereignty. 100 Units.
Scholarship on contemporary Indigeneity—the sets of conditions, experiences, urgencies, and histories that are used to understand and theorize Indigenous life—has relied on various analytics to amplify these social processes. Sovereignty, as a legal and political discourse, has provided a useful mode to simultaneously analyze assertions of Indigenous self-determination and ongoing processes of colonial domination. Whereas an analytic of sovereignty describes the legal frameworks that confine and offer possibility of autonomy, settler colonialism identifies the ongoing structural conditions that limit Indigenous empowerment. This interdisciplinary course critically engages the analytics of sovereignty, settler colonialism, as well as decolonization for understanding Indigenous political formations in North America and beyond. In the first section of the course we will interrogate the historical emergence of these legal and political apparatuses before moving into the second section where we apply these insights to the analysis of timely concerns such as: resource extraction and economic development, blood quantum and identity politics, recognition and citizenship, territory and the question of property, and lastly, environmental protection and social justice movements.
Instructor(s): Teresa Montoya Terms Offered: Autumn. Autumn 2019

ANTH 22710. Signs and the State. 100 Units.
Relations of communication, as well as coercion, are central though less visible in Weber’s famous definition of the state as monopoly of legitimate violence. This course reconsiders the history of the state in connection to the history of signs. Thematic topics (and specific things and sites discussed) include changing semiotic technologies; means; forces and relations of communication (writing, archives, monasteries, books, “the” internet); and specific states (in early historic India and China, early colonial/revolutionary Europe, especially France, Britain, and Atlantic colonies, and selected postcolonial “new nations”).
Instructor(s): J. Kelly Terms Offered: Winter
Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.
Equivalent Course(s): ANTH 41810

ANTH 22735. The Collective Self and Its Others in Contemporary Political Communities. 100 Units.
In this undergraduate seminar, we think about the relationships between violence and the formation of contemporary political communities. Focusing on different geographical spaces from Africa (Rwanda), the Americas (Haiti, Canada and the U.S.) and Australia, we ask questions such as: is violence essential to the founding of political communities? How do different societies construct ideal notions of membership and exclusion, effect a sense of belonging? How are these narratives contested by diverse segments of society? Primarily using ethnographic monographs, a principal aim of the course is to think through the relationships between the present and the constituted past. We consider how this past structures our understanding of the political present, the sense of belonging and the anticipated future.
Instructor(s): Natacha Nsabimana Terms Offered: Spring
Prerequisite(s): 3rd or 4th year standing; please contact the instructor prior to registration <natachansa@uchicago.edu>
Equivalent Course(s): CRE 22735, HMRT 22737

ANTH 22740. State and Public in Contemporary Turkey. 100 Units.
Perhaps no object of scholarly inquiry in Turkey has attracted as much attention as the ‘state’ (T: ‘devlet’). A central category in the construction of ideologies of authority, power, kinship and nationhood within Turkish society, the state has also emerged as a hotly contested subject of academic debate. Over the past two decades, social scientists and historians working on Turkey have variably theorized the state as a ‘social relation’, a ‘fantasy’, a ‘social field’, an ‘institutional apparatus’, and a ‘discourse’. At issue remains the relationship of the state to other political structures, and the ways that ideas of Türkiye, togetherness with concepts of halk (‘people’), millet (‘nation’), and kamu oyu (‘public opinion’) are constructed in relation to state institutions, mass media, consumer markets and forms of everyday sociality. In this course, we explore how scholars have theorized the relationship between state and public in Turkey, noting how their diverse scholarly orientations place Turkey in a unique position vis-à-vis academic knowledge production about Europe and the Middle East; and we consider how these academic debates are tied up with broader concerns around democracy and authoritarianism, the relationship between secularism and Islam, the position of religious and ethnic minorities, and the status of women and young people in Turkey today.
Instructor(s): Patrick Lewis Terms Offered: Autumn. Autumn 2019
ANTH 22835. Migration Trajectories: Ethnographies of Place and the Production of Diasporas. 100 Units.
Global movements of people have resulted in a substantial number of immigrant communities whose navigation of various facets of everyday life has been complicated by restrictive citizenship regimes and immigration policies, as well as linguistic and cultural differences. The experiences of a wide range of individuals involved in migration raise the following questions: what strategies do immigrants use to negotiate transnational identities and what are the implications of these strategies? How do future generations manage simultaneous and intersectional forms of belonging? To address these questions, we will draw on ethnographic texts that explore various facets of transnational migration, such as diasporas, place, citizenship, mobility, and identities. The term "trajectories," reflects different situations of migration that are not necessarily linear or complete. Moreover, term "place" is meant to capture the continuity between displacement and emplacement, and to critically analyze the durability associated with notions of 'sending' and 'receiving' countries. Lastly, rather than take diasporas as a given, we will explore the ways that they are produced and enacted in a variety of geographic contexts.
Instructor(s): D. Ansari Terms Offered: Spring
Note(s): CHDV Distribution Areas: B, C
Equivalent Course(s): GLST 23406, CRES 23406, CHDV 23406

ANTH 23026. Science in the South: Decolonizing the Study of Knowledge in Latin America & the Caribbean. 100 Units.
This seminar will bridge anthropologies and histories of science, technology, and medicine to Latin American decolonial thought. Throughout Latin America, techno-scientific objects and practices, with their presumed origin in the Euro-Atlantic North, are often complexly entangled with neo-imperial projects of development and modernization that elongate social forms of colonization into the present. Technoscience and its objects, however, can also generate new creative, political, and life-enhancing potentials beyond or despite their colonial resonances, or even provide tools to ongoing struggles for decolonization. Together, seminar participants will explore what a decolonial approach to the study of science, technology, and medicine in the Global South, particularly in Latin America, has been and could become and how decolonial theory can reflect our own disciplinary, conceptual, and political commitments as anthropologists of technoscience.
Instructor(s): S. Graeter Terms Offered: Spring
Equivalent Course(s): LACS 24706, HIPS 24706

ANTH 23027. Toxic States: Corrupted Ecologies in Latin America and the Caribbean. 100 Units.
Concepts of purity and danger, the sacred and profane, and contamination and healing constitute central analytics of anthropological inquiry into religion, medicine, and ecology. This course brings diverse theories of corporeal corruption to bare on contemporary ethnography of toxicity, particularly in order to examine the impact of political corruption on ecological matters in Latin America and the Caribbean. We will both historicize a growing disciplinary preoccupation with materiality, contamination, and the chemical, as well as conceptualize its empirical significance within neo-colonial/liberal states throughout the region.
Instructor(s): S. Graeter Terms Offered: Autumn
Equivalent Course(s): PPHA 39922, LACS 26417, ANTH 32330, LACS 36417

ANTH 23062. Contemporary Studies on Ayllu, Kinship, and Social Organization in the Andes. 100 Units.
The main goal of this course is to investigate the ayllu form of social organization of the Quechua and Aymara-speaking indigenous peasant populations of the central Andes from the perspective of kinship studies as conceived and developed in anthropology from the end of nineteenth century up to the 1980s. The course will also introduce and exemplify the research methods useful to kinship studies.
Instructor(s): Pablo Sendón Terms Offered: Autumn
Equivalent Course(s): ANTH 42105, LACS 23061, LACS 36061

ANTH 23071. Anti-Corruption Politics in Latin America. 100 Units.
Calls for corporate accountability from civil society and widespread public anxieties concerning large scale corporate corruption scandals have become salient modes of articulating questions of power in contemporary Latin America & the Caribbean. This trend, while not homogeneous or new, brings the relation between two modes of power -- state and corporate -- considered to be at the heart of the region's democracies. What is the relation between today's war against corruption and ongoing transformations of corporate and financial power? What has been the effect of anti-corruption discourse over horizons for emancipatory politics - such as Human Rights praxis? This course critically examines anti-corruption politics as constituting one of the region's most salient frameworks of accountability in the present. Crucially, we will situate it in relation to Latin America's robust trajectory of critiquing power through the analysis of corporate power as well as the mobilization of Human Rights discourse.
Instructor(s): Azuero Quijano, Alejandra Terms Offered: Spring
Equivalent Course(s): GLST 26623, LACS 26623, HMRT 26623

ANTH 23076. Race, Gender, and Indigeneity in Latin America and the Caribbean. 100 Units.
This entry level course will introduce students to the cultural and scientific politics of difference in the Latin American and Caribbean region. Through historical and ethnographic texts, this course will survey the biological and ideological formation of race, gender/sex, and indigeneity in the colonial period, how these intersectional concepts transformed during state formation, and how theories of human difference impact people in the region today.
Instructor(s): Graeter, Stefanie Terms Offered: Spring
Equivalent Course(s): CRES 26418, LACS 26418, GNSE 26418
ANTH 23082. Latin American Social Movement. 100 Units.
This course introduces students to the historical and contemporary significance of social movements in the Latin American and Caribbean region, including migrant and other Latinx politics across the US border. Through anthropological, historical, and theoretical texts, students will gain a strong foundation on topics of social movements, collective action, unions, human rights, environmentalism, and theories of "the political."
Instructor(s): Graeter, Stefanie Terms Offered: Winter
Equivalent Course(s): GNSE 26419, CRES 26419, LACS 26419

ANTH 23093. Latin American Extractivisms. 100 Units.
This course will survey the historical antecedents and contemporary politics of Latin American extractivisms. While resource extraction in Latin America is far from new, the scale and transnational scope of current "neoextractivisms" have unearthed unprecedented rates of profit as well as social conflict. Today's oil wells, open-pit mines, and vast fields of industrial agriculture have generated previously unthinkable transformations to local ecologies and social life, while repeating histories of indigenous land dispossession in the present. Yet parallel to neo-extractive regimes, emergent Latin American social movements have unleashed impassioned and often unexpected forms of local and transnational resistance. Readings in the course will contrast cross-regional trends of extractive economic development and governance with fine-grained accounts of how individuals, families, and communities experience and respond to land dispossession, local and transregional conflict, and the ecological and health impacts of Latin American extractivisms.
Equivalent Course(s): PBPL 26416, LACS 26416

ANTH 23096. Development and the Right to Housing in Latin America: A Critical Appraisal. 100 Units.
Bringing a wide variety of disciplinary texts into conversation, this course leads towards a holistic understanding of the historically-rooted and globally-entangled housing condition of Latin America's urban poor. It encourages students to read along the grain of developmental discourse at different stages of twentieth-century development, thus advancing students' capacity to critically situate and condition global and national policies. The course analytically foregrounds problems of governance, resource distribution, and sociopolitical complexity, providing students with a representative range of case studies from across the subcontinent and interrogating what it means for social and economic goods to be labeled human rights. Throughout the course students will examine diverse housing arrangements and policies in the context of national, regional, and global development histories. Ultimately, this course advances comprehension of the particularities of contemporary Latin American societies and the particularities shared with the Global South and the world at large.
Instructor(s): Inés Escobar González Terms Offered: Winter
Equivalent Course(s): LACS 26622

ANTH 23101-23102-23103. Introduction to Latin American Civilization I-II-III.
Taking these courses in sequence is not required. This sequence meets the general education requirement in civilization studies. This sequence is offered every year. This course introduces the history and cultures of Latin America (e.g., Mexico, Central and South America, and the Caribbean Islands).

ANTH 23101. Introduction to Latin American Civilization I. 100 Units.
Winter Quarter addresses the evolution of colonial societies, the wars of independence, and the emergence of Latin American nation-states in the changing international context of the nineteenth century.
Instructor(s): Emilio Kourí Terms Offered: Autumn
Equivalent Course(s): LACS 34600, LACS 16100, CRES 16101, HIST 36101, SOSC 26100, HIST 16101

ANTH 23102. Introduction to Latin American Civilization II. 100 Units.
Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.
Instructor(s): B. Fischer Terms Offered: Spring
Equivalent Course(s): HIST 36103, CRES 16103, PPHA 39780, LACS 34800, HIST 16103, SOSC 26300

ANTH 23103. Introduction to Latin American Civilization III. 100 Units.
Spring Quarter focuses on the twentieth century, with special emphasis on the challenges of economic, political, and social development in the region.
Instructor(s): B. Fischer Terms Offered: Spring
Equivalent Course(s): HIST 36103, CRES 16103, PPHA 39780, LACS 16300, LACS 34800, HIST 16103, SOSC 26300
ANTH 23335. Racial France. 100 Units.
Over the last two decades, questions of race, racial identity, and racial discrimination have come increasingly to the fore in France, despite (or because of) the country's prevailing rhetoric of colorblind indivisibility. These issues are becoming ever more pressing on a background of intensifying racisms and right-wing populisms in Europe. The purpose of this course is to offer analytical perspectives about these critical tensions and their ripples across the landscape of contemporary French politics. Using readings from a wide variety of fields (among others, anthropology, sociology, literature, philosophy, history, political science, and news media), we will unpack the discourses and lived experiences of race that have shaped the politics of national identity and difference in France since the late 18th century. We will see that the question of 'racial France' has been intimately bound up with the country's history of colonialism and decolonization, with its Republican ideology, with matters of law and government, with questions of citizenship, religion and sexuality, with recent debates on multiculturalism, and with white malaise and resentment stirred by the growth of right-wing extremisms. In the course of our examinations, we will also reflect on the specificity of race and racialization in France, and its differences from racecraft in the United States.
Instructor(s): Francois Richard Terms Offered: Autumn. Autumn 2019
Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology Majors.
Equivalent Course(s): FREN 33335, CRES 23335, FREN 23335, ANTH 33335

ANTH 23405. War: What's It Good For? 100 Units.
War is a destructive force, but also an incredibly productive one in the transformation and reconfiguration of social relations. This course will explore war's presences and absences in social and political thought as well as ethnographies that examine the mutually reconstitutive relationships between war and society.
Instructor(s): Darryl Li Terms Offered: Autumn

ANTH 23607. The Immigrant as American Prototype. 100 Units.
This undergraduate seminar explores how the figure of "the immigrant" has come to mediate various origin myths and anticipatory imaginations of "Americaness" in contemporary political struggles. A central proposition of the course is that "the immigrant" should be seen NOT as an "original" founding subject of the United States and its "American Dream" but rather, as a modern prototype-forged only since the late 19th century—for stress-testing different models of American presence and power in the world. Importantly, this is a world increasingly ordered, as well as destabilized, by the expanding logics of industrial and corporate capital—a historical development with reverberating effects into our contemporary debates over the relation of "the immigrant" to American "values" and global "competitiveness." Drawing on various historical, anthropological and audiovisual resources, this seminar aims to situate the emergence of "the immigrant" as American prototype in relation to (1) earlier cultural-historical archetypes of mass migration, such as "the settler" and "the emigrant" and (2) current debates over nativist and cosmopolitan models of American security-cum-prosperity that take "the immigrant" as the limit case for evaluating "the human," "the normal," and "the good life" across nationalist and globalizing space-times. Besides conventional reading and writing assignments, this seminar will offer students the opportunity to experiment with multimedia methods for ethnographic research through a final web-based project in which students will draw from current news and popular media sources to assemble and critically present on their own version of "the Immigrant" as American prototype.
Instructor(s): Julie Chu Terms Offered: Winter. Winter 2020
Prerequisite(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.
Equivalent Course(s): CRES 23607

ANTH 23700. Capitalism, Colonialism, and Nationalism in the Pacific. 100 Units.
This course compares colonial capitalist projects and their dialogic transformations up to present political dilemmas, with special attention to Fiji, New Zealand, and Hawai‘i, and a focus on the labor diaspora, the fates of indigenous polities, and tensions in contemporary citizenship. We will compare Wakefield’s "scientific colonization" in New Zealand, Gordon’s social experiments and indentured labor in Fiji, and the plantations, American annexation, tourism, and the military in Hawai‘i. We will compare the colonial experiences of the Maori, Hawaiians, and indigenous Fijians, and also those of the immigrant laborers and their descendants, especially white New Zealanders, the South Asians in Fiji, and the Japanese in Hawai‘i. General propositions about nationalism, capitalism "late" and otherwise, global cultural flows, and postcolonial subject positions will be juxtaposed with contemporary Pacific conflicts.
Instructor(s): J. Kelly Terms Offered: Spring
Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.
Equivalent Course(s): ANTH 33700, CRES 33700, CRES 23710
ANTH 23809. Visualization and Biology: Science, Culture, and Representation. 100 Units.
How do scientific images get made? This deceptively simple question lies at the heart of this course. Over three weeks at the MBL, we will examine the techniques, technologies, philosophies and histories of scientific image making, with a particular focus on marine biology. Rather than simply reading theories of visualization and representation, students will immerse themselves in the making of images themselves. Students will perform hands-on work with historical and contemporary theories and techniques of microscopy, taxonomy, anatomy, and specimen collecting. They will also examine the theoretical, philosophical, and ethical underpinnings of those practices. Through a combination of ethnographic (participant observation) and historical (archival) work, students will develop rich accounts of scientific visualization - from matters of objectivity and instrumentation, to problems of vision and the limits of (human) senses, to questions of aesthetics, abstraction, and representation. During the course, students will have the opportunity to work with Marine Biological Laboratory faculty, have access to laboratory and archives, and will develop new data and novel accounts of the social, cultural, and technical creation of scientific images.
Instructor(s): Michael Paul Rossi Terms Offered: Autumn
Prerequisite(s): Prerequisite: Consent Only.
Note(s): Prerequisite: Consent Only. Course meets for three weeks, 9/9 thru 9/27 (5-6 days/week, 8 hours per day), at Marine Biological Laboratories, in Woods Hole Massachusetts. Course will be part of Autumn quarter course load. For more information see http://college.uchicago.edu/academics/mlb-september-courses
Equivalent Course(s): HIST 14904, HIPS 15100

ANTH 23816. Farms as Factories: Industrial Ideals in 'Modern' Agriculture. 100 Units.
Plants and animals are now produced in capital-intensive, factory-like settings. The industrialization of agriculture has not only transformed what we eat, but also the ecology of the globe and biology of its inhabitants. This course explores the logics, history, and consequences of an agricultural sector that simultaneously generates lagoons of pig manure, proprietary DNA, and monocropped landscapes. How does commoditizing wheat alter its value? How do pigs change when they live their lives on concrete? What forms of care are needed to keep antibiotic-laden chickens alive? How does the industrial production of life rearrange 'modern' concepts of nature? The course situates these questions within a broader framework of capitalism and commoditization; we begin by studying the rationale of proto-industrial production on slave plantations, consider the results of agricultural 'modernization' in the 19th and 20th centuries, and analyze how social scientists have studied these processes. Then, we examine how agricultural products - plants and animals - have been physically altered to facilitate standardized production, and study how these shifts have changed the role of workers and social milieu of agrarian labor. In addition to contextualizing modern agricultural production, this class is an introduction to animal and plant studies, theories of capitalism and commodification, and environmental studies.
Instructor(s): Graduate lecturer Terms Offered: Winter
Equivalent Course(s): ENST 23645

ANTH 23906. Magic, Science, and Religion. 100 Units.
The relationship between the categories of magic, science, and religion has been a problem for modern social science since its inception in the nineteenth century. In the first half of this course, we will critically examine some of the classical and contemporary approaches to these concepts. In the second half, we will explore a number of detailed historical and ethnographic studies about modern phenomena that call some of the fundamental assumptions behind these categories into question.
Instructor(s): A. Doostdar Terms Offered: Spring
Equivalent Course(s): KNOW 28900, RLST 28900, AASR 30501

ANTH 23911. Anthropology of Religion. 100 Units.
How do anthropologists study religion? This course is an introduction to classic concepts that have defined the social scientific study of religion such as ritual, taboo, transcendence, embodiment, and enchantment. To grasp how fieldwork is paired with theory, we will engage ethnographic writings on Orthodox Christianity in northern Ethiopia, Afro-Caribbean Santeria in Chicago, and Islamic jinn veneration in Delhi India. We will further examine various themes in the socio-cultural inquiry of contemporary religion including asceticism, sexuality, sectarianism, and political theology.
Instructor(s): A. Heo Terms Offered: Winter
Equivalent Course(s): AASR 34411, RLST 27650

ANTH 23912. The Spirit of the Nation: Comparisons between India and China. 100 Units.
This course examines the spiritual nature of nationalism. All over the world nationalists of various political persuasions try to formulate the spiritual essence ('Geist') of the nation. They built theories of civilizational uniqueness or 'the genius of the nation', but use ideas that were originally intended to promote 'universal spirituality'. This tension between nationalism and universalism will be explored. Spiritual nationalism also has an uneasy relation with existing religious traditions that have their own ideas and practices around spirits. The course will focus on comparisons between India and China, but also engage with other nationalisms and religious traditions, such as Japanese Shintoism. The approach is less from a formal history of the circulation of ideas than from a comparative anthropology. Examination by final essay.
Instructor(s): Peter van der Veer Terms Offered: Spring
Equivalent Course(s): SALC 28606, SALC 38606, ANTH 35032, AASR 36806

ANTH 24001-24002-24003. Colonizations I-II-III.
This sequence meets the general education requirement in civilization studies. This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world.
ANTH 24001. Colonizations I. 100 Units.
This sequence meets the general education requirement in civilization studies. This three-quarter sequence approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism, and their reciprocal relationships with concepts such as resistance, freedom, and independence, with an eye toward understanding their interlocking role in the making of the modern world. Themes of slavery, colonization, and the making of the Atlantic world are covered in the first quarter. Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence.
Terms Offered: Autumn
Note(s): This sequence meets the general education requirement in civilization studies. This course is offered every year. These courses can be taken in any sequence.
Equivalent Course(s): SOSC 24001, CRES 24001, HIST 18301

ANTH 24002. Colonizations II. 100 Units.
Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter.
Terms Offered: Winter
Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.
Equivalent Course(s): CRES 24002, SOSC 24002, HIST 18302

ANTH 24003. Colonizations III. 100 Units.
The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.
Terms Offered: Spring
Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.
Equivalent Course(s): CRES 24003, SALC 20702, HIST 18303, SOSC 24003

ANTH 24002. Colonizations II. 100 Units.
Modern European and Japanese colonialism in Asia and the Pacific is the theme of the second quarter.
Terms Offered: Winter
Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.
Equivalent Course(s): CRES 24002, SOSC 24002, HIST 18302

ANTH 24003. Colonizations III. 100 Units.
The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.
Terms Offered: Spring
Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.
Equivalent Course(s): CRES 24003, SALC 20702, HIST 18303, SOSC 24003

ANTH 24101-24102. Introduction to the Civilizations of South Asia I-II.
This sequence introduces core themes in the formation of culture and society in South Asia from the early modern period until the present. This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

ANTH 24101. Introduction to the Civilizations of South Asia I. 100 Units.
The first quarter focuses on Islam in South Asia, Hindu-Muslim interaction, Mughal political and literary traditions, and South Asia's early encounters with Europe.
Instructor(s): M. Alam Terms Offered: Winter
Equivalent Course(s): MDVL 20100, SALC 20100, SOSC 23000, HIST 10800

ANTH 24102. Introduction to the Civilizations of South Asia II. 100 Units.
The second quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India.
Instructor(s): Dipesh Chakrabarty Terms Offered: Spring
Prerequisite(s): SALC 20100, ANTH 24101, HIST 10800, SASC 20000, SOSC 23000
Equivalent Course(s): HIST 10900, SOSC 23100, SALC 20200

ANTH 24102. Introduction to the Civilizations of South Asia II. 100 Units.
The second quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India.
Instructor(s): Dipesh Chakrabarty Terms Offered: Spring
Prerequisite(s): SALC 20100, ANTH 24101, HIST 10800, SASC 20000, SOSC 23000
Equivalent Course(s): HIST 10900, SOSC 23100, SALC 20200
ANTH 24302. Disability in Local and Global Contexts. 100 Units.
This is a course about intersections. Disability cuts across age, gender, class, caste, occupation, and religion- or does it? By some measures, people with disabilities are the largest minority group in the world today. In this course, we critically examine both the experiences of people with disabilities in a global context as well as the politics and processes of writing about such experiences. Indeed, questions of representation are perhaps at the core of this course. What role have the United Nations Declaration on the Rights of Persons with Disabilities and international organizations such as the United Nations, the World Health Organization, and other non-governmental social and human service agencies played in the creation of specific understandings of disability experience? We will ask whether disability is a universal category and how we will consider how experiences of health, illness, disability, and debility vary. We will engage in “concept work” by analyzing the relationships between disability and impairment and we will critically evaluate the different conceptual and analytical models employed to think about disability. In doing so, we will engage with broader questions about international development, human rights, the boundaries of the nation, the family and other kinship affiliations, and identity and community formation. How is disability both a productive analytic and a lens for thinking about pressing questions and concerns in today’s world?
Instructor(s): M. Friedner Terms Offered: Winter
Equivalent Course(s): MAPS 46460, CHDV 25250

ANTH 24308. History of Perception. 100 Units.
Knowing time. Feeling space. Smelling. Seeing. Touching. Tasting. Hearing. Are these universal aspects of human consciousness, or particular experiences contingent upon time, place, and culture? How do we come to know about our own perceptions and those of others? This course examines these and related questions through detailed readings of primary sources, engagement in secondary scholarship in the history and anthropology of sensation, and through close work with participants’ own sensations and perceptions of the world around them.
Equivalent Course(s): CHSS 35309, ANTH 34308, HIST 35309, KNOW 31404, HIPS 25309, HIST 25309, KNOW 21404

ANTH 24309. Reproductive Worlds. 100 Units.
This course explores how human reproduction is regulated, constrained, enabled, and narrated across the globe. The “natural” aspects of reproduction intersect in increasingly fraught and often surprising ways with its technological/scientific, institutional/professional, and political/ideological aspects. The starting point for the course is that reproduction is differently understood and politically contested among and for various groups of people. We will pay particular attention to the ways bodies, ideas, and technologies flow throughout global contexts, while exploring how inequalities at various levels (race, class, geographic region, nationality, gender, sexuality, disability) impact the “nature” of the reproductive body, and how reproductive practices “ reproduce” such inequalities. We will also explore how knowledge about social reproduction and the reproductive body is produced and contested through biomedicine, law, and media, with particular attention to naturalizing discourse about gender. Finally, we will look at how ecology and reproduction are intertwined via concern about the environment, culminating our exploration of how reproduction is always situated in its social and material contexts, and never simply an individual matter.
Instructor(s): Andrea Ford Terms Offered: Spring
Equivalent Course(s): ANTH 32905, GNSE 24308, PBPL 24308, GNSE 34308

ANTH 24312. Body & Soul: The Anthropology of Religion, Health, & Healing. 100 Units.
In this course, we will explore how people experience religion across social and historical contexts with a focus on how religion shapes ideas of what it means to be mentally healthy and how to treat illness. In the first half, we will focus especially on the role of the body in religious experiences: how people comport, discipline, and alter their bodies in attempts to create religious experiences. In the second half, we will turn to the mind: how religion mediates cultural understandings of mental health, well-being, and illness and the experience of a normatively healthy mind and body.
Equivalent Course(s): CHDV 20805

ANTH 24315. Culture, Mental Health, and Psychiatry. 100 Units.
While mental illness has recently been framed in largely neurobiological terms as ‘brain disease,’” there has also been an increasing awareness of the contingency of psychiatric diagnoses. In this course, we will draw upon readings from medical and psychological anthropology, cultural psychiatry, and science studies to examine this paradox and to examine mental health and illness as a set of subjective experiences, social processes, and objects of knowledge and intervention. On a conceptual level, the course invites students to think through the complex relationships between categories of knowledge and clinical technologies (in this case, mainly psychiatric ones) and the subjectivities of persons living with mental illness. Put in slightly different terms, we will look at the multiple links between psychiatrists’ professional accounts of mental illness and patients’ experiences of it. Questions explored include: Does mental illness vary across social and cultural settings? How are experiences of people suffering from mental illness shaped by psychiatry’s knowledge of their afflictions?
Instructor(s): E. Raikhel Terms Offered: Autumn
Note(s): CHDV Distribution, C, D
Equivalent Course(s): CHDV 33301, CHDV 23301, HIPS 27302, HLTH 23301, ANTH 35115
ANTH 24316. Thinking Psychoanalytically: From the Sciences to the Arts. 100 Units.
Since Freud’s seminal investigation into the nature of the mind, psychoanalytic thinking has offered a unique approach to unconscious, relational, and meaningful dimensions of human experience. Despite assaults on the field from numerous quarters, psychoanalytic thinking remains central to the work of practitioners across an array of disciplines. After an introduction to key psychoanalytic concepts including the unconscious, repression, and transference, we will investigate some of the ways in which these ideas are mobilized within clinical practice, neuroscience, anthropology, education, philosophy, literary studies, and the visual arts through a series of lectures presented by specialists from these fields. Along the way, we will gain an appreciation for some of the ways in which psychoanalytic perspectives continue to inspire a variety of current scientific and humanistic projects.
Instructor(s): A. Beal; Staff Terms Offered: Spring
Prerequisite(s): Third or fourth-year standing
Equivalent Course(s): BPRO 28400

ANTH 24320. Cultural Psychology. 100 Units.
There is a substantial portion of the psychological nature of human beings that is neither homogeneous nor fixed across time and space. At the heart of the discipline of cultural psychology is the tenet of psychological pluralism, which states that the study of “normal” psychology is the study of multiple psychologies and not just the study of a single or uniform fundamental psychology for all peoples of the world. Research findings in cultural psychology thus raise provocative questions about the integrity and value of alternative forms of subjectivity across cultural groups. In this course we analyze the concept of “culture” and examine ethnic and cross-cultural variations in mental functioning with special attention to the cultural psychology of emotions, self, moral judgment, categorization, and reasoning.
Instructor(s): R. Shweder Terms Offered: Autumn
Prerequisite(s): Undergraduates must be in third or fourth year.
Note(s): CHDV Distribution: B, C
Equivalent Course(s): PSYC 33000, CHDV 21000, GNSE 31000, PSYC 23000, ANTH 35110, AMER 33000, CHDV 31000, GNSE 21001

ANTH 24330. Medical Anthropology. 100 Units.
This course introduces students to the central concepts and methods of medical anthropology. Drawing on a number of classic and contemporary texts, we will consider both the specificity of local medical cultures and the processes which increasingly link these systems of knowledge and practice. We will study the social and political economic shaping of illness and suffering and will examine medical and healing systems-including biomedicine-as social institutions and as sources of epistemological authority. Topics covered will include the problem of belief; local theories of disease causation and healing efficacy; the placebo effect and contextual healing; theories of embodiment; medicalization; structural violence; modernity and the distribution of risk; the meanings and effects of new medical technologies; and global health.
Instructor(s): E. Raikhel Terms Offered: Winter
Prerequisite(s): PQ: Undergraduates must have completed or currently be enrolled in a SOSC sequence. Graduate option is only open to Master's students.
Note(s): CHDV Distribution: C, D; 4
Equivalent Course(s): PSYC 33000, CHDV 21000, GNSE 31000, PSYC 23000, ANTH 35110, AMER 33000, CHDV 31000, GNSE 21001

ANTH 24333. Critical Studies of Mental Health in Higher Education. 100 Units.
This course draws on a range of perspectives from across the interpretive, critical, and humanistic social sciences to examine the issues of mental health, illness, and distress in higher education.
Instructor(s): E. Raikhel Terms Offered: Winter
Prerequisite(s): Registration by instructor consent only
Note(s): CHDV Course Distribution Areas: D; 4
Equivalent Course(s): CHDV 33305, ANTH 35133, HLTH 23305, CHDV 23305

ANTH 24341. Topics in Medical Anthropology. 100 Units.
This seminar will review theoretical positions and debates in the burgeoning fields of medical anthropology and science and technology studies (STS). We will begin this seminar exploring how "disease" and "health" in the early 19-century became inseparable from political, economic, and technological imperatives. By highlighting the epistemological foundations of modern biology and medicine, the remainder of this seminar will then focus on major perspectives in, and responses to, critical studies of health and medicine, subjectivity and the body, entanglements of ecology and health, humanitarianism, and psychoanalytic anthropology.
Instructor(s): P. Sean Brotherton Terms Offered: Spring. Spring 2020
Equivalent Course(s): HIPS 24341, CHSS 40310, CRES 24341, ANTH 40310
ANTH 24345. Anthropology and 'The Good Life': Ethics, Morality, Well-Being. 100 Units.
This course takes a critical, historical and anthropological look at what is meant by "the good life." Anthropologists have long been aware that notions of "the good" play an essential role in directing human behavior, by providing a life with meaning and shaping what it means to be a human being. Over the past several years, however, there has been an increasing demand for clarification on what is meant by "the good life," as well as how cultural conceptions of "the good" relate to science, politics, religion, and personal practice. In this course, we will take up that challenge by exploring what is meant by "the good," focusing on three domains in which it has most productively been theorized: ethics, morality, and well-being.
Through a close reading of ethnographic and theoretical texts, as well as through analysis of documents and resources used and produced by different communities in order to explore the good life, we will gain an understanding of the different theoretical and methodological approaches for understanding the good in the social sciences, the various cultural logics shaping knowledge and practices of the good, and how human experience is shaped by those iterations in the process. The topics to be discussed include: the good life, moral reason, moral relativism, utility, deontology, virtue, happiness, well-being, flourishing, techniques of the self, spiritual exercises, professional ethics, neuroethics, and the moral sentiments.
Equivalent Course(s): CHDV 32200, ANTH 35130, MAPS 32200

ANTH 24350. Historical Epistemology & Contemporary Biomedicine. 100 Units.
No description available

ANTH 24355. Experiencing Madness: Empathic Methods in Cultural Psychiatry. 100 Units.
This course provides students with an introduction to the phenomenological approach in cultural psychiatry, focusing on the problem of "how to represent mental illness" as a thematic anchor. Students will examine the theoretical and methodological groundings of cultural psychiatry, examining how scholars working in the phenomenological tradition have tried to describe the lived experiences of various forms of "psychopathology" or "madness." By the end of the course, students will have learned how to describe and analyze the social dimension of a mental health experience, using a phenomenologically-grounded anthropological approach, and by adopting a technical vocabulary for understanding the lived experiences of mental illness (for instance, phenomena, life-world, being-in-the-world, intentionality, epoché, embodiment, madness, psychopathology, melancholia/depression, schizophrenia, etc). In addition, given the ongoing problematic of "how to represent mental illness," students will also have the opportunity to think through the different ways of presenting their analysis, both in the form of weekly blog entries and during a final-week mock-workshop, where they will showcase their work in a creative medium appropriate to that analysis.
Equivalent Course(s): HIPS 22800, MAPS 32800, ANTH 35135, CHSS 32800, CHDV 32822

ANTH 24360. XCAP: The Experimental Capstone - The Art of Healing: Medical Aesthetics in Russia and the U.S. 100 Units.
What makes a medical treatment look like it will work? What makes us feel that we are receiving good care, or that we can be cured? Why does the color of a pill influence its effectiveness, and how do placebos sometimes achieve what less inert medication cannot? In this course we will consider these problems from the vantage points of a physician and a cultural historian. Our methodology will combine techniques of aesthetic analysis with those of medical anthropology, history and practice. We will consider the narratology of medicine as we examine the way that patients tell their stories-and the way that doctors, nurses, buildings, wards, and machines enter those narratives. The latter agents derive their meaning from medical outcomes, but are also embedded in a field of aesthetic values that shape their apperception. We will look closely at a realm of medical experience that continues to evade the grasp of instruments: how the aesthetic experience shapes the phenomenon of medical treatment.
Instructor(s): William Nickell; Brian Callender; Elizabeth Murphy Terms Offered: Autumn
Prerequisite(s): for BIOS 29209: This course does not meet the requirements for the Biological Sciences major.
Note(s): This course is one of three offered in The Experimental Capstone (XCAP) in the 2019-20 academic year. Enrollment in this course is restricted to 3rd and 4th year undergraduates in the College. For more information about XCAP, visit https://sifk.uchicago.edu/courses/xcap/
Equivalent Course(s): HLTH 29901, HIPS 28350, ARTV 20014, KNOW 29901, BIOS 29209

ANTH 24365. Cultural Diversity, Structural Barriers, and Multilingualism in Clinical and Healing Encounters. 100 Units.
How are illness, disorder, and recovery experienced in different localities and cultural contexts? How do poverty, racism, and gender discrimination translate to individual experiences of disease? Combining anthropological perspectives on health and illness with a social determinants of health framework, this class will examine topics such as local etiologies of disease and healing practices, linguistic interpretation in clinical and healing contexts, and structural factors that hinder healthcare access and instigate disorder. Moreover, by taking clinical and healing encounters as our locus of analysis, we will explore how healers and health professionals recognize and respond to diversity, power imbalances, and the language individuals give to illness and suffering. We will draw on a range of materials, from ethnographies to long form journalism to the perspectives of course visitors, in order to examine case studies in mental illness, sexual health, organ donation and transplantation, and chronic disease in a variety of geographic contexts.
Instructor(s): D. Ansari Terms Offered: Spring
Note(s): CHDV Distribution Areas: C, D
Equivalent Course(s): CRES 23405, CHDV 23405
ANTH 24510-24511. Anthropology of Museums I-II.
This sequence examines museums from a variety of perspectives. We consider the World’s Columbian Exposition of 1893, the Native American Graves Protection and Repatriation Act, the image and imagination of African American culture as presented in local museums, and museums as memorials, as exemplified by Holocaust exhibitions. Several visits to area museums required.

ANTH 24510. Anthropology Of Museums-1. 100 Units.
Using anthropological theories and methodology as a conceptual framework, this seminar will explore the organizational and ideological aspects of museum culture(s). The course includes visits to museums with guest museum professionals as guides into the culture of museums.
Equivalent Course(s): SOSC 34500, MAPS 34500, ANTH 34501, CHDV 34501, MAPH 34400

ANTH 24511. Anthropology Of Museum-2. 100 Units.
Using anthropological theories and methodology as a conceptual framework, this seminar will explore the organizational and ideological aspects of museum culture(s). The course includes visits to museums with guest museum professionals as guides into the culture of museums.
Instructor(s): M. Fred
Terms Offered: Autumn Winter
Prerequisite(s): Advanced standing and consent of instructor
Note(s): CHDV Distribution: C
Equivalent Course(s): CHDV 38102, SOSC 34600, ANTH 34502, MAPS 34600

ANTH 24520. Temple or Forum: Designing the Obama Presidential Center. 100 Units.
Throughout this seminar participants will research and discuss key issues pertaining to the development and implications of presidential libraries and museums. These insights will become the foundation for a final project in which they will work in small teams to design a potential exhibit for the Obama Presidential Center in Jackson Park.
Equivalent Course(s): ANTH 31108, MAPS 31108

ANTH 24701. Political Anthropology. 100 Units.
Through this course, students will learn how anthropologists approach the study of politics, institutions, states, and individuals. The seminar will comprise a mix of short lectures and class discussion. Students will be asked to provide 10 short response papers to the readings over the course of the quarter. Additionally, students will select an instructor-approved case study to anchor their thinking about the readings outside of the class discussion. They will complete 10 pages of journaling bridging together the readings with elements of their selected case, which will be graded at two points over the quarter. The final paper will draw together their journal content, course readings and discussions, and outside readings related to their case study. Texts will cover classical accounts of small-scale societies, contemporary political movements, governmental institutions and bureaucracy, post-colonial resistance, and identity politics. Authors include, but are not limited to the following: Abrams, Anderson, Arexsaga, Comaroff and Comaroff, Evans-Pritchard, Foucualt, Mbembé, McGovern, Mitchell, Mosse, Nelson, Povinelli, Ramirez, Scott, Sharma and Gupta, Silverstein, Taussig, Trouillot, and Weber.
Instructor(s): Erin McFee
Terms Offered: Winter. Winter 2020
Equivalent Course(s): ANTH 34701

ANTH 24720. Trust after Betrayal: Society-Building in the Aftermath of Atrocity. 100 Units.
In this course, students will learn about the moral philosophy and anthropology of trust, mistrust, and betrayal. The course will be structured through four cases: the Colombian Peace Process, Germany’s Stasi, the Cultural Revolution in China, and the United States 2008 Financial Crisis. The class will tend towards the discussion seminar format with some short lectures to help students bridge the theoretical and empirical materials. Students will analysis of laws, public discourses, literature, and ethnographic materials to write a final term paper on one of the four cases. As part of the course pedagogy, students will also learn how to form and manage productive writing groups and to write literature reviews that draw from multiple disciplines. The midterm will consist of a their literature review for their final term paper. Authors will include, but are not limited to the following: Baier, Benedict, Carey, Corsín Jimenez, Darwall, Faulkner, Fukuyama, Gambetta, Govier, Hawley, Holton, Jamal, Jones, Kleinman, Lewicki, Luhmann, McAllister, Möllering, Simpson, Tilby, and Widner.
Instructor(s): Erin McFee
Terms Offered: Autumn. Autumn 2019
Equivalent Course(s): HMRT 24720, HMRT 34720, ANTH 34720
ANTH 24810. Atmospherics. 100 Units.
In a world of changing climate, how do we change the political? What affective chemistry is needed to recognize and mobilize on behalf of shifting air currents? This seminar explores the conceptual and material chemistries of atmosphere.
The course will investigate key texts on climate change, embodiment, and affect, as well as recent ethnographic explorations of environmental sensibilities across air, ice, ocean, and land.
Terms Offered: Spring
Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.
Equivalent Course(s): HIPS 24810

ANTH 24825. Earth System - Global World: On Planetary Geopolitics. 100 Units.
In the twenty-first century the Earth itself has emerged as a central object of geopolitical concern. Global climate change, systemic ecological destruction, and the exhaustion of nonrenewable resources, along with their proposed “solutions” in climate engineering, carbon markets, and non-conventional fossil fuels, have placed the planet and its dynamics at the center of struggles between states, international institutions, corporations, and citizen-subjects. To the entangled systems of territorial states and world trade the "doubled world" of nations and markets that organized global-scale political practice and political thought after decolonization is added the dynamics of the Earth System. And as geopolitical thought and action increasingly turn to the interacting physical, chemical, and biological processes of the planet, and as states and markets are discovered to be and to have always been earth-transforming devices, a novel terrain of geopolitics comes into view.
Historical formations of global power are being refashioned on a new kind of ground, where "world order" is continuous with "earth system"—where the geos in geopolitics becomes substantively geological. In this class we will read widely across the humanities and social sciences, exploring how these circumstances challenge the grammar of geopolitics and inherited idioms of sociopolitical analysis.
Instructor(s): STAFF Terms Offered: Winter
Equivalent Course(s): GLST 24330

ANTH 25100. Anthropology of the Body. 100 Units.
Drawing on a wide and interdisciplinary range of texts, both classic and more recent, this seminar will variously examine the theoretical debates of the body as a subject of anthropological, historical, psychological, medical, and literary inquiry. The seminar will explore specific themes, for example, the persistence of the mind/body dualism, experiences of embodiment/alienation, phenomenology of the body, Foucauldian notions of bio-politics, biopower and the ethic of the self, and the medicalized, gendered, and racialized body, among other salient themes.
Instructor(s): S. Brotherton Terms Offered: Spring
Note(s): CHDV Distribution: D
Equivalent Course(s): CHDV 25100, CRES 25112, ANTH 45100, GNSE 25112

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

ANTH 25118. Earthbound Metaphysics: Speculations on Earths and Heavens. 100 Units.
Social thought has recently reopened the subject matter of the “world”: what is it made of, how does it hold together, who and what inhabits it? Proposals and inquiries generated in response are as imaginative as they are self-consciously urgent: written on the crest of the global ecological disaster, from within the zones of disturbance or the sites of extreme intervention into the living matter and forms of life, contemplating the end of the world and possibilities of extinction, redemption, cohabitation, or "collateral survival" (Tsing 2015). And are variously political. Foregrounding the plurality of the material worlds and lived worldviews on the one hand, and of the shared historical predicament on the other, social thinkers question universal values and conceivable relations, and search for alternate forms of grasping, engaging, and representing the pluriverse. This course goes along with such interests in the “worlds” and collects a number of compelling, contemporary texts that are variously oriented towards cosmopolitics, “minimalist metaphysics,” “new materialisms,” speculative realisms, eco-theology, and multispecies coexistence. Readings will stretch out to examine some classic ethnographic texts and past theoretical excursions into the perennial problem of how to know and tell the unfamiliar, native, worlds, which are swept by, mingling with, or standing out in the more globalizing trends of capitalist, scientific, and secular materialism.
Terms Offered: Spring
Equivalent Course(s): GLST 27703

ANTH 25125. Emotions and Culture, Paradigms of Theoretical and Empirical Analysis. 100 Units.
The sociology of emotions is of increasing interest to contemporary societies. We believe now that even intelligence is dependent on emotions, and we find, in a variety of settings, that emotions and emotional energy directly influence situational and organization outcomes. The course gives an overview of the current state of the analysis of emotions in social science fields. Students will be asked to read, analyze, and discuss major works in the social studies of emotions in class, and to think about ways to apply emotional concepts in future research. Particular attention will go to analyzing the challenges for theorization and empirical specification.
Instructor(s): K. Knorr Cetina Terms Offered: Autumn. Cancelled- Not Offered in 2019/2020
Equivalent Course(s): SOCI 30203, ANTH 35125, SOCI 20203
ANTH 25148. Israel in Film and Ethnography. 100 Units.
This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities' rights; and Arab-Jewish relations. In addition to the readings, participants will be expected to view designated films before class related to the topic.
Equivalent Course(s): ANTH 35148, NEHC 25148, JWSC 25148, MAPS 35148, NEHC 35148, CMES 35148

ANTH 25150. Anthropology of Israel. 100 Units.
This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities' rights; and Arab-Jewish relations.
Equivalent Course(s): NEHC 35147, MAPS 35150, CMES 35150, JWSC 25149, NEHC 25147, ANTH 35150

ANTH 25207. Gender, Sexuality, & Religion. 100 Units.
In many cultural contexts today, religion is often seen as a socially conservative force in public and political realms. For instance, Christian "pro-life" movements in the US often draw on tropes of women's "traditional" role as mothers to argue against easily accessible abortion clinics or contraceptives; recent faith-based objections to legal protections for LGBTQ individuals; and debates in the US and Western Europe about Muslim women's use of the veil as inherently disempowering women. Social scientists have often noted the logics of duality that shape our contemporary world: religious/secular, traditional/modern, conservative/liberal, private/public, etc. Within this logic, religious peoples are presumed to be traditional or "primitive" and therefore hostile to modernity or foreclosed from being modern. Similarly, to be progressive or liberal, one is assumed to be secular and skeptical of religion. Is it always the case, though, that religion is conservative, traditional, and works to maintain the status quo of possible gender roles and sexual identities in society? The goal of this course is to investigate this question. We will look at contemporary places around the world, multiple religions, and various genders and sexualities in order to complicate the picture of how religion and gender inform one another.
Equivalent Course(s): RLST 26909, GNSE 20802, CHDV 20802

ANTH 25208. Bodies, Gifts, and Commodities. 100 Units.
This course presents a survey of anthropological theories of gifts and commodities and how they have been used to explain exchanges involving the human body. We will consider various forms of labor, including sex work and paid surrogacy, exchanges enabled by modern biotechnologies, such as organ and tissue donation, as well as other contexts where the body is objectified and fragmented, such as in the discovery and marketing of genetic materials and processes.
Instructor(s): Elham Mireshghi Terms Offered: Spring
Equivalent Course(s): GNSE 27570, RLST 27570, AASR 37570

ANTH 25209. Morality across the Life Course. 100 Units.
Morality across the Life Course. What does it mean to be a moral person? And how do moral expectations within a given society shift across the life course? Social scientists have noted that what it means to be a moral child may not always be the same as what it means to be a moral adolescent or middle-aged adult. At the same time, scholars have been interested in how moral ideals pass from one generation to another through processes such as socialization. Social reproduction must also deal with globalization and other sources of social change. By honing in on such processes of social reproduction and change, many have suggested we may better understand how moral beliefs change across generations and over time. In this course we will explore these processes of moral development, socialization, and change, drawing largely on anthropological and psychological research. While early developmental psychologists theorized moral development as stage-based and teleological (i.e., an ultimate, ideal adult moral personhood towards which developmental stages were progressive steps), anthropologists and cultural psychologists working in many different cultural contexts have complicated this understanding of morality. We will begin the quarter by looking at some of the early texts and theories about moral development in addition to early concerns about social reproduction across generations. Afterwards we will turn to a series of ethnographic monographs in order to explore in detail how particular life course stages are conceptualized in moral terms in various parts of the world and in different contexts of social change.
Equivalent Course(s): CHDV 20803
ANTH 25211. Feminism and Anthropology. 100 Units.
This course examines the fraught yet generative relation between various movements of feminism and the discipline of anthropology. Both feminism(s) and anthropology emerged in the 19th century as fields invested in thinking "the human" through questions of alterity or Otherness. As such, feminist and anthropological inquiries often take up shared objects of analysis—including nature/culture, kinship, the body, sexuality, exchange, value and power—even as they differ in their political and scholarly orientations through the last century and a half. Tracking the emergence of feminisms and anthropology as distinct fields of academic discourse on the one hand and political intervention on the other, we will pursue the following lines of inquiry: 1) a genealogical approach to key concepts and problem-spaces forged at the intersection of these two fields 2) critical analysis of the relation of feminist and postcolonial social movements to the professionalizing fields of knowledge production (including Marxist inspired writing on women and economy, Third World feminism and intersectionality, and feminist critiques of science studies) and 3) a reflexive contemporary examination of the way these two strands of thought have come together in the subfield of feminist anthropology and the continual frictions and resonances of feminist and anthropological approaches in academic settings and in the larger world (e.g., #MeToo, sex positive activism, queer politics, feminist economics).

Instructor(s): Cole, Jennifer and Chu, Julie
Terms Offered: Winter
Prerequisite(s): 3rd and 4th year undergraduates only
Equivalent Course(s): CHDV 32103, ANTH 32910, GNSE 22103, CHDV 22103, GNSE 32103

ANTH 25212. Treating Trans-: Practices of Medicine, Practices of Theory. 100 Units.
Medical disciplines from psychiatry to surgery have all attempted to identify and to treat gendered misalignment, while queer theory and feminisms have simultaneously tried to understand if and how trans- theories should be integrated into their respective intellectual projects. This course looks at the logics of the medical treatment of transgender (and trans- more broadly) in order to consider the mutual entanglement of clinical processes with theoretical ones. Over the quarter we will read ethnographic accounts and theoretical essays, listen to oral histories, discuss the intersections of race and ability with gender, and interrogate concepts like "material bodies" and "objective science". Primary course questions include: 1. What do differences in these policies reveal about the social histories and futures of these states? To address these questions, we will consider how borders, institutions, and categories of migrant groups mutually shape one another. We will explore the interrelationships between categories of migration-forced, economic, regular, and irregular-in order to understand the multiple and unequal forms of mobility experienced by those who inhabit these categories. By utilizing a framework of human rights, this course will investigate how contemporary issues in migration-such as border management, illicit movement, and the fuzzy distinction between forced and economic migration-rage and reopen debates concerning the management of difference. We will draw on the work of anthropologists, sociologists, and geographers, as well as journalists, legal, and medical professionals. Our readings each week will include a mix of conceptual, ethnographic, long-form journalism, and policy texts. When possible, we will also invite representatives from different Chicago-based organizations that promote and protect the rights of people in various situations of migration to come to our class to discuss their work.

Note(s): This course counts as a Foundations Course for GNSE majors
Equivalent Course(s): CHDV 23403, HMRT 23403, GLST 23403

ANTH 25214. (Re)Producing Race and Gender through American Material Culture. 100 Units.
This course introduces students to the role of the material world in the production and reproduction of ideologies of race, gender, and their intersections. Objects around us are imbued with meaning through their design, construction, use, and disuse. Architecture, art, photography, clothing, quilts, toys, food, and even the body have all been used to define groups of people. Combining secondary literature, theory, documentary evidence, and material culture, this course guides students as they ask questions about how ideologies of race and gender are produced, how they are both historically specific and constantly in flux, and how human interaction with the material world creates, challenges, and changes their construction. The primary course objectives are to (1) provide students with an introduction to material culture as a theory and methodology and (2) teach them how to apply it to research on ideologies of gender and race in history.

Terms Offered: Winter

ANTH 25216. Gender, Sex, and Culture. 100 Units.
This introductory graduate course examines the social construction of gendered identities in different times and places. We study culturally-specific gendered experiences, 'roles,' rights and rebellions around the world, discussing the individual and social consequences of gender and the interrelationships between gender and other categories for identity including race, class and sexuality. While focusing on the global diversity of gendered experience and expectations, we also examine gender in the US, taking a critical approach to understanding gendered inequality and gender-based and sexual violence both abroad and at home. Finally, we examine the role of gendered expectations in Western science, the relationship between gender and 'globalization,' and the contemporary movements affecting change in gendered norms, especially in the arts and media.

Terms Offered: Winter

ANTH 25225. Borders, (Im)mobilities and Human Rights. 100 Units.
What is the human cost of border control? To what extent do individuals possess the right to move to other states? How do different states with large populations of refugees and asylum seekers develop and enforce migration policies, and what do the differences in these policies reveal about the social histories and futures of these states? To address these questions, we will consider how borders, institutions, and categories of migrant groups mutually shape one another. We will explore the interrelationships between categories of migration-forced, economic, regular, and irregular-in order to understand the multiple and unequal forms of mobility experienced by those who inhabit these categories. By utilizing a framework of human rights, this course will investigate how contemporary issues in migration-such as border management, illicit movement, and the fuzzy distinction between forced and economic migration-raise and reopen debates concerning the management of difference. We will draw on the work of anthropologists, sociologists, and geographers, as well as journalists, legal, and medical professionals. Our readings each week will include a mix of conceptual, ethnographic, long-form journalism, and policy texts. When possible, we will also invite representatives from different Chicago-based organizations that promote and protect the rights of people in various situations of migration to come to our class to discuss their work.
ANTH 25260. Out of Order: Feminism and Problems of Freedom, Power, and Authority. 100 Units.
The critique of power stands at the heart of the feminist project. As one of modernity's preeminent liberation movements, feminism has developed a repertoire of theories and methods to challenge authority, question hierarchy, and upend institutions. The movement also faced internal challenges and critiques, which forced it to grapple with its own blind spots and inherited traditions. Today, feminism is again at a crossroads, as demands to protect women from abuse are cast as 'feminist policing' or as moralistic regulation of sexual norms. One of the urgent questions of our time concerns, therefore, the very possibility of feminist authority, both as a potent ideal and as an oxymoron. Out of Order is designed to tackle this problem by thinking through the relationship between power, authority, and freedom in feminist thought. The course examines how feminists addressed these interrelated notions from a variety of standpoints, in philosophy and critical theory, psychoanalysis, social history, and anthropology. What does this diverse body of knowledge teach us about the ways we relate to ourselves and to others, about our desires, our interests, and the ways we become political subjects? What do feminists have to say about ordering and regulating life in common? How do we square our concerns about power with our demands for justice? How might we rethink these problems anew, in light of emergent ways of being, feeling, thinking, and acting in the present historical moment?
Instructor(s): Eilat Maoz Terms Offered: Spring
Note(s): This course counts as a Foundations course for GNSE majors.
Equivalent Course(s): GNSE 12100

ANTH 25270. Humanitarianism: Anthropological Perspectives. 100 Units.
Humanitarianism has emerged as one of the key principles used by states and non-state agencies to justify or call for interventions in contemporary global crisis situations. From health crises, natural disasters and even political instability, humanitarianism has gained an unprecedented global currency as a language of justice. In the last two decades, anthropologists have shown the complexities of humanitarian interventions and its intended and unintended effects. In this course we trace what humanitarianism means, its moral and ethical underpinnings and what are the consequences of humanitarian action. The course will interrogate some of the philosophical, conceptual underpinnings of the idea and their implications in the real world. We will read a range of ethnographies including refugee rehabilitation in France, military interventions in Iraq, philanthropy in India to understand the ways in which humanitarianism has emerged as a global language of justice. The course will help students understand the problem of humanitarianism at both the global and the local levels and also bridge the gap between the normative and the actual.
Instructor(s): S. Saha Roy Terms Offered: Autumn. Autumn 2019
Equivalent Course(s): HMRT 25270

ANTH 25305. Anthropology of Food and Cuisine. 100 Units.
Contemporary human foodways are not only highly differentiated in cultural and social terms, but often have long and complicated histories. Anthropologists have long given attention to food. But, until quite recently, they did so in an unsystematic, haphazard fashion. This course explores several related themes with a view towards both the micro- and macro-politics of food by examining a range of ethnographic and historical case studies and theoretical texts. It takes the format of a seminar augmented by lectures (during the first few weeks), scheduled video screenings, and individual student presentations during the rest of the course.
Instructor(s): S. Palmie Terms Offered: Autumn
Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.
Equivalent Course(s): ANTH 35305

ANTH 25310. Drinking Alcohol: Social Problem or Normal Cultural Practice? 100 Units.
Alcohol is the most widely used psychoactive agent in the world, and, as archaeologists have recently demonstrated, it has a very long history dating back at least 9,000 years. This course will explore the issue of alcohol and drinking from a trans-disciplinary perspective. It will be co-taught by an anthropologist/archaeologist with experience in alcohol research and a neurobiologist who has experience with addiction research. Students will be confronted with literature on alcohol research from anthropology, sociology, history, biology, medicine, psychology, and public health and asked to think through the conflicts and contradictions. Selected case studies will be used to focus the discussion of broader theoretical concepts and competing perspectives introduced in the first part of the course. Topics for lectures and discussion include: What is alcohol? The early history of alcohol; Histories of drinking in ancient, medieval, and modern times; Alcohol and the political economy; Alcohol as a cultural artifact; Styles of drinking and intoxication; Alcohol, addiction, and social problems; Alcohol and religion; Alcohol and health benefits; Comparative case studies of drinking.
Instructor(s): M. Dietler, W. Green Terms Offered: Spring
Prerequisite(s): Third or fourth-year standing.
Note(s): This course does not meet requirements for the biological sciences major.
Equivalent Course(s): BPRO 22800, BIOS 02280
ANTH 25320. FOODCULTURA: The Art and Anthropology of Food and Cuisine. 100 Units.
Co-taught by the internationally acclaimed conceptual artist Antoni Miralda and University of Chicago anthropologist Stephan Palmié, this experimental course aims to explore the aesthetics and politics of food-related forms of sociality in Chicago and beyond through first hand ethnographic and historical research. An initial set of lectures will give students a basic understanding of how anthropology and art have dealt with human foodways - i.e. those seemingly most "natural", but in fact, socially and culturally highly overdetermined ways in which we nourish ourselves and relate to others through food. Then the class will be divided into research teams under the direction of two graduate student project leaders to work on ethnographic, archival, or media-related projects concerning Chicago's diverse and complex alimentary and gustatory worlds.
Instructor(s): Antoni Miralda, Stephan Palmie Terms Offered: Autumn. Autumn 2019
Equivalent Course(s): ANTH 35320

ANTH 25401. Consumption. 100 Units.
The modern period was associated with industrial production, class society, rationalization, disenchantment, the welfare state, and the belief in salvation by society. Current societies are characterized by a culture of consumption; consumption is central to lifestyles and identity, it is instated in our technological reality and the complex of advertising media, structures of wanting and shopping. Starting from the question "why do we want things" we will discuss theories and empirical studies that focus on consumption and identity formation; on shopping and the consumption of symbolic signs; on consumption as linked to the re-enchantment of modernity; as a process of distinction and of the globalization of frames; and as related to time and information. The course is built around approaches that complement the "productionist" focus of the social sciences. Students interested in economic sociology and anthropology can supplement this course by one on Markets and Money.
Instructor(s): K. Knorr Cetina Terms Offered: Autumn
Equivalent Course(s): SOCI 30150, SOCI 20150, ANTH 35401

ANTH 25411. California: Utopia/Dystopia. 100 Units.
California is a bellwether for the nation, and the site of both utopian and dystopian imaginaries. From Silicon Valley's reinvention of the world through technology, to Hollywood's national storytelling through film, from Disney's fantasyland to San Francisco's communes to LA's metropolis, California is a lightening rod for various visions of the future. It epitomizes the "frontier" where traditions hold less sway, especially for women and LGBTQ people. Both reactionary and progressive when confronted with social change, California previews debates that later happen on a national stage. Its current opposition to federal immigration policy should be considered alongside its history of legalized sinophobia and Japanese internment. It exaggerates American ideals and disgraces; consider the Gold Rush, which epitomized an American Dream of wealth for the taking and entailed a brutal genocide of Native Californians. The Bay Area sustainability cult exists alongside the most polluted places in the country. California hosts extremes of poverty and wealth, urban and rural, liberalism and conservatism (Reagan was, after all, Californian). We will consider California through ethnography, history, literature, sociology, theory, film, photography, and music. How do ideas about a place, and its lived reality, mutually shape each other? What is the role of utopian/dystopian thinking? A premise of the course is that utopia for some is dystopia for others.
Instructor(s): Ford, Andrea Terms Offered: Spring. Spring 2019
Equivalent Course(s): ANTH 32920

ANTH 25440. Maverick Markets: Cultural Economy and Cultural Finance. 100 Units.
What are the cultural dimensions of economic and financial institutions and financial action? What social variables influence and shape 'real' markets and market activities? 'If you are so smart, why aren't you rich?' is a question economists have been asked in the past. Why isn't it easy to make money in financial areas even if one knows what economists know about markets, finance and the economy? And why, on the hand, is it so easy to get rich for some participants? Perhaps the answer is the real markets are complex social and cultural institutions which are quite different form organizations, administrations and the production side of the economy. The course provides an overview over social and cultural variables and patterns that play a role in economic behavior and specifically in financial markets. The readings examine the historical and structural embeddedness of economic action and institutions, the different constructions and interpretations of money, prices, and other dimensions of a market economy, and how a financial economy affects organizations, the art and other areas.
Instructor(s): K. Knorr Terms Offered: Spring
Equivalent Course(s): SOCI 30258, ANTH 35405, SOCI 20258

ANTH 25720. Unfolding Anthropology: Practices of Research and Representation. 100 Units.
This introductory graduate course interrogates the forms of interaction, understanding, and representation that define the ongoing evolution of the discipline of anthropology. Starting with the early moments of anthropology and proceeding to contemporary texts, we will identify both the unique insights anthropology offers and its blind spots. Students will be given opportunities to explore the value of anthropology as a way of thinking with and about human experience through close studies of the discursive frameworks, aesthetic forms, and claims of ethnographies. What kinds of knowledge are conveyed in what forms? What kinds of truths are communicated through what kinds of texts? These are some of the questions we will explore as we gain exposure to wide-ranging ethnographies focused on South Asia, Brazil, Morocco, Southern Africa, and the United States. We will enrich close readings of ethnographies with hands-on explorations of the methods of anthropology. Students will undertake research projects, and compose abridged ethnographies in order to complicate their practices of intellectual engagement and critique with the contingencies of life outside the classroom.
Instructor(s): Victoria Gross Terms Offered: Autumn
Equivalent Course(s): ANTH 35720, MAPS 34512
ANTH 25906. Shamans and Oral Poets of Central Asia. 100 Units.
This course explores the rituals, oral literature, and music associated with the nomadic cultures of Central Eurasia.
Instructor(s): K. Arik Terms Offered: Spring
Equivalent Course(s): NEHC 30766, NEHC 20766

ANTH 25908. Balkan Folklore. 100 Units.
Vampires, fire-breathing dragons, vengeful mountain nymphs. 7/8 and other uneven dance beats, heart-rending laments, and a living epic tradition. This course is an overview of Balkan folklore from historical, political, and anthropological perspectives. We seek to understand folk tradition as a dynamic process and consider the function of different folklore genres in the imagining and maintenance of community and the socialization of the individual. We also experience this tradition firsthand through visits of a Chicago-based folk dance ensemble, "Balkan Dance."
Instructor(s): A. Ilieva Terms Offered: Winter
Equivalent Course(s): REES 39009, CMLT 23301, ANTH 35908, CMLT 33301, NEHC 30568, REES 29009, NEHC 20568

ANTH 25975. AdvRdgs: Anthropology of the Modern Subject. 100 Units.
Anthropology of the Modern Subject will frame its consideration of modernity through two intersecting lenses: the subject and the state. During the first week, we will engage with foundational texts representing various conceptions of the modern project. During the following two sessions, we will consider the formation of the modern subject and its relation to the state, focusing on two primary concerns that have structured debate in these areas: discourse and secularism. During the final two sessions, we examine two paradigms that have fundamentally questioned and re-imagined the modern project and its ostensible subjects: Bruno Latour’s posthumanist writings and Deleuze and Guattari’s critique of modern conceptions of the subject and its relation to capital.
Instructor(s): John D. Kelly Terms Offered: Autumn
Prerequisite(s): Consent of Instructor
Equivalent Course(s): ANTH 55854

ANTH 26100. Ancient Celtic Societies. 100 Units.
This course explores the prehistoric societies of Iron Age “Celtic” Europe and their relationship to modern communities claiming Celtic ancestry. The course aims to impart an understanding of (1) the kinds of evidence available for investigating these ancient societies and how archaeologists interpret these data, (2) processes of change in culture and society during the Iron Age, and (3) how the legacy of Celtic societies has both persisted and been re-invented and manipulated in the modern world. Issues include the relationship between language, material culture, and society; colonial interaction; urbanization; art and religion; gender roles; and cultural identity in the construction of tradition.
Equivalent Course(s): ANTH 46500

ANTH 26115. Rome: The Eternal City. 100 Units.
The city of Rome was central to European culture in terms both of its material reality and the models of political and sacred authority that it provided. Students in this course will receive an introduction to the archaeology and history of the city from the Iron Age to the early medieval period (ca. 850 BCE-850 CE) and an overview of the range of different intellectual and scientific approaches by which scholars have engaged with the city and its legacy. Students will encounter a broad range of sources, both textual and material, from each period that show how the city physically developed and transformed within shifting historical and cultural contexts. We will consider how various social and power dynamics contributed to the formation and use of Rome’s urban space, including how neighborhoods and residential space developed beyond the city’s more famous monumental areas. Our main theme will be how Rome in any period was, and still is, a product of both its present and past and how its human and material legacies were constantly shaping and reshaping the city’s use and space in later periods.
Instructor(s): Margaret Andrews Terms Offered: Spring
Note(s): History Gateways are introductory courses meant to appeal to 1st- through 3rd-yr students who may not have done previous course work on the topic of the course; topics cover the globe and span the ages.
Equivalent Course(s): CLCV 24119, ENST 16603, HIST 16603

ANTH 26210. Troy and Its Legacy. 100 Units.
This course will explore the Trojan War through the archaeology, art, and mythology of the Greeks and Romans, as well as through the popular imaginings of it in later cultures. The first half will focus on the actual events of the “Trojan War” at the end of the second millennium BCE. We will study the site of Troy, the cities of the opposing Greeks, and the evidence for contact, cooperation, and conflict between the Greeks and Trojans. Students will be introduced to the history of archaeology and the development of archaeological fieldwork. The second half will trace how the narrative and mythology of Homer’s Iliad and the Trojan War were adapted and used by later civilizations, from classical Greece to twenty-first-century America, to justify their rises to political and cultural hegemony in the Mediterranean and the West, respectively.
Instructor(s): M. Andrews Terms Offered: Spring
Equivalent Course(s): HIST 30404, ANTH 36120, CLCV 20404, HIST 20404, CLAS 30404

ANTH 26200. Ceramic Analysis in Archaeology. 100 Units.
This course introduces the theoretical foundations and analytical techniques that allow archaeologists to use ceramics to make inferences about ancient societies. Ethnographic, experimental, and physical science approaches are explored to develop a realistic, integrated understanding of the nature of ceramics as a form of material culture. Practical training in the use of the ceramic labs is included.
Instructor(s): James Osborne Terms Offered: Winter
Prerequisite(s): Any course in ancient history or archaeology
Equivalent Course(s): ANTH 36200, NEAA 40020, NEAA 10020
ANTH 26635. Archaeology Field School: Romania. 100 Units.
The Archaeotek Field School in Romania explores a Roman villa in the Transylvanian countryside near the village of Rapoltu Mare. A rich site that still has years of excavation left in hold, the villa was built after the conquest of Roman Dacia, and collapsed around the fall of the province. Over three weeks, students spend five days per week in excavation, lab, and lectures. This course covers both the Roman history surrounding the site and the methodology incorporated in its excavation. This methodology includes both excavation methods in the field, such as Ground Penetrating Radar and bagging and labeling, and methods incorporated in the lab, such as artifact cleaning and pottery analysis. Students keep a journal of field notes on their experiences.
Instructor(s): Staff Terms Offered: Autumn
Equivalent Course(s): GEOG 25400, ANTH 36710, NEAA 20061, GEOG 35400
Prerequisite(s): Consent of Instructor

ANTH 26710-26711. Ancient Landscapes I-II.
This is a two-course sequence that introduces students to theory and method in landscape studies and the use of Geographical Information Systems (GIS) to analyze archaeological, anthropological, historical, and environmental data. Course one covers the theoretical and methodological background necessary to understand spatial approaches to landscape and the fundamentals of using ESRI's ArcGIS software, and further guides students in developing a research proposal. Course two covers more advanced GIS-based analysis (using vector, raster, and satellite remote sensing data) and guides students in carrying out own spatial research project. In both courses, techniques are introduced through the discussion of case studies (focused on the archaeology of the Middle East) and through demonstration of software skills. During supervised laboratory times, the various techniques and analyses covered will be applied to sample archaeological data and also to data from a region/topic chosen by the student.

ANTH 26710. Ancient Landscapes I. 100 Units.
This is a two-course sequence that introduces students to theory and method in landscape studies and the use of Geographical Information Systems (GIS) to analyze archaeological, anthropological, historical, and environmental data. Course one covers the theoretical and methodological background necessary to understand spatial approaches to landscape and the fundamentals of using ESRI's ArcGIS software, and further guides students in developing a research proposal. Course two covers more advanced GIS-based analysis (using vector, raster, and satellite remote sensing data) and guides students in carrying out own spatial research project. In both courses, techniques are introduced through the discussion of case studies (focused on the archaeology of the Middle East) and through demonstration of software skills. During supervised laboratory times, the various techniques and analyses covered will be applied to sample archaeological data and also to data from a region/topic chosen by the student.
Instructor(s): Staff Terms Offered: Autumn
Equivalent Course(s): NEAA 30061, GEOG 25800, ANTH 26710, NEAA 20061, GEOG 25400

ANTH 26711. Ancient Landscapes II. 100 Units.
This is a two-course sequence that introduces students to theory and method in landscape studies and the use of Geographical Information Systems (GIS) to analyze archaeological, anthropological, historical, and environmental data. Course one covers the theoretical and methodological background necessary to understand spatial approaches to landscape and the fundamentals of using ESRI's ArcGIS software, and further guides students in developing a research proposal. Course two covers more advanced GIS-based analysis (using vector, raster, and satellite remote sensing data) and guides students in carrying out own spatial research project. In both courses, techniques are introduced through the discussion of case studies (focused on the archaeology of the Middle East) and through demonstration of software skills. During supervised laboratory times, the various techniques and analyses covered will be applied to sample archaeological data and also to data from a region/topic chosen by the student.
Instructor(s): Staff Terms Offered: Winter
Equivalent Course(s): GEOG 25800, GEOG 35800, NEAA 20062, NEAA 30062, ANTH 36711

ANTH 26711. Ancient Landscapes II. 100 Units.
This is a two-course sequence that introduces students to theory and method in landscape studies and the use of Geographical Information Systems (GIS) to analyze archaeological, anthropological, historical, and environmental data. Course one covers the theoretical and methodological background necessary to understand spatial approaches to landscape and the fundamentals of using ESRI's ArcGIS software, and further guides students in developing a research proposal. Course two covers more advanced GIS-based analysis (using vector, raster, and satellite remote sensing data) and guides students in carrying out own spatial research project. In both courses, techniques are introduced through the discussion of case studies (focused on the archaeology of the Middle East) and through demonstration of software skills. During supervised laboratory times, the various techniques and analyses covered will be applied to sample archaeological data and also to data from a region/topic chosen by the student.
Instructor(s): Staff Terms Offered: Winter
Equivalent Course(s): NEAA 20061

ANTH 26755. Intro to the Archaeology of Afghanistan. 100 Units.
Intro to the Archaeology of Afghanistan
Instructor(s): Gil J. Stein Terms Offered: Winter
Equivalent Course(s): ANTH 36755, NEAA 30070, NEAA 20070
ANTH 26760. Archaeology of Bronze Age China. 100 Units.
Bronze Age in China conventionally refers to the time period from ca. 2000 BC to about 500 BC, during which bronze, an alloy of copper and other metals such as tin and lead, was the predominant medium used by the society, or to be more precise, the elite classes of the society. Bronze objects, in the forms of vessels, weapons, and musical instruments, were reserved for the upper ruling class of the society and were used mostly as paraphernalia during rituals and feasting. "Bronze Age" in China also indicates the emergence and eventual maturation of states with their bureaucratic systems, the presence of urban centers, a sophisticated writing system, and advanced craft producing industries, especially metal production. This course surveys the important archaeological finds of Bronze Age China and the theoretical issues such as state formation, craft production, writing, bureaucratic systems, urbanization, warfare, and inter-regional interaction, etc. It emphasizes a multi-disciplinary approach with readings and examples from anthropology, archaeology, art history, and epigraphy. This course will also visit the Smart Museum, the Field Museum, and the Art Institute of Chicago to take advantage of the local collections of ancient Chinese arts and archaeology.
Instructor(s): Y. Li Terms Offered: Spring
Equivalent Course(s): ANTH 46760, EALC 28015, EALC 48015

ANTH 26765. Archaeology of Anyang: Bronzes, Inscriptions, and World Heritage. 100 Units.
Anyang is one of the most important archaeological sites in China. The discoveries of inscribed oracle bones, the royal cemetery, clusters of palatial structures, and industrial-scale craft production precincts have all established that the site was indeed the last capital of the Shang dynasty recorded in traditional historiography. With almost continuous excavations since the late 1920s, work at Anyang has in many ways shaped and defined Chinese archaeology and the study of Early Bronze Age China. This course intends to examine the history of research, important archaeological finds, and the role of Anyang studies in the field of Chinese archaeology. While the emphasis is on archaeological finds and the related research, this course will also attempt to define Anyang in the modern social and cultural contexts in terms of world heritage, national and local identity, and the looting and illegal trade of antiquities.
Instructor(s): Y. Li Terms Offered: Winter
Note(s): Open to undergraduates with consent of instructor
Equivalent Course(s): EALC 28010, ANTH 36765, EALC 48010

ANTH 26900. Archaeological Data Sets. 100 Units.
This course focuses on the methodological basis of archaeological data analysis. Its goals are twofold: (1) to provide students with an opportunity to examine research questions through the study of archaeological data; and (2) to allow students to evaluate evidential claims in light of analytical results. We consider data collection, sampling and statistical populations, exploratory data analysis, and statistical inference. Built around computer applications, the course also introduces computer analysis, data encoding, and database structure.
Instructor(s): Alice Yao Terms Offered: Autumn. Autumn 2019
Prerequisite(s): Advanced standing and consent of instructor for undergraduates
Equivalent Course(s): ANTH 46900

ANTH 27116. Language and Migration: Individual, Social and Institutional Perspectives. 100 Units.
This class offers a broad range of perspectives on issues regarding language in the context of migration. For instance we analyze the ways in which language has been instrumentalized by Nation-States to regiment and restrain the mobility of targeted populations. We reconstruct the straightforward correlation between socio-economic integration and language competence in discourse produced by politicians and some academics alike. We also analyze how different types of mobility (e.g., slavery, colonization, and free individual migration) produce, at different times, differing sociolinguistic dynamics.
Equivalent Course(s): CHDV 30249, LING 30249, ANTH 37116

ANTH 27305. Pornography and Language. 100 Units.
The course explores the place and role of language in pornographic films. Why does language occur in filmed pornography at all? What kind of language occurs? What role does it play? How is it gendered? How does it frame the narrative or drive it forward? How does language subvert or undermine the visual representation of sex? What does any of this tell us about gender, sexuality and erotics in non-pornographic contexts? Course readings focus on theories of pornographic representation, theories of language, gender and erotics, and methods of transcoding and analyzing dialogue. The course requires students to watch a wide range of pornography, including different varieties of straight, gay and trans porn, so anyone enrolling in the course must be interested in pornography as a social and cultural phenomenon and must also have experience watching porn and thinking about it.
Instructor(s): D. Kulick Terms Offered: Spring
Prerequisite(s): Upper-level undergrad course
Equivalent Course(s): LING 29405, CHDV 20405

ANTH 27360. Ethnicity in the Contemporary World. 100 Units.
Ethnicity as a particular mode of groupness, entailing a sense of belonging, comes with strong ideological loading of diachronic trajectory - where the group comes from and where it is heading. We examine several recent treatments of the fate of ethnicity within the nation-state and similar modern formations, thinking through cases of ethnonationalism, ethnonationalism, and ethnonational interconnectionalities and syncretisms.
Instructor(s): Michael Silverstein Terms Offered: Winter. Winter 2020
Equivalent Course(s): ANTH 37460
ANTH 27400. Language/Power/Identity in South East Europe. 100 Units.
This course familiarizes students with the linguistic histories and structures that have served as bases for the formation of modern Balkan ethnic identities and that are being manipulated to shape current and future events. The course is informed by the instructor's thirty years of linguistic research in the Balkans as well as his experience as an adviser for the United Nations Protection Forces in Former Yugoslavia and as a consultant to the Council on Foreign Relations, the International Crisis Group, and other organizations. Course content may vary in response to ongoing current events.
Instructor(s): V. Friedman Terms Offered: Winter
Equivalent Course(s): REES 33119, LING 37200, LING 27200, ANTH 37400, REES 23119, HUMA 27400

ANTH 27430. Linguistic Politics: Language Revitalization. 100 Units.
Linguists and the general public have long been alarmed about the number of languages that disappear from use, and so are no longer spoken in the world. Their speakers shift to other languages. As part of the response, social groups have been mobilizing for many decades to prevent such lapses/losses and shifts in use and to document, revitalize, archive and mobilize the resources of communication. This course takes up the processes by which shift happens, asking what "language" is in these transformations; what and how linguistic forms, cultural values, and social institutions are involved and what social activism can or cannot accomplish in the "saving" of languages.
Instructor(s): S. Gal Terms Offered: Spring. Spring 2019
Equivalent Course(s): LING 27430, ANTH 37430

ANTH 27450. Language Movements. 100 Units.
In this seminar course we explore various language movements-large-scale, social projects that take as their object of focus "language" and its protection, reform, purification, revitalization, standardization, and even invention. Surveying a range of historical and regional cases from around the world, we are particularly interested in the way in which different language movements conceptualize language itself, and how those reflexive ideologies of language both articulate particular political positions (and get hooked up into particular institutional forms) and, in their own often ironical ways, affect language structure, function, and use.
Instructor(s): Constantine V. Nakassis Terms Offered: Winter. Winter 2020
Equivalent Course(s): LING 27450

ANTH 27605. Language, Culture, and Thought. 100 Units.
Survey of research on the interrelation of language, culture, and thought from the evolutionary, developmental, historical, and culture-comparative perspectives with special emphasis on the mediating methodological implications for the social sciences.
Instructor(s): J. Lucy Terms Offered: Spring
Note(s): CHDV Distribution, B, C
Equivalent Course(s): LING 27605, LING 37605, CHDV 21901, PSYC 21950, ANTH 37605, PSYC 31900, CHDV 31901

ANTH 27700. Romani Language and Linguistics. 100 Units.
An introduction to the language of the Roms (Gypsies). The course will be based on the Arli dialect currently in official use in the Republic of Macedonia, but due attention will be given to other dialects of Europe and the United States. The course will begin with an introduction to Romani linguistic history followed by an outline of Romani grammar based on Macedonian Arli. This will serve as the basis of comparison with other dialects. The course will include readings of authentic texts and discussion of questions of grammar, standardization, and Romani language in society.
Instructor(s): Victor Friedman Terms Offered: Spring
Equivalent Course(s): ANTH 47900, LING 37810, LING 27810

ANTH 27902. Modern Spoken Yucatec Maya-2. 100 Units.
This sequence is a basic introduction to the modern Yucatec Maya language, an indigenous American language spoken by about 750,000 people in southeastern Mexico. Three consecutive quarters of instruction are intended for students aiming to achieve basic and intermediate proficiency. Students receiving FLAS support must take all three quarters. Others may elect to take only the first quarter or first two quarters. Students wishing to enter the course midyear (e.g., those with prior experience with the language) must obtain consent of instructor. Materials exist for a second year of the course; interested students should consult the instructor. Students wishing to continue their training with native speakers in Mexico may apply for FLAS funding in the summer.
Equivalent Course(s): CHDV 27902, LACS 47902, CHDV 47902, LACS 27902

ANTH 27903. Modern Spoken Yucatec Maya-3. 100 Units.
No description available
Equivalent Course(s): ANTH 47903, LACS 47903, LACS 27903, CHDV 27903, CHDV 47903
ANTH 28110. Human Origins: Milestones in Human Evolution and the Fossil Record. 100 Units.
This course aims at exploring the fundamentals of human origins by tracking the major events during the course of human evolution. Starting with a laboratory based general introduction to human osteology and muscle function, the latest on morphological and behavioral evidence for what makes Homo sapiens and their fossil ancestors unique among primates will be presented. Our knowledge of the last common ancestor will be explored using the late Miocene fossil record followed by a series of lectures on comparative and functional morphology, adaptation and biogeography of fossil human species. With focus on the human fossil record, the emergence of bipedalism, advent of stone tool use and making, abandonment of arboreality, advent of endurance walking and running, dawn of encephalization and associated novel life histories, language and symbolism will be explored. While taxonomic identities and phylogenetic relationships will be briefly presented, the focus will be on investigating major adaptive transitions and how that understanding helps us to unravel the ecological selective factors that ultimately led to the emergence of our species. The course will be supported by fresh data coming from active field research conducted by Prof. Alemseged and state of the art visualization methods that help explore internal structures. By tracing the path followed by our ancestors over time, this course is directly relevant to reconnoitering the human condition today and our place in nature.
Instructor(s): Z. Alemseged Terms Offered: Autumn
Prerequisite(s): Three quarters of a Biological Sciences Fundamentals sequence, or consent of Instructor.
Equivalent Course(s): BIOS 23247, ANTH 38800

ANTH 28400. Bioarchaeology and the Human Skeleton. 100 Units.
This course is intended to provide students in archaeology with a thorough understanding of bioanthropological and osteological methods used in the interpretation of prehistoric societies by introducing bioanthropological methods and theory. In particular, lab instruction stresses hands-on experience in analyzing the human skeleton, whereas seminar classes integrate bioanthropological theory and application to specific cases throughout the world. Lab and seminar-format class meet weekly.
Instructor(s): M. C. Lozada Terms Offered: Winter. Winter 2020
Note(s): This course qualifies as a Methodology selection for Anthropology majors.
Equivalent Course(s): BIOS 23247, ANTH 38800

ANTH 29500. Archaeology Laboratory Practicum. 100 Units.
This hands-on lab practicum course exposes students to various stages of artifact processing on a collection from a recently excavated site (e.g., washing, sorting, flotation, identification, data entry, analysis, report preparation, curation). The primary requirement is that students commit to a minimum of nine hours of lab work per week, with tasks assigned according to immediate project needs.
Instructor(s): Shannon Dawdy Terms Offered: Spring. Spring 2019
Prerequisite(s): Consent of instructor
Note(s): This course qualifies as a Methodology selection for Anthropology majors. Undergraduates may take it only once for credit.
Equivalent Course(s): ANTH 59500

ANTH 29601. Populism and Its Discontents. 100 Units.
Populism and its Discontents is a reading-based undergraduate discussion seminar. Populism is currently the word on everyone's lips. But what does it mean? We begin with the ambiguous status of populism in current public debates; populism is at once imagined as the lifeblood of genuine democracy and at the same time as the dark force that threatens democracy from within. Why should this be? Questions to be covered include, but are not limited to, the following: Are there progressive and repressive forms of populism? Does populism look different in today's social media-saturated world than it did a hundred years ago? Does populism in the Global South force us to reconsider what we think we know about its Euro-American variants? Students will be asked to complete assignments drawing on the assigned readings and audiovisual materials and on contemporary media sources.
Instructor(s): William Mazzarella Terms Offered: Spring
Prerequisite(s): PQ: 3rd or 4th year standing
Note(s): This is a 3CT Capstone Course.
Equivalent Course(s): SOCI 28078, HMRT 29601

ANTH 29602. Topics in Critical Theory: Repurposing "Ideology" for the Present. 100 Units.
This course examines selections from the vast literature on ideology—with attention to the political commitments and intellectual genealogies that have made the concept both important and vexed. We begin with Weber and then explore a variety of trajectories in the Marxist tradition. The bulk of the course will entail examining ideology's relationship to material practice, the notion of interpellation, the usefulness of "hegemony," and the problems associated with false consciousness. We shall also analyze ideology's connection to prevailing theoretical concerns, such as those related to "subject" formation, affect, new developments in capitalism, and dynamics associated with contemporary "democratic" liberal, as well as authoritarian, political orders. We conclude by considering how social science has employed and developed this body of knowledge, why the concept seemed to lose its explanatory power, and how it might be repurposed for the present.
Instructor(s): L. Wedeen Terms Offered: Winter
Prerequisite(s): 3rd or 4th year standing; this is a 3CT Capstone Course.
Equivalent Course(s): PLSC 29602
ANTH 29700. Readings in Anthropology. 100 Units.
Independent research projects.
Instructor(s): Select section from pull down list under ANTH 29700 in the Time Schedule Terms Offered:
Autumn, Spring, Winter
Prerequisite(s): Consent of instructor and Director of Undergraduate Studies
Note(s): Students are required to submit the College Reading and Research Course Form. At the discretion of the instructor, this course is available for either a quality grade or for P/F grading.

ANTH 29900. Preparation of Bachelor's Essay. 100 Units.
Reading and Research course for Anthropology majors preparing to write a BA Essay.
Instructor(s): Select section from pull-down list under ANTH 29900 in the Time Schedule Terms Offered:
Autumn, Spring, Winter
Prerequisite(s): Consent of instructor and Director of Undergraduate Studies
Note(s): Students are required to submit the College Reading and Research Course Form. At the discretion of the instructor, this course is available for either a quality grade or for P/F grading. For honors requirements, see Honors section under Program Requirements.

ANTH 29910. Bachelor's Essay Seminar. 100 Units.
This course is designed to help anthropology undergraduates to develop, formulate, and write a promising research question that can be addressed in scholarly paper of 40 pages. To do this, we will develop a specialized set of writing skills, techniques, and strategies. First, we will address the problem of processing research "data", focusing in particular on the relationship between questions and evidence. Second, we will engage with the writing-process proper, with a special focus on how to craft an argument of this length, including planning, outlining, and drafting. Third, we will explore the rhetorical qualities and characteristics of academic writing as a textual genre, with the goal of mastering the art of developing convincing argumentation.
Instructor(s): James Countryman Terms Offered: Winter. Winter 2020
Prerequisite(s): Open only to fourth year anthropology students currently writing BA Essays
Note(s): Open only to students currently writing BA honors papers.
Font Notice

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

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

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