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 (https://college.uchicago.edu/advising/transfer-credit/) 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ANTH 21107</td>
<td>Anthropological Theory</td>
<td>100</td>
</tr>
<tr>
<td>One Methods course *</td>
<td></td>
<td>100</td>
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<tr>
<td>ANTH 21420</td>
<td>Ethnographic Methods</td>
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<td>ANTH 28400</td>
<td>Bioarchaeology and the Human Skeleton</td>
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<td>Archaeology Laboratory Practicum</td>
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<td>One Discovering Anthropology course §</td>
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<td>100</td>
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<tr>
<td>Seven electives in Anthropology ±</td>
<td></td>
<td>700</td>
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<td>Two electives in Anthropology or approved related disciplines ±</td>
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<td>200</td>
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<td>Total Units</td>
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<td>1200</td>
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* 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.

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.

ANTHROPOLGY COURSES

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): Staff Terms Offered: TBD
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 it role in retarding social progress, and the extermination and exploitation of some populations and individuals.
Instructor(s): R. Tuttle Terms Offered: Autumn. Autumn 2020
Equivalent Course(s): CRES 12300, ANTH 38305, HIPS 20003

ANTH 20006. Embodiment and the Senses. 100 Units.
This course approaches bodies as points of insight into governance, the varied experiences of being governed, and efforts to evade and reconfigure institutional expressions of authority. First, we will examine bodies as targets of governance, objects to be reformed, regulated, contained, disciplined, educated, incarcerated, treated, trained, and ‘cared’ for. Next, we will consider how bodies accrue power as sites of resistance, refusal, and critique. Certain bodies in certain places elicit discomfort, unsettling familiar divisions such as of private and public space, of developed and backward, of religious and secular, of reason and madness, of citizenship and (often racialized) non-citizenship. Finally, we will ask how bodies and sensory practices figure in ethical projects of crafting exemplary kinds of subjectivity or collectivity. In this way, the course will introduce students to anthropological approaches to embodiment as well as related questions of bio-politics, gender and race, political subjectivity, care and self-making, post/colonialism, sensory politics and the aesthetic. Along the way, students will gain a new appreciation of the political potency of bodies and bodily practices near and far-from Lenin’s preserved body to Trump’s ‘small’ hands, reproductive labor to sex work, dirty protest to women’s marches, indigenous eco-rituals to queer intimacies.
Instructor(s): Mareike Winchell Terms Offered: Winter. Winter 2021
Prerequisite(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.
ANTH 20014. Animal Magnetism: Histories of Human-Animal Relationships. 100 Units.
Animals are all around us—in homes and laboratories, farms and forests, zoos and supermarkets. Yet the remarkable ways in which human and animal lives are intertwined often go unnoticed. What makes an animal a predator in one setting, prey in another? A companion to befriend or a trophy to fight over? In this course, we will examine the meanings that humans have ascribed to their nonhuman counterparts from a long-term perspective. Human-animal relationships inform much of what we consider to be society, including humans' interactions with other humans. Those perceptions and practices vary widely across time and space, from shared experiences and mutual exchanges across species boundaries to processes of subordination and domestication that have reshaped human and animal bodies and behaviors to contemporary concerns over the nature of animal intelligence, emotions, and rights. Drawing on interdisciplinary readings in archaeology, anthropology, biology, history, psychology, and environmental studies, we will examine the changing ways that humans have conceptualized, commodified, and experienced our nonhuman counterparts from the past to the present.
Instructor(s): Sarah Newman Terms Offered: Winter. Winter 2021
Prerequisite(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.

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): CHDV 20505, CHDV 30405, HMRT 25210, MAPS 36900, ANTH 30405, HMRT 35210, SOSC 36900

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: This course was offered Winter 2020
Equivalent Course(s): MAPS 47501, ANTH 30420, SOSC 25090

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 considers literary, oral, and archeological sources to investigate African societies and states from the early Iron Age through the emergence of the Atlantic World. We will study the empires of Ghana and Mali, the Swahili Coast, Great Zimbabwe, and medieval Ethiopia. We will also explore the expansion of Islam, the origins and effects of European contact, and the trans-Atlantic slave trade.
Instructor(s): E. Osborn Terms Offered: Autumn
Equivalent Course(s): MDVL 10101, HIST 10101, CRES 20701

ANTH 20702. Introduction to African Civilization II. 100 Units.
Part two examines the transformations of African societies in the long nineteenth century. At the beginning of the era, European economic and political presence was mainly coastal, but by the end, nearly the entire continent was colonized. This course examines how and why this occurred, highlighting the struggles of African societies to manage internal reforms and external political, military, and economic pressures. Topics include the Egyptian conquest of Sudan, Omani colonialism on the Swahili coast, Islamic reform movements across the Sahara, and connections between the end of the transatlantic slave trade and the formal colonization of the African continent. Students will examine memoirs of African soldiers, religious texts, colonial handbooks, and visual and material sources, including ethnographic artifacts, photographs, and textiles. Assignments: team projects, document and material analyses, response papers, essays, and written exams. The course will equip students with a working knowledge of the struggles that created many of the political and social boundaries of modern Africa.
Instructor(s): K. Hickerson Terms Offered: Winter
Equivalent Course(s): CRES 20802, HIST 10102

ANTH 20703. Introduction to African Civilization III. 100 Units.
Part three considers the legacies of colonialism and decolonization, the transformations of African societies in the late twentieth century, and the rise of independent African states in the era of economic globalism. This course examines these transformations by focusing on the political and social structures of modern Africa, as well as the economic, political, and social challenges that have accompanied political independence. This course is the final course of the three-quarter sequence.
Instructor(s): E. Osborn Terms Offered: Winter
Equivalent Course(s): MDVL 10102, HIST 10102, CRES 20703
ANTH 20703. Introduction to African Civilization III. 100 Units.
Part three uses anthropological perspectives to investigate colonial and postcolonial encounters in sub-Saharan Africa, with a particular focus on Southern Africa. The course is centered on the twentieth and twenty-first centuries. It begins with an examination of colonialism, the institutionalization of racism, and dispossession, before examining anti-colonialism and the postcolonial period. The class draws on scholarship on and by African writers: from poets to novelists, ethnographers, playwrights, historians, politicians, political theorists, and social critics. Over the course of the quarter, students will learn about forms of person-hood, subjectivity, gender, sexuality, kinship practices, governance, migration, and the politics of difference.
Instructor(s): K. Takabvirwa Terms Offered: Spring
Equivalent Course(s): CRES 20303, HIST 10103

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): William Mazzarella Terms Offered: Winter. Winter 2021
Prerequisite(s): Preference for Anthropology majors
Note(s): This year only, the cross list ANTH 30000 is being disabled

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: Spring. Spring 2021
Note(s): The course qualifies as a Discovering Anthropology selection for Anthropology majors.

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
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 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 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 Leathem Terms Offered: Winter. This course was offered Winter 2020
Equivalent Course(s): ARCH 21347, HIPS 21347, GLST 23317

ANTH 21353. Anthropology of Revolution: Orientalism, Islam, and the Middle East in Global Perspective. 100 Units.

The rise of political Islam in the Middle East as a revolutionary force has provoked concern among commentators fearing that without separation between ‘church and state,’ the region is doomed to religious conflict. But what’s Islamic about political Islam, or religious about religious conflict? What does it mean to frame secularism as a solution to this ‘problem?’ How do Orientalist narratives complicate our understanding of political movements? In this class, we deploy anthropological methods to interrogate how religion and secularism are defined by exploring Islam as a lived religion and political practice in the contemporary Middle East. Reading ethnographic texts from Iran, Lebanon, and Egypt, we explore how political activists have framed challenges and their responses. Are ‘political Islam’ and ‘secularism’ useful analytics for examining Middle Eastern revolutions and uprisings? What makes a government ‘secular’? And what roles have Western powers played in shaping contemporary conflicts and how they are framed? Course discussion is driven by both texts and popular films. Drawing on an interdisciplinary body of works from anthropology, history, and sociology, in addition to primary sources, we ask what answers ethnographic methods can provide. We critically engage with films from the region as well as popular Western media representations and news articles.

Instructor(s): Alexander Shams Terms Offered: Autumn 2020
Equivalent Course(s): RLST 27651

ANTH 21354. Architectural Worlds: The Materiality and Sociality of Space. 100 Units.

The interplay between humans and built environments has been a central object of anthropological inquiry since the emergence of the discipline in the 19th century. This course explores the multiple ways in which anthropology and architecture intersect, providing an overview of how social scientists have engaged with and theorized built environments. It sketches some of the concerns that animate anthropological interrogations of built spaces, including spatial organization, the relationship between the public and the private spheres, the materiality of architecture, and the politics of architectural forms. Some of the issues that we will address include: What is the relationship between culture, society, and architecture? What are the concepts that have been mobilized to approach the study of built environments? How is architecture created, imagined, and experienced? We will draw on a range of theoretical approaches, read case studies, classic ethnographies, and a wide range of scholarship from the fields of philosophy, geography, cultural studies, and environmental psychology, in order to understand how architecture as a social and material artifact shapes human experiences, actions, relations, imaginaries, and subjectivities.

Instructor(s): Estefania Vidal Montero Terms Offered: Spring. Spring 2021
Equivalent Course(s): ARCH 21354

ANTH 21355. Remembering: An Anthropological Approach. 100 Units.

How do people remember? How much does remembering depend on our present context, the people, events and things that are there to remind us of prior experiences? How does memory contribute to the impression of existing under a continuous identity over time? And what are the connections between memory and history, memory and culture? This course is an anthropological reflection on human remembering, considered as an ensemble of practices, rather than an increasing mental stock. Through our readings, we will strive to establish the definitions, limits, and limitations that have been given to the concepts of memory, mnemonic practices, and acts of remembering. We will pay attention to the erasures and ruptures remembering involves, the synesthetic, narrative and/or mnemonic practices by which we retain information and the way different accounts of past experiences might conflict within individuals and within the groups they live among. This course will highlight how assumptions we make about what memory is have ethical, political and methodological implications, and encourage collective discussions to address these effects. Through a combination of reading discussions and practicums, the course will ensure that students are both knowledgeable about prevalent conceptions of memory in the Social Sciences and the Humanities and able to produce data and analyses with a primary focus on memory, remembering, and mnemonic practices.

Instructor(s): Eleonore Rimbault Terms Offered: Spring. Spring 2021
ANTH 21356. The State as Imagination, Fetish, Spectacle. 100 Units.
From Trump’s theory of the ‘deep state’ and the rise of populism around the world to the global ‘war on terror’ and mass-mediated countersurgency, the state as shot through with emotion, fantasy, and the spectacular has become central in political life these days. This course will explore the state through its affective, ideological, and imaginary dimensions, asking what they may teach us about the kind(s) of entity that the state is. We will analyze how the state materializes in unexpected forms and places; how it comes to be perceived as a larger-than-life formation, embodying fantasies of power; how it presents itself through an interplay of spectacle and secrecy, seeking to shape itself and/through its ‘others’ (outlaws, terrorists, enemies) in particular ways. We will ask what kinds of political configurations are at play in these processes and what forms state power acquires: How is this power felt? How does it (seek to) shape us as political subjects? What unintended consequences may it produce? While drawing from work in a range of disciplines, we will privilege ethnographic perspectives for their capacity to illuminate the intricacies of the contemporary state.
Instructor(s): Agnes Mondragon Celis Ochoa Terms Offered: Autumn. Autumn 2020
Note(s): Will be taught on line

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): TBD Terms Offered: Spring. Course offered in 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. Spring 2021
Prerequisite(s): BIOS 10130. NO BIOLOGICAL SCIENCES MAJORS OR NON-BIOLOGY PRE-MED STUDENTS, except by petition.
Equivalent Course(s): ANTH 38600, BIOS 13253, EVOL 38600, HIPS 21428

ANTH 21432. Virtual Ethnographic Field Research Methods. 100 Units.
‘Virtual worlds are places of imagination that encompass practices of play, performance, creativity and ritual.’ - Tom Boellstorff, from Ethnography and Virtual Worlds: A Handbook of Method This course is designed to provide students in the social sciences with a review of ethnographic research methods, exposure to major debates on ethnographic research, opportunities to try their hand at practicing fieldwork virtually, and feedback on a proposed study that employs ethnographic methods. By way of analyzing and problematizing enduring oppositions associated with ethnographic fieldwork - field/home, insider/outsider, researcher/research subject, expert/novice, ‘being there’/removal - this seminar is a practicum in theoretically grounded and critically reflexive qualitative methods of research. By introducing students to participant observation and interviews in virtual worlds, ethics, data analysis and writing up, the course offers an opportunity to make sense of the current pandemic we’re all experiencing in real time. An emphasis will be placed on multimedia, digital, and virtual ethnography.’
Terms Offered: Summer
Equivalent Course(s): ANTH 31432, SOSC 20224, SOSC 30224, SOCI 20515, GLST 26220, ENST 20224

ANTH 21525. Love, Conjugalty, 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): GNSE 31700, SALC 33101, ANTH 32220, CRES 23101, HIST 26903, HIST 36903, CRES 33101, CHDV 22212, GNSE 23102, CHDV 33212, SALC 43101
ANTH 22124. Feminist Perspectives on Science. 100 Units.
Feminist perspectives on science come from anthropology, sociology, history, and philosophy. What they have in common is a determination to uproot the deepest and least visible forms of oppression in our society: those pertaining to facts and methods we unquestioningly take to be true, known, and valid. We will first acquaint ourselves with the value-free ideal of science as an objective, rational process of discovery, and the ways this ideal has been wielded as an instrument of domination. We will spend the rest of the quarter challenging this dogma by (1) historically demonstrating science’s symbiotic alliances with political ideologies of gender and race, (2) ethnographically examining structural and interactive practicalities of knowledge-construction and -circulation that reproduce social oppression, and (3) epistemologically deconstructing the very notions of objectivity and rationality that are used to insulate science from feminist critique. Works include but are not limited to authors Londa Schiebinger, Evelyn Hammonds, Emily Martin, Sharon Traweek, Susan Leigh Star, Joan Fijimura, Helen Longino, Heather Douglas, Donna Haraway, Elizabeth Anderson, Sandra Harding, and Susan Haack.
Instructor(s): P. Mostajir Terms Offered: Autumn. Autumn 2020
Equivalent Course(s): HIPS 25202, GNSE 25222, SOCI 20517

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. Not offered in 2020-2021
Prerequisite(s): None
Equivalent Course(s): ENST 20300, HIST 25426, HIPS 20301, GLST 26807, MENG 20300

ANTH 22132. Science/Fiction/Theory. 100 Units.
Science fiction has enjoyed an extraordinary and still growing resurgence in popularity over the last two decades - through literature, film, video games, and even universities, where it is the subject of ever more courses being taught. Why has science fiction become so popular? Does it express the anxieties of a way of life that can’t be sustained, is in decline, and might soon end, in the face of intractable war, lurching financial crises, recurrent pandemics and unchecked climate change? Does it speak to the senses of radical hope and irrepairable despair about the future that seem to characterize our time? If so, then science fiction today is grappling with traditionally theological themes: fate and finitude, immortality and the nature of divinity, the place of the human within a cosmic scale, and the possibilities for redemption and messianic rupture. This course will explore these themes by pairing sci-fi literature and film with readings in philosophy and social theory. Throughout, we will ask how science fiction’s propensity toward the theological allows it to grapple with the unique forms of hope and despair in our time, and in times past.
Instructor(s): Alireza Doostdar and Hussein Ali Agrama Terms Offered: Spring
Equivalent Course(s): RLST 22132

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. Favell Terms Offered: Spring
Equivalent Course(s): GLST 24425, HIST 29425

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): HIPS 21410, KNOW 21410, CRES 21410
ANTH 22202. Anthropology of Caste in Asia. 100 Units.
This seminar course explores anthropological approaches to caste. We will survey colonial ethnological accounts to structuralist, transactionalist, historical anthropological, and contemporary ethnographic accounts of forms of caste difference, identity, and violence in South and East Asia, with an eye to comparison to other forms of invidious social difference in other times and cultures.
Instructor(s): Constantine Nakassis Terms Offered: Winter. Winter 2021
Prerequisite(s): This course qualifies as a Discovering Anthropology selection for Anthropology Majors.
Equivalent Course(s): SALC 32202, SALC 22202, ANTH 32202

ANTH 22415. Technology and the Human. 100 Units.
Technology is ubiquitous in contemporary life. Yet technological developments continue to infatuate and inspire us in feelings of excitement, hope and fear. How are we to understand the uncanny relationship between the human and technology? What does this relationship disclose about human agency and creativity? If human life is unimaginable without tools, artifacts, memory supports, and machines, how might we gain the critical distance necessary to properly assess the human-technical relation? In this course we will open up an inquiry into the question of technology by considering the ways in which technical objects, processes, and systems interrupt, challenge, and constitute human subjectivity. Readings will include texts by Martin Heidegger, Friedrich Kittler, Bernard Stiegler, Gilbert Simondon, Katherine Hayles and others.
Instructor(s): Sara-Jo Swiatek Terms Offered: Autumn
Equivalent Course(s): RLST 27802

ANTH 22540. Games: Theory, Practice, and Experience. 100 Units.
Why do humans play? How do games achieve their hold on our passions and attention? And why have thinkers and scientists found ‘the game’ to be such a powerful concept for understanding economic competition, language use, cultural values, and war? This course offers students a chance to explore these questions through an introduction to a comparative anthropological method of analysis. Students will read and discuss accounts of gaming in diverse human societies, from the mock combats of Siberian shamans to the consuming passions of chess masters, machine gamblers, e-athletes, and role-players. Along the way, students will discover the conventions and technologies through which games create new worlds of meaning and achieve the experiential merger of self with activity that makes them such an engaging pursuit. Students will also make use of resources at the Weston Game Lab to compose reflexive accounts of gaming experience, with the option to complete a final research project on a favorite game. This course will appeal to anthropology majors interested in foundational concepts of ritual performance, everyday practice, strategic competition, and social experience, as well as non-majors interested in education, finance, design, theater, marketing, cognition, and, of course, gaming.
Instructor(s): Zachary Sheldon Terms Offered: Winter. Winter 2021

ANTH 22620. Comparative Colonialisms and Indigenous Sovereignty. 100 Units.
Scholarship on contemporary Indigeneity—the sets of conditions, experiences, urgencies, and histories that are assumed 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: TBD

ANTH 22625. Indigenous Movements in Latin America. 100 Units.
TBD
Instructor(s): Mareike Winchell Terms Offered: TBD (Not 2020-2021)
Prerequisite(s): The course qualifies as a Discovering Anthropology selection for Anthropology Majors.

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: TBD
Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.
Equivalent Course(s): ANTH 41810
ANTH 22750. Unsettling Sovereignty: Political Practices and Personal Aspirations. 100 Units.
This introductory graduate course will explore competing sovereignties as tentative, emergent, and contested forms of authority and control. Focusing on the tensions between nation-states, informal/illegal networks, and the actions and aspirations of individual subjects, we will interrogate sovereignty as both a deferred personal aspiration and a political practice. What are the roles of performances, narrative histories, and acts of exclusion and violence in the making of sovereignties? How are competing de facto and de jure sovereignties negotiated at the levels of individual subject, community, and nation-state? The centrality of both physical violence and the consent and complacency born of the naturalized hegemony of political institutions and economic rationality will arise in our close readings of ethnographic texts on political mobilization and precarious authorities.
Equivalent Course(s): ANTH 34725, MAPS 34513

ANTH 22755. The Idea of Africa. 100 Units.
The Idea of Africa, a new interdisciplinary course, offers undergraduates students an opportunity to engage critically with key philosophical and political debates about contemporary Africa on the continent and globally. The course takes its title from V.Y. Mudimbe’s 1994 book which builds on his earlier work The Invention of Africa. It asks three questions: (1) How and to what purposes has Africa been conceived as metaphor and concept. (2) How might we locate Africa as a geographic site and conceptual space to think through contemporary debates about citizenship, migration and new structures of political economy? (3) What futures and modes of futurity are articulated from the space and metaphor of Africa? This lecture course co-thought in an interdisciplinary mode will include public guest lectures, field trips, and engagement with visual arts, and film related to the themes of the course. The course will be divided into the following four sections: 1) Inventing Africa; 2) Political Trajectories; 3) Afro-Mobilities; 4) Afro-Futures.
Instructor(s): Natasha Nsabimana & Adom Getachew Terms Offered: Spring, Spring 2021
Equivalent Course(s): PLSC 22755, CRES 22755

ANTH 22765. Ethnographic Approaches to Power and Resistance. 100 Units.
This introductory graduate course will examine understandings of power articulated by influential political theorists and ethnographers. We will explore key theoretical concepts, including discipline, governmentality, sovereignty, hegemony, agency, and resistance, as well as their application within textured, intersubjective, and affectively oriented ethnographic texts. Seeing power grounded in tentative and unstable practices, we will focus on the tensions between nation-states, informal networks, and the actions and aspirations of individual subjects. How are attempts to consolidate power articulated in performances, narrative histories, and acts of exclusion and violence? How are competing de facto and de jure powers negotiated in various spaces ranging from the institutional to the intimate? The centrality of both physical violence and the complacency born of the naturalized hegemony of political institutions and economic rationality will arise in our examinations of political mobilization and possibility. This course will give students opportunities to develop conceptual understandings of various modes of power that offer insights into the forces of colonialism, global interconnectivity, and violence that shape the 21st century world.
Instructor(s): Victoria Gross Terms Offered: Spring
Equivalent Course(s): ANTH 34730, MAPS 31504

ANTH 22770. Anthropology of Power, Status, and Performance. 100 Units.
This introductory graduate course examines the nature of power and status through the theoretical lens of performativity. We will engage with notions of performativity, articulated by influential theorists of linguistics, gender, and religion, that demonstrate the abilities of performances to effect change in the world. Thinking with performativity, we will interrogate practices of negotiating power and status in a broad range of social, political, and geographical contexts. How is the power made and unmade through particular acts? How is status, a particular type of power differentiation, created collectively and individually through acts of saying and doing? Such questions will animate our explorations of power and status in recent ethnographies focused on Asia, the Americas, and Europe.
Instructor(s): Victoria Gross Terms Offered: Winter
Equivalent Course(s): ANTH 34735, GNSE 22770, MAPS 33508

ANTH 22845. Xenophobia and the Politics of Belonging. 100 Units.
What work does xenophobia do in the making and marking of nation-states? What does it mean to belong, in a world structured by migration? In this course, we will examine the practices and politics of exclusion, of othering and of unbelonging. Drawing on cases from North America and Sub-Saharan Africa, we will study xenophobia at a different point along its spectrum of intensity - from mass atrocities to the seemingly banal ways in which othering and exclusion are baked into everyday life. We will study each case in depth in its own right, as well as how it sits within broader experiences of exclusion and violence around the world and across time. In the course, we will explore theoretical debates surrounding nativism, autochthony, and different forms of nationalism, and the ways they relate to xenophobia. Scholars of migration and belonging have long shown that collective identities are constructed in large part in relation to an external other. Does (one person’s) belonging necessitate (another’s) unbelonging? In this course we ask: how does the ‘stranger’ come to be seen as threatening or destabilizing? How does one come to be seen as a ‘stranger’?
Instructor(s): Kathryn Takabvirwa Terms Offered: Autumn, Autumn 2020
Equivalent Course(s): CRES 22845
ANTH 22850. Mobility in Society: Concepts and Cultures. 100 Units.
This course seeks to explore the analytic of mobility in society. Through the exploration of various cultures and
epochs, we will explore the ways in which itinerant peoples engage with the world, and how they are perceived
in academic and colloquial perspectives. How do mobile people create a homeplace, and how is the concept
different or similar to sedentary peoples’ sense of home and belonging? In what ways does mobility inform
social, political, or economic particularities? How do mobile populations relate to the state as an entity that
seeks to count and account for populations? To explore these topics and more, readings and documentaries
will concentrate on nomadic pastoralism, ranchers, gypsies, and even modern families in motorhomes. We will
rely on archaeological, historical, and contemporary eras to engage empirical case studies that will provide the
foundation for a complementary theoretical discussion of the peripatetic lifestyle.
Instructor(s): K. Bryce Lowry Terms Offered: Winter. Winter 2021

ANTH 22855. Childhood, Migration, and Nation. 100 Units.
While the figure of mobile children is central to academic and public debates about migration worldwide,
this course asks students to step back and reconsider a question that is frequently taken for granted: ‘What is
a child?’ The intersections between childhood and other categories of personhood, such as migrant laborers
and refugees, complicate our assumptions about what it means to be a ‘child’ and the ways children fit into
the ideologies of nation-states. Ambiguous representations of migrant children also problematize human
rights and humanitarian discourses that often depict them as vulnerable, passive, and inseparable from their
family units. The analytical focus on young mobile subjects who are in the process of ‘growing up’ call our
attention to questions of temporalities and different modes of imagination which come to mediate the ongoing
socialization of the child by state, family, and schools. In this course, we will critically discuss both theoretical
concerns, ethnographic projects, films, and contemporary news media in the US, Asia, and elsewhere which take
‘(im)migrant children’ as an object of inquiry. We will examine 1) the intersection between childhood and other
personhood categories along the citizen-migrant continuum, and 2) institutional interventions and everyday
practices of the child which are mediated by different ideologies about being children and being (non)citizens of
a particular state.
Instructor(s): Moodjalin Sudcharoen Terms Offered: Spring. Spring 2021
Equivalent Course(s): CHDV 22855, GLST 22855, HMRT 22855

ANTH 22930. Charisma. 100 Units.
TBD
Instructor(s): William Mazzarella Terms Offered: TBD

ANTH 23003. Greater Latin America. 100 Units.
What is ‘Latin America,’ who are ‘Latin Americans’ and what is the relationship among and between places
and people of the region we call Latin America, on the one hand, and the greater Latinx diaspora in the US on
the other? This course explores the history of Latin America as an idea, and the cultural, social, political and
economic connections among peoples on both sides of the southern and eastern borders of the United States.
Students will engage multiple disciplinary perspectives in course readings and assignments and will explore
Chicago as a crucial node in the geography of Greater Latin America. Some topics we will consider are: the origin
of the concept of ‘Latin’ America, Inter-Americanism and Pan-Americanism, transnational social movements and
intellectual exchanges, migration, and racial and ethnic politics.
Instructor(s): Diana Schwartz Francisco Terms Offered: Autumn
Equivalent Course(s): LACS 26386, CRES 26386, HIST 26321

ANTH 23024. Extractivism in Latin America. 100 Units.
From the elusive search for El Dorado to the growing transition to renewable energy, extractivism has defined
and continues to produce effects on the everyday lives, economic possibilities, and political horizons of
Latin Americans in different historic and geographic settings. This course critically explores the social and
material worlds built around resource extraction in Latin America. By focusing on key episodes of 20th and
21st century energy development, the course will examine how extractivism has enabled and foreclosed
certain configurations of political power, especially in relation to the state, (anti-)imperialism, the left, and
indigenous social movements. We will also explore the rise of anti-extractivist struggles and critiques, with a
particular emphasis on indigenous peoples' mobilization of human rights discourse. Course readings will be
interdisciplinary (from anthropology and economics to history and film), drawing on cases from Venezuela,
Paraguay, Brazil, Mexico, and Bolivia.
Instructor(s): Steven Schwartz Terms Offered: Spring
Equivalent Course(s): LACS 26624
ANTH 23028. Body Modifications, Sociocultural Meanings, and Beauty in Ancient Mesoamerica. 100 Units.
The course will introduce past and current anthropological discussions of embodiment and beauty and then explore culturally born body concepts from the perspective of native Mesoamerican thought and ritual practice. A methodological unit will embrace reconstructions of ancient body modifications at the intersection between (bio)archaeology, ethnohistory, semiotics, and imagery. We will also review and discuss basic visual, behavioral, and social aspects of native Mesoamerican body works, focusing on head shaping, dental modification, and skin ornaments. A number of case studies target such forms of physical embodiment among the Olmecs, Maya, and the Aztecs. Finally, we will cover the evolving roles of body modifications past the European contact in Mexico, providing food-for-thought in discussing Novohispanic domination strategies, native resilience, and transformation.
Instructor(s): Vera Tiesler Terms Offered: Spring
Equivalent Course(s): LACS 27726, LACS 37726

ANTH 23077. Indigenous Politics in Latin America. 100 Units.
This course examines the history of Indigenous policies and politics in Latin America from the first encounters with European empires through the 21st Century. Course readings and discussions will consider several key historical moments across the region: European encounters/colonization; the rise of liberalism and capitalist expansion in the 19th century; 20th-century integration policies; and pan-Indigenous and transnational social movements in recent decades. Students will engage with primary and secondary texts that offer interpretations and perspectives both within and across imperial and national boundaries.
Instructor(s): Diana Schwartz Francisco Terms Offered: Winter
Equivalent Course(s): HIST 26318, LACS 36380

ANTH 23083. A Latin American Anthropology of Violence and Conflict in Latin America. 100 Units.
This course explores the dynamics of conflict and organized violence in Latin America through a combination of Latin American fiction and documentary films and ethnographic and other relevant research. The following are some of the interrelated topics that we will cover, which draw primarily from scholars not only of Latin America, but also in Latin America: non-state armed groups, transnational criminal networks, international cooperation and humanitarian intervention, human rights abuses and activism, gendered experiences of violence and its aftermath, and the state. We will begin our work in contemporary conversations about these topics throughout the region and weave in readings from the globally dispersed foundational thinkers who have informed these conversations. Students will develop a case study of their choosing over the quarter and receive in-class instruction on forming and managing effective writing groups to facilitate their projects. Significant flexibility is also possible for those who want to incorporate their coursework into the development of a larger research project.
Instructor(s): Erin McFee Terms Offered: Autumn. Autumn 2020
Prerequisite(s): PQ. Course materials and discussions will be in both Spanish and English; Spanish fluency required.
Equivalent Course(s): LACS 32335, GLST 23083, ANTH 32335, HMRT 23083, LACS 23083

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 23094. Development and Environment in Latin America. 100 Units.
This course will consider the relationship between development and the environment in Latin America and the Caribbean. We will consider the social, political, and economic effects of natural resource extraction, the quest to improve places and peoples, and attendant ecological transformations, from the onset of European colonialism in the fifteenth century to state- and private-led improvement policies in the twentieth. Some questions we will consider are: How have policies affected the sustainability of land use in the last five centuries? In what ways has the modern impetus for development, beginning in the nineteenth century and reaching its current intensity in the mid-twentieth, shifted ideas and practices of sustainability in both environmental and social terms? And, more broadly, to what extent does the notion of development help us explain the historical relationship between humans and the environment?
Instructor(s): Diana Schwartz Francisco Terms Offered: Winter
Equivalent Course(s): LACS 26382, HIST 26317, HIPS 26382, GEOG 26382, HIST 36317, LACS 36382, ENST 26382
ANTH 23097. Poverty and Urban Development: the Right to Housing in Latin America. 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 that which they share with the Global South and the world at large.
Instructor(s): Gonzalez, Ines Escobar Terms Offered: Spring
Equivalent Course(s): GLST 25320, ENST 25320

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.
Autumn Quarter examines the origins of civilizations in Latin America with a focus on the political, social, and cultural features of the major pre-Columbian civilizations of the Maya, Inca, and Aztec. The quarter concludes with an analysis of the Spanish and Portuguese conquest, and the construction of colonial societies in Latin America. The courses in this sequence may be taken in any order.
Instructor(s): Emilio Kourí Terms Offered: Autumn
Equivalent Course(s): SOSC 26100, HIST 36101, HIST 16101, LACS 34600, CRES 16101, LACS 16100

ANTH 23102. Introduction to Latin American Civilization II. 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): D. Borges Terms Offered: Winter
Equivalent Course(s): PPHA 39770, SOSC 26200, LACS 16200, LACS 34700, HIST 36102, CRES 16102, HIST 16102

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): PPHA 39780, LACS 16300, HIST 36103, CRES 16103, LACS 34800, SOSC 26300, HIST 16103

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
Note(s): This version of the course is for the Paris Program, Spring 2021. This course qualifies as a Discovering Anthropology selection for Anthropology Majors.
Equivalent Course(s): CRES 23335, FREN 23335, FREN 33335, 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: TBD. Not offered 2020-21; may be offered 2021-22
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 ‘Americanness’ 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: TBD. Not offered 2020-21; may be offered 2021-22
Prerequisite(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.
Equivalent Course(s): CRES 23607

ANTH 23608. Introduction to Asian American Studies. 100 Units.
On May 6, 1882, the United States passed the Chinese Exclusion Act, the first major federal legislation of its kind to explicitly exclude an entire ethnic group. More than a century later, as the U.S. grappled with a deadly outbreak of COVID-19, President Donald Trump insisted upon referring to the virus as ‘Chinese,’ reigniting historical and racialized anxieties of ‘Yellow Peril’ and ‘Asian invasion,’ even as Asians across the country reported incidents of anti-Asian discrimination and violence. This course seeks to bridge these two moments by providing a critical examination of contemporary Asian American experience through the social, political, and historical contexts that come to bear upon it. Focusing on East and Southeast Asian communities, it will interrogate theories of race, class, and identity, alongside issues of immigration/migration, transnationalism, labor, citizenship, generational dissonance, and activism. Engaging a variety of historical events, social movements, racialized imaginaries, critical writings, and cultural representations, we will consider how Asian American history is vitally shaped by not only repression and assimilation, but also radicalism and innovation.
Instructor(s): Victoria Nguyen Terms Offered: Winter
Equivalent Course(s): GLST 20004, CRES 20004

ANTH 23609. Contentious Natures: Race, Nature, and Power. 100 Units.
Drawing on anthropology, critical race theory, feminist studies, postcolonial studies, and STS, this course examines how race and nature work in tandem as domains of power. Tracking how race and nature are vitally intertwined, we interrogate the racial politics of climate, wilderness, local ecologies, biology, and space and place. Ultimately, the course considers how contested and essentialized notions of nature are crucial to environmental politics, as well as the formation of citizenship, territory, projects of development, and modern regimes of governance.
Instructor(s): Victoria Nguyen Terms Offered: Winter
Equivalent Course(s): GLST 12100, GLST 22100

ANTH 23611. Racial Consciousness and the Asian American Perspective. 100 Units.
What does it mean to be Asian American today? At once marginalized and woefully unspecific, Asian American identity seems to occupy a purgatorial status in the American racial imagination. How have Asian Americans been understood within, and how do they understand themselves within, White institutions, anti-Black hierarchies, and capitalist orders? And what are the cumulative psychic effects of their quotidian, uneventful, and often unspoken of racializations? This seminar examines how Asian American writers, artists, and thinkers reckon with in/visibility, ambiguity, and the ‘minor intensities’ of Asian American life through stories, poetry, films, and visual art. We will engage in close reading and analysis of these materials, with an eye toward their specific social, historical, and political contexts as we read them alongside a range of critical theory on the politics of identity and subjectivity.
Instructor(s): Victoria Nguyen Terms Offered: Spring
Equivalent Course(s): CRES 27542
ANTH 23612. Lethal Landscapes, Toxic Worlds: Geographies of Race, Risk, and Contingency. 100 Units.
This advanced seminar critically examines environmental racism and injustice with an eye toward the social, historical, and political forces that create, sustain, and ultimately challenge environmental inequalities. We explore recent work at the intersection of anthropology, political ecology, and science studies that investigate unequal exposures and the politics of containment. Connecting local and international case studies with larger social and settler colonial logics, the seminar will investigate relations of power, segregation, contingency, and kinship in uneven terrains of vulnerability and risk.
Instructor(s): Victoria Nguyen Terms Offered: Spring
Prerequisite(s): CRES 12100, or CRES 12200, or consent of instructor
Equivalent Course(s): CRES 22000

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): John Kelly Terms Offered: TBD. May be offered in 2020-21
Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.
Equivalent Course(s): ANTH 33700, CRES 23710, CRES 33700

ANTH 23806. The Politics of Plant Life: Edens, Plots, and Ruins. 100 Units.
How do plant ecologies materialize conflicted and incommensurate political formations? How are political ideals, collectivities, or anxieties reflected in the matter and meaning of plant life across its many social guises (as food, magic, medicine, drugs, industrial commodities, mortal enemies, alien invaders, and more)? How might radical attention to the complexities of our lives with plants help us to formulate ethical and political possibilities in the wake of conflicted histories and in midst of uncertain planetary futures? This course explores possibilities for understanding political imaginaries through the lens of plant life. We will attend to the history of social and natural scientific understandings of plant life as these shaped foundational concepts in social and political theory (including concepts of culture, race, gender and sexuality, economy, and history). We will examine how the scientific, military, and commercial transformation of plant natures was central to political projects from 18th century imperialism to 21st century counter-insurgency, from World War to the ‘War on Drugs,’ from colonization to climate crisis. This seminar brings together historical sources, classical theoretical texts, and contemporary ethnographic projects with experimental and multi-media materials to explore the history of plant life’s entanglement with imagined political histories and futures--apocalyptic, utopian and revolutionary.’
Instructor(s): Amy McLachlan Terms Offered: Spring
Equivalent Course(s): ANTH 33809, GLST 24901, ENST 24902

ANTH 23807. Toxic: Body Burdens and Environmental Exposures. 100 Units.
Toxicity is a pervasive and often elusive presence in our lives today. In this seminar class, we begin to address this condition by asking: what exactly is toxic? Who bears the burden of this classification? And, how then, are these understandings of toxicity defined and deployed in broader historical, political, and scientific contexts? From these preliminary questions, we explore the pathways through which toxic exposure, contamination, and fallout accumulates in disproportionate and uneven ways, especially for minoritized populations and upon Indigenous territories. Drawing upon a variety of social science literature and community-based research we trace these challenges through overlapping structures of race, class, gender, citizenship, and coloniality. This transnational and interdisciplinary orientation will acquaint students with case studies of exposure across different scales and geographies, from Chernobyl to Chicago. Through mixed approaches of ethnography and media curation, students will also have the opportunity to research and document their own cases studies of body burdens and environmental exposure.
Instructor(s): Teresa Montoya Terms Offered: Autumn. Autumn 2020
Equivalent Course(s): CRES 23807, HLTH 23807, ENST 23807
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): Undergraduates only
Prerequisite(s): 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/mbl-september-courses
Equivalent Course(s): HIST 14904, HIPS 15100

ANTH 23811. Facing Climate Change in the Global South. 100 Units.
Reckoning with climate change often leads to an appeal to a common humanity that is on the brink of annihilation. The call is to act together to stall the harmful effects we as a species have had on the planet. This course will critically interrogate the social, political, racial inequalities that such a rhetoric evades. Reading ethnographies from different parts of the world, we will examine the causes and consequences of the Global South disproportionately bearing both the impact of environmental degradation and the burden of remedial measures to avert the climate crisis. Taking up four environmental issues, we will ask: what causes environmental inequality, how is it manifested, and what are the consequences - both for people experiencing these inequalities and for effectivity of climate change action? The course will cover: (a) The problem of toxicity and waste in underprivileged communities from New York to New Delhi. (b) The impact of the global quest to save tropical wilderness on local communities that are pitted against prioritized megafauna such as the tigers of the Sundarbans and the elephants of the Zambezi. (c) The inequalities in climate disaster relief, from New Orleans after Hurricane Katrina to Maldives facing sea-level rise (d) The toll on marginal farming communities of the global push towards sustainable, organic food production.
Instructor(s): Suchismita Das Terms Offered: Winter. Winter 2021
Equivalent Course(s): ENST 23811, CRES 23811

ANTH 23825. Social Theory of the City. 100 Units.
This seminar explores various historical, sociological and anthropological theories of cities. The course analyzes major theoretical frameworks concerned with urban forms, institutions and experience as well as particular instances of city development from pre-modern to contemporary periods. The seminar will consist of initial orienting lectures, discussion of selected texts concerned with social theories of the city, and presentation of research projects by class participants.
Instructor(s): Alan L. Kolata Terms Offered: Winter. Winter 2021 in Paris
Prerequisite(s): Admission to the Winter 2021 Paris Program
Note(s): Undergraduates only
Equivalent Course(s): ARCH 23825

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. Dooststar Terms Offered: Spring
Equivalent Course(s): AASR 30501, RLST 28900, KNOW 28900

ANTH 23908. Religion and its 'Other': Secular and Post-Secular Formations. 100 Units.
How do we locate religion? What is a secular space? Are we somehow beyond secularism? This course provides an introduction to the relationship between religion and the secular as it has been conceived in the modern West. It is intended to provide students with a basic historical and theoretical framework for thinking about how these categories relate, how they have evolved, and the work they do in our contemporary society. Readings will include works by Hermann Cohen, Louis Dupré, Charles Taylor, Michel Foucault, Bruno Latour, Judith Butler, Talal Asad, and Saba Mahmood.
Instructor(s): Lisa Hedrick Terms Offered: Winter
Equivalent Course(s): RLST 29015
ANTH 23910. Holocaust Object. 100 Units.
In this course, we explore various ontological and representational modes of the Holocaust material object world as it was represented during World War II. Then, we interrogate the post-Holocaust artifacts and material remnants, as they are displayed, curated, controlled, and narrated in the memorial sites and museums of former ghettos and extermination and concentration camps. These sites which—once the locations of genocide—are now places of remembrance, the (post)human, and material remnants also serve educational purposes. Therefore, we study the ways in which this material world, ranging from infrastructure to detritus, has been subjected to two, often conflicting, tasks of representation and preservation, which we view through a prism of authenticity. In order to study representation, we critically engage a textual and visual reading of museum narrations and fiction writings; to tackle the demands of preservation, we apply a neo-materialist approach. Of special interest are survivors’ testimonies as appended to the artifacts they donated. The course will also equip you with salient critical tools for future creative research in Holocaust studies.
Instructor(s): Bozena Shallcross Terms Offered: Autumn
Equivalent Course(s): HIST 33413, HIST 23413, JWSC 29500, REES 37019, REES 27019, ANTH 35035

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 Santería 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 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): CRES 24001, SOSC 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): SOSC 24003, CRES 24003, SALC 20702, HIST 18303

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, SOSC 23000, HIST 10800, SALC 20100, SALC 30100
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): SALC 20200, HIST 10900, SOSC 23100

ANTH 24110. Jews, Arabs, and Others: Nations from the Nile to the Jordan. 100 Units.
This course considers nationbuilding as an ongoing and recurring process in the Middle East, realigning identities and communities according to the political concerns of the time. In particular, we will examine how Arabs and Others have figured in the political imagination of both Egypt and Israel-Palestine. When can Egyptians, Palestinians, and Israelis consider themselves 'Arab'—and when not? What are the stakes of naming Arab-ness or claiming it for oneself? To answer these questions, this course will include readings on Arab nationalism and minorities in Egypt, the question of Jewish versus Israeli nationalism, Arab (or Mizrahi) Jews in Israel, and the relationship of Palestinian nationalism to the borders that have been drawn within the historic land of Palestine.
Instructor(s): Callie Maidhof Terms Offered: Autumn
Equivalent Course(s): GLST 25209

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 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): CHDV 25250, MAPS 46460, HLTH 24302

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): HIPS 25309, KNOW 21404, ANTH 34308, CHSS 35309, KNOW 31404, HIST 35309, HIST 25309

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): CHDV 21000, PSYC 23000, CRES 21100, AMER 33000, GNSE 31000, EDSO 21100, PSYC 33000, GNSE 21001, ANTH 35110, CHDV 31000

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; 3, 4
Equivalent Course(s): KNOW 43204, CHDV 43204, ANTH 40330, HIPS 27301, HLTH 23204, CHDV 23204

ANTH 24334. Introduction to Health and Society II. 100 Units.

What can the social sciences teach us about the ongoing coronavirus pandemic or the opioid epidemic of the past decade? How can we understand the sources of inequalities in access to care and in health outcomes across populations, both in the United States and globally? What is the significance of varying experiences of illness, categories of disorder, ideals of well-being, and forms of intervention across cultural settings and historical periods? This course introduces students introduces students to the social, political, and economic processes that shape individual and population health, as well as to a range of concepts and methods which social scientists use to study these processes. This summer’s class will focus on the case studies of the 2020 coronavirus pandemic and the opioid epidemic, along with other cases. Please note that this course is not a continuation of HLTH 17000, but a summer session version of the same class. This course can be used to satisfy the HLTH 17000 requirement for the Health and Society minor. Students who are not currently in the minor are also welcome to take the course as an opportunity to learn about the social sciences of health and medicine.

Instructor(s): Eugene Raikhel
Terms Offered: Summer
Note(s): Please note that this course is not a continuation of HLTH 17000, but a summer session version of the same class. This course can be used to satisfy the HLTH 17000 requirement for the Health and Society minor. Students who are not currently in the minor are also welcome to take the course as an opportunity to learn about the social sciences of health and medicine.
Equivalent Course(s): SOCI 20509, HLTH 17001, CHDV 24010

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: Winter. Winter 2021
Prerequisite(s): Strongly recommended: previous lower-division courses in the social studies of health and medicine through ANTH, HIPS, HLTH, or CHDV
Note(s): This is an advanced reading seminar. Among undergraduates, 3rd and 4th year students are given priority. Consent only: Use the online consent form via the registrar to enroll.
Equivalent Course(s): CHSS 40310, CHDV 24341, ANTH 40310, CRES 24341, HIPS 24341, CHDV 40301, HLTH 24341

ANTH 24350. Historical Epistemology & Contemporary Biomedicine. 100 Units.

No description available
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 I. 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): MAPH 34400, MAPS 34500, SOSC 34500, ANTH 34501, CHDV 34501

ANTH 24511. Anthropology of Museums II. 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): ANTH 34502, MAPS 34600, CHDV 38102, SOSC 34600

ANTH 24701. Political Anthropology. 100 Units.
This course introduces students to the anthropological study of politics and the political. Classes are seminar-style discussions with a mix of group discussions, mini-lectures, writing workshops, and in-class small group activities. In addition to reading major theoretical and empirical contributions to the field, students will also learn how to conduct meeting- and event-based ethnography and to compose ethnographic writing. Major assignments include conducting fieldwork, handing in periodic field notes journals, and a final paper assignment that weaves together field data with course readings. Authors include, but are not limited to the following: Abrams, Anderson, Aretxaga, Comaroff and Comaroff, Evans-Pritchard, Foucault, Mbembé, McGovern, Mitchell, Mosse, Nelson, Povinelli, Rabinow, Ramirez, Scott, Sharma and Gupta, Silverstein, Taussig, Trouillot, and Weber.
Instructor(s): Erin McFee
Terms Offered: Winter. Course offered Winter 2020
Equivalent Course(s): PBPL 24702, GLST 24701, 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 analyze 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, Dawley, Fauklner, Fukuyama, Gambetta, Govier, Hawley, Holton, Jamal, Jones, Kleinman, Lewicki, Luhmann, McAllister, Möllering, Simpson, Tilly, and Widner.
Instructor(s): Erin McFee
Terms Offered: Autumn. This course was offered Autumn 2019
Equivalent Course(s): ANTH 34720, HMRT 34720, HMRT 24725

ANTH 24725. Humans After Violence. 100 Units.
What happens to individuals and societies after experiences with violence? This course takes a critical look at scholarship and practitioner efforts to understand and influence those who make and unmake violence and who are implicated in its aftermath. The four units - violence, trauma, subjectivity, and reconciliation - explore and problematize each of these domains of inquiry. Throughout the course, we will draw from both foundational and emerging texts in anthropology and related disciplines as we critically examine the ‘re’ in contexts of violence: re-integration of ex-combatants, re-entry of the formerly incarcerated individuals, re-turn of displaced populations, and re-conciliation among war affected peoples. What are the reach and limits of these discourses in contexts of violence and physical and socioeconomic insecurity? How is social life in these settings differentially experienced according to gender and stages of the life course? The course will also include an examination of methodological approaches to studying violence-affected individuals and communities as well as issues of decolonizing research, non-extractive approaches, reflection on relations of power and inequality, and trauma-informed approaches to research and engagement. Students will develop a case study of their choosing over the quarter and receive dedicated classroom instruction on writing interdisciplinary literature reviews.
Instructor(s): Erin McFee
Terms Offered: Winter. Winter 2021
Prerequisite(s): Open to 3rd or 4th year undergraduates and masters students
Equivalent Course(s): ANTH 34721, HMRT 24725, GLST 24725, HMRT 34721
ANTH 24730. Religious Violence. 100 Units.
Are there ‘proper’ or ‘improper’ practices of religion? Is it at best a matter of private belief, to be kept separate from or protected by the state? Or is it something that at times requires the state’s intervention? Does religion represent the last vestiges of the premodern world, or is it something that is integral to modern life? To answer these questions, we will call on anthropologists and other social scientists and theorists to understand, first, what is ‘religion,’ and then what is, can be, or should be its relationship to gender, the nation, and the modern state in various historical and geographical locations, with particular attention to the Middle East and South Asia. Instructor(s): Callie Maidhof Terms Offered: Spring Equivalent Course(s): RLST 26630, GLST 25630

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 24830. Oil, Power, Modernity: The Anthropology of Energy. 100 Units.
Oil is often regarded as the quintessential commodity of modern industrial capitalism. Oil is a material substrate of power-as a source of energy, an impetus for warfare, and a source of windfall revenue for multinational corporations and petrostates. This undergraduate seminar surveys social scientific approaches to oil and adjacent energy complexes. This seminar will debate the character of oil as a material substance and an instrument of political power. To this end, students will consult the writings of anthropologists, geographers, and economists alongside creative media including film, television, and short stories. Instructor(s): Ryan Jobson Terms Offered: Winter. Winter 2021 Note(s): Course is designed for undergraduates and master’s students Equivalent Course(s): ANTH 35515

ANTH 24835. Global Disaster Ecologies: Interspecies Exposures and Immunities. 100 Units.
This class explores ecologies that thrive, transform, or collapse under severe anthropogenic pressures. Construing ‘ecology’ and ‘disaster’ broadly, it attends to human and nonhuman interdependencies in contexts at once different and related: (post)war landscapes, sites of modern agriculture and food production, and extreme weather events attributed to global climate change. The class asks: what social and ecological relations become possible, thinkable, and tenable when scientific and experiential facts of natural destruction meet optimistic ideologies of conservation, resilience, and climate finance? Interdisciplinary class readings will place special emphasis on honeybees’ collapse and worldwide insect decline. Instructor(s): Jasarevic, Larisa Terms Offered: Autumn Equivalent Course(s): GLST 25250, ENST 25250

ANTH 24910. Contemporary Social Theory. 100 Units.
This course is about how contemporary theorists and those interested in a theoretical sociology, anthropology or related fields think about societies, how they rearranges themselves, and how social and cultural forms and relations can be analyzed. It addresses connections that transcend national borders and connections that require us to dig deeper than the person and look at the brain. We address different theoretical traditions, including those attempting a diagnosis of our times, and mechanism theories. The overall focus is on defining and agenda setting paradigms in the second half of the 20th century and some new 21st century theorizing. Instructor(s): K. Knorr Terms Offered: Autumn Equivalent Course(s): ANTH 30310, SOCI 20291, SOCI 30291

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): P. Sean Brotherton Terms Offered: Spring. Spring 2021 Note(s): CHDV Distribution: D Equivalent Course(s): CHDV 25100, GNSE 25112, CRES 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): INST 27702, GLST 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). All are variously political. Foregrounding the plurality of the material worlds and lived worldviews on the one hand, and of the shared historical predicament on the other, social thinkers question universal values and conceivable relations, and search for alternate forms of grasping, engaging, and representing the pluriverse. This course goes along with such interests in the ‘worlds’ and collects a number of compelling, contemporary texts that are variously oriented towards cosmopolitics, ‘minimalist metaphysics,’ ‘new materialisms,’ speculative realisms, eco-theology, and multispecies coexistence. Readings will stretch out to examine some classic ethnographic texts and past theoretical excursions into the perennial problem of how to know and tell the unfamiliar, native, worlds, which are swept by, mingling with, or standing out in the more globalizing trends of capitalist, scientific, and secular materialism.
Terms Offered: Spring
Equivalent Course(s): GLST 27703

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): MAPS 35148, JWSC 25148, ANTH 35148, CMES 35148, NEHC 25148, NEHC 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.
Instructor(s): Morris Fred Terms Offered: Spring
Equivalent Course(s): MAPS 35150, NEHC 25147, NEHC 35147, CMES 35150, ANTH 35150, JWSC 25149

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): GNSE 20802, RLST 26909, 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): RLST 27570, AASR 37570, GNSE 27570

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 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.
Instructor(s): Paula Martin Terms Offered: Spring
Note(s): This course counts as a Foundations Course for GNSE majors
Equivalent Course(s): HIPS 12103, HLTH 12103, GNSE 12103, CHDV 12103

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
Equivalent Course(s): HIST 27414, ARTH 27530, GNSE 27530, CRES 27530

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. Advanced Undergraduates admitted with Instructor consent.
Instructor(s): Mary Elena Wilhoit Terms Offered: Autumn
Prerequisite(s): Advanced Undergraduates admitted with Instructor consent.
Equivalent Course(s): GNSE 23506, ANTH 32925, GNSE 33506, MAPS 33502
ANTH 25255. 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.
Equivalent Course(s): HMRT 23403, CHDV 23403, GLST 23403

ANTH 25256. Anthropology of Borders. 100 Units.
Today, the world may seem more connected than ever. Infectious disease, data, global capital, and even ‘culture’ seem to travel in the blink of an eye. At the same time, we’re witnessing the fortification of borders, and a resurgence of rightwing ethnonationalist populism on both sides of the Atlantic. Borders take on new significance national debates and security policy, and for those who rarely come into contact with borders, they may seem like mere metaphor for how a nation positions itself with regard to immigration, public health, and trade. But beyond the party platforms of politicians in the world’s capitols, borders are very real places, constituted by the practices of state and non-state actors alike, and creating new forms of life in response to the technologies that police them. In this course, we will take an anthropological view of borders in order to understand how they are created, policed, and inhabited, following and bucking trends in the micropractices of military, police, and bordercrossers both legal and illegal.
Instructor(s): Callie Maidhof Terms Offered: Winter

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: Was Offered in 2019-20; will not be offered in 2020-21.
Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology majors.
Equivalent Course(s): ANTH 35305

ANTH 25315. XCAP: Food for Thought. 100 Units.
We will use food as a lens into thinking about global politics. If anthropology and contemporary art have one thing in common, it is the aim to de-familiarize taken-for-granted ways of being in the world by means of ethnographic comparison or aesthetic provocation so as to open up new perspectives on the complexities of human social life. Co-taught by an artist and an anthropologist, this course considers what’s at stake when contemporary artists build on this longstanding practice to explore the complexities of current societal, political, and cultural contexts.
Instructor(s): Laura Letinsky & Stephan Palmié Terms Offered: Autumn
Note(s): for 3rd and 4th year students only
Equivalent Course(s): ARTV 36210, ARTV 26210, ARTH 29942, ANTH 35315, CMST 36210, KNOW 29942, CMST 26210

ANTH 25322. Food Politics in a Global World. 100 Units.
Food Politics’ means so many things: Trust, risk, danger. Safety, regulation, retail, and consumption across wildly different scales: global, (trans)national, urban, regional, local, distant, foreign. Diets, fasts, binges. Canning, refrigeration, cafeterias, farmers’ markets, and the cold aisles of supermarkets. Educated consumers, mass panics, and the ‘distant’ bodies of humanitarian aid. In this class, ethnographic and comparative approaches to food politics will be our lens into recognizing, discussing, and thinking about food as a critical site of global politics. We will examine articulations of social differences, performances and performativities of bodies (gendered, migrant, public, private, clandestine, hungry, satiated, healthy, and criminal), transnational battles over regional and local ‘purity,’ and sensibilities that do or do not trust sites of economic and/or political authority positioned far away. Indeed, food politics are just as much a window into the investigative and critical potentials of ethnography in a global world as they are a way to recognize the moral, popular, imaginary, and experiential processes at work and constitutive of taken-for-granted political actor-abstractions such as ‘the state’ ‘the economy’ and ‘the public.’
Instructor(s): Czarnecki, Natalja Terms Offered: Winter
Equivalent Course(s): GLST 24233, ENST 24233
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 instantiated 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): ANTH 35401, SOCI 20150, SOCI 30150

ANTH 25422. Struggle and Solidarity: The Politics of Chicago Labor in the 19th and 20th Centuries. 100 Units.
In this course we will question how and why Chicago was important to the way we think about ‘work.’ Employment, equity, wages, and security are certainly of debate throughout the nation today, but Chicago has been at the forefront of this contentious conversation for the last two hundred years. In order to better understand the relationship between advancing capitalism, labor politics, the workers’ body, exploitation, and resistance we will analyze the Haymarket Massacre, the Chicago Stockyards, and the African-American Pullman Porters. To be sure, laborers built this city with broad shoulders, but also with a commitment to struggle and solidarity that changed the social, political, and economic landscape of the United States and the world forever.
What about the confluence of labor and capital sparked these events? How does union organization work on a pragmatic level as well in regards to ideological (re)formation? In what other ways can populations resist oppression? How do class, race, capital, and labor intersect in society over time and why do those relationships shift? What are the differences or similarities regarding labor issues between Chicago and other parts of the world?
Instructor(s): K. Bryce Lowry Terms Offered: Spring. Spring 2021
Equivalent Course(s): ENST 25422, HIST 28812

ANTH 25455. Work, Labor, Value. 100 Units.
Who works and who doesn’t? How does labor create value? And who directs these processes and who ultimately benefits? This course explores how work and labor vary cross-culturally and transform under modern capitalism and in response to social and technological change. It brings together a wide selection of scholarship from within anthropology and related disciplines to explore how the categories of work, labor and value are constituted across different political-economic regimes and cultural frameworks and differently theorized within the social sciences. Inter alia, students explore the role of ‘kinship’ and the primacy of ‘gender’ or ‘class’ in small-scale, non-capitalist economies; the historical significance of distinct labor regimes (e.g. ‘feudalism’, ‘slavery’ and ‘wage-labor’) and the role of each in the transition to modern capitalism; the imposition of colonial labor regimes and the modern global division of labor; racialized and gendered political-economy and the role of racial and gender categories in shaping ideologies of labor and occupational hierarchies; the emergence of labor movements and the institutionalization of ‘working class’ politics; the role of border regimes and migration in the formation of transnational labor regimes; the opposition between ‘physical’ or ‘manual’ labor on the one hand, and ‘intellectual’, ‘affective’ or ‘semiotic’ labor on the other; the effects of mechanization and automation and ongoing debates about right to employment.
Instructor(s): Patrick Lewis Terms Offered: Winter. Winter 2021

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 25905-25906. Introduction to the Musical Folklore of Central Asia.
No sequence description available.
ANTH 25905. Introduction to the Musical Folklore of Central Asia. 100 Units.
This course explores the musical traditions of the peoples of Central Asia, both in terms of historical development and cultural significance. Topics include the music of the epic tradition, the use of music for healing, instrumental genres, and Central Asian folk and classical traditions. Basic field methods for ethnomusicology are also covered. Extensive use is made of recordings of musical performances and of live performances in the area.
Instructor(s): Kagan Arik Terms Offered: Spring
Equivalent Course(s): NEHC 20765, NEHC 30765, MUSI 23503, MUSI 33503, REES 35001, REES 25001

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 20766, NEHC 30766

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 living tradition firsthand through visits of a Chicago-based folk dance ensemble, 'Balkan Dance.'
Instructor(s): A. Ilieva Terms Offered: Winter
Equivalent Course(s): NEHC 30568, ANTH 35908, REES 29009, REES 39009, CMLT 33301, NEHC 20568, CMLT 23301

ANTH 25909. Anthropological Approaches to Global Hip Hop(s) 100 Units.
In this course, our goal will be to further develop a series of tools with which to study hip hop in its local, regional, and transnational diversity. How do artists make affinities and draw distinctions along aesthetic, political, and other social lines? What symbolic status and importance do artists outside of urban North America accord the genre’s US and African-American historical lineages? What role do states and industries play in mediating the forms that so-called global hip hops assume? Hip hop scholars have productively analyzed the genre and its associated messages and styles by way of analytics like post-industrialization, authenticity, resistance, ‘flows,’ and identity. We will also explore the ways in which hip hop relates to genre and semiotic ideology, subjectivity and publics/groups/nations. Toward these ends, seminar discussion will consider historical and audiovisual material from French, Senegalese, German, Russian, Mongolian, American, post-Yugoslav, and other scenes. Through a variety of screenings, listenings, and other activities, we will encounter a diverse range of hip hop’s crafts in addition to rap, including beat-making, -boxing, and DJing/turntablism/controllerism. Course readings will address ethnographic, historical, journalistic, and artistic considerations of hip hop’s creative practices, while situating these in more abstract, yet relevant debates within anthropology, ethnomusicology, and media studies.
Instructor(s): Owen Kohl Terms Offered: Spring
Equivalent Course(s): GLST 24801

ANTH 25920. Are You Not Entertained? The Anthropology and Politics of ‘Fun’ 100 Units.
Spaces throughout our uncertain present have often been referred to as ‘post-industrial.’ However, many cities, regions, and laborers remain dedicated to bringing novel, entertaining product including films, music, and devices to diverse markets. Among skeptics, an old functionalist question has reemerged: Do seemingly lighthearted institutions, venues, and techno-gadgets enable capitalism’s continued transnational primacy through their capacity to distract? Are pressing social problems including gross wealth imbalance, state surveillance, and punitive policing ignored in favor of never-ending amusement? No doubt, theoreticians from various walks of life have long deemed entertainers, gizmos, and the audiovisuals that they conjure critical in winning hearts, minds, and conflicts - both foreign and domestic. By following ambivalent, aspirational genres through a range of distinct, yet kindred 21st century industries, we will critically consider entertainment’s capacity to reflect, challenge, and shape political economy. Our bi-weekly lectures, readings, and discussions will draw upon social practices and performances that have awkwardly aimed to do more than merely amuse by supposedly educating, enlightening, and benefitting consumers. We will first consider (post-) colonial and Cold War historical genealogies by looking closely at battlegrounds of fun such as the Soviet circus, the Yugoslav and film industries, and the State Department’s jazz ‘jambassadors.’
Instructor(s): Kohl, Owen Terms Offered: Winter
Equivalent Course(s): GLST 24655
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: Might be offered during 2020-21.
Prerequisite(s): Consent of Instructor
Equivalent Course(s): ANTH 55854

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, ARCH 16603, HIST 16603

ANTH 26120. 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): ARCH 20404, HIST 20404, ANTH 36120, CLAS 30404, HIST 30404, CLCV 20404

ANTH 26330. Making the Maya World. 100 Units.
What do we know about the ancient Maya? Pyramids, palaces, and temples are found from Mexico to Honduras, texts in hieroglyphic script record the histories of kings and queens who ruled those cities, and painted murals, carved stone stelae, and ceramic vessels provide a glimpse of complex geopolitical dynamics and social hierarchies. Decades of archaeological research have expanded that view beyond the rulers and elites to explore the daily lives of the Maya people, networks of trade and market exchange, and agricultural and ritual practices. Present-day Maya communities attest to the dynamism and vitality of languages and traditions, often entangled in the politics of archaeological heritage and tourism. This course is a wide-ranging exploration of ancient Maya civilization and of the various ways archaeologists, anthropologists, linguists, historians, and indigenous communities have examined and manipulated the Maya past. From tropes of long-hidden mysteries rescued from the jungle to New Age appropriations of pre-Columbian rituals, from the thrill of decipherment to painstaking and technical artifact studies, we will examine how models drawn from astrology, ethnography, classical archaeology and philology, political science, and popular culture have shaped current understandings of the ancient Maya world, and also how the Maya world has, at times, resisted easy appropriation and defied expectations.
Instructor(s): Sarah Newman Terms Offered: Autumn. Autumn 2020
Equivalent Course(s): LACS 26330, LACS 36330, ANTH 36330
ANTH 26715. The Rise of the State in the Ancient Near East. 100 Units.
This course introduces the background and development of the first urbanized civilizations in the Near East in the period from 9000 to 2200 BC. In the first half of this course, we examine the archaeological evidence for the first domestication of plants and animals and the earliest village communities in the ‘fertile crescent’ (i.e., the Levant, Anatolia, and Mesopotamia). The second half of this course focuses on the economic and social transformations that took place during the development from simple, village-based communities to the emergence of the urbanized civilizations of the Sumerians and their neighbors in the fourth and third millennia BC.
Instructor(s): G. Stein Terms Offered: Winter
Equivalent Course(s): NEAA 30030, ANTH 36715, NEAA 20030

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 multidisciplinary 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 48015, EALC 28015

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): ANTH 36765, EALC 48010, EALC 28010

ANTH 26825. Heritage, Memory, and the Affective Turn: Performing and Consuming the Past. 100 Units.
TBA
Instructor(s): Michael Dietler Terms Offered: Winter. Winter 2021
Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology Majors

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: Was offered in 2019-20; will be offered again in 2021-22.
Prerequisite(s): Advanced standing and consent of instructor for undergraduates
Equivalent Course(s): ANTH 46900

ANTH 27001. Intro To Linguistics-1. 100 Units.
TBD
Equivalent Course(s): SOSC 21700, ANTH 37001, LING 30100, LING 20100

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 deconstruct the straightforward correlation between socioeconomic 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): LING 30249, ANTH 37116, CHDV 30249
ANTH 27170. Verbal Art. 100 Units.
This course introduces linguistic patterns of speech play and verbal art (SPVA), including parallelism, jokes, language games, sound symbolism, puns, ideophones, poetry, and other expressive strategies. We examine how speakers of indigenous and minority languages around the world use these strategies in everyday speech, and discuss how native intuitions and interpretations of SPVA data provide a key to understanding epistemologies, social identities, power and inequalities, and language ideologies. Through a humanistic and scientific lens, we will theorize how SPVA pushes the boundaries of iconicity, creativity, and variation. The everyday use of SPVA becomes central to understanding the language, culture, society, and individual nexus.
Instructor(s): Natalia Bermudez Terms Offered: Spring
Equivalent Course(s): LING 27170

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 transcribing 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 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: Not offered in 2020-21
Equivalent Course(s): LING 27430, ANTH 37430

ANTH 27445. Whose Hybridity?: ‘Mixing’ Language, Race, and Identity. 100 Units.
Throughout the modern world, members of racial, ethnic, and other groups perform their identities, in part, through the use of multiple languages or linguistic sub-varieties. It is a commonplace assumption that some of these performed identities-and their linguistic modes of expression-are ‘hybrid’ or ‘mixed.’ Whether viewed as a cause for celebration or alarm, such assumptions often rely on the idea of previously ‘pure’ things that were later made ‘hybrid.’ In various accounts in a range of media, ‘hybridity’ spells the end of desirable ways of life, even the ‘natural order of things.’ In other accounts, ‘hybridity’ is celebrated for producing novel relations between discrete categories, practices, and identifications. Yet upon closer inspection, even such supposedly ‘pure’ categories themselves frequently turn out to be anything but ‘pure.’ This course will critically explore how ‘hybridity’ is constructed as a matter of concern across a range of intellectual-, geopolitical-, cultural-, and media contexts. It focuses on language as a privileged marker of and resource in identity-construction, both self and other. This class uses theories and methods from anthropology, sociolinguistics, history, and sociology to explore how ‘hybridity’ can be-and has been-used to construct social boundaries, exclusions, and erasures as much as solidarities, inclusions, and recognitions. The class focuses also on the material media in which these inclusions and exclusions are produced.
Instructor(s): Joshua Babcock Terms Offered: TBD
Equivalent Course(s): CRES 27535

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 ironic ways, affect language structure, function, and use.
Instructor(s): Constantine V. Nakassis Terms Offered: Offered Winter 2020; not offered in 2020-21.
Equivalent Course(s): LING 27450
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): LING 37810, ANTH 47900, LING 27810

ANTH 27902. Modern Yucatec Maya II. 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): LACS 27902, LACS 47902, CHDV 47902, CHDV 27902

ANTH 27903. Modern Yucatec Maya III. 100 Units.
No description available
Equivalent Course(s): LACS 47903, CHDV 47903, CHDV 27903, ANTH 47903, LACS 27903

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 22265, ORGB 33265

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 2021
Note(s): This course qualifies as a Methodology selection for Anthropology majors.
Equivalent Course(s): BIOS 23247, ANTH 38800

ANTH 28410. Introduction to Zooarchaeology. 100 Units.
This course provides undergraduate and graduate students with an introduction to the use of animal bones in archaeological research. Students will gain hands-on experience analyzing faunal remains from an archaeological site in the Near East. The class will address theoretical and methodological issues involved in the use of animal bones as a source of information about prehistoric societies. The course consists of lectures, laboratory sessions, and original research projects using collections of animal bone from archaeological excavations in southeast Turkey. Topics covered include: 1) identifying, ageing and sexing animal bones; 2) zooarchaeological sampling, measurement, quantification, and problems of taphonomy; 3) analysis of animal bone data; 4) reconstructing prehistoric hunting and pastoral economies, especially: animal domestication, hunting strategies, herding systems, seasonality, and pastoral production in complex societies.
Instructor(s): G. Stein Terms Offered: Spring
Equivalent Course(s): NEAA 30035, NEAA 20035, ANTH 38810
ANTH 28505. Political Ecologies of Colonialism: Local and Global. 100 Units.
The rapidly warming planet makes it clear that the natural and human worlds are inseparable and that local
eticologies are inextricable from global political and economic processes. While resulting devastation has more
recently emerged as global crisis, the assimilation of local landscapes and ecologies into global social processes
has a deep history. This class considers the development and intensification of such global connections through
the lens of political ecology. It contextualizes local ecological changes wrought by expansive colonial powers
- poisoned mountains, mono-cropped landscapes, and disappeared forests - within the emergence of a global
economy in the early modern era. The course is roughly divided into two parts. First, it examines the political
ecoology of colonialism, considering links between extractive practices of land management and the imbalances
of power typical of colonial contexts. Secondly, it assesses how the extraction and expansion inherent to colonial
projects provided impetus to the emerging global economy from the 16th to 20th centuries, and considers
how these historical processes continue to reverberate into the present. While historicizing contemporary
environmental issues, students will be introduced to political ecology, environmental history, the Anthropocene'
concept, theories of commodification and value, and world systems analysis.
Instructor(s): Raymond Hunter Terms Offered: Spring
Equivalent Course(s): GLST 24340, ENST 24340

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 2021
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 regressive 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: Offered Spring 2019; will not be offered in 2020-21.
Prerequisite(s): PQ: 3rd or 4th year standing
Note(s): This is a 3CT Capstone Course
Equivalent Course(s): SOCI 28078, HMRT 29601

ANTH 29604. Topics in Critical Theory: Constitutionalism and Rights. 100 Units.
(Brief/keyword description) - Historicizing and theorizing constitutionalism, rights and the law from the South.
Particular empirical focus on South Africa, will also draw on Indian, other African and Latin American material,
and think Euro-American genealogies of law and rights from these global Southern locations.
Instructor(s): Kaushik Sunder Rajan Terms Offered: Autumn 2020
Prerequisite(s): 3rd or 4th year standing
Note(s): This is a 3CT Capstone course.
Equivalent Course(s): HMRT 29604

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. For honors requirements, see
Honors section under Program Requirements.

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 seminar is designed to prepare fourth-year Anthropology majors to write a compelling BA thesis. To that end, the course is structured as a writing workshop that addresses three key issues: First, we will focus on formulating a viable research question that can be interrogated in a 40-50 page paper; second, we will examine core anthropological research methods, paying particular attention to the relationship between questions and evidence; finally, we will consider the writing process (including aspects such as planning, outlining, and drafting) and modes of argumentation. Along the way, participants will work toward producing a 20-page first draft. Fridays 3-5:50pm

Instructor(s): Rebecca Journey

Terms Offered: Autumn. Offered Autumn 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.

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