

ANTHROPOLOGY

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

PROGRAM OF STUDY

Anthropology is the intensive study of human diversity across time and space. Anthropologists at the University of Chicago seek to study, theorize, and account for cultural realities, past and present, and the topics they study are as varied as human experience. Anthropology majors are sought after by NGOs and find careers in medicine, business, technology, museums, education, and government. Students also receive excellent training for continuing graduate study in the social sciences, humanities, and other fields.

At the undergraduate level, coursework in Anthropology trains students to:

- **Recognize and track meaning and materiality in social life** by analyzing the role of material objects, built environments, technologies, and media in shaping social relations; understanding sign systems, language ideologies, and/or communicative practices as central to cultural and political life; and examining how meaning is produced through ritual, performance, visual culture, and everyday practices.
- **Compare social phenomena across different scales, contexts, and time periods** through cross-cultural, ethnographic, and/or historical analyses, recognizing both the specificity of local patterns and their connection to broader regional, national, and global processes.
- **Critically analyze how power operates through social structures, including institutions**, discourses, and everyday practices across different cultural and historical contexts; how state formation, colonialism, capitalism, and social inequality shape societies and vice versa; and how categories of difference (race, gender, class, caste, etc.) are constructed and maintained.
- **Engage with major anthropological theories and their historical development** and apply anthropological frameworks to contemporary issues while making connections to related fields (e.g., linguistics, sociology, history, media studies, political science, etc.).
- **Design and conduct research using diverse anthropological methods** (e.g., participant observation, interviews, archival work, archaeological excavation, material analyses, and/or visual documentation) while maintaining ethical and reflexive awareness of one's own positionality as researchers and its impact on knowledge production.

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

PROGRAM REQUIREMENTS

The BA program in Anthropology consists of twelve (12) courses, of which at least ten (10) should be chosen from those listed or cross-listed as Department of Anthropology (ANTH) courses. **Students are strongly encouraged to take courses for the major with regular faculty members** (<https://anthropology.uchicago.edu/People/Faculty>) **in the Department of Anthropology**.

The requirements for the major are:

1. Introduction to Anthropology ANTH 10100 (100 units) **OR** one 20000-level Anthropology topical course taken with a regular faculty member of the department
2. ANTH 21107 Anthropological Theory (100 units)
3. One Methods course (100 units). Methods courses are those that specifically provide methodological training and equip students to conduct anthropological research. These include courses designated as "Methods" by the title (e.g., "Methods in Linguistic Anthropology") and other methodologically-focused courses, such as:
 - ANTH 20200 Research Practicum for Undergraduates
 - ANTH 21420 Ethnographic Methods
 - ANTH 28400 Bioarchaeology and Forensic Anthropology: Approaches to the Past
 - ANTH 29500 Archaeology Laboratory Practicum
 - An approved alternative in sociocultural, archaeological, linguistic, or biological anthropology
4. Seven electives in Anthropology (700 units)
5. Two additional electives from Anthropology or a related discipline with approval (200 units)

Courses that are not listed or cross-listed in Anthropology must have **substantial anthropological content or make use of a distinctly anthropological approach to a topic or problem** to count toward the major. To request approved credit for non-departmental courses, students should submit a General Petition Form <https://college.uchicago.edu/advising/tools-forms/> (<http://collegecatalog.uchicago.edu/thecollege/anthropology/>)

www.html) that explains the justification for counting a non-departmental course toward the Anthropology major, along with the course syllabus, to the department's Director of Undergraduate Studies. Petitions may also be submitted for courses that have already been completed.

Students interested in the Anthropology major should complete the three required courses—(ANTH 10100) Introduction to Anthropology OR a 20000-level topical course taught by a regular faculty member of the department (<https://anthropology.uchicago.edu/People/Faculty> (<http://collegecatalog.uchicago.edu/thecollege/anthropology/www.html>), ANTH 21107 Anthropological Theory, and a Methods course—by the end of their third year. Completing the three required courses by the end of the second year is strongly recommended, as they provide foundational concepts that facilitate understanding of higher-level coursework and methodological training that prepares students to conduct independent research for BA theses.

ANTHROPOLOGY AND GENERAL EDUCATION

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. These include ANTH 10100-10200-10201 Latin America/Latinx Chicago, ANTH 20701-20702-207032 Anthropology 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, ANTH 24101-24102 Introduction to the Civilizations of South Asia I-II, and ANTH 17521-17522 Energy in World Civilizations I-II. With prior approval, other civilization courses may also be used toward the Anthropology major, per the individual student's needs or interests and up to the two-course limit for non-departmental courses, provided they are in addition to the general education requirement.

Anthropology majors and minors are encouraged to meet with the Director of Undergraduate Studies or the Student Affairs Administrator on a regular basis to plan their course schedules. The Director can also help connect students to faculty advisers who can further guide students interested in particular subfields (archaeological, biological, linguistic, or sociocultural anthropology).

READINGS AND RESEARCH COURSES

When desirable for a student's 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 with a regular faculty member of the department (ANTH 29700 Readings in Anthropology).

A maximum of two reading and research courses (including ANTH 29700 Readings in Anthropology, ANTH 29910 BA Honors Seminar I, and ANTH 29920 BA Honors Seminar II) or BA courses from other departments can be used toward satisfying requirements for the Anthropology major.

FIELD COURSES

Students attending field schools or taking courses offered by other universities can request approval to obtain course credit toward the Anthropology major (up to the two-course limit for non-departmental courses) when appropriate for their program of study. Credit from other institutions would first need to be approved by the College and then by the Director of Undergraduate Studies if intended to count toward the major.

SUMMARY OF REQUIREMENTS FOR THE MAJOR IN ANTHROPOLOGY

The BA program for a major in anthropology consists of twelve (12) courses, of which at least ten (10) are typically chosen from those listed or cross-listed as Department of Anthropology courses.

ANTH 10100	Introduction to Anthropology [†]	100
OR one 20000-level Anthropology course taken with a regular faculty member of the department (see faculty page link below) [†]		
ANTH 21107	Anthropological Theory [†]	100
One Methods course ^{**†}		100
ANTH 20200	Research Practicum for Undergraduates	
ANTH 21420	Ethnographic Methods	
ANTH 28400	Bioarchaeology and Forensic Anthropology: Approaches to the Past	
ANTH 29500	Archaeology Laboratory Practicum	
or an approved alternative Methods course		
Seven electives in Anthropology [±]		700
Two additional electives from approved, related disciplines		200
Total Units		1200

For a full list of Anthropology faculty, see <https://anthropology.uchicago.edu/people/faculty> (<http://collegecatalog.uchicago.edu/thecollege/anthropology/www.html>).

- ± A maximum of two readings and research courses (such as ANTH 29700 Readings in Anthropology, ANTH 29900 Preparation of Bachelor's Essay, ANTH 29910 BA Honors Seminar I, ANTH 29920 BA Honors Seminar II, and BA courses from other departments) can be used toward the Anthropology major.
- † Students interested in the Anthropology major should endeavor to complete the three required courses (ANTH 10100 Introduction to Anthropology or a 20000-level faculty-led Anthropology course; ANTH 21107 Anthropological Theory; and one Methods course - by the end of their third year.

MINOR IN ANTHROPOLOGY

The minor in Anthropology consists of six courses. The requirements for the minor are:

ANTH 10100	Introduction to Anthropology	100
or ANTH 21107	Anthropological Theory	
One Methods course from the following:		100
ANTH 21420	Ethnographic Methods	
ANTH 28400	Bioarchaeology and Forensic Anthropology: Approaches to the Past	
ANTH 29500	Archaeology Laboratory Practicum	
or an approved alternative Methods course		
Four additional courses listed or cross-listed as ANTH		400
Total Units		600

Courses in the minor **may not** be double-counted with the student's major(s), other minors, or general education requirements. The department will not accept petitions for non-Anthropology courses toward the minor.

PROCESS OF DECLARING THE MAJOR OR MINOR

College students coming from any field of study may complete a major, a second major, or a minor in Anthropology. Students are encouraged to construct individual programs by consulting periodically with their College Adviser, the Director of Undergraduate Studies, and/or the department's Student Affairs Administrator.

Students should confer with their College Adviser and the department's Director of Undergraduate Studies when declaring a major or minor in Anthropology.

GRADING

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

HONORS BA PROCESS

Honors in the Anthropology major is awarded to students who have a GPA of 3.6 or higher in courses in the major (and typically a GPA of 3.25 overall) and produce a BA thesis that earns a grade of A or A-.

Students who wish to be considered for honors by writing an honors thesis must apply to the Director of Undergraduate Studies before the end of the Spring Quarter of their third year. A BA honors thesis is an extended piece of research developed under the approved supervision of a regular Anthropology faculty member (<https://anthropology.uchicago.edu/people/faculty/>). (<http://collegecatalog.uchicago.edu/thecollege/anthropology/www.html>) BA projects involving alternative media (such as film, photography, or art installations) may be accepted if accompanied by a written text. Because original field research can take time, or take place outside of Chicago, students are encouraged to complete the first phase of data collection in the summer between their third and fourth years.

Students writing BA honors theses are urged to enroll in ANTH 29910 BA Honors Seminar I (to learn research design and how to organize data) in Autumn Quarter and/or ANTH 29920 BA Honors Seminar II in Winter Quarter (to write a draft of their BA thesis). Students may also arrange to work one-on-one with a faculty adviser on their thesis and register for credit under ANTH 29900 Preparation of Bachelor's Essay.

For award of honors, the BA essay must receive a grade of A or A- from both the faculty supervisor and from the second reader. The faculty supervisor should be a regular faculty member of the department. Affiliated faculty may serve with the approval of the Director of Undergraduate Studies. The second reader can be any credentialed scholar/scientist approved by the Director of Undergraduate Studies.

The department will accept a BA paper or project used to satisfy the same requirement in another major only if certain conditions are met. Approval from the Directors of Undergraduate Studies of both departments is required. Students pursuing this option should consult with their faculty advisers by the earliest BA proposal deadline of the two departments and submit a Petition to Use a Single Bachelor's Paper for Two Majors <https://college.uchicago.edu/advising/tools-forms/> (<http://collegecatalog.uchicago.edu/thecollege/anthropology/www.html>). The Petition must be signed by both faculty supervisors. It must be completed and returned to the student's College Adviser by the end of Autumn Quarter of the student's year of graduation.

ANTHROPOLOGY COURSES

ANTH 10100. Introduction to Anthropology. 100 Units.

Classically defined as the 'science of humankind' or the 'study of human diversity', anthropology examines how people organize themselves into groups and relate to the environment through their cultural beliefs and practices. Students will be introduced to the types of arguments, questions, and problems that have driven anthropological thinking, and to the discipline's unique focus on intensive fieldwork methodologies that span ethnography, archaeology, linguistics, and even biology. We will examine how anthropologists have historically studied topics like belief, kinship, ritual, politics, exchange, and material culture in the non-western world in order to unsettle western norms and assumptions. And we will explore how post-colonial critiques and indigenous perspectives have redefined the discipline in the twenty-first century. Students will learn how anthropologists are today contributing to solving complex global problems, from climate change to economic inequality, racism, violence, immigration, health disparities, political technologies, and the effects of social media. This course serves as a sampler for those curious about the field and it fulfills a basic requirement for those pursuing the Anthropology major or minor. Offered at least once yearly by rotating faculty who will provide their unique take on the discipline.

Instructor(s): Staff

Prerequisite(s): Designed as a first course in Anthropology

ANTH 10200. Latin America in/at Chicago. 100 Units.

This course explores the city of Chicago's Latin American and Caribbean roots by considering hemispheric connections, both in the city at large and at the University of Chicago. Students will analyze 1) the ways Latin(e/x) American actors have participated in and shaped Chicago's political economy, 2) how Latin(e/x)s on both sides of the US-Mexico border have impacted and been impacted by social thought at the University of Chicago, 3) the collection and display of Latin American material culture in several of the city's museums, and 4) Latin(e/x) American civil and human rights activism in the city. The course will move through the city chronologically as well as geographically over the long twentieth century.

Instructor(s): Schwartz-Francisco, Diana Terms Offered: Spring. Offered irregularly in Spring as part of Chicago Studies CIV sequence "Latin America/Latinx Chicago"

Note(s): This class is part of the Chicago Studies Civilizations Core sequence "Latin America/Latinx Chicago."

Classes in this sequence include weekly experiential learning activities in the city, usually on Fridays.

Equivalent Course(s): HIST 17910, CHST 10200, RDIN 10200, CEGU 10200, LACS 10200

ANTH 10201. Immigrant Chicago. 100 Units.

Since the early 1900's, thousands of Latin Americans have made Chicago their home. Today, approximately one-third of Chicagoans trace their roots to Latin America. These significant demographic flows raise critical questions: Why have Latin Americans moved to Chicago? How have they adapted to the city? How have they influenced it? This course will expose students to the latest social science research on contemporary immigration with a strong focus on Latinos in Chicago. We will explore its origins, adaptation patterns, and long-term effects on our city. To explore the Latino experience in Chicago, the course will focus on three communities: Mexicans, Puerto Ricans, and Venezuelans. These three groups migrated to Chicago during distinct periods, with Mexicans arriving in the early 1900s, Puerto Ricans in the 1940s, and Venezuelans in 2023. This temporal variation will enable us to investigate how the evolving social, economic, and political conditions in Chicago have influenced immigrants' experiences.

Instructor(s): Flores, René Terms Offered: Spring. Offered irregularly in Spring as part of Chicago Studies CIV sequence "Latin America/Latinx Chicago"

Note(s): This class is part of the Chicago Studies Civilizations Core sequence "Latin America/Latinx Chicago."

Classes in this sequence include weekly experiential learning activities in the city, usually on Fridays.

Equivalent Course(s): CEGU 10201, RDIN 10201, CHST 10201, LACS 10201

ANTH 10202. Latinx Arts in Chicago. 100 Units.

This course is an overview of the Latinx arts in Chicago. It explores artworks and artmaking as documents and critical fictions created in response to the social realities of urban Latinx populations in the U.S. and in Chicago in particular. It challenges students to think about (Latinx) art and the humanities under two modalities: as privileged arenas for understanding experience and exploring the values that guide a society, and as economic engines and instruments of political intervention. The course pursues these objectives through the study of the Latinx arts in Chicago, and through immersive engagements with local institutions where Latinx art operates (as historical object, as tool for social change, as fruit and seed of creative process, as instrument for economic development). Using the work of Latinx artists, curators, filmmakers, and other cultural brokers based in Chicago, the course studies artworks in the context of the social realities that gave rise to these works.

Instructor(s): Delgado Moya, Sergio Terms Offered: Spring. Offered irregularly in Spring as part of Chicago Studies CIV sequence "Latin America/Latinx Chicago"

Note(s): This class is part of the Chicago Studies Civilizations Core sequence "Latin America/Latinx Chicago."

Classes in this sequence include weekly experiential learning activities in the city, usually on Fridays.

Equivalent Course(s): RDIN 10202, CEGU 10202, CHST 10202, LACS 10202

ANTH 10536. How Societies Work (or Don't) 100 Units.

How do societies work? Why do they so often seem to break down and fail? Should we even expect societies to "work" as cohesive entities, or should we assume that they are always rife with conflict, inequality and power struggles? In this class, we will address these and other questions by taking a deep dive into different schools

of social thought: materialism, which sees the production of goods and services as the force that shapes social organization; structural functionalism, which argues that society's various parts work together to strengthen social cohesion; social action theory, which argues values, worldviews and social institutions (e.g. religion and family) shape individual activities; symbolic interactionism, which focuses on micro-relationships; and, finally, post-modernism, which avoids any over-arching theory of society. Through these explorations, we will also address topics such as race, class, gender, technology, capitalism and modernity. Our readings will include works by Karl Marx, Emile Durkheim, Max Weber, George Herbert Meade Michel Foucault, Pierre Bourdieu, Judith Butler and others.

Terms Offered: Summer

ANTH 12800. Formations of Indigeneity. 100 Units.

Whose land are we on? What does it mean to be "Indigenous" for generations past and in the twenty-first century? From debates over claims to Indigenous ancestry and pretensions to land-based struggles to protect sacred sites from development and resource extraction, understanding the stakes of these concerns for Indigenous Peoples is more relevant than ever. This seminar-part of the undergraduate major sequence in the Department of Race, Diaspora, and Indigeneity-introduces students to core terms, texts, and tiffs in the field of Critical Indigenous Studies. Topics will include: settler colonialism; imperialism; sovereignty; recognition; blood, racialization, and self-indigenization; Indianness and the nation; land, property, and the environment; feminism and queerness; diasporas; internationalism and self-determination; and radical relationalities for solidarity, decolonization, and liberation.

Instructor(s): Jodi Byrd Terms Offered: Winter

Equivalent Course(s): RDIN 32301, HIST 17800, RDIN 12300, CHST 12300

ANTH 17050. Health and Society in Chicago. 100 Units.

This course will introduce students to the social sciences of health and medicine, using the city of Chicago as an extended case study. We will explore issues of framing and meaning in relation to illness experience, health inequities, and the organization of healthcare systems, using local examples throughout. The course will feature a range of local guest speakers and several field trips.

Instructor(s): E. Raikhel Terms Offered: Summer

Note(s): This course will fulfill the introductory requirement for the Minor in Health and Society.

Equivalent Course(s): CHDV 17050, CHST 17050, HLTH 17050

ANTH 17522. Energy in World Civilizations II. 100 Units.

This two-quarter course explores the historical roots of climate change and other global environmental problems with a special attention to how energy use shapes human societies over time. Part II covers energy systems across the world from the early twentieth century to the present, examining themes such as the uneven globalization of energy-intensive lifestyles, the changing geopolitics of energy, and possible futures beyond fossil-fuel dependence.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): Parts I and II should be taken in sequence. This sequence meets the general education requirement in civilization studies.

Equivalent Course(s): SOSC 27522, HIPS 17522, HIST 17522, CEGU 27522

ANTH 18823. Archaeology, Antiquity, and Antiquarianism in Ancient China. 100 Units.

What can the world's earliest known pottery shards tell us about human survival and creativity? How was earliest Chinese writing invented and used? Why were thousands of life-sized soldiers (Terracotta Army) buried in silence beneath the earth near Xi'an? This course introduces students to the archaeology of China, from the Neolithic period (c. 8000 BCE) to the Han dynasty (206 BCE-220 CE). Over the course of the term, we will examine current stage of archaeological research while surveying major sites, artifacts, and architectural remains to explore key aspects of culture, society, and history in early China. A class visit to the Art Institute of Chicago will offer students the opportunity to engage directly with objects from the periods we study. Beyond cataloging discoveries, the course challenges students to critically examine how archaeology constructs narratives of the past and how those narratives are reinterpreted over time. With a touch on antiquarianism and the impact of modern archaeology in the Chinese context, we will explore how the ancient past has been used as a symbolic resource by people in the past and the present-elites, antiquarians, the state, archaeologists, and ourselves. Prior knowledge of Chinese language or history is not required.

Instructor(s): Yuwei Zhou Terms Offered: Winter

Equivalent Course(s): EALC 18823

ANTH 20012. Gender Archaeology. 100 Units.

How have archaeologists approached the study of gendered practices, and can their work contribute to theoretical and methodological discussions of gender across the social sciences and humanities? How can we use material objects and things to examine or explain gendered identities, especially in the deep past? In this course, students will engage with a range of research, from different disciplinary perspectives, to explore how gender is situated in archaeological theory and praxis and its political implications. Through multiple case studies, the course will interrogate how archaeologists study, analyze, and interpret material remains to examine gendered ideologies and material practices and their intersections with other social constructs: class, sex, race, ethnicity. Coverage is cross-cultural and aims to expose students to the diversity and variability of gendered and sexual

experiences of different people across time and space. Topics include but are not limited to: embodiment and expression, gender roles, sexuality, parenthood and childhood, masculinity, biopolitics, and feminist theory.

Instructor(s): Alice Yao and Katie Kearns

Equivalent Course(s): ANTH 30012, CLAS 33024, CLCV 23024, GNSE 30147, GNSE 20147, SIGN 20147

ANTH 20013. Canine Kinship: Dogs in Human Societies. 100 Units.

This course takes a four-field anthropological approach to exploring the multifaceted relationships between dogs and humans across time and space. We will read ethnographic accounts of the various ways dogs have lived and worked in human societies, some of which trouble the ideal of "best friend" with which many students may be most familiar; other readings will suggest that human societies would not be what they are today if not for myriad canine contributions. Through discussions of these texts and intermittent lectures, this seminar style class will explore how humans and dogs have worked, guarded, bonded, patrolled, communicated, stratified, lived, loved and died together. Students will produce original term papers or projects at the end of the course, as well as actively participate in and periodically co-lead weekly seminar discussions.

Instructor(s): E. Summerson Carr

ANTH 20015. Anthropology at Chicago: Tradition, Discipline, Department. 100 Units.

For nearly a century, the Department of Anthropology at the University of Chicago has been home to ethnographers, linguists, archaeologists, and biological anthropologists who have shaped the field of anthropology. This course explores those intellectual traditions, with an emphasis on faculty members' current scholarship: archival and historical silences, notions of kinship, language-in-use, ideas of waste (ancient to nuclear), science and technology studies, and more. Class meetings will focus on discussions with current faculty around their research, while assignments will incorporate faculty and departmental archives held at the Regenstein Library, exhibitions and experiences at the Field Museum, and oral histories collected from members of the department. Intended for those interested in anthropology and/or the history of the social sciences, this course encourages students to get to know faculty members and scholarship that are part the Department and provides an opportunity to learn more about the people and traditions that have shaped anthropological research at UChicago.

Instructor(s): Nikki Grigg

Equivalent Course(s): CHST 20015

ANTH 20043. Medicine, Culture, and Society. 100 Units.

Medical anthropology is the study of human health and illness across culture, time, and location. This course will introduce and explore some of the aspects of medical anthropology. We will approach medical systems as cultural systems and discuss health, well-being, illness, and disease as ethnographic questions. This is a reading intensive, discussion-based course. All of the scholars we will read in this class use anthropological tools and methods to explore various conditions in their specific sociocultural and historical contexts. After this course, students will have a working knowledge about the scope of the field of medical anthropology. What is so cultural about disease? How does culture shape illness experience and narrative? What is the significance of language talking about health? How are power and violence defined in the context of health and illness? How is medicine related to culture? This course is designed to help us develop critical thinking about the issues of health and medicine and the ways in which they are related to culture and society.

Instructor(s): Neslihan Sen Firestone

Equivalent Course(s): HLTH 20043, CHDV 20043, HIPS 20043

ANTH 20100. The Inca And Aztec States. 100 Units.

This course is an intensive examination of the origins, structure, and meaning of two native states of the ancient Americas: the Inca and the Aztec. Lectures and discussions are framed around an examination of theories of state genesis, function, and transformation, with special reference to the economic, institutional, symbolic, and religious bases of indigenous state development. This course is broadly comparative in perspective and considers the structural significance of institutional features that are either common to or unique expressions of these two Native American states. Finally, we consider the causes and consequences of the Spanish conquest of the Americas, and the continuing impact of the European colonial order that was imposed on and to which the Native populations adapted with different degrees of success over the course of the 16th century.

Instructor(s): Alan Kolata

Note(s): This course qualifies as a Discovering Anthropology selection for Anthropology Majors

Equivalent Course(s): ANTH 40100, LACS 40305, LACS 20100

ANTH 20122. Mesopotamian Archaeology II: States to Empires. 100 Units.

This course explores the archaeology of the states and empires of Mesopotamia during the early 2nd through mid-1st millennia BC. We begin with the Old Babylonian and Old Assyrian territorial states and end with the collapse of the Neo-Assyrian empire and the takeover of the Neo-Babylonian empire by the Persians in the mid 1st millennium BC, which marks the end of "Mesopotamian" culture. During these centuries, the region saw many political changes, developing from a network of expansive territorial states to massive hegemonic empires. But political developments also included retraction of states and two large-scale political collapses, in part driven by climate change. These millennia in Mesopotamia are also marked by internationalism in both archaeology and politics; trade, elite communication and conquest all affected the material culture of the sub-regions of the ancient Near East. Additional topics include the archaeological evidence (or lack of it) for ethnic groups known from textual sources, symbolism and hybridization in artworks, organic versus artificial settlements

and landscapes, and the archaeological signatures of empire. The geographic focus encompasses northern and southern Mesopotamia (approximately the modern countries of Iraq and Syria); reference will also be made to southeast Anatolia (Türkiye) and the eastern Mediterranean.

Instructor(s): McMahon, Augusta Terms Offered: Autumn

Prerequisite(s): NEAA 20001

Equivalent Course(s): NEAA 30122, NEAA 20122, ANTH 30122

ANTH 20154. Class, Race and Urban Space: producing the city. 100 Units.

Class and race are through lines in the determinative processes that produce and transform urban space and inform conceptual models of urban growth and change. This lecture course examines historical geographies of class and race relations in crucial arenas of urban life like employment, housing, public space and urgently during the contemporary era, climate change. A recurring theme we will explore is how Chicago's experience has shaped the field of urban studies across a range of thematic and conceptual domains.

Instructor(s): Mary Beth Pudup Terms Offered: Winter

Equivalent Course(s): RDIN 20154, CEGU 20154, CHST 20154

ANTH 20200. Research Practicum for Undergraduates. 100 Units.

This course is designed for third-year anthropology majors and minors who are planning summer research ahead of completing an honor's thesis in their fourth year. Students will learn best practices in research design for ethnographic, archaeological, and archival projects, receive guidance on developing their proposal and methodology, as well as applications for funding and IRB approval. The course will entail a mixture of in-person class time and in-field practicum assignments, with priority given to the latter. Students in allied fields or those planning other types of independent research may be considered depending on enrollment.

Instructor(s): Shannon Dawdy

ANTH 20205. The Maya of Yucatán: From Colonial Encounters to Contemporary Transformations. 100 Units.

This course explores historical and ethnographic studies of the lowland Maya region in southeastern Mexico. Through classic and contemporary accounts, students examine how colonial encounters, political change, and global forces have shaped Maya culture, language, and social life. Topics include colonial legacies, rebellion and resistance, tourism, cultural preservation, and the politics of Indigenous identity. The course offers a nuanced understanding of continuity and transformation in Maya worlds, past and present.

Equivalent Course(s): LACS 20206

ANTH 20245. Infrastructure: Meanings and Politics. 100 Units.

Ubiquitous in our daily lives and global society, infrastructure serves as a vital lens for examining the increasingly entangled relationships between humans, built environments, and the more-than-human world. Drawing on scholarship from Anthropology, Science and Technology Studies (STS), and Urban Studies, this course mobilizes infrastructure as a powerful analytical framework for understanding the state, society, and planetary life. While infrastructure is often defined as underlying material structures, we will also investigate infrastructure as a deeply affective, symbolic, and sensorial phenomenon. Students will be introduced to ongoing scholarly debates and will develop their own critical insights to produce a comprehensive literature review on a chosen topic. This course is designed for graduate students, with limited enrollment available for interested junior or senior undergraduates.

Instructor(s): Yasmin Cho Terms Offered: Spring

Equivalent Course(s): MAPS 30245, ANTH 30245, MAPS 20245

ANTH 20511. The Archaeology of Egypt I. 100 Units.

This course provides an overview of the archaeology of Egypt, focusing on data from the Paleolithic Period to the Second Intermediate Period, around 1,600 BCE. It introduces fundamental methods and approaches to the archaeological record, surveying significant sites, objects, art, and architecture to understand various aspects of culture, society, and history. While Egypt is well-known for its pyramids, temples and tombs, we will not only examine such constructions, but also explore how material culture can offer us insights on such themes as power and inequality, human-environment relations, urbanism, identity, cross-cultural interactions, collapse, and transformation. We will also consider the origins and legacies of Egyptology while engaging with diverse perspectives on the past, and how Egypt's rich cultural heritage continues to be valued, used, and contested.

Instructor(s): Anna-Latifa Mourad-Cizek Terms Offered: Autumn

Equivalent Course(s): NEAA 30511, ANTH 30511, NEAA 20511

ANTH 20513. The Archeology of Egypt II. 100 Units.

This course provides an overview of the archaeology of Egypt, focusing on data from the late Second Intermediate Period, around 1,600 BCE, to the Graeco-Roman Period. It introduces fundamental methods and approaches to the archaeological record, surveying significant sites, objects, art, and architecture to understand various aspects of culture, society, and history. We will consider how material culture can offer us insights on such themes as social organization, agency and identity, ritual practice, cross-cultural interactions, and climate change. We will also consider the origins and legacies of Egyptology while engaging with diverse perspectives on the past, and how Egypt's rich cultural heritage continues to be valued, used, and contested.

Instructor(s): Anna-Latifa Murad-Cizek Terms Offered: Spring

Prerequisite(s): The Archeology of Egypt I

Equivalent Course(s): NEAA 30513, NEAA 20513, ANTH 30513

ANTH 20522. Reading Walter Benjamin's 'Artwork' Essay. 100 Units.

Seldom has a canonical essay been at once so widely and so carelessly read as Walter Benjamin's 'The Work of Art in the Age of its Technological Reproducibility.' This seminar takes a deep dive into the text, reading it alongside writings by Benjamin's contemporaries as well as more recent analyses. We will discuss themes including the technological transformation of the conditions of experience amid the rise of fascism, the significance of Benjamin's highly complex conception of aura, the indexicality of the photographic image, the political potentialities of innervation, the psychoanalytic implications of the notion of the optical unconscious, the redemption of distraction and mimesis (including Benjamin's mimetic theory of language), and Benjamin's productively ambivalent relation to right-wing cultural theorists.

Instructor(s): William Mazarella

Equivalent Course(s): CCCT 20522, RLST 28522

ANTH 20526. What is the Dam-Nation: Nationalism and Water Infrastructures. 100 Units.

What do dams do? What kinds of techno-political objects are they? How do dams orient notions of nationalism, modernity, and solidarity? What does the presence or absence of dams on riverways mean for the people who live near them and who benefit from their outputs? This course explores the limitations and affordances of dams, some of the largest water and electricity infrastructures in the world. We will discuss the cultural, political, technological, and environmental productions of these infrastructures in various places throughout the planet, considering the ways in which dams are used to "control nature" in order to make-up and strengthen the power (technological and otherwise) of states and nations.

Instructor(s): Rachel Howard

ANTH 20537. The Global Black Panther Party. 100 Units.

In America, the Black Panther Party and its leaders, like Fred Hampton in Chicago, are famous for their revolutionary fight against white supremacy and their violent suppression by US government forces. But what does a Global Studies approach teach us about the Black Panthers? This seminar explores how the Black Panther Party's worldwide networks impacted global understandings of politics, race, and religion. Our readings examine a series of comparative case studies, including the Dalit Panther Party in India, the Mizrahi Black Panther Party in Israel, and the Polynesian Panthers in New Zealand. We analyze primary sources, such as the various Panther Parties' publications, their mainstream press coverage, and their pop cultural representations, like Ta-Nehisi Coates' Black Panther graphic novel and the film Black Panther: Wakanda Forever. In this course, students learn the global Black Panther Parties' roles in reshaping worldwide conceptions of race, caste, and religion through their encounters with the Nation of Islam, Hindu Nationalism, Zionism, and Indigenous rights. No prior knowledge or coursework is required.

Instructor(s): Andrew Kunze Terms Offered: Spring

Equivalent Course(s): RLST 26674, GLST 26674, RDIN 26674

ANTH 20576. Social Theory for the Digital Age. 100 Units.

Society rearranges itself, though we don't always know where it is heading. When the postmodern moment had arrived in the 1980s it perplexed social theorists, hence its characterization as simply a "post"-stage of modernity. Digitization is one answer to the question of direction of change in the last decades. In this class, we take the ongoing transformations that we attribute to digital media as a starting point to ask what challenges they provide to social theory that may force us to reconsider some of our most basic concepts and premises. We will understand the term digital age broadly to refer to the rise of algorithms, sensors, (big) data, machine learning, and computational methods, all developments that swirl in and around the Artificial Intelligence scene and intersect with and replace purely human relations. The class gives particular attention to concepts such as action and interaction, embodiment, social situations, subjectivity and autonomy, as well as society as communication.

Instructor(s): K. Knorr Terms Offered: Spring

Equivalent Course(s): HIPS 20576, CHSS 30576, SOCI 20576, ANTH 30576, SOCI 30576

ANTH 20700. Global Health, Environment, and Indigenous Futures. 100 Units.

The global coronavirus pandemic has made evident the significance of ecological (im)balances for the well-being of societies. The relationship between structural inequalities, changing environments and health, especially for historically and socio-economically marginalized communities, is now well established. At the same time, a growing body of literature links the material conditions of marginalized communities-for instance, spaces of dwelling and conditions of labor-to health status, globally. Based on a set of interdisciplinary literature arranged through anthropological theories, this course will critically engage with notions of health and well-being for indigenous communities, tracing injustices that stem histories of racial, caste- and ethnicity-based, and environmental exclusions. The readings are organized around one central question: What does it mean to be indigenous in a changing planet where social, political, and economic systems are marked by enduring legacies of systemic violence? This graduate and undergraduate level course will introduce contexts within which structural exclusions lead to ill-health and loss of well-being among indigenous communities across the globe. The aim is to develop critical thinking on the political economy and political ecologies of indigenous health as imbricated with issues of social, economic, and environmental justice.

Instructor(s): Sanghamitra Das

Equivalent Course(s): CEGU 20700, ANTH 30700, CHDV 20700, RDIN 30700, CEGU 30700, CHDV 30750, SALC 26501, RDIN 20700, SALC 32704

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, linguistic, and material sources to investigate African societies and states from the early Iron Age through the emergence of the Atlantic World. Case studies include: the empires of Ghana and Mali, the Swahili Coast, Great Zimbabwe, Nok of Nigeria, and medieval Ethiopia. We also consider religious and spiritual transformation, including Islam in Africa, as well as the origins and effects of European contact, and the emergence of the transatlantic trade in enslaved human beings. Students examine these times and places through primary sources (such as cultural artifacts, visual representations, myths, and memoirs) which illuminate African perspectives on these different places and times. Assignments: oral presentations, document analyses, essays, and team projects.

Instructor(s): Staff Terms Offered: Autumn

Equivalent Course(s): SOSC 20101, MDVL 10101, HIST 10101

ANTH 20702. Introduction to African Civilization II. 100 Units.

This course 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 process occurred, highlighting the struggles of African societies to manage internal reforms and external political, military, and economic pressures. Students examine these processes through various primary sources (such as visual and material sources, cultural artifacts, and personal accounts) that highlight African perspectives on these processes.

Instructor(s): Staff Terms Offered: Winter

Equivalent Course(s): HIST 10102, SOSC 20202

ANTH 20703. Introduction to African Civilization III. 100 Units.

African Civilization III examines Africa and the African diaspora in the modern era. Topics may include the end of colonialism and decolonization, the legacies of slavery and its racial logics, identity and cultural expression, theories of personhood, gender and sexuality, migration, governance, and language. Readings vary widely, including primary sources by African and diasporic authors, social theory, and works of art and literature - written, spoken, and performed.

Instructor(s): S. Fury Childs Daly and A. Olugbuyiro Terms Offered: Spring

Prerequisite(s): This sequence meets the general education requirement in civilization studies.

Note(s): Taking these courses in sequence is recommended but not required.

Equivalent Course(s): SOSC 20203, HIST 10103

ANTH 21006. Media, Animation, and the Semiotic Construction of Social Life. 100 Units.

Human beings have constituted other objects as possessing some kind of vitality, from the fetish objects that early colonial authorities found among African societies to fictional characters that seem to have lives of their own. This course investigates the construction of such figures in contemporary social worlds, understanding said worlds as composed not only of humans but also their creations. What do robots and AI chatbots have to tell us about people's desire for intimacy, and how do entities like corporations come to be seen as having forms of personhood in contemporary legal formations? The course draws on social theory and contemporary anthropology of media and religion to address these questions. Students will learn how to apply this literature to develop insights about the analysis of social worlds.

Instructor(s): Kennell Huggins

Note(s): Undergrad Only - Final Paper

ANTH 21011. The Poetics of Pop Culture. 100 Units.

Pop culture is all around us, shaping conversations, informing collective consciousness, and influencing how social and political identities take form. From Taylor Swift and Donald Trump to viral memes about Squid Game and K-pop, pop culture feels pervasive, insistent, and self-evident. But what exactly is pop culture? Is it a core aspect of mainstream culture, a subculture, or something else entirely? How do media technologies drive its creation and circulation? What roles do commodification, fame, and identity play in its production? And who are its central figures-celebrities, influencers, politicians, idols, or even artificial intelligences? This course draws from cultural studies, science and technology studies (STS), and media studies to examine how pop culture takes shape at the intersection of media, language, and technology. Weekly sessions combine key theoretical frameworks with case studies spanning film, television, gaming, animation, literature, and more. By the end of the course, students will apply these tools to critically analyze a popular culture phenomenon of their choice.

Instructor(s): Wee Yang Soh Terms Offered: Winter

ANTH 21013. From Lab to Museum: Thinking with Things. 100 Units.

Most people know that archaeologists dig things up. But what happens to those artifacts after they're excavated? This class explores how archaeologists, anthropologists, historians, art historians, and museum professionals make use of the rich data available from archaeology to answer questions about the past, reconsider the present, and imagine the future. Through a variety of course materials, field trips and hands-on practice, students will gain a foundation in thinking through things from a wide range of times and places. We will consider the

ethics of working with archaeological collections, including questions of access and efforts to repatriate stolen belongings and ancestors. As we follow archaeological materials from their excavation to their arrival in a lab and through their curation and eventual storage, we will examine how different forms of public engagement can help make the study of the past relevant and accessible to present-day communities.

Instructor(s): Nikki Grigg Terms Offered: Winter

ANTH 21014. Toxic Chicago. 100 Units.

In this field trip-rich course, students will learn about Chicago's many toxic environments, focusing in particular on fallout from the city's industrial past and on racialized, unequal distributions of harmful exposure. We will ask: What is unique (and not unique) about the way that Chicago's toxic geography has been shaped by environmental racism? What happens when we think about toxicity on different temporal and geographical scales, from molecule to neighborhood to international corporation, from a day in the life to deep time? How does this trouble everyday ideas about cause and effect, responsibility and liability? And finally, what unique challenges are presented by the difficulty of producing scientific knowledge about toxic environments, especially when it comes to environmental justice activism or other attempts at change-making? We will visit former Superfund sites, city history museums, industrial processing facilities, and environmental justice non-profits, among other sites. Readings will be drawn from environmental anthropology, STS, Black studies, Native studies, and the history of science, and will forefront scholarship about Chicago. Excerpts from final projects will be collected together into a (physical) zine that will be distributed guerilla-style around the city.

Instructor(s): Reed McConnell

Equivalent Course(s): HIPS 21014, RDIN 21014, CEGU 21014, HLTH 21014, CHST 21014

ANTH 21016. Corporatism and Human Rights. 100 Units.

This course will think through the relationship between corporatism and human rights. This considers, most immediately, the field of business and human rights, which includes attempts at strategic litigation and advocacy to hold corporations accountable for human rights violations. More substantively, however, it interrogates the meanings and histories of "Corporatism" itself, as a relation of production and a mode of governance. What is the relationship between corporatism and capitalism? How is it implicated in histories of colonization and empire? How might we think about the relations between corporatism and constitutionality, in the US and elsewhere? And, what are the future horizons of corporatism and its implications for rights, especially in the context of the consolidating hegemonies of Big Tech?

Instructor(s): Kaushik Sunder Rajan Terms Offered: Spring

Equivalent Course(s): ANTH 31017, HMRT 31013, HMRT 21013

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, from the 1880s to the present. Although it centers on the North American and British traditions, we will review important strains of French and, to a lesser extent, German social theory in chronicling the emergence and transformation of "modern" anthropology as an empirically based, but theoretically informed practice of knowledge production about human sociality and culture.

Instructor(s): Stephan Palmie

Prerequisite(s): Preference for Anthropology majors

Equivalent Course(s): CHDV 30500, ANTH 30000

ANTH 21108. Anthropological Archaeology. 100 Units.

Archaeology is but ethnology in the past tense," wrote the prehistorian André Leroi-Gourhan in 1946. He expressed an idea shared by many, namely that archaeology and anthropology share a single set of aims: to investigate the workings of human society and culture, to examine particulars and illuminate universals. In this course, we will become acquainted with archaeology as a discipline of anthropology. Through readings, analysis of case studies, excursions, and practical exercises, we will learn the fundamentals of archaeological theory and method while exploring how archaeologists use them to examine anthropological questions. How do we study the development and structure of the social, political, and economic systems of the past? What can archaeology tell us about the formation of identities-self-same and other? How can the analysis of material remains shed light on the operations of culture, power, and agency? We will also look closely at "anthropological archaeology" as a historical object, from its early investments in ideas of primitive culture to contemporary issues of heritage, patrimony, and repatriation, archaeology's material, economic, and environmental impacts, and the potential of archaeologists to pursue restorative ways of engaging the past and the present.

Instructor(s): Daniel Hansen

Equivalent Course(s): HIST 25509

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): Michael Dietler Terms Offered: Autumn

Note(s): The course qualifies as an Introductory Level selection for Anthropology majors. (Cap 30)

Equivalent Course(s): CHST 21201

ANTH 21271. Siem Reap, Cambodia: History, Tragedy and Renewal. 100 Units.

Based first at Wat Damnat, a tranquil, historically significant Buddhist monastery that houses the campus of the Center for Khmer Studies (CKS) in Siem Reap, Cambodia, we will explore the history, politics and culture of Khmer civilization from the 10th century to the present. Our focus will be on three exceptional periods in the history of Khmer civilization: the cultural florescence of one of the largest indigenous empires of Southeast Asia with its capital at the World Heritage Site of Angkor; the tragedy of repeated Western intervention and the emergence of the genocidal Khmer Rouge regime in the mid-1970s that resulted in the deaths of 1.7 to 2 million Cambodians; and the contemporary moment of renewal in the form of modernization, accelerating economic development, globalization and the social and environmental impacts of hyper-capitalism.

Instructor(s): Alan Kolata Terms Offered: Autumn 2026 - Study Abroad

Equivalent Course(s): CEGU 21217

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

Equivalent Course(s): ANTH 45301

ANTH 21315. Language and the Law. 100 Units.

How does law-as-performed in different cultural contexts rely on the affordances of language, courtroom interaction, and language ideology in order to achieve its effects of normativity, social control, and dispute settlement. How does law scaffold liberal politics? Topics to be considered: creating precedent; the expert witness role, the competition of expertises (law and medicine); the limits of free speech.

Instructor(s): Susan Gal

ANTH 21317. Gender & Sexuality in Modern Africa. 100 Units.

TBD

Equivalent Course(s): GNSE 22504

ANTH 21319. ModRdgs: Anthropology of Human-Animal Relations. 100 Units.

TBD

ANTH 21403. Hidden in Plain Sight: Multi-Modal Inquiry into Technical and Speculative Worlds. 100 Units.

How do people encounter phenomena that defy perception yet saturate their lives? What techniques are social scientists developing to investigate technology, the environment, and the virtual as they interrupt, exceed, or expand the human? Whether because of their monumentality (e.g., mass culture, infrastructure, disaster) or their latency (e.g., design, prognosis, information), these domains exhibit a "suprasensible" quality that can exceed bounded description. And yet, we are in constant contact with them. In response, scholars have devised "multi-modal methods" to broaden the social sciences' sensory, descriptive, and relational repertoires. This set of methods explores the analytic and ethical potential of non-linguistic description (e.g., photography, film, drawing, sound recording) and embodiment (e.g., performance, dance, role play). It also questions the possibilities and limits of reflexivity and collaboration, by revisiting the researcher-researched relationship. This course is a research practicum. We will dedicate half the week to discussing the objects, aims, and relevance of "multi-modality" to investigating technical and speculative worlds. In the second half, students will develop and workshop their original research projects incorporating multi-modal methods (whether course-specific or as part of a year-long thesis project). The course is interdisciplinary in focus and intent and fulfills the MAPSS methods requirement.

Instructor(s): Bright, Damien Terms Offered: Winter

Equivalent Course(s): MAPS 21403, MAPS 31403, ANTH 31403

ANTH 21405. Neoliberalism, Self and Society. 100 Units.

Drawing on ethnography and cultural theory, this course examines the profound impact of neoliberal ideology on the everyday lives of individuals and communities across the globe. We will explore the ways neoliberalism, the idea that the mechanisms of free markets naturally precipitate economic growth and thus societal progress, shapes institutions, social norms, and, most importantly, individuals' understandings of themselves and others. Students will analyze the penetration of market logics into spheres of social life far beyond what used to be understood as "the marketplace," such as education, politics and governance, healthcare, and the family. They will reflect on the effects of market logics on lived realities, both in material and ideological terms. As

unfettered global markets produce growing inequality and insecurity, neoliberal tenets valorizing competition and productivity tell those who suffer from and witness such negative effects that they are unavoidable; the result of some people working harder and being better than others. This course will question neoliberalism's normative assumptions, drawing on ethnographic accounts of contemporary life in various regions and contexts across the globe. Students will end the course with an understanding of neoliberalism as an ideology and the ability to engage in discussions on neoliberalism that have emerged recently in the qualitative social sciences.

Instructor(s): Gross, Tori Terms Offered: Winter
Equivalent Course(s): ANTH 31405, MAPS 31405

ANTH 21420. Ethnographic Methods. 100 Units.

This course introduces students to the theory and practice of ethnographic methods. In the class, we will consider the ways ethnography works as both a mode of inquiry and a form of knowledge production. We will examine the kinds of questions anthropologists ask, as well as the relationship between research questions, methodological approaches, data analysis, and knowledge. We will examine the ways scholars marshal evidence to address their questions, and practically, how they arrive at that evidence. We will study different components of ethnographic fieldwork, such as participant observation, interviewing, photography, object analysis, archival work, digital methods, and qualitative surveys. In so doing, we will engage with the complexities surrounding ethnographic research, including how one negotiates access during fieldwork, the racialized and gendered subjectivities that inhere in fieldwork, the ethics of knowledge production, and the politics of representation. The class entails both critical engagement with scholarship, and practical exercises. The goal is to give students practical, theoretically grounded insights into fieldwork in order to help them understand how to develop and carry out a research project.

Instructor(s): Kathryn Takabvirwa

Prerequisite(s): Priority to Anthro Majors, Priority to Junior/Senior Standing

ANTH 21421. Methods for Linguistic Anthropology. 100 Units.

This course is designed to give students a methodological and analytical background in the ethnographic study of cultural forms. Through in-class workshops and readings, students will be introduced to and get hands-on experience with different methods and tools to transcribe and analyze scenes of discursive interaction. The in-class workshoping of interactional data will center epistemological questions about the transformation performed by processes of transcription and analysis on such data and the limits of such analysis. Taking students through the prevalent transcription conventions in linguistic anthropology and related fields for analyzing interaction, the course will start with analysis of an interaction as conversation. It will then bring in the analysis of interaction as multimodal events with gesture, gaze, spatial orientation. The course will end by bringing narrative media, such as cinema, into its orbit by thinking through methods from other fields and disciplines (cinema studies, media studies) in the analysis of data. The course aims to leave students with a better understanding of the artefacts we consider to be data - what processes undergird their making, how we ask anthropological questions of data, and what are the limits of such questioning."

Instructor(s): Shubham Shivang

ANTH 21424. Reading and Writing Ethnography. 100 Units.

Ethnography -- as an activity, method, and analytical sensibility -- is an important part of defining and contesting what anthropology is and does. Critical perspectives on ethnographic research and writing have pointed out the authorization, exoticification, and politics of mobility that undergird the 'where' in 'being there' as well as the designation of 'field' as the outside space for fieldwork. What's more, contemporary anthropologists are producing 'ethnography' that works against the term's very composition as ethnos (human classificatory grouping) and graphia (writing, inscription). Rather than theorize about what ethnography is or should be, we will consider and develop a practical understanding of ethnography by reading it and writing it. In this course, we will work with some contemporary ethnographies (and some ethnography adjacent works) that combine description and analysis in creative ways. Through regular exercises in observation and writing, we will explore together in class how ethnographic writing can develop conceptual and political arguments. A core objective of this course is to practice the reflective and intellectual work that goes into considering ethnographic research questions and composing the complicated texts that attempt to answer them. In simpler terms, this class is about writing and the deliberate and creative work that goes into it.

Instructor(s): Kamala Russell

ANTH 21426. More than Human Ethnography. 100 Units.

In this course we explore the fields of more-than-human and 'multispecies' ethnography. We examine theoretical antecedents promoting the inclusion of non-human actors in ethnographic analysis and read examples of such work, including foundational texts on more-than-human engagements, exploitations, and dependencies by Deborah Bird Rose, Kim Tallbear, Eduardo Kohn, and Anna Tsing among others. We consider the role other species, 'actants' and assemblages played in early social science work and contemplate recent studies of "becoming with" animals, plants, fungi, bacteria-encountering complex symbioses, examining natural/cultural borders, and querying the role of decolonial thought and queer ecologies in the 'more-than' turn. Multispecies and posthumanist approaches encourage a decentering of traditional method; we couple ethnographic examples with literature by biologists, physicists, and philosophers. This is a discussion-based seminar with significant time devoted to logistical elements of 'more than' work-to querying how such studies are conducted in practice. The final paper takes the form of an exploratory essay based on observations collected during previous weeks.

Instructor(s): Wilhoit, Mary Terms Offered: Winter

Equivalent Course(s): KNOW 32404, ANTH 33807, MAPS 31404, GNSE 31404, GNSE 21404

ANTH 21520. Love in a Time of Capitalism. 100 Units.

TBD

Equivalent Course(s): GNSE 21520

ANTH 21545. Global China: Mobility, Infrastructure, and Networks. 100 Units.

This course is designed to explore the notion of "global China" and investigate its role and impact in global society. China's increasing presence concerns not only its economic power and massive investments in the Global South, but also its growing cultural and social influence-its so-called soft power in the world. The reading materials are drawn from anthropology, history, and social theory. By combining theoretical discussion with ethnographic studies on diaspora, Chinese capital, soft power, race, and racism in global Chinese contexts, the course will offer useful frameworks and perspectives for raising critical inquiries and tackling cutting-edge issues related to contemporary China. By the end of the course, the students will develop their own research subject on a topic that is related to global China; write a thorough literature review on their chosen topic; and present their research to the class.

Instructor(s): Yasmin Cho Terms Offered: Spring

Note(s): The course has limited seats for junior and senior undergraduate students. Please email the instructor to inquire about availability.

Equivalent Course(s): MAPS 21545, MAPS 31545, ANTH 31545

ANTH 21721. Power in the Streets: The Political Thought of C.L.R. James. 100 Units.

Born in Trinidad in 1901, C.L.R. James was the preeminent radical intellectual of the 20th Century. This course will trace the political thought of C.L.R. James over more than a half-century, from the publication of his short story "La Divina Pastora" in 1927 to the speeches and writing of his final years before his death in 1989. Over his lifetime, James's political thought developed in accordance with his application of Marxist theory to his engagement with working people in Trinidad, London, Detroit, and elsewhere. In 1982, an octogenarian James paused to reflect on "where [his] Marxism ha[d] arrived at after events in Poland and Ghana." This course will accordingly survey his writings and speeches in his roles as novelist, sports journalist, historian, editor, organizer, and orator. Through texts such as *Minty Alley*, *The Black Jacobins*, *A History of Pan-African Revolt*, *Facing Reality*, *Party Politics in the West Indies*, and *Beyond a Boundary*, this course will engage the organic conditions of working-class revolt and spontaneous insurgency that surrounded his signature writings.

Instructor(s): Ryan Jobson

Equivalent Course(s): RDIN 31721, ANTH 51721

ANTH 21740. Ecology and Governance in Israel. 100 Units.

Ecological governance has emerged as an aspirational concept in recent years in political science, philosophy, and anthropology in response to concerns over the increasing likelihood of an unprecedented global ecological crisis as a result of human driven climate change. This course will trace the conceptual genealogy of ecological governance in Western and Eastern political theory and environmental history as it explores the political ecologies of Israel and the Middle East. In so doing, the course embarks on the assertion that environmental justice and the struggle for justice overall are inseparable challenges. Of central concern will be to understand how Israel's politics, culture, and history technological development together with its particular environmental conditions provide conceptual and methodological interventions into current and historical articulations of ecological governance. Note: Enrollment in this class is by consent only. Please request via the enrollment site (https://docs.google.com/document/d/1xHAMuCU9aaMNDmVa_14oxYQaqn9yfcaYIF-3RMk3pbE/edit?usp=sharing).

Instructor(s): Michael Fisch

Equivalent Course(s): CEGU 21740

ANTH 21750. Housing and Society: Precarity and Profit. 100 Units.

This course considers the way US society has approached housing and inequality in the past and present - from public housing and homelessness to suburbia, mobile homes, and beyond. Housing is the site and subject of policies, profit, ideologies, biases, regulations, activism, and reputations. The course overviews how each of these shape housing, which in turn shape inhabitants - particularly along lines of race, class, gender -, and what we can do to intervene. Drawing on theoretical approaches and empirical studies from the social sciences, this course offers an advanced focus on the inequality that pervades contemporary US housing, enabling students to understand how people are impacted by their homes.

Equivalent Course(s): SSAD 41750, SSAD 21750, CEGU 21751, SOCI 30593, CHST 21751, SOCI 20593

ANTH 21899. The Politics of International Migration. 100 Units.

This course examines the legal and political dimensions of the phenomenon of international migration: when migrants cross territorial borders and enter a state to whose citizenry they do not belong. During the first half of the course, we will ask why and how migrants move - studying theoretical explanations for population flows - and why and how receiving states try either to attract them or to keep them out. We will reflect on the intersection of inequality and migration by critically examining how different groups of people on the move are categorized in different ways (e.g., as high or low-skilled workers, refugees, "illegal" immigrants, asylum-seekers) and, as a consequence, are granted different levels of territorial access and rights. We will also reflect on the human costs of policies of migration control and engage with normative debates on the ethics of borders. During the second half of the course, we will examine what happens to immigrants once they have arrived in

the country of reception. Focusing on the cases of undocumented immigrants, asylum-seekers, unaccompanied children, humanitarian claimants, and families, we will ask how different groups claim rights and legal status in the host country and what challenges they encounter in the process. The class readings and lectures will mainly focus on migration to the US and Europe, but we will also briefly touch on immigration to developing countries in the Global South, which host 85% of the world's refugees.

Instructor(s): C. Galli Terms Offered: Spring

Note(s): Distribution - undergrad: C

Equivalent Course(s): LLSO 29899, HMRT 21899, SOCI 20587, CHDV 21899

ANTH 22001. Climate and Collapse: Environmental Change and the Fate of Civilizations. 100 Units.

The "climate crisis" is upon us. Public warnings about global warming have been widely publicized since the mid-1970s. Multiple science and policy based analyses have provided a range of suggestions on how human societies must adapt to a world of accelerating climate change. But climate change and the profoundly related problems of environmental degradation and resource depletion that accompany that change are nothing new. This undergraduate seminar will explore past, present and projected future scenarios of climate change and its cascading effects on human civilization. We will analyze empirical cases of previous civilizational collapse driven, in great part, by climate change as documented in historical, archaeological and paleoecological records in Asia, Europe, and the Americas. We will pose questions about the relationship between natural and anthropogenic climate change, as well as closely intertwined stressors such as transformations in land use, biodiversity loss, and nutrient imbalances that have contributed to social and population dislocations over large expanses of space and time. After analyzing previous cases of societal collapse, the course will conclude with reflections on "what now?" How do we understand the physical and social consequences of climate change, and what steps can humanity take to avert, or, more likely, adapt to these transformational processes to avoid systemic civilizational collapse?

Instructor(s): Alan Kolata

Equivalent Course(s): CEGU 22001

ANTH 22020. Interrogating Gender, Power, and Agency: How Women Change the World beyond the West? 100 Units.

This course critically examines gender, agency, and liberation in the Middle East. The course will begin with a discussion of human agency, its relation to sociocultural context, and the feminist literature on the issues of agency, resistance, and liberation. Then, we will explore these relationships in non-Western contexts by drawing examples from Turkey, Iran, and Northern Syria. In the cases of Turkey and Iran, we will focus on the feminist movements and women's collective actions for the right to wear and take off the headscarf. In the case of Northern Syria, we will explore the agencies of Kurdish female guerrillas and their conceptions of empowerment. In each case, we will focus on the moral and ethical principles that guide women's choices and trace their sociohistorical foundations.

Instructor(s): S. Numanbayraktaroglu Terms Offered: Winter

Note(s): Catalog content areas: 3, C

Equivalent Course(s): NEHC 22020, GNSE 23159, CHDV 22020, ANTH 32020, CHDV 32020, GNSE 32020, NELC 32020

ANTH 22079. Mass Media in Semiotic Perspective. 100 Units.

Mass media are commonly understood as channels for public information, expression, and debate. Yet, mass media technologies also serve governmental and corporate actors as instruments for shaping public opinion and behavior. In this undergraduate course, we will explore this and related problems from a semiotic perspective, with special attention to the dynamic relations between state, market, culture, and language at work in projects of mass communication. We will study several theories and empirical cases (both historical and contemporary) of mass mediation. Topics will include the role of mass media in nation-state formation and control; the role of mass media in cultural and linguistic assimilation; and group subjectivity and solidarity within media publics.

Instructor(s): Christopher Bloechl

Equivalent Course(s): MADD 12079, LING 22079

ANTH 22099. Sex, Money, and Power: Ethnography and Social Theories. 100 Units.

If the Epstein files in the U.S. have established anything without a shadow of a doubt, it is that sex, money and power continue to be intimately linked with, and to structure, aspects of the contemporary social order. This class mobilizes foundational social theories and ethnographies for understanding how these entangled dynamics shape different worlds of desire, embodiment, and value. At the same time, we probe the dark side of money, sex and power - the shadowy zones of illicit exchange, conspiracy theories, and political horror that shape historic and contemporary conditions of inequality and resistance. We pay particular attention to the intersections of anthropology and feminist studies, especially where they take up shared objects of analysis, including nature/culture, kinship, the body, sexuality, exchange, value and agency. Throughout the course, our discussions will encourage a reflexive examination of the way these fields of inquiry approach sex, money, and power both as (1) scholarly contributions in academic settings and (2) as political interventions in the larger world (e.g., pay equity, #MeToo, sex positive activism, queer politics, feminist economics, the Manosphere, anti-gender campaigns, tradwives, etc.). Requirements: Active participation in class discussion based on weekly readings, occasional in-class writing, and a final exam.

Instructor(s): J. Cole J. Chu Terms Offered: Winter. Undergraduate: C

Equivalent Course(s): GNSE 22099, CHDV 22099

ANTH 22107. Queer Reproduction. 100 Units.

What makes reproduction queer, and how do queers reproduce? In some senses, more people than ever before have access to reproductive technologies and to family building resources. People of all genders and sexualities utilize tools to combat infertility such as in vitro fertilization, gamete donation, surrogacy, and adoption, sometimes reproducing the normative family form and other times expanding it. Kinship categories, from "diblings" (donor siblings) to house mothers, can be artifacts both of culture and of science, and reflect ways of understanding what constitutes a family and what relationships become considered family. This course asks after the many mechanisms which can be taken to foster or hinder queer reproduction, thinking through the tools for managing social and biological infertility alongside cultural anxieties about queer reproduction more broadly, as enacted through bans on queer representation in classrooms and other policies. We will consider how specific technologies emerge and are utilized among groups who identify as queer and those who do not, ask after the legacy of queerness and its association with non-procreative forms of intimacy, and map the ways that the figure of the child is always bound up with some vision of the future (of the family, the nation, or humanity itself).

Instructor(s): Paula J. Martin Terms Offered: Autumn

Equivalent Course(s): HIPS 22107, CHDV 22107, HLTH 22107, HMRT 22107, GNSE 20164

ANTH 22200. Haunting and/as/of Power. 100 Units.

Haunting is a liminal category that signifies presence despite absence, unfinished pasts in the present, or ruptures within what is considered human, scientific, normal and real. In this course we will examine multiple hauntings-as metaphor and as experience-situating them in a global context within the afterlives of racial and caste capitalism, gendered dispossession, empire, and neoliberalism. Mediated through ethnographies, social theory, literature, film, psychoanalysis and historical archives, we will encounter vampires, witches, zombies, jinn, ghosts, transgender monsters, the paranormal, aliens, and other friendly or vengeful spirits in order to understand how they story memory, time, space, embodiment, transgression, violence, and desire. How can the spectral be deciphered? What does being haunted feel like? How does haunting as an analytic foreground the sensuous, affective, intimate and overwhelming dimensions of self and other, of structures of power, and of the limits of the knowable? We will answer these questions and more through the work of David McNally, Tithi Bhattacharya, Silvia Federici, Susan Stryker, Christina Sharpe, Avery Gordon, Stefania Pandolfo, Emily Ng, and Susan Lepselter, among others.

Instructor(s): Tanima Sharma Terms Offered: Autumn

Equivalent Course(s): GNSE 22200, RDIN 22200, RDIN 32200, GNSE 32201

ANTH 22202. Anthropology of Caste. 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

Equivalent Course(s): ANTH 32202, SALC 32202, SALC 22202

ANTH 22204. Caste and Politics in India. 100 Units.

This course examines caste not simply as an assemblage of fixed social hierarchies, but as a dynamic field of political subjectivity through which individuals and communities come to understand themselves as citizens of democratic India and as collective actors with shared interests on the broader global stage. Moving from the late colonial period to the present, the course explores how caste has shaped and been shaped by democratic politics, ideals of liberal modernity, and claims of recognition, belonging, and identity. We will engage with anthropology, history, and political theory to examine how caste identities are produced and contested through institutions of law and electoral democracy, as well as embodied, everyday forms of politics, such as protests, commemorations, performances, and popular narratives. By the end of the course, students will be able to understand caste as a historically situated and affectively charged mode of political life, and to critically assess how caste shapes modern Indian politics and vice versa.

Instructor(s): Tori Gross Terms Offered: Spring

Equivalent Course(s): ANTH 32204, MAPS 22204, MAPS 32204

ANTH 22220. Black Atlantic Environments. 100 Units.

TBD

ANTH 22305. Who deserves what? Analyzing inequalities in institutional decision-making. 100 Units.

A key element of societal structuring is producing and reproducing ways to identify ourselves and categorize each other. Ways of differentiating often carry with them implicit or explicit moral assessments - is this difference good or bad, valuable or not? Government institutions and other systems of social organization make decisions and allocate resources based on markers of difference. Therefore, inequalities based on morally loaded categories become embedded in systems that decide who is deserving of earning a diagnosis, health care, a legal status or other resources. This course looks at the ways people become labeled (desirably or not), how these labels impact institutional or systemic decision-making, and how moral assessments are present in justifications of such decisions. Over the quarter we will introduce and apply the analytic of deservingness and investigate decision-making processes (e.g., diagnosis, legal claims, insurance coverage) in various geographic locations and settings with a focus on medical, legal, and bureaucratic institutions. We will explore themes of objectivity, evaluation,

expert intervention, inequality, systemic violence and moral justification. Primary course questions include: How do institutions and governments make decisions? How are their decisions justified? What role do experts and expert knowledge play in decision-making? As an analytic tool, what does deservingness make visible about decision-making processes and their impacts?

Instructor(s): A. Prior Terms Offered: Spring

Note(s): Undergrad distribution: C

Equivalent Course(s): HIPS 22305, HLTH 22305, CHDV 22305

ANTH 22367. Landscapes: More than Humans Living on a Damaged Planet. 100 Units.

This is a reboot of a course on theories of space and place (ANTH 28510), but with newfound attention to 1) the interleaving of human/nonhuman life and non-life in the making of place, and 2) the undoing of landscape arrangements created by capitalist exploitation, environmental devastation, ecological racism...

Instructor(s): Francois Richard

Prerequisite(s): Instructor Consent

ANTH 22401. Materiality, Religion, and Technology. 100 Units.

This course examines the role of material objects, bodily practices, and technological advancements in our understanding and experience of religions. The course is premised upon the assumption that the spiritual components of religions have material bases—they are sensed, experienced, and expressed with and through material objects and practices. The advent of artificial intelligent and the expansion of digital environments provide a novel context for examining the already complex and intertwined concept of "material religion" in ways that are both challenging and intriguing. The course draws on readings and discussions from religious studies, anthropology, and science and technology studies to provide students with conceptual tools and to introduce recent discussions on the course topics. This course is suitable for students who plan to develop an original research project on the intersection of materiality, religion, and technology in any religious tradition. Students are required to complete a thorough literature review on the topic(s) of their choice as their final project and present their work in class.

Instructor(s): Yasmin Cho Terms Offered: Winter

Equivalent Course(s): MAPS 32400, RLST 27805, AASR 37805, MAPS 22400, ANTH 32401

ANTH 22415. Technology and the Human. 100 Units.

Technology is ubiquitous in contemporary life. Yet technological developments continue to infatuate and inspire in us 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 22450. Language, Gender, and Sexuality. 100 Units.

This course, based primarily on insights from the field of linguistic anthropology, focuses on the relationship, in theory and in practice, between language, gender, and sexuality. We begin with a brief overview of the field and some of its major theoretical developments. Then, we expand on themes of social change, desire and identity, difference, kinship, and the significance of global, transnational and postcolonial connections in our understandings of gender and sexuality. The practical component of the course includes critical analysis of language and other signs that are used to enact gender and sexuality (e.g., in drag shows, communities you belong to personally, online communities, and current events). Throughout this course, we will emphasize the importance of ethnographic approaches to languages and communication—a hallmark of linguistic anthropology that requires a reflexive and critical attentiveness to how researchers co-participate in everyday social interactions with their interlocutors. Beyond the categories of gender and sexuality as studied in Western academic contexts, this course invites students to pay close attention to how non-normative forms of alterity are produced and circulated in the Global South under conditions of political and economic inequality.

Instructor(s): Fadi Hakim Terms Offered: Spring

Equivalent Course(s): LING 22450, GNSE 20119

ANTH 22500. Death. 100 Units.

We die. That may be the meaning of life." - Toni Morrison This course is an exploration of death as understood by various religious traditions as depicted in popular culture. Through an exploration of primary and secondary materials, we will explore and discuss topics such as heaven, hell, ghosts, personifications of death and death rituals—comparing contemporary American rituals and narratives about dying with those from ancient China, the Indian subcontinent, Latin America, South Africa, Viking-era Northern Europe, and ancient Egypt. Along the way, we will consider questions like whether it would be preferable to live forever and what role death plays in giving life meaning.

Instructor(s): Marielle Harrison Terms Offered: Spring

Equivalent Course(s): GLST 22500, HIST 18401, HLTH 22500, HIPS 22500, RLST 22500

ANTH 22531. Visual Anthropology: An Introduction to Ethnography as Film. 100 Units.

This seminar introduces students to Visual Anthropology through a survey of film as an instrument and object of ethnographic practice. Specifically, it explores ethnographic film as a genre for representing "reality," anthropological knowledge and distinct cultural lives. We will examine how ethnographic film and its proto-cinematic precedents (e.g., the panorama, the magic lantern) emerged in particular intellectual and political economic contexts as well as how subsequent conceptual and formal innovations in audiovisual production, including recent digital transformations, have shaped the genre. We will also consider social responses to ethnographic film in terms of 1) the contexts for producing and circulating these works, 2) the ethical and political concerns raised by cross-cultural representation and 3) the development of indigenous media and other practices in conversation with ethnographic film. Throughout the course, we will situate Visual Anthropology within the larger anthropological project for representing "culture," addressing the status of ethnographic film in relation to other documentary practices including written ethnography, museum exhibitions, photography, documentary film, graphic illustrations ("manga" ethnography), and new digital forms of engagement (Web 2.0, interactive gaming, augmented & virtual reality). Besides film screenings and writing exercises, students will have an opportunity to develop and "pitch" their own original Visual Anthro project.

Instructor(s): Jiyea Hong

Note(s): For Undergraduates Only

Equivalent Course(s): ANTH 32531

ANTH 22532. Ethnographies of Contemporary China. 100 Units.

Through reading and discussion of recent ethnographies, we will explore key issues shaping everyday life in globally interconnected Chinese contexts. Topics explored will include environmental issues, consumption, technology and media, ethics and values, relations to the past and aspirations toward the future, and other major matters of concern in China today. Throughout, we will consider ethnography as a methodological approach, an interpretive project, and a form of writing, and ask what this mode of knowledge production is uniquely poised to offer. Students will develop independent research projects throughout the quarter, culminating in a final paper that resonates with the themes of the course.

Instructor(s): Hanna Pickwell

ANTH 22612. Methods for Linguistic Anthropology. 100 Units.

This course is designed to give students a methodological and analytical background in the ethnographic study of cultural forms. Through in-class workshops and readings, students will be introduced to and get hands-on experience with different methods and tools to transcribe and analyze scenes of discursive interaction. The in-class workshoping of interactional data will center epistemological questions about the transformation performed by processes of transcription and analysis on such data and the limits of such analysis. Taking students through the prevalent transcription conventions in linguistic anthropology and related fields for analyzing interaction, the course will start with analysis of an interaction as conversation. It will then bring in the analysis of interaction as multimodal events with gesture, gaze, spatial orientation. The course will end by bringing narrative media, such as cinema, into its orbit by thinking through methods from other fields and disciplines (cinema studies, media studies) in the analysis of data. The course aims to leave students with a better understanding of the artefacts we consider to be data - what processes undergird their making, how we ask anthropological questions of data, and what are the limits of such questioning."

Instructor(s): Shubham Shivang

ANTH 22621. Invisible Landscapes. 100 Units.

This course is an exploration of anthropogenic landscapes, past and present, that for various reasons have been "invisible"-sometimes to long-term inhabitants, sometimes to newly arrived colonizers, sometimes to academics and other researchers, sometimes to legislators, and/or sometimes to tourists and other public audiences. Examples include, among others, sophisticated long-term geo-biological manipulations of soils, stones, and trees; legacies of colonization and industrialization; sensorial worlds beyond the visual; and non-human infrastructures and ruins. The class is broadly comparative, drawing on diverse case studies to address two central questions: 1) Can we think about, document, visualize, and analyze "invisible" landscapes without forcing them to conform to historically and culturally specific notions of monumentality, materiality and temporality, nature and culture, etc.? and 2) What methods (or combinations of methods) employed by archaeologists, anthropologists, historians, architects, ecologists, and other researchers can shed light on "invisible" landscapes and the people (and other beings) who inhabit(ed) them?

Instructor(s): Sarah Newman

Equivalent Course(s): KNOW 52621, ANTH 32621

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

Equivalent Course(s): ANTH 41810

ANTH 22712. Socialisms in Asia. 100 Units.

Western ideas about "actually existing" socialism are dominated by the failures and tyranny of the Soviet bloc. But decolonizing Asia may have a different story to tell. Tracking revolutionary information technology, new statistical and social sciences, and cybernetic techniques for governance entering into Asia in the era of decolonization, partitions and the Bandung Conference, this course reconsiders plural possible socialisms, not based on earlier European histories in which the ends exceeded the means, but on later Asian histories. These are not so much histories of self-determination and worldmaking, as scientific and social, self and world refashioning. This course is intended to be of interest to any student interested in the applying techniques of science and technology studies to the history of social science, interested in the history of applied science outside the west, and/or in Asian decolonization, and/or in the past, present, and future of socialism.

Instructor(s): John D. Kelly

Equivalent Course(s): ANTH 41812

ANTH 22727. Captivity. 100 Units.

The premise for this course is that anthropology, as well as other domains of social inquiry, have unacknowledged and unredeemed debts to captivity as structure, experience, and event, from the penal colony to the slave plantation. This course is an attempt to begin to think about those debts through readings in anthropology, history, and philosophy.

Instructor(s): Darryl Li

Prerequisite(s): Open only to 3rd and 4th year students in the College, with some preference for majors in Anthropology & LLSO.

Note(s): Advanced undergraduate seminar.

Equivalent Course(s): LLSO 29703

ANTH 22733. Marxism, Anarchism, and the Black Radical Tradition. 100 Units.

This course serves as an introduction to Black Radical Tradition as an insurgent political formation and intellectual practice. While many genealogies of Black Studies depart from the formal institutionalization of Black Studies departments and programs in the latter half of the 20th Century, this course is differently attuned to the dialectic of Black thought and Black insurgency in which the latter-what C.L.R. James describes as a history of Pan-African revolt against the plantation and its afterlives-is always a precondition of the former. As a critical survey of said histories and the ideas derived from them, this course will examine the relationship between knowledge production (theory) and material struggle (praxis) in the Black Radical Tradition alongside adjacent but distinct political traditions such as Marxism and anarchism. Born out of a protracted "state of emergency," the Black Radical Tradition permits us to appraise, critique, and confront the alarms raised by the COVID-19 pandemic and global climate collapse alongside settler colonialism and plantation slavery in the longue duree. To this end, students will consult non-fiction, literature, art, and film from authors and creators such as James, Audre Lorde, Lizzie Borden, W.E.B. Du Bois, Josina Machel, Kimathi Mohammed, and Lorenzo Ervin.

Instructor(s): Ryan Jobson

Equivalent Course(s): RDIN 22733

ANTH 22750. Theoretical Approaches to Political Anthropology: Sovereignty, Authority, and Refusal. 100 Units.

This course will explore understandings of power and its production articulated by ethnographers and political theorists whose work has been influential in anthropology. We will focus on competing claims to sovereignty and authority that reveal the tentative, emergent, and contingent nature of power. Spanning various regions, the course content will elucidate the tensions between nation-states, informal/illegal networks, and the actions and aspirations of individual subjects. Some of the questions we will raise include: What are the roles of performances, narratives, and acts of exclusion and violence in the making of sovereignty and authority? How are competing de facto and de jure forms of power negotiated in various spaces ranging from the institutional to the intimate? The centrality of both physical violence and the complacency born of naturalized 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 politics that shape the 21st century world. As this is a methodology course (fulfilling the MAPSS requirement), students will spend substantial class time reflecting upon the theoretical approaches of contemporary ethnographers and developing their own theoretical approaches to their thesis projects.

Instructor(s): Gross, Victoria

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): Natacha Nsabimana & Adom Getachew

Note(s): Cap 50

Equivalent Course(s): PLSC 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): MAPS 33508, ANTH 34735, GNSE 22770

ANTH 22800. An Indigenous People's History of Hawai'i. 100 Units.

What you know about Hawai'i is most likely untrue. An archipelago in Oceania's sea of islands, Hawai'i has been locally constructed and globally consumed as a tropical paradise for pleasure and play, attracting tourists, settlers, corporations, and military forces to its shores. It is a fantasized paradise produced through the dispossession, elimination, appropriation, and exploitation of Indigenous people, institutions, worldviews, and practices. This course tells a truer story about Hawai'i. Because ideas and narratives crafted about the history, politics, economics, law, ecology, and society of Hawai'i are dominated and often distorted by non-Indigenous writers, we turn to Kanaka Maoli (Native Hawaiian) scholars to learn from their subjugated knowledge. The course examines interdisciplinary research, from the 19th century to the present, and excavates the truths advanced through it: the development of the Hawaiian Kingdom and its government, political order, economy, and society; the illegal overthrow of the Hawaiian government and US military occupation and annexation of its territory; legal constructions of race and techniques of gender and sexuality in the territorial period; the creation of the State of Hawaii amid World War II and the Cold War; the birth and evolution of the modern Hawaiian sovereignty movement; and contemporary Kanaka Maoli struggles with federal recognition, militourism, and technoscientific development.

Instructor(s): Uahikea Maile Terms Offered: Winter

Equivalent Course(s): RDIN 32800, RDIN 22800, HIST 37212, HIST 27212, ANTH 32800

ANTH 22826. Commodities and Consumption. 100 Units.

In this discussion-based, reading- and writing-intensive seminar, we will explore "consumption" and "commodities" from an anthropological perspective. Drawing from a range of works from anthropology and other disciplines, and thinking with material from many different cultural contexts, we will reflect critically on everyday practices of consumption and relationships with things that are so often taken for granted. We will investigate the enchanting aspects of commodities; how things can materialize claims about identity or status and produce and reproduce social relationships; shopping and fashion and their relationships to capitalism, gender, and colonialism; ethical, political, and ecological aspects of various kinds of consumption; and more. Previous coursework in anthropology, while beneficial, is not required to do well in this class.

Instructor(s): Hanna Pickwell

Equivalent Course(s): CEGU 22826, GLST 22826

ANTH 22830. Indigenous Media and the Politics of Representation. 100 Units.

This undergraduate seminar explores popular representations of Indigenous nations and issues across various modes of media such as film, photography, digital platforms, and museum installations. With a particular focus on media forms produced by Indigenous artists, filmmakers, and curators we will analyze these narratives through frameworks of self-determination, resistance, visual sovereignty, and relational futures. Throughout the

course, we will consider Indigenous media production(s) in relation to the broader social, historical, and cultural contexts in which they circulate in North America and beyond. The material covered in this course will acquaint students with an introduction to the contemporary debates surrounding Indigenous media and representation as they intersect with the larger fields of visual anthropology and Indigenous Studies.

Instructor(s): Teresa Montoya

Equivalent Course(s): MADD 12830

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 different points 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

ANTH 22930. Sarah Baartman through Schitt's Creek: an Introduction to Gender and Popular Culture. 100 Units.

Throughout the twentieth century, scholars from Simone de Beauvoir through Judith Butler have argued that genders are learned, enacted and ascribed identities, worked out through interaction. As such, the production of 'gender' is carried out to some extent in relation to cultural models and artifacts that people use to make sense of, model and reject gendered identities, characteristics and roles. This course takes popular culture, including film, television, literature and social media, as a starting point for understanding the often taken-for-granted characteristics deemed gendered in Western culture and elsewhere. Attending to race, class, sexuality, age and other social categorizations throughout, we will draw on representation and cultural theory as well as ethnographic works, mingling a close reading of theorists such as Erving Goffman and bell hooks with detailed attention to the latest reality show or trending hashtag. While we will focus primarily on the most widely disseminated and economically powerful imagery, we will also attend to alternative, resistant and activist media. This is an introductory graduate-level course; graduate students at all levels are invited to join, selected spots are reserved for advanced undergraduates.

Instructor(s): Mary Elena Wilhoit Terms Offered: Spring

Note(s): Undergrad cap at 5

Equivalent Course(s): GNSE 21503, GNSE 31503, MAPS 31503, ANTH 32930

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: Course not offered in 24-25

Equivalent Course(s): RDIN 26386, RDIN 36386, SPAN 36386, LACS 36386, SPAN 26386, LACS 26386, HIST 26321

ANTH 23020. Environ Policy: Amazon. 100 Units.

TBD

Equivalent Course(s): LACS 28703, PBPL 28703, ANTH 31608, HMRT 38703, LACS 38703, PPHA 38400, HMRT 28703

ANTH 23025. Politics of Environment in Brazil. 100 Units.

TBD

Equivalent Course(s): LACS 27645, ANTH 31609, LACS 37645

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: Course not offered in 24-25

Equivalent Course(s): LACS 36380, HIPS 26380, HIST 26318, LACS 26380, RDIN 36380, GLST 26380, RDIN 26380

ANTH 23094. Development and Environment in Latin America. 100 Units.

Description: 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: Course not offered in 24-25

Equivalent Course(s): HIPS 26382, GLST 26382, CEGU 26382, HIST 26317, LACS 36382, LACS 26382, HIST 36317, GEOG 26382

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 native civilizations in Latin America, with a focus on the political, social, and cultural dimensions of the major pre-Columbian civilizations (the Maya, the Inca, and the Aztecs); the causes and consequences of the Spanish and Portuguese conquests; and the establishment of colonial societies and economies in the 16th century.

Instructor(s): Kouri; Brittenham; TBD Terms Offered: Autumn

Note(s): Fulfills the following requirements in the ARTH major and minor: Latin American

Equivalent Course(s): LACS 16100, SOSOC 26100, RDIN 16100, HIST 16101

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): Hicks; Schwartz-Francisco; TBD Terms Offered: Autumn Winter

Equivalent Course(s): LACS 16200, SOSOC 26200, RDIN 16200, HIST 16102

ANTH 23103. Introduction to Latin American Civilization III. 100 Units.

Spring Quarter focuses on the twentieth century, with emphasis on how Latin American peoples and nations have grappled with the challenges of development, inequality, imperialism, revolution, authoritarianism, racial difference, migration, urbanization, citizenship, violence, and the environment.

Instructor(s): Schwartz-Francisco; staff Terms Offered: Spring

Equivalent Course(s): SOSOC 26300, HIST 16103, RDIN 16300, LACS 16300

ANTH 23200. Understanding One Another in a World of Evil. 100 Units.

The moral turn in the human sciences has led to an increasing emphasis on the problem of evil. While the Holocaust is frequently presented as the paradigmatic case of evil, this problem has also been used to underscore the unredressed wrongs of slavery and genocide in the history of empire and colonialism. This course aims to take the problem of evil seriously while also raising a doubt about the certainty with which some scholars have characterized evil as a problem of willful or culpable wrongdoing. We aim to think the problem of evil alongside and through a related problem, namely how we come to understand one another as shared participants in a moral universe. This will lead us to consider a series of subsidiary questions: How do we understand one another when ethical stances strike us as unacceptable or, more emphatically, inhuman? Under what conditions do we characterize acts that seem to conform to rival systems of value as evil? In other words, to what extent is the problem of evil a problem of understanding? And do our pronouncements about evil necessarily carry certain assumptions about transhistorical and transcultural human values? Our course resources include works by Ludwig Wittgenstein on the problem of human understanding, Hannah Arendt's account of the problem of evil, and Stanley Cavell's account of the problem of acknowledgement, as well as a number of film screenings.

Instructor(s): A. Brandel, D. Grant Terms Offered: May be offered in 2027-2028

Prerequisite(s): Third or fourth-year standing

Equivalent Course(s): PLSC 23200, CCCT 23200, BPRO 23200, DEMS 23200, HIST 22804

ANTH 23288. Tracing Black and Native Relations in South Chicago. 100 Units.

This course traces the labor of Black and Native people in relation to Hyde Park, Chicago, beginning with the 1893 World's Fair through Nuclear Development in the 20th century. We will study the afterlives of slavery and native dispossession by visiting local sites and archives. Using methodologies from the fields of Anthropology, Literary Studies and Native Studies, we will foreground the importance of being in place, to situate ourselves as students and teachers in the neighborhood. Students will theorize themselves in place and in relation to those past as they work towards a public facing final assignment. (20th/21st, Theory)

Instructor(s): Teresa Montoya & SJ Zhang Terms Offered: Spring

Equivalent Course(s): RDIN 43288, CHST 23288, RDIN 23288, ENGL 43288, ENGL 23288, ANTH 43288

ANTH 23301. Religion and Psychiatry. 100 Units.

This course will investigate the many theoretical and practical problems which emerge where the domains of psychiatry and religion overlap. We will explore questions such as: What are the common realities that religious and psychiatric frameworks seek to explain? Are being "divinely inspired" and being "mad" mutually exclusive? How do religious and other cultural categories shape the development of what are called "mental disorders"? Are cognitive behavioural therapists more effective than witchdoctors at restoring people to health? We will begin with a brief overview of the history of psychiatry, before analyzing a famous case of mass demonic possession in 17th century France. We will take several weeks to explore contemporary psychiatric diagnoses, contrasting how psychiatrists and religious authors describe similar symptoms in different ways. We will compare diverse therapeutic methods, modern and traditional, to ask what makes each of them effective or ineffective. Finally, we will survey proposed alternatives to the prevailing diagnostic frameworks within psychiatry, asking which, if any, our study of the overlapping domains of religion and psychiatry might lend support.

Instructor(s): Owen Joyce-Coughlin Terms Offered: Spring

Equivalent Course(s): COGS 26802, HLTH 23300, RLST 23300, CCTS 23300

ANTH 23312. Datasets. 100 Units.

This course introduces the basic statistical methodologies used across a wide range of disciplines, with an emphasis on bivariate analysis standard in the social sciences. At the same time, the fragmentary nature of data recovered from archaeological sites and biological anthropology means that quantifying ancient human activities raises distinct challenges, requiring a more critical engagement with conventional statistical approaches. The course is designed for students seeking a solid grounding in statistical reasoning as well as those interested in developing robust research designs in archaeology and bioarchaeology.

Instructor(s): Alice Yao Terms Offered: TBD

Equivalent Course(s): ANTH 33312

ANTH 23335. Racial France. 100 Units.

Over the last two decades, questions of race, racial identity, and racial discrimination have come increasingly to the fore in France, despite (or because of) the country's prevailing rhetoric of colorblind indivisibility. These issues are becoming ever more pressing on a background of intensifying racisms and right-wing populisms in Europe. The purpose of this course is to offer analytical perspectives about these critical tensions and their ripples across the landscape of contemporary French politics. Using readings from a wide variety of fields (among others, anthropology, sociology, literature, philosophy, history, political science, and news media), we will unpack the discourses and lived experiences of race that have shaped the politics of national identity and difference in France since the late 18th century. We will see that the question of 'racial France' has been intimately bound up with the country's history of colonialism and decolonization, with its Republican ideology, with matters of law and government, with questions of citizenship, religion and sexuality, with recent debates on multiculturalism, and with white malaise and resentment stirred by the growth of right-wing extremisms. In the course of our examinations, we will also reflect on the specificity of race and racialization in France, and its differences from racecraft in the United States.

Instructor(s): Francois Richard Terms Offered: TBD

Equivalent Course(s): FREN 23335, ANTH 33335, RDIN 23335, RDIN 33335, FREN 33335

ANTH 23342. Material Correlates: Comparing Archaeological Evidence and Interpretation in the Near East and Meso. 100 Units.

Fundamentally, this course examines how archaeological knowledge of the past is a reflection of both the physical traces of former times and the epistemic and institutional traditions by which it is understood. This seminar is a comparative exploration of archaeological evidence and the interpretative frameworks used to investigate it. We will examine how archaeologists from different disciplinary and regional traditions identify and explain the past, highlighting shared tools and techniques alongside points of departure and contestation. Drawing primarily from the instructors' regions of expertise in the Near East and Mesoamerica, the course is structured around a series of thematic comparisons. What do archaeologists working in different parts of the world consider robust material evidence of the past? What factors influence how archaeologists categorize, analyze, and explain that evidence? Do archaeologists working in different regions approach bones, stones, metals, and ceramics in the same ways? How does an approach rooted in anthropological analogies differ from one grounded in historical sources? What traditional explanations and tropes might be accepted in one archaeological context, but seem entirely out of place in another?

Instructor(s): Sarah Newman (ANTH) and James Osborne (NELC)

Equivalent Course(s): NEAA 23342, NEAA 33342, ANTH 33342

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

ANTH 23507. Power and Responsibility in the Anthropocene. 100 Units.

Humanity's immense impact on Earth's systems has led some scientists to claim that we have entered a new geological epoch: the Anthropocene. Humans' influence on Earth's landscape, climate system, and biodiversity inspires many to ask, in turn, What should be done about humankind's planetary powers? Some scholars and

religious leaders claim that people should take responsibility and influence Earth's systems for good ends, while others argue that we should radically scale down such power. Still others suggest that the Anthropocene requires us to entirely revise our ideas of power and responsibility and even develop new religious sensibilities. Through discussions and focused writing assignments, students in this class will explore and evaluate these and additional responses to the Anthropocene, paying specific attention to how Anthropocene ethical thought wrestles with the place of religion on a changing planet. The course culminates in an extended examination of how Anthropocene discourse conceals racial antagonisms and contemporary decolonial struggles.

Instructor(s): Colin Weaver Terms Offered: Spring

Equivalent Course(s): RDIN 23507, RLST 23507, HIPS 23570, GLST 23507, CEGU 23507

ANTH 23510. Ethics of Ethnographic Encounter. 100 Units.

How can anthropological perspectives help us rethink issues of current global concern? We will be attending to critiques of ethnographic method: calls to decolonize the discipline, demands to make it more collaborative. At that level, we will be exploring anthropology as a distinctive way of engaging the world, and how the ethos of ethnography sits with the difference between scholarship and activism. At the same time, we will be considering what kind of light anthropology can shed on present-day problems such as the politics of indigeneity, scientific authority, environmental crisis, and interspecies relations.

Instructor(s): William Mazzarella Terms Offered: TBD

Equivalent Course(s): RLST 23510

ANTH 23616. Central Asia Past and Present/From Alexander the Great to Al Qaeda. 100 Units.

Central Asia Past and Present serves as a multi-disciplinary course, spanning anthropology, history and political science. This course introduces students to the fluid, political-geographic concept of Central Asia as well as to the historical and cultural dimensions of this particular and off-redefined world. My understanding of Central Asia comes from studies of ex-Soviet Central Asia, which includes five independent countries (since 1991) within central Eurasia--the former U.S.S.R. Thus the course encompasses Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan in addition to parts of northern Iran, Afghanistan, Pakistan, India, and western China (Xinjiang/Sinkiang). Students will familiarize themselves with universal and divergent factors among the Central Asian peoples based on phenomena such as human migrations, cross-cultural influences, historical events, and the economic organization of peoples based on local ecology and natural boundaries.

Working together and as individuals, we will study maps and atlases to gain a fuller understanding of historical movements and settlements of the Central Asian peoples.

Instructor(s): R. Zanca

Equivalent Course(s): NEHC 30160, NEHC 20160, ANTH 32206

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

Equivalent Course(s): ANTH 33700

ANTH 23803. Magical Politics. 100 Units.

Following Donald Trump's election to the presidency in 2016, witches all over North America collaborated on spells to resist him and his politics by 'binding' his administration. Alt-right activists had already for some time been engaged in 'meme magic' against Trump's liberal critics. How can we begin to understand these magical interventions in present-day politics? Rather than presuming that 'magical politics' is a fringe or crackpot phenomenon, this class draws on activist, esoteric, and academic materials to suggest that our thinking about everyday life and ordinary politics can be fundamentally enlivened and enhanced by taking 'magic' seriously.

Instructor(s): William Mazzarella Terms Offered: TBD

Note(s): This is a 3CT Capstone Course

Equivalent Course(s): RLST 28803, CCCT 23803

ANTH 23809. Visualization and Biology: Science, Culture, and Representation. 100 Units.

How do scientific images get made? This deceptively simple question lies at the heart of this course. Over three weeks at the MBL, we will examine the techniques, technologies, philosophies and histories of scientific image making, with a particular focus on marine biology. Rather than simply reading theories of visualization and representation, students will immerse themselves in the making of images themselves. Students will perform hands-on work with historical and contemporary theories and techniques of microscopy, taxonomy, anatomy, and specimen collecting. They will also examine the theoretical, philosophical, and ethical underpinnings of those practices. Through a combination of ethnographic (participant observation) and historical (archival) work, students will develop rich accounts of scientific visualization - from matters of objectivity and instrumentation, to problems of vision and the limits of (human) senses, to questions of aesthetics, abstraction, and representation.

During the course, students will have the opportunity to work with Marine Biological Laboratory faculty, have access to laboratory and archives, and will develop new data and novel accounts of the social, cultural, and technical creation of scientific images.

Instructor(s): Michael Paul Rossi Terms Offered: Autumn

Prerequisite(s): Prerequisite: Consent Only.

Note(s): Prerequisite: Consent Only. Course meets for three weeks, 9/9 thru 9/27 (5-6 days/week, 8 hours per day), at Marine Biological Laboratories, in Woods Hole Massachusetts. Course will be part of Autumn quarter course load. For more information see <http://college.uchicago.edu/academics/mbl-september-courses>

Equivalent Course(s): HIST 14904, HIPS 15100

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

Prerequisite(s): Admission to the Paris Program

Note(s): Undergraduates only

Equivalent Course(s): HIST 23825, CEGU 23825

ANTH 23901. The Art of Revolution. 100 Units.

This interdisciplinary course introduces theories of aesthetics and politics within the realms of popular culture, art, and revolutionary praxis. Traversing theatre, film, literature, visual art, dance, and music, it examines debates about revolutionary art that emerged within anticolonial struggles for national liberation, left political movements, and agitations against fascism, patriarchy, race and caste in the twentieth and twenty-first centuries. How do capitalism and allied systems of domination attempt to control creative life? How have radical movements theorized cultural consumption and production, or grappled with representing vs. shaping reality? What is the role of the artist in times of revolutionary ferment? We will address these questions and more, as well as themes of audiences, sensuous life, revolutionary subjectivity, and utopian futures in contexts that include FRELIMO choral songs in Mozambique, Brecht's epic theatre, the cinema of the Cuban revolution, and the graffiti art of the Arab Spring. Students can expect to read widely, make weekly Canvas posts, and have the option of creating their own revolutionary art as a final project.

Instructor(s): Tanima Sharma Terms Offered: Spring

Equivalent Course(s): GLST 23900, RDIN 33900, RDIN 23900

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): Alireza Doostdar

Equivalent Course(s): RLST 28900, AASR 30501, HLTH 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 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 23914. Whom am I to Judge? Relativism and Religious Difference. 100 Units.

How do we evaluate people who are different from us? What grounds our evaluation of human behaviors or beliefs? At the end of the 20th century, comparative analyses of religious beliefs and ethics were heavily criticized for their ethnocentric tendencies; researchers were blamed for importing their own values on the "other".

More recently, however, the pendulum seems to have swung in the other direction. Comparative religious

ethicists often adopt a brand of liberal moral relativism. "To each their own" is their preferred mantra. This dramatic swing within the field of comparative religious ethics opens up questions for future study: Under what conditions can we praise or blame those who are different than us? What virtues of scholarship are necessary for quality comparative work? In this course we will learn about the field of comparative religious ethics and the perils and possibilities that accompany its intellectual projects. In addition to several theoretical texts, we will read two ethnographies (Fernando 2014 and Pandian 2009) that weave in and out of comparative religious ethics. These texts focus on themes of nationalism, post-colonialism, immigration, the production and regulation of religious subjects, and the limits of our judgments on the other.

Instructor(s): Caroline Anglim Terms Offered: Winter

Equivalent Course(s): RLST 24160

ANTH 23915. Religion, Reason, and the State. 100 Units.

The second quarter of this sequence explores the work of key theorists on the role of religion in modern society, politics, and the state. Central questions include: How has state power transformed religious institutions, knowledge, and practice? How can we account for the persistence of religious commitments in the face of secularization? What role has religion played in revolutionary movements and in resistance against state power?

Instructor(s): Alireza Doostdar Terms Offered: Winter

Prerequisite(s): No prerequisites.

Note(s): This is the second of a two-quarter sequence. Students may enroll in either one of the courses in this sequence independently of the other course. This course counts as a Gateway course for RLST majors/minors.

Equivalent Course(s): RLST 10102

ANTH 23916. Jewish Civilization III: The Jewish Question and the Color Line. 100 Units.

This class opens with a simple question: Why are Jewishness and Blackness represented as both comparable and conflicting in the twentieth century? The answer sometimes appears just as simple: because they are divided by what W.E.B. DuBois called the problem of the twentieth century: the color-line. But such an answer not only glosses over the varied racial and religious identities of Jewish and Black people throughout history; it also begs another question: what is the relationship between race and religion, and how is it overdetermined by Christianity and political construct known as "the West"? Examining the relationship between Jews, religion, and race on an international scale, this course begins with the Dreyfus Affair in France, and crosses the Atlantic to discuss how that relationship changed through two world wars, the Civil Rights Movement, the politics of Black Power, and the global rise of discourses on colonialism and feminism. Drawing on historical and philosophical work by Jean-Paul Sartre, Frantz Fanon, Albert Memmi, and James Baldwin, as well as literary classics by Nella Larsen and Sarah Kofman, this course traces out how Jewishness and Blackness have been reconstructed over and over in relation to each other, and in reference to the concepts of gender, race, religion, and colonization that continue to circulate in political discourse today.

Instructor(s): Kirsten Collins Terms Offered: Spring

Equivalent Course(s): CMLT 27721, RLST 27721, JWSC 12013, RDIN 27721, GLST 27721

ANTH 23920. Gaming Religion. 100 Units.

Video games commonly feature religious ideas, imagery, emotions, and practices. In this course, we will take a hands-on, experimental approach to the study of religion in video games. We will play various games individually and in groups, and reflect on the design and gameplay in conversation with readings in theory.

Instructor(s): Alireza Doostdar Terms Offered: Winter

Equivalent Course(s): RLST 28990

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: Colonialism, Enslavement and Resistance in the Atlantic World. 100 Units.

This quarter examines the making of the Atlantic world in the aftermath of European colonial expansion. Focusing on the Caribbean, North and South America, and western Africa, we cover the dynamics of invasion, representation of otherness, enslavement, colonial economies and societies, as well as resistance and revolution.

Instructor(s): Staff Terms Offered: Autumn Spring Winter

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): LACS 24001, SOSC 24001, RDIN 24001, HIST 18301

ANTH 24002. Colonizations II: Imperial Expansion, Anti-Imperialism, and Nation in Asia. 100 Units.

This quarter addresses the histories of modern European and Japanese colonialism in Asia and their interconnection within the Pacific and Indian Ocean worlds. Themes examined include the logics and dynamics of imperial expansion and rule; Orientalist discourses; uprisings and anti-imperial movements; the rise of nationalisms; and paths to decolonization in the region.

Instructor(s): Staff Terms Offered: Autumn Spring Winter

Equivalent Course(s): RDIN 24002, SALC 24002, SOSC 24002, HIST 18302

ANTH 24003. Colonizations III: Decolonization, Revolution, Freedom. 100 Units.

The third quarter of the Colonizations sequence considers the processes and consequences of decolonization both in newly independent nations and former colonial powers. Through an engagement with postcolonial studies, we explore the problematics of freedom and sovereignty; anti-colonial movements, thinking and struggles; nation-making and nationalism; and the enduring legacies of colonialism.

Instructor(s): Staff Terms Offered: Autumn Spring Winter

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, SALC 20702, RDIN 24003, HIST 18303

ANTH 24021. Anthropological Landscapes: Explorations into the Secularity of Social Theory. 100 Units.

This advanced reading seminar builds upon and explores more extensively the possibilities introduced by the previous course entitled "Tradition and Embodiment: An Inquiry into the Secularity of Social Theory."

Instructor(s): Hussein Agrama

Equivalent Course(s): ANTH 54021

ANTH 24100. Questioning value and its discontents. 100 Units.

How does value move through the world? With what concepts and practices do individuals and groups ascribe value to the things they make, to the people they care about, and to the lives they lead? Why do questions of politics and ethics (i.e., how to convene as a community and how to conduct ourselves as individuals) so frequently turn on disagreements over the having, holding, giving, and taking of value? This course addresses these questions by investigating value as a terrain of struggle. First, we use topical readings to build a repertoire for understanding value as a material, symbolic, and semiotic force. We then use this repertoire to analyze three contemporary texts on the role of value within political catastrophe, globalization, and human-environment relations. This course is interdisciplinary in approach and is structured around three multimodal assessments (value story, value game, and value project). It is open to advanced undergraduates by consent request.

Instructor(s): Damien Bright Terms Offered: Spring

Note(s): Undergraduate Consent Required

Equivalent Course(s): CEGU 25100, ANTH 35100, MAPS 35100, MAPS 25100

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): Andrew Ollett Terms Offered: Winter

Equivalent Course(s): HIST 10800, SOSC 23000, SALC 20100, MDVL 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, SOSC 20000, SOSC 23000

Equivalent Course(s): SALC 20200, HIST 10900, SALC 30200, 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 and popular films 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: Not offered 2025-2026

Equivalent Course(s): NEHC 25209, GLST 25209

ANTH 24123. Digital Ethnographic Methods. 100 Units.

Social life occurs not only in face-to-face contexts but also through many digitally mediated environments. Yet ethnography is still traditionally conceived of as built on the primacy of "being-there," the seeming immediacy of co-presence between researcher and social interlocutors. This course is an introduction to conducting ethnographic research with digitally mediated environments. Students will engage with prior literature in anthropology on doing research in virtual gaming worlds, through social media websites and apps, and in face-to-face interaction with mobile digital devices. Students will also gain hands-on experience through conducting a designed research project of their own throughout the quarter

Instructor(s): Kennell Huggins

ANTH 24125. Technology and Human Rights. 100 Units.

The international human rights regime took form in the shadow of the atom bomb and WWII, a historical juncture, which for many marked the limits of techno-scientific rationality and progress. Utopian narratives of inevitable, technologically-driven social and economic progress nonetheless remain a cornerstone of American political and cultural imaginaries. In this course, we will draw on anthropology, law, and allied disciplines to explore the ambiguous intersections of technological innovation and human rights. Through a series of case studies, the course will consider how new technologies and their allied knowledge practices call into question the foundational categories of human rights law, complicating understandings of the individual, personhood, family, and life. The course will further examine how emerging developments in biotechnology, information technology, robotics, and AI variously enhance and undermine the substantive protections of human rights, including the rights to health, privacy, freedom of expression, security, and indigenous knowledge. Finally, we will consider how human rights norms and institutions can be mobilized to inform and constrain the design and application of potentially threatening new technologies.

Instructor(s): Lake Polan, Pozen Center for Human Rights Social Science Teaching Fellow Terms Offered:

Autumn

Equivalent Course(s): HMRT 34125, HMRT 24125

ANTH 24304. Talking With Animals. 100 Units.

All over the world, children have long learned the lessons of what it means to be human from what other animals tell them. In addition to ventriloquizing non-human animals to socialize human ones, projects for facilitating cross-species communication abound. These projects not only reveal how humans imagine their relations with other animals, but also how we conceive of the possibilities and limits of different sign systems. And while many focus on whether and to what degree non-human animals can apprehend linguistic signs, others suggest that animals are effective communicators precisely because they lack language, raising fascinating questions about ideologies of (im)mediation on the one hand, and multi-modality on the other. As we learn how Peruvian kids talk with llamas and American cowboys whisper to wild horses, and explore what spiders say and how apes read the human keepers who teach them to sign, this class explores how distinctions are drawn between human and non-human animals, as well as attempts to cross those divides through communicative forms and technologies.

Instructor(s): E. Summerson Carr Terms Offered: TBD

Equivalent Course(s): ANTH 34304, CHDV 24304

ANTH 24314. Meaning and the Body. 100 Units.

This course examines recent (20th- and 21st-century) retrievals of the body to understand "meaning." We will analyze varying construals of nature, materiality, matter, emotion, and thought. Readings will therefore be multidisciplinary, including selections from philosophy, sociolinguistics, anthropology, and religious studies. More specifically, we will examine the relationship between meaning and embodiment by way of the following: modern philosophies of the subject; analytic philosophies of language; deconstruction and the historicization of the body; feminist theories of discourse; new materialist conceptions of matter; new animist conceptions of the subject.

Instructor(s): Lisa Landoe Hedrick Terms Offered: Winter

Equivalent Course(s): GNSE 26116, RLST 26116

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: May be offered in 2027-2028

Prerequisite(s): PQ: 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

Note(s): CHDV Distribution: B, C

Equivalent Course(s): GNSE 31000, KNOW 31000, CHDV 31000, PSYC 33000, PSYC 23000, ANTH 35110, CHDV 21000, AMER 33000, GNSE 21001

ANTH 24321. Psychological Anthropology. 100 Units.

This course traces the development of the field of psychological anthropology and critically reviews the various paradigms adopted by psychological anthropologists. In our discussions, we will draw examples from different cultural contexts to critically examine the relationship between culture and psychological functioning. By the end of the quarter, you will develop an insightful understanding of the cultural sources of the self, mind, behavior, and mental health as well as a substantial knowledge of the field of psychological anthropology.

Instructor(s): S. Numanbayraktaroglu Terms Offered: Spring

Note(s): Grad distribution: 4*; Undergrad Distribution: 3, 4

Equivalent Course(s): CHDV 37250, CHDV 27250, HLTH 27250, HIPS 27250

ANTH 24330. Intro to Medical Anthropology. 100 Units.

This course introduces students to the central concepts and methods of medical anthropology, the study of the social construction of illness and healing. Our primary focus will be Western biomedicine and the cultural and historical forces that shape both its institutions and the people and bodies interacting with those institutions. Throughout the course, we will attend to tensions and connections between peoples' lived experience and the structural conditions and systems of authoritative knowledge they face. We will begin with a puzzle - several cases illustrating what can go wrong when the perspective of the patient clashes with the perspective of the medical practitioner. Then, we will contextualize those cases by delving into the political, economic, linguistic, and social processes shaping local and global biomedical cultures - from the lab to the clinic - and how individuals and communities make sense of illness and healing.

Instructor(s): L. Hadlock 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): CHDV 23204, HLTH 23204, CHDV 33204, HIPS 27301, ANTH 40330

ANTH 24332. Themes in the Anthropology of Islam: Debates, Tradition, Critiques. 100 Units.

The course begins by examining principal themes and debates the anthropology of Islam has engaged with in its attempt to undo Western universalist concepts such as secularism and the anthropological categories of culture and religion. We will learn to historicize these concepts and explore alternative frameworks anthropologists have offered for studying Muslim societies. We will turn an ethnographic lens towards studies on the Islamic Revival in Egypt, Turkey, Europe, and East Asia in order to study how Muslims cultivate piety, relate to the unseen, and retain cultural ties alongside their religious identities. In the process, we will learn the ways they trouble conventional notions around women's agency, ideas around modernity's "disenchantment," and secular conceptions of belief. We will then explore texts that indirectly problematize the anthropology of Islam's coordinates around orthopraxy, authority, and ritual. As we do so, we will interrogate the relationship between U.S. Blackness and Islam, religious piety and consumer capitalism, as well as transnationalism and incarceration. We will situate our readings and discussions within the broader political context of the Global War on Terror and secular governmentality, with a particular attention to questions of race, gender, and political struggle.

Instructor(s): Alexis Chavez Terms Offered: Spring

Equivalent Course(s): RDIN 24332, RLST 27332, GNSE 27332

ANTH 24333. Critical Studies of Mental Health in Higher Education. 100 Units.

Long before the covid-19 pandemic, a sense of crisis had been looming over student mental health, with public-facing statements and media coverage increasingly describing a "crisis" of college mental health in the US and beyond. And yet, a closer look demonstrates that there is a wide range of arguments and disagreements regarding the causes and even the character of this "crisis." Are we facing an upsurge in psychopathology or a crisis in access to services, a transformation in the meanings surrounding mental health, or perhaps a crisis of higher education more broadly? In this course, we delve into these questions, using the methodological and conceptual tools of the interpretive, critical, and humanistic social sciences. Alongside a range of readings drawn from anthropology, sociology, history, and education studies, students will complete a series of ethnographic assignments, culminating in a final paper proposing a study into some aspect of mental health, illness, and wellness in higher education.

Instructor(s): E. Raikhel Terms Offered: Winter

Prerequisite(s): Registration by instructor consent only. Please contact the instructor.

Note(s): CHDV Course Distribution Areas: D; 4

Equivalent Course(s): ANTH 35133, CHDV 33305, EDSO 23305, CHDV 23305, HLTH 23305

ANTH 24349. Human Rights and Postcolonial Politics. 100 Units.

This class focuses on the history and theory of human rights by considering it as a quintessentially postcolonial political form. We consider how Euro-American genealogies of rights intersect and interact with trajectories of colonial rule and postcolonial politics. In the process, the question of rights itself comes to be posed afresh. Empirically, the class focuses on the histories and presents of India and South Africa. Both these countries underwent processes of constitutional decolonization. Thus, rights have a foundational place in both postcolonial politics. What does that mean? How does that create openings for the imaginations and instantiations of socially

transformative policies? How does it lead to the endurance of traces and aspects of colonial government? What are the promises and limits of rights as we consider them in such historical and political contexts? In what ways are political struggles in these countries marked as being both for and against rights? In the process, how does our thinking and conceptualization of rights itself come to be at stake?

Instructor(s): Kaushik Sunder Rajan
Equivalent Course(s): HMRT 24349

ANTH 24501. Language and Environment. 100 Units.

This seminar will explore the many ways that language influences and is influenced by the environment. Appropriate for those interested in the socio-cultural foundations of language and language-use, infrastructural dimensions of communication and interaction, and existence as semiotic.

Instructor(s): T. Edwards Terms Offered: Spring
Equivalent Course(s): CHDV 24500, LING 44500, ANTH 44501, CHDV 44500

ANTH 24512. From Lab to Museum: Thinking with Things. 100 Units.

What happens to artifacts after they're excavated? This class explores how archaeologists, anthropologists, historians, and museum professionals make use of the rich data available in the archaeological record to answer questions about the past, reconsider the present, and imagine the future. Through readings, field trips and hands-on practice, students will gain a foundation in thinking through things from a wide range of times and places. We will consider the ethics of working with archaeological collections, from questions of access to efforts to repatriate stolen belongings and ancestors. As we follow archaeological materials from their arrival in the lab through their curation and eventual storage, we will examine how different forms of public engagement can help make the study of the past relevant and accessible to present-day communities.

Instructor(s): Nikki Grigg

ANTH 24702. Un/Making Citizenship: The Politics of the Intimate. 100 Units.

The state is like a gravitational force that holds people in relation to itself, tugging and turning each person to different degrees. Citizenship is the mediation of that relationship. In this course, we examine different dimensions of citizenship across the life course, considering the ways people are formed into certain kinds of subjects. We ask: how and why are intimate life events of interest not only to those involved, but also to governing authorities? From the governance of conception and birth, to the (non)conferral of legal identities, the state manages legitimacy through documents like birth certificates, whose contents or absence can shape a person's entire life trajectory. In childhood, schools work to transform children into certain kinds of future citizens. From legal adulthood's gradual accrual of rights -- to vote, to have sex, to drink, to stand trial -- to old age and long after death, citizenship extends beyond the lifecourse. Over the course of the quarter, we investigate the ways people negotiate attempts to transform them into citizens, examining in particular how citizenship is mediated in relation to religion, sexuality, migration, disability, marriage, pregnancy, old age, and death.

Instructor(s): Kathryn Takabirwa Terms Offered: TBD
Equivalent Course(s): GNSE 24704, CHDV 24702

ANTH 24709. Amazonian Encounters. 100 Units.

Have you ever wondered about the real lives and perspectives behind sensationalized accounts of the Amazon? This course explores Amazonian encounters from an anthropological perspective, equipping you to critically analyze and contextualize representations of radical otherness in the Amazon (and beyond). Drawing on ethnographic, fictional, historical, literary, and multimedia materials, we will examine Amazonian encounters - across cultures and between humans and non-humans. Our approach will be to focus on specific objects, events, or stories, considering them from different perspectives. For example, we will center on the real-life story behind Werner Herzog's film *Fitzcarraldo*, examining viewpoints of the filmmaker and Indigenous Peruvians (Awajún and Ashéninka). As we compare these perspectives, we will explore the cultural and historical contexts that shape them, tracing histories of both the Amazon and anthropological theory. We will look at the foundations of anthropological methods and theory, particularly structuralism and perspectivism - two important frameworks emerging from or shaped by Amazonian fieldwork. We will also address the moral responsibilities of researchers working with Indigenous communities, and challenge our assumptions about cultural and human/nonhuman boundaries. Ultimately, this course invites reflection on how popular and academic representations shape encounters with difference and the transformative potential of those encounters.

Instructor(s): L. Hadlock Terms Offered: Winter

Note(s): CHDV distribution: 2

Equivalent Course(s): LACS 24709, CHDV 34709, CHDV 24709

ANTH 24711. The Prophet Q. 100 Units.

In the wake of the January 6, 2021, storming of the United States Capitol, the QAnon phenomenon has received sustained global attention as news and government agencies scramble to understand this online movement's role in the attack, the threat it continues to pose, and why it is that one out of every six Americans believes that former President Trump is secretly battling an elite group of politicians, media moguls, and academics who are deeply involved in child sex trafficking and satanic sacrifice. This course will investigate the phenomenon of QAnon through the lens of New Religious Movements (NRMs)—seeking to understand the complex interplay of factors that incites people to become immersed in these groups. Using examples from American New Religious Movements of the 20th century such as Scientology, the Rajneesh movement, and Jonestown, we will delve into the history of these groups in order to examine the motivations that drive individuals into these "fringe"

religious movements. In the process, we will interrogate the usefulness of such labels as "religion" and "cult," and ultimately hope to better understand how power, race, gender, and practices of dissimulation play active roles in both these new religious movements and within QAnon.

Instructor(s): Marielle Harrison Terms Offered: Autumn
Equivalent Course(s): SOCI 20540, AMER 28991, RLST 28991

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: Not offered 2025-2026
Equivalent Course(s): RLST 26630, GLST 25630

ANTH 24738. Translating Human Rights. 100 Units.

In a world where political vocabularies are increasingly losing shared meaning, this seminar examines the global circulation of human rights through the lens of the concept of translation. Rather than treating human rights as a single stable or universal language, the course asks how the meanings of human rights are produced, transformed, and contextualized as they are invoked across different institutional, cultural, and historical settings. Beginning with key conceptual works that illuminate the power relations and asymmetries embedded in the process of translation, we will then engage with ethnographic and historical studies that trace how human rights are understood, negotiated, and practiced across diverse locales and times. These empirically grounded readings reveal the wide range of (un)expected political consequences that accompany these processes as human rights are translated across contexts, including the expansion of bureaucratic and legal institutions, the emergence of new forms of violence and silencing, and the possibilities and limits of sociopolitical transformations

Instructor(s): Myungji Lee Terms Offered: Spring
Equivalent Course(s): HMRT 24738, HMRT 34728

ANTH 25199. Sensing Bodies, Sensing the World: Anthropology of Embodiment and Perception. 100 Units.

In this seminar, we will learn about anthropological understandings of embodiment and perception while engaging in activities that encourage us to attune to our bodies and sensory worlds. Drawing on literature and theoretical approaches from scholars including anthropologists, philosophers, and historians, we will consider questions such as: How do we use our senses to make sense of our bodies and the world around us? How do cultural and historical beliefs and practices shape sensory experiences and conceptions of the body? The readings, which will focus primarily on phenomenological, biopolitical, and posthuman approaches, will challenge divides between biology and culture, body and mind, human and nature, and self and other. As we explore these themes, we will discuss methods of sensory ethnography and work toward our own sensory ethnographies or creative projects. Throughout the course, we will relate the readings to our own embodied experiences, gaining a greater appreciation of the role of the senses (and the body) in shaping our understanding of the world and our place within it. We will use theory to think through our own embodiment and sensory perception of the world and vice versa, prioritizing creative practices and challenging assumptions at methodological as well as theoretical levels.

Instructor(s): L. Hadlock Terms Offered: Winter
Note(s): CHDV distribution C
Equivalent Course(s): HLTH 25199, CHDV 25199

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 Miresghhi Terms Offered: Spring
Equivalent Course(s): AASR 37570, GNSE 27570, RLST 27570

ANTH 25211. Feminism(s) and Anthropology. 100 Units.

This course examines the fraught yet generative relation between various movements of feminism and the discipline of anthropology. Both feminism(s) and anthropology emerged in the 19th century as fields invested in thinking "the human" through questions of alterity or Otherness. As such, feminist and anthropological inquiries often take up shared objects of analysis—including nature/culture, kinship, the body, sexuality, exchange, value and power—even as they differ in their political and scholarly orientations through the last century and a half. Tracking the emergence of feminisms and anthropology as distinct fields of academic discourse on the one hand and political intervention on the Other, we will pursue the following lines of inquiry: 1) a genealogical approach to key concepts and problem-spaces forged at the intersection of these two fields 2) critical analysis of the relation of feminist and postcolonial social movements to the professionalizing fields of knowledge production (including Marxist inspired writing on women and economy, Third World feminism and intersectionality, and feminist

critiques of science studies) and 3) a reflexive contemporary examination of the way these two strands of thought have come together in the subfield of feminist anthropology and the continual frictions and resonances of feminist and anthropological approaches in academic settings and in the larger world (e.g., #MeToo, sex positive activism, queer politics, feminist economics).

Instructor(s): Chu, Julie Cole, Jennifer

Prerequisite(s): 3rd and 4th year undergraduates only. Graduate students must have consent of one of the instructors.

Equivalent Course(s): CHDV 22103, CHDV 32103, GNSE 20143, ANTH 32910, GNSE 32103

ANTH 25215. Human Rights: An Anthropological Perspective. 100 Units.

While the modern human rights regime developed largely absent input from anthropology, the discipline stakes its scholarly identity on claims to expertise over the nature of human being and the diversity of human experience. Anthropologists have long studied aspects of lived experience of central concern to human rights, including state violence, cultural difference, and structural inequality. In recent decades, they have focused increasing attention on the institutions and practices through which activists adopt and rework human rights concepts in local political and social struggles. Against this backdrop, Human Rights and the Human Experience will deploy anthropology's distinctive knowledge practices and ethical sensitivities to analyze human rights as both global force and as creative resource in local movements for dignity, security, and human flourishing.

Instructor(s): Lake Polan, Pozen Center for Human Rights Social Science Teaching Fellow
Terms Offered: Spring
Equivalent Course(s): HMRT 26200

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): ANTH 32925, MAPS 33502, GNSE 33506, GNSE 23506

ANTH 25222. Sex and the Ethnographic Tradition. 100 Units.

This course examines the role sex has played in the formation of ethnographic knowledge, with particular attention to how studies of sex have challenged static notions of identity and illuminated the complex relationship between social behavior and gendered sense of self. We will consider interest in sex as a motivating factor in the ethnographic enterprise and, reading studies on everything from desire, kink, and play to procreation, heritage and power, will examine complex and social construction of sexed, gendered, and raced selves and Others. How has ethnographic research contested the ubiquitous salience of male/female dichotomies, of patriarchy, and of the cross-cultural, trans-historical applicability of concepts like 'third gender? We will also take a methodological eye, querying how sex has moved from a supposedly 'taboo' category of social inquiry to a focal topic in ethnographic work of all kinds. This is an introductory graduate level course with select spots for advanced undergraduates.

Instructor(s): Wilhoit, Ella
Terms Offered: Autumn

Equivalent Course(s): GNSE 33168, GNSE 23168, MAPS 35503, ANTH 35503

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: Spring

Equivalent Course(s): GLST 25701, CHST 25701

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): Stephan Palmie

Equivalent Course(s): ANTH 35305, AASR 35305, KNOW 25305

ANTH 25310. Drinking Alcohol: Social Problem or Normal Cultural Practice? 100 Units.

Alcohol is the most widely used psychoactive agent in the world, and, as archaeologists have recently demonstrated, it has a very long history dating back at least 9,000 years. This course will explore the issue of alcohol and drinking from a trans-disciplinary perspective. It will be co-taught by an anthropologist/archaeologist with experience in alcohol research and a neurobiologist who has experience with addiction research. Students will be confronted with literature on alcohol research from anthropology, sociology, history, biology, medicine, psychology, and public health and asked to think through the conflicts and contradictions. Selected case studies will be used to focus the discussion of broader theoretical concepts and competing perspectives introduced in the first part of the course. Topics for lectures and discussion include: fermentation and the chemistry and pharmacology of alcohol; the early history of alcohol; histories of drinking in ancient, medieval, and modern times; alcohol and the political economy; alcohol as a cultural artifact; styles of drinking and intoxication; how is alcohol metabolized; addiction; how does alcohol affect sensations; social problems; alcohol and religion; alcohol and health benefits; comparative case studies of drinking.

Instructor(s): M. Dietler, W. Green Terms Offered: May be offered in 2027-2028

Prerequisite(s): Third or fourth-year standing.

Equivalent Course(s): BIOS 02280, BPRO 22800, HLTH 25310

ANTH 25400. Ethnographic Writing. 100 Units.

Have you ever suspected that you are an artistic genius, whose potential has been shrouded by layers of (social) scientific garb? This class will apply structured and proven methods for luring that genius out, taming your newfound powers, and using them for good. Through reading, discussion, and intensive weekly writing workshops, you will become a better writer. You will also gain a better understanding of what anthropological modes of thought feel like and what they can do. This class is equally appropriate for graduate students conducting their own original research and students at any stage who simply want to explore new ways of thinking, reading, and writing. There are no pre-requisites.

Instructor(s): T. Edwards Terms Offered: Spring

Equivalent Course(s): ANTH 35400, CHDV 25400, CHDV 35400

ANTH 25416. Economies of Sex and Gender. 100 Units.

TBD

Equivalent Course(s): ANTH 35416, GNSE 25402

ANTH 25440. Maverick Markets: Cultural Economy and Cultural Finance. 100 Units.

What are the cultural dimensions of economic and financial institutions and financial action? What social variables influence and shape 'real' markets and market activities? 'If you are so smart, why aren't you rich?' is a question economists have been asked in the past. Why isn't it easy to make money in financial areas even if one knows what economists know about markets, finance and the economy? And why, on the hand, is it so easy to get rich for some participants? Perhaps the answer is the real markets are complex social and cultural institutions which are quite different from organizations, administrations and the production side of the economy. The course provides an overview over social and cultural variables and patterns that play a role in economic behavior and specifically in financial markets. The readings examine the historical and structural embeddedness of economic action and institutions, the different constructions and interpretations of money, prices, and other dimensions of a market economy, and how a financial economy affects organizations, the art and other areas.

Instructor(s): K. Knorr Terms Offered: Spring

Equivalent Course(s): SOCI 20258, ANTH 35405, SOCI 30258

ANTH 25457. Topics in Contemporary Critical Theory I. 100 Units.

This class considers the question of capital, historically, comparatively and conceptually. What is capital? How is it related to value? How is it different from money? How does it work to organize social relations? In what forms, and through what institutional structures, does it materialize? How does it reflect in modes and relations of production? How is it governed, and what is its relation to the political? This course will enter into such questions, in the first instance, through a reading of Karl Marx. It will subsequently traverse a heterodox genealogy of Marxist social thought (with some emphasis on French theorists), in order to understand how a method of analysis developed to come to terms with nineteenth century European industrial capitalism might help us understand contemporary worlds of extraction, logistics and finance in comparative perspective. We will consider how capital is racialized and gendered, how it has expanded and mutated across place and over time, and what it means that we live in a time today when it is easier to imagine the end of the world than the end of capitalism.

Instructor(s): Kaushik Sunder Rajan Terms Offered: Winter. Offered in alternating years. The program will next run in Winter 2022.

Prerequisite(s): Admission to the Paris: Social Sciences - Critical Theory study abroad program.

Note(s): This course is part of the College's Paris: Social Sciences - Critical Theory study abroad program.

Equivalent Course(s): CCCT 25457, PLSC 25457

ANTH 25458. Topics in Contemporary Critical Theory II. 100 Units.

This course investigates the central place of empires in the shaping of the modern world and understands critical theory as inextricable from its colonial context. We will read authors including Montaigne, Diderot, Tocqueville, Du Bois, Aimé Césaire, Suzanne Césaire, Fanon, Foucault, Said, and Trouillot, as well as contemporary theorists including Luce Irigaray, Achille Mbembe, David Scott, Françoise Vergès, and Joan Scott; we will pay particular but not exclusive attention to the context of French imperialism and to Paris as a site of theorizing, and critique of, the imperial global order.

Instructor(s): Kaushik Sunder Rajan and Lisa Wedeen Terms Offered: Winter. Offered in alternating years. The program will next run in Winter 2022.

Prerequisite(s): Admission to the Paris: Social Sciences - Critical Theory study abroad program.

Note(s): This course is part of the College's Paris: Social Sciences - Critical Theory study abroad program.

Equivalent Course(s): PLSC 25458, CCCT 25458

ANTH 25459. Topics in Contemporary Critical Theory III. 100 Units.

This course examines selections from the vast literature on ideology-with attention to the political commitments and intellectual genealogies that have made the concept both important and vexed. The bulk of the course will entail examining ideology's relationship to material practice, the notion of interpellation, the usefulness of "hegemony," and the problems associated with false consciousness. We shall also analyze ideology's connection to prevailing theoretical and empirical concerns, such as those related to "subject" formation, affect, new developments in capitalism, the resurgence of populism, and the dynamics associated with contemporary "democratic" liberal, as well as authoritarian, political order

Instructor(s): Lisa Wedeen Terms Offered: Winter. Offered in alternating years. The program will next run in Winter 2022.

Prerequisite(s): Admission to the Paris: Social Sciences - Critical Theory study abroad program.

Note(s): This course is part of the College's Paris: Social Sciences - Critical Theory study abroad program.

Equivalent Course(s): PLSC 25459, CCCT 25459

ANTH 25555. Water worlds. Social inquiry in a fluid medium. 100 Units.

What can we learn from water about the human condition and social life? The planet's surface is mostly water and so are our own bodies. We tend, however, to see water as something beyond us, an entity we live with rather than amidst, within, or even as. In this course, we will query water as a relational medium, a simultaneously necessary and destabilizing presence in human affairs. When it floods, water becomes catastrophe; when dammed, it becomes a market good; when contaminated, it becomes a political weapon. What problems and possibilities follow from different ways of relating to water? Through readings in history, anthropology, and media studies, we will examine the concepts and methods that a so-called "water turn" in the social sciences lends to our understandings of capital, power, affect, and spacetime. What do we gain from thinking of oceans, lakes, and rivers but also people as "waterbodies"? How do we adopt an "amphibious" perspective on seemingly dry problems in social life? What does "hydrosociality" teach us about how to read or write environmental stories? Course assessment will involve leading class discussion and a final project of your own design. It is open to graduate students and advanced undergraduates with instructor consent.

Instructor(s): Dr. Damien Bright Terms Offered: Spring

Equivalent Course(s): MAPS 35555, MAPS 25555, CEGU 35555, ANTH 35555, CEGU 25555

ANTH 25720. Ethnographic Writing: Practices of Research and Representation. 100 Units.

This course gives students opportunities to develop their own craft of ethnography through hands-on research and writing and in-depth explorations of recent ethnographic work. Ethnography, "the writing of a people," by definition, refers to groups of people as its object and to processes through which an ethnographer attempts to represent such groups. It also refers to academic texts that are the product of an ethnographer's representational efforts. In this course, students will engage with ethnography multivalently - as research practice, analytical generalization, and literary product. We will reflect upon processes of representation through which ethnographers apply their findings to groups (implicitly or explicitly) and the choices and interpretations they make along the way. Some questions we will ask are: How does the ethnographer deploy particular signifiers, such as modes of communication, spatial and architectural configurations, and historical contexts to make arguments? How is language used to represent experience convincingly? With these questions in mind, we will approach book and article-length ethnographies focusing on four expansive themes - migration, global interconnectivity, nation-states, and neoliberalism. Our readings will inform students' development of their own ethnographic practices. This course will be especially helpful to MA and advanced undergraduate students engaged in the production of ethnographic theses.

Instructor(s): Victoria Gross Terms Offered: Winter

Equivalent Course(s): MAPS 34512, ANTH 35720

ANTH 25810. Social Problems, Social Policy, and Social Change. 100 Units.

This course is designed to provide an analytic framework that enables students to understand how social problems are socially constructed, how social policies are created in response to those identified problems, and how social change efforts both shape and respond to the policy environment. During the quarter, we will examine how social problems, policies and programs are framed, re-framed, and addressed and how individuals, organizations, and relevant constituencies take part in social change. In addition to providing an overview of the relationship between social problems, social policy, and social change efforts, the course encourages critical thought about the role of and relationship between professional elites (philanthropists, advocates, researchers,

etc.) and ground-level activists (affected populations, community leaders, etc.) in constructing and contesting social problems and promoting social change.

Instructor(s): J. Mosley Terms Offered: TBD

Equivalent Course(s): SSAD 25810

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): REES 25001, NEHC 30765, NEHC 20765, MUSI 33503, MUSI 23503, REES 35001

ANTH 25906. Shamans and Oral Poets of Central Asia. 100 Units.

Anthropological/Ethnographic Survey of Pre-Modern Central Asian Cultures. This course explores the rituals, oral literature, and music associated with the nomadic cultures of Central Eurasia.

Instructor(s): Kagan Arik Terms Offered: Spring

Equivalent Course(s): NEHC 30766, MUSI 25906, NEHC 20766

ANTH 25908. Balkan Folklore. 100 Units.

Vampires, fire-breathing dragons, vengeful mountain nymphs. 7/8 and other uneven dance beats, heart-rending laments, and a living epic tradition. This course is an overview of Balkan folklore from historical, political, and anthropological perspectives. We seek to understand folk tradition as a dynamic process and consider the function of different folklore genres in the imagining and maintenance of community and the socialization of the individual. We also experience this living tradition firsthand through visits of a Chicago-based folk dance ensemble, "Balkan Dance."

Instructor(s): Angelina Ilieva Terms Offered: Spring

Equivalent Course(s): NEHC 30568, ANTH 35908, REES 29009, REES 39009, NEHC 20568, CMLT 23301, CMLT 33301

ANTH 25945. Settler Colonialism: Epistemologies. 100 Units.

In this course, we will consider settler colonialism as a contemporary, ongoing process, thinking through the problems of state formation, citizenship, land expropriation, and the law. We will interrogate the epistemological foundations that connect divergent settler colonial states. For example, what is the relationship between modern liberal democracy and ongoing settler-colonial violence? Has the livestreamed genocide in Gaza marked a turning point in that relationship, or has it simply revealed what many people have known for a long time: that settler-colonial states are necessarily undemocratic? We will also take seriously the question of what a decolonial project look like in the very different settler-colonial contexts. Over the quarter, we will examine the transformations of space and subjects effected by the settler colonial project, drawing on historical, anthropological, and theoretical literature.

Instructor(s): Callie Maidhof Terms Offered: Spring

Equivalent Course(s): RLST 26945, GLST 25945, RDIN 25945

ANTH 26021. The Problem of Masculinity: From Campus to the Whitehouse. 100 Units.

What does it mean to "be a man" or "be a real man"? Are masculine ideals a form of "gender ideology"?

How does "manliness" affect the individuals circumscribed by it? How does masculinity affect non-men?

How does masculinity affect the dynamics of power - political, economic, institutional, and personal? How

does masculinity differ cross-culturally? This course will examine what masculinity is and its affects upon

contemporary society, paying particular attention to the disputed norms of contemporary American masculinity.

We will look at masculinity from an anthropological perspective - as a cultural construct worthy of study, analysis, and critique. Intended for undergraduates and masters students.

Instructor(s): Shannon Dawdy

Equivalent Course(s): ANTH 36021

ANTH 26040. Archaeological Field Methods: Monuments, Memory, and the Chicago Landscape. 100 Units.

In this hands-on course students learn the techniques of archaeological research design, archival research, surface survey, excavation, mapping, photography, and/or analysis as appropriate to the selected site(s) for the academic year. Sites will include monuments and historic markers found across Chicago, with a focus on the Southside. Students will complete directed field exercises in cemeteries, city parks, and on campus to investigate the role of monuments and historic markers in urban life. The aims of the course are: (1) to learn archaeological methods of documentation; (2) to learn about how past, present, and future interact in the Chicago landscape; and (3) to explore theoretical approaches to the changing politics of commemoration, from iconoclasm in antiquity to Black Lives Matter.

Instructor(s): Shannon Dawdy & Alice Yao

ANTH 26043. The Aesthetics of Artificial Intelligence. 100 Units.

With the emergence of generative AI tools such as ChatGPT, DALL-E, and Midjourney, the production of computer-generated content has become accessible to a wide range of users and use cases. Knowledge institutions are particularly challenged to find adequate responses to changing notions of authorship as the mainstreaming of 'artificial' texts, audio-visual artifacts, and code is transforming our paradigms of communication in real-time. This course offers a survey of scholarship from the nascent field of critical AI studies to investigate the impact of AI, machine learning, and big data on knowledge production, representation, and consumption. In addition to theoretical discussions, we will conduct research-creation experiments aimed at documenting and evaluating emerging methods of AI-augmented content creation across text, image, and sound. Prospective students should demonstrate a substantial interest in media art and design and its connections to digital humanities, critical theory, and pedagogy. Experience with artistic and/or engineering practice is a plus. Please submit a 300 word max statement of interest to uhl@uchicago.edu by 12/22 in order to be considered for enrollment.

Instructor(s): Andre Uhl Terms Offered: Winter

Equivalent Course(s): CMST 26043, MADD 12043, KNOW 26043, CMST 36043, CHSS 36043, KNOW 36043, MACS 36043, HIPS 26043, ANTH 36043

ANTH 26103. Dreams, Visions, and Mystical Experience. 100 Units.

An exploration of primary literature and secondary scholarship on dream interpretation, luminous vision, and religious experience, with a focus on the writings of figures from the late North African Sufi tradition such as 'Ali al-Jamal and 'Abd al-'Aziz al-Dabbagh.

Instructor(s): Yousef Casewit Terms Offered: Spring

Note(s): This course meets the HS or CS Committee distribution requirement for Divinity students.

Equivalent Course(s): NEHC 36103, RLST 26103, AASR 36103, NEHC 26103, ISLM 36103, ANTH 36103

ANTH 26202. Language in Culture in the Technological Age. 100 Units.

How are contemporary global communication technologies and the rapid rise of large-scale generative communicative models transforming how we use and understand language? This interdisciplinary seminar course explores the intersections of these technological advancements with the semiotic and discursive analysis of communication in sociocultural life—a methodology developed within linguistic anthropology and sociolinguistics since the 1980s. We will investigate topics such as how digital and AI-driven environments interact and mediate communication, power dynamics, and institutional structures; how contemporary communicative technology reshapes discursive practices and, in turn, is influenced by them; how political economy underpins and shapes emerging forms of communicative labor; and how diverse communities negotiate, adapt, or re-create their linguistic practices in response to various existing and emerging forms of globalized media. Particularly, we will explore the application of theories and concepts from linguistic anthropology, pragmatics, and sociolinguistics to analyze and reflect on recent textual and discursive materials arising from generative AI and new forms of human-machine interaction. Readings and materials will be drawn from linguistic anthropology, sociolinguistics, cognitive science, computer science, the history of science, and Science Studies. Graduate students and 3rd and 4th-year undergraduates; consent required for others.

Instructor(s): Eugene Yu Ji Terms Offered: Spring

Equivalent Course(s): ANTH 36201, LING 26201, COGS 26201, LING 36201, COGS 36201

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: TBD

Equivalent Course(s): HIST 36330, LACS 26330, LACS 36330, HIST 26330, ANTH 36330, CEGU 26330

ANTH 26335. Principles of Kinship. 100 Units.

This introductory course is an attempt to think about the theoretical and historical debates around kinship and world-making practices in anthropology. People everywhere across time and space create meaning about the world they live in and their relations in that world. For this reason, anthropology, the study of human societies past and present, has been preoccupied with kinship relations since its inception as a discipline. Co-taught by an archeologist and a socio-cultural anthropologist, the course will explore different forms of making kin from the deep past to the present. We will ask how and why anthropologists have made kinship a central category in understanding ourselves and others, and review critiques of the concept. The ultimate goal of this course is to

encourage students to recognize the ongoing importance of kinship in our own lives and in the contemporary world. By the end of the course we hope to have provided tools to think about kinship and its centrality in human societies from an informed, critical perspective.

Instructor(s): Sarah Newman / Natacha Nsabimana

Equivalent Course(s): RDIN 26335

ANTH 26368. Environmental Transitions and Unnatural Histories. 100 Units.

The course considers changes wrought in the natural landscape of the greater Calumet region beginning with indigenous Potawatomi and their forced removal. Students will examine how the Calumet's natural environment became collateral damage of the industrial capitalism that transformed the region into an economic powerhouse and explore efforts to rehabilitate the Calumet's rich biodiversity, identifying the challenges and achievements of this most recent environmental transition.

Instructor(s): Mary Beth Pudup Terms Offered: Spring. Offered in Spring 2026 as part of Chicago Studies CIV sequence.

Equivalent Course(s): CHST 10368, HIST 27315, CEGU 26368

ANTH 26455. Empires and Colonies of the Atlantic World. 100 Units.

This graduate-level reading colloquium explores classic and emerging scholarship that examines the rise and consolidation of European overseas empires and colonies in the early modern Atlantic world (c.1400-1850).

While we will analyze transatlantic European imperial structures, the course will pay particular attention to the perspectives of the colonized peoples (such as enslaved and freed people of African descent, creole populations, and Indigenous peoples) and places (such as the Caribbean, West Africa, Latin America, and North America) in the Atlantic World. Among the thematic topics we will discuss include: colonization; the rise of slavery and the slave trade; cross-cultural and political connections; the consolidation of race; gender, sexuality, and the family; the environment; the plantation complex; work and economy; social life; anti-colonial and anti-slavery struggles, revolution; abolition; and the reconstitution of colonial and imperial structures after slave emancipation. Upper-level undergraduates may enroll with instructor consent.

Instructor(s): Deirdre Lyons Terms Offered: Spring

Equivalent Course(s): HIST 39107, ANTH 46455, MAPS 33555, HIST 29107

ANTH 26601. The Gulf of Mexico. 100 Units.

In this course we review the rich history, anthropology, and archaeology of the Gulf of Mexico, a critical body of water that has been a crossroads of cultures and ecologies for millennia. By looking at the human world through a maritime rather than a terrestrial lens, the course asks: What roles do seas, oceans, and waterways play in human life? What sort of histories have connected peoples bordering the Gulf, from the pre-colonial era to the present? What happens when we frame history through maritime routes rather than through national borders? What is the history of cartographic naming practices and what power do they have?

Instructor(s): Shannon Lee Dawdy

ANTH 26612. Field Archaeology. 100 Units.

Students will learn the basics of survey, mapping, excavation techniques, and excavation recording relevant to the project; they will supervise work in one or more trenches, including daily decision making, managing local workforce, and recording. They will work on one or more type of material culture or other collections (e.g., archaeozoological materials) as part of the team, recording, weighing, measuring, illustrating, photographing and/or describing, as needed. They will also be expected to become familiar with the history of excavation of the relevant site and the project aims. Assessment will be based on the student's field notebook, trench summary and other records, and a critical evaluation of the projects aims and methods.

Instructor(s): Derek Kennet - Augusta McMahon Terms Offered: Winter

Equivalent Course(s): NEAA 20091, HIST 20091, CLCV 20091, CLAS 30091

ANTH 26636. Liberatory Violence. 100 Units.

From 18th century slave rebellions in the Americas to 20th and 21st century anticolonial revolutions, oppressed peoples' struggles for liberation have often incorporated violent tactics, even against non-combatants. This course examines anticolonial violence in light of the work of the Martiniquan revolutionary Frantz Fanon and some of his interlocutors. We study specific freedom movements: Nat Turner's slave rebellion, the Haitian and Algerian revolutions against French colonialism, Malcolm X and the Black Panthers' mobilization against white supremacy and police violence, and the ongoing Palestinian struggle against Zionist settler colonialism, ethnic cleansing, and apartheid. Throughout, we will pay attention to how revolutionaries evaluated the place of violence in their own movements, including religious criteria for justifiable and unjustifiable use of force.

Instructor(s): Alireza Doostdar Terms Offered: Spring

Prerequisite(s): Graduate student enrollment by permission only. Please send one or two paragraphs explaining your interest and prior preparation.

Note(s): This course meets the SCSR Committee distribution requirement for Divinity students.

Equivalent Course(s): GLST 26635, RDIN 26635, HMRT 26635, ANTH 36635, AASR 46635, SSAD 26635, RLST 26635, RDIN 46635

ANTH 26637. Liberatory Violence: Part II. 100 Units.

In this follow up to the Autumn course "Liberatory Violence," we explore the temporality of revolutionary violence, its victories and defeats, its tragedies, promises, and pitfalls. The course will be split into three parts, attending to revolutionary violence in the past, the present, and the future. Our case studies will include the

Grenada revolution, the Irish Republican Army's struggle for independence, ongoing Palestinian resistance against Zionist colonization, and speculative fiction about future liberation.

Instructor(s): Alireza Doostdar Terms Offered: Spring

Prerequisite(s): Open to student who took RLST 26635/AASR 46635 "Liberatory Violence" in autumn 2024, or by instructor's permission.

Note(s): This course meets the SCSR Committee distribution requirement for Divinity students.

Equivalent Course(s): HMRT 26636, RLST 26636, RDIN 46636, AASR 46636, RDIN 26636, ANTH 46636

ANTH 26701. Capitalism and the State. 100 Units.

What can historical ethnography teach us, about the origins of capitalism, sovereignty and corporations, and the past and future of planning? This course will examine transformative events: the advent and the abolition of British empire slavery. Whaling and its consequences. The "7 Years War" in India and America. The Mongol conquests. Also, twentieth century (c20) stock market crashes. The late c20 rise of global cities. China's c21 "Belt and Road Project." Cognizance of global warming. We will use transformative events to track the emergent assemblage of state and capitalist institutions, including money, markets and taxation, banks and stock markets, accounting and budgets. Like Weber, we will seek causal patterns in between determinism and serendipity. Following Veblen, we will focus on corporations and "New Deals."

Instructor(s): John Kelly

Equivalent Course(s): ANTH 63701

ANTH 26710-26711. Ancient Landscapes I-II.

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

ANTH 26710. Ancient Landscapes I. 100 Units.

This is a two-course sequence that introduces students to theory and method in landscape studies and the use of Geographical Information Systems (GIS) to analyze archaeological, anthropological, historical, and environmental data. Course one covers the theoretical and methodological background necessary to understand spatial approaches to landscape and the fundamentals of using ESRI's ArcGIS software, and further guides students in developing a research proposal. Course two covers more advanced GIS-based analysis (using vector, raster, and satellite remote sensing data) and guides students in carrying out their own spatial research project. In both courses, techniques are introduced through the discussion of case studies (focused on the archaeology of the Middle East) and through demonstration of software skills.

During supervised laboratory times, the various techniques and analyses covered will be applied to sample archaeological data and also to data from a region/topic chosen by the student.

Instructor(s): Mehrmouh Soroush Terms Offered: Autumn

Equivalent Course(s): NEAA 20061, CEGU 30061, GISC 20061, NEAA 30061, GISC 30061, CEGU 20061, ANTH 36710

ANTH 26711. Ancient Landscapes II. 100 Units.

This is a two-course sequence that introduces students to theory and method in landscape studies and the use of Geographical Information Systems (GIS) to analyze archaeological, anthropological, historical, and environmental data. Course one covers the theoretical and methodological background necessary to understand spatial approaches to landscape and the fundamentals of using ESRI's ArcGIS software, and further guides students in developing a research proposal. Course two covers more advanced GIS-based analysis (using vector, raster, and satellite remote sensing data) and guides students in carrying out their own spatial research project. In both courses, techniques are introduced through the discussion of case studies (focused on the archaeology of the Middle East) and through demonstration of software skills.

During supervised laboratory times, the various techniques and analyses covered will be applied to sample archaeological data and also to data from a region/topic chosen by the student.

Instructor(s): Mehrmouh Soroush Terms Offered: Winter

Prerequisite(s): NEAA 20061

Equivalent Course(s): ANTH 36711, CEGU 20062, NEAA 20062, GISC 30062, GISC 20062, CEGU 30062, NEAA 30062

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

Note(s): This course fulfills the requirements of a survey course in Ancient Near Eastern civilizations as defined by the Ancient PhD programs in NELC and the MA program in the CMES.

Equivalent Course(s): NEAA 30030, ANTH 36715, NEAA 20030

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

Prerequisite(s): Advanced standing and consent of instructor for undergraduates

Equivalent Course(s): ANTH 46900

ANTH 26910. Introduction to Linguistic Anthropology. 100 Units.

How do we use language when we interact with others (and ourselves)? What lies beyond semantic meaning, or the presupposed function of language to deliver "information"? In this introductory course to the field of linguistic anthropology, we explore how power, inequality, and difference are enacted through various communicative features of human interaction-features that include, but are not limited to, what we refer to as "language." We ask how the things that we say (and how we say them) signal and shape our identities (such as race, gender, sexuality, ethnicity, religion, and class). Furthermore, we investigate how language enacts forms of human relationality-forms that, among others, encompass solidarity, conflict, and hierarchy in face-to-face interactions as well as in mass-mediated productions. Through this course, student will engage with and analyze linguistic features of human interaction in their cultural and political contexts.

Instructor(s): Fadi Hakim

Equivalent Course(s): LING 26910

ANTH 27001. Intro To Linguistics-1. 100 Units.

TBD

Equivalent Course(s): ANTH 37001, SOSC 21700, LING 30100, LING 20100

ANTH 27010. It's Not What You Say, It's How You Say It': Introduction to Linguistic Anthropology. 100 Units.

Coming soon

Instructor(s): Constantine Nakassis

Note(s): This is considered as an "Introductory-Level" course for Anthropology Majors.

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 socio-economic integration and language competence in discourse produced by politicians and some academics alike. We also analyze how different types of mobility (e.g., slavery, colonization, and free individual migration) produce, at different times, differing sociolinguistic dynamics.

Equivalent Course(s): 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 27215. Language, Culture, and Education. 100 Units.

In this course, we examine past and current theories and research about differential educational achievement in US schools, including: (1) theories that focus on the characteristics of people (e.g., their psychological characteristics, their internal traits, their essential qualities); (2) theories that focus on the characteristics of groups and settings, (e. g., ethnic group culture, language, school culture); and (3) theories that examine how cultural processes mediate political-economic constraints and human action. We will discuss the educational consequences of these positions, especially for low income and ethnic and linguistic minority students in the US.

Instructor(s): Lily Ye Terms Offered: Summer Winter. Offered 2022-23

Equivalent Course(s): CHST 23007, SOCI 20538, EDSO 23007, CHDV 23007, RDIN 23007

ANTH 27216. Linguistic Anthropology of Education. 100 Units.

Students in this course will learn to think critically about the entangled roles of language and education in processes of sociocultural (re)production, that is, in how forms of social organization and collective meaning-making are produced and/or reproduced. Students will learn to analyze language use as a social activity: not merely as a code for referencing events in the world, but as a way of managing social relations. In reading about language in educational contexts, students will come to see how collectively held beliefs about language and language users inform moral, political, and often (de)racializing evaluations of better and worse ways of speaking, writing, teaching and learning, leading to differential educational opportunities, access, and outcomes. Education will be treated broadly, though there will be a focus on formal educational contexts. Nonetheless, the class will always challenge students to think about "the classroom," including our own, as continuous and contiguous with "the real world."

Instructor(s): Lily (Shenghe) Ye Terms Offered: Spring, Offered Spring 2023

Equivalent Course(s): CHDV 23012, EDSO 23012

ANTH 27511. Writing Space, Ethnographically. 100 Units.

Ethnographic renderings of spaces, surroundings, place, setting, and location have clearly always functioned as more than narrative set dressing. Critical perspectives on ethnographic research and writing have pointed out the authorization, exoticification, and material conditions of mobility that undergird the 'where' in 'being there'. However, contemporary anthropologists are writing space and place in ways that push ethnographic methods and writing past prior problematics and paradigms of comparison, localization, and totalizing description. How does space become an ethnographic doorway into questions of history, power, infrastructure, and affect?

Instructor(s): Kamala Russel

ANTH 27653. Judaism and Ethnography. 100 Units.

Defining ethnography broadly as curiosity about human difference, this course engages close readings in a vast gallery of ethnographic portraits both of and by Jews, from the Bible to the early modern period. Together, we will construct a history of this tradition by tracing patterns in how Jews are represented and how they represent themselves, as well as their own Others, in dialogue with those cultures. While anthropologists and literary theorists will help us to appreciate the diversity and fluidity of Jewish (auto-)ethnography, these thinkers will also turn our critical gaze on Greek, Roman, and European Christian images of Jews and Judaism. This history is not simply a case-study in an overlooked ethnographic tradition but an archive where influential and often oppressive "Western" ways of thinking about human difference have been spawned, cross-fertilized, resisted, and transformed.

Instructor(s): James A. Redfield Terms Offered: Spring, Not offered 2025–26

Note(s): This course meets the LMCS or SCSR Committee distribution requirement for Divinity students.

Equivalent Course(s): RLST 27653, HIJD 37653, JWSC 27723, ANTH 37653

ANTH 27657. Rethinking Pilgrimage: Pop-culture Tourism and Religious Travel. 100 Units.

The term pilgrimage is usually associated with journeys to ancient religious sites such as the Vatican or Mecca. But why do superfans who travel to Disney World often describe this in terms of a pilgrimage? Why is it that when anime fans visit real-life sites from their favorite shows, this is frequently called a "journey to sacred sites" (seichi junrei)? In this course we will discuss these and other questions about pilgrimage in its religious and secular forms. We will consider examples such as the Islamic Hajj, the Crusades, and a 750-mile Buddhist pilgrimage in Japan, alongside journeys to Platform 9¾ at King's Cross, Elvis's Graceland, and the sets of Hobbiton. After first exploring theories of travel, tourism, and pilgrimage through a global array of examples, the second half of the course consists of a deep dive into connections between anime tourism, religious travel in Japan, and the worldwide boom of Japanese pop culture. At the end of the course students will present a small research project on a pilgrimage/tourist destination of their own choosing. No prior coursework on religion required.

Instructor(s): Bruce Winkelmann Terms Offered: Autumn

Equivalent Course(s): EALC 27657, RLST 27657

ANTH 27724. Diasporism in Modern Judaism. 100 Units.

This course will consider the fate of arguments for Diasporic Jewish Identity and thought in the 20th and 21st centuries in philosophical and literary sources and will consider the relationship between debates within Jewish thought and correlates in Black Studies and Post-colonial Studies. Thinkers to be read include Hermann Cohen, Franz Rosenzweig, Emmanuel Levinas, Jacob Gordon, Jacques Derrida, Sarah Kofman, Susan Taubes, Philip Roth, Fred Moten, Christina Sharpe and others.

Instructor(s): Sarah Hammerschlag Terms Offered: Spring, Not offered 2025–26

Note(s): This course meets the CS or LMCS Committee distribution requirement for Divinity students.

Equivalent Course(s): ANTH 27724, RLVC 47724, HIJD 47724, JWSC 27724, RLST 27724, DVPR 47724

ANTH 27809. Repeat, Remake, Refresh: Authenticity and Authorship in the 21st Century. 100 Units.

What makes an artwork "original" today? How do we decide if a food dish is "authentic"? Who is the author of a digital meme? Is there a common metric which can rate the originality and authenticity of a film or a piece of music (Tomato-meter and IMDB ratings notwithstanding)? This course will investigate these and other questions to understand why and how authenticity and originality continue to matter in today's world of global information and capital flows. Taking three case studies - cultural performance genres like traditional music/dance, cross-cultural film remakes, and digital publics - we will unpack how an ostensibly "foreign" cultural

object becomes domiciled in a new cultural location. We will also discuss which practices and objects resist such adaptation. We will read scholars and writers from a range of disciplines - anthropology, cinema and media studies, history - dealing with the construction of cultural authenticity and circulation. Our readings will be supplemented each week by a class screening where we will encounter materials which will serve as examples to analyze authenticity and authorship in today's world. For instance, through the screening materials, students will be encouraged to examine if a film remake can ever be original, if the musical traditions of an itinerant community can be claimed as national, and how a globally circulating digital meme can come to acquire different meanings and significances in different places.

Instructor(s): Shubham Shivang Terms Offered: Winter

Equivalent Course(s): CMST 27809, CMST 37809, ANTH 37809

ANTH 27910. Virtual Ethnography: Encounters in Mediation. 100 Units.

From everyday social media platforms like Facebook, TikTok, Instagram, and WeChat, to more complex real-time immersive social and gaming sites, virtual realms are propagating at a fantastic rate while transforming what it means to live and interact in the physical world. As such virtual world, communities, and spaces increasingly command our attention, time, and money, scholars from various fields have begun to tackle questions concerning the ethics, logics, patterns, and social specificity of the virtual through experimental forms of virtual ethnography. This advanced undergraduate course introduces students to some these recent ethnographies and corresponding theoretical interventions into the nature of collective techno-life within virtual realms. Students will build on this material in order to develop an ethnographic inquiry into a virtual world of their choosing. In so doing, they will work individually and as a class through the processes of pre-field planning, fieldwork, and post-field analysis and writing.

Instructor(s): Thomas Lamarre and Michael Fisch Terms Offered: Winter

Prerequisite(s): Consent of instructor required; email Professors Fisch and Lamarre a paragraph long description about what you bring and what you hope to get out of this seminar.

Note(s): Enrollment limit: 25

Equivalent Course(s): CDIN 27910, MADD 12910, CMST 27910, EALC 27910

ANTH 28008. African Magic. 100 Units.

This course borrows the term "African magic" from a digital satellite service devoted to showing films that preponderantly project African beliefs in the supernatural. Throughout the semester, we will examine the African belief in the supernatural, its representation in films, and consequent engagement with the enfolded magic of mystical reality and the technology that visualizes, enhances, and even disrupts it. We will be studying the ideas of Gods, mythology, deities, witchcraft and the occult, as expressed in indigenous religions, Christianity, and Islam. By also exploring different visual materials that illustrate how Africans use their religious performances to formulate and navigate their conceptions of the sacred and supernatural power, we will analyze the social practices of their religious beliefs and determine the dimensions of the inventiveness that underline African religious practices.

Instructor(s): Abimbola Adelakun Terms Offered: Autumn

Equivalent Course(s): RLST 28008, RDIN 28008

ANTH 28102. Iblis: Muslim Perspectives on the Devil. 100 Units.

This course examines a range of Muslim perspectives on the Devil. Is Iblis a personification of evil, an archetype of arrogant rebellion against divine command, a perfect monotheist and tragic lover of God, or an ally of humankind and teacher of freedom and creativity? Our readings will include selections from the Qur'an and hadith, Sufi poetry, modern political and theological writing, and others.

Instructor(s): Alireza Doostdar Terms Offered: Spring

Note(s): This course meets the HS or SCSR Committee distribution requirement for Divinity students.

Equivalent Course(s): AASR 38101, ISLM 38101, ANTH 38101, NEHC 38101, NEHC 28101, FNDL 28101, RLST 28101

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, L. Terms Offered: Autumn. Will be offered Autumn 2025. Offered every other year.

Prerequisite(s): Three quarters of a Biological Sciences Fundamentals Sequence, or consent of Instructor.

Note(s): E.

Equivalent Course(s): BIOS 22265, ORGB 33265

ANTH 28140. Golems, Angels, and AI. 100 Units.

What makes us human? Is it our bodies or our souls? Our propensity to reason or our capacity for love? Or is it our ability to select all squares containing bicycles? In this interdisciplinary course, we consider what it means to be human by contrasting the human with the non-human. We think with sci-fi authors about how humans are different from androids and aliens. We think with scientists about how humans are different from animals and algorithms. We think with religious traditions about how humans are different from angels and abominations. Topics to be discussed include what we owe to our creators and our creations, what dehumanization is and why we do it, how people throughout history have tried to transcend their physical forms, and what monsters have to tell us about the good life.

Instructor(s): Russell Johnson Terms Offered: Spring

Equivalent Course(s): RLST 28140, HIPS 28140, ISLM 38140, HREL 38140, NEHC 38140, NEHC 28140, ANTH 38140, JTAC 38140

ANTH 28400. Bioarchaeology and Forensic Anthropology: Approaches to the Past. 100 Units.

This course is intended to provide students with a thorough understanding of bioanthropological, osteological and forensic methods used in the interpretation of past and present behavior by introducing osteological methods and anthropological theory. In particular, lab instruction stresses hands-on experience in analyzing human remains, whereas seminar classes integrate bioanthropological theory and its application to specific archaeological and forensic cases throughout the world. At the end of this course, students will be able to identify, document, and interpret human remains from archaeological and forensic contexts. Lab and seminar-format classes each meet weekly.

Note(s): This course qualifies as a Methodology selection for Anthropology majors.

Equivalent Course(s): LACS 38400, LACS 28400, 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: Winter

Prerequisite(s): Any introductory course in archaeology

Equivalent Course(s): NEAA 30035, NEAA 20035, ANTH 38810

ANTH 28500. Political Ecology. 100 Units.

TBD

Equivalent Course(s): ANTH 48200

ANTH 28560. Evaluating Interventions and Public Policies: Tools and Applications. 100 Units.

This course focuses on the real-world application of evaluation methods in public policy, emphasizing how to design, implement, and use evaluations to improve programs and inform decision-making. Students learn how to formulate evaluation questions, build or analyze a theory of change, and design evaluations using appropriate methods, from experimental to observational approaches. The course explores the integration of quantitative and qualitative methods, implementation and process evaluation, cost analysis, and evaluation of complex interventions. Students apply these skills to develop a full evaluation proposal for a policy or program, grounded in cases from diverse settings.

Instructor(s): Alicia Menendez Terms Offered: Autumn

Prerequisite(s): Some statistical knowledge is preferable but not required.

Equivalent Course(s): PBPL 28560

ANTH 28929. Cabal, Cult, and Crisis: Religion and Contemporary Conspiracy Theory. 100 Units.

We live in an age of crisis for liberal democracy, and conspiracy theories are often said to be at the heart of this crisis. While Alex Jones, Infowars, and QAnon have become household names, there is still no consensus on what makes a "conspiracy theory" or how scholars should approach these topics. Are "New World Order"-style conspiracy beliefs irrational or false on their face? Can liberal-democratic regimes which pride themselves on their ability to accommodate diverse religious viewpoints successfully integrate conspiracy believers? In this course, we will approach the subject of conspiracy theory by engaging with theorists in their own words, videos, and images, while sampling a range of academic and public-facing literature on new religious movements, religion and politics, and epistemology. In so doing, we will apply critical lenses of diverse sorts to mixed media, as we collectively develop methodologies for carrying out original research on "low-status" subjects using uncurated archives. No prior acquaintance with conspiracy-oriented materials required.

Instructor(s): Justin Smolin Terms Offered: Winter

Equivalent Course(s): DEMS 28929, RLST 28929, MADD 10929

ANTH 29002. Sacred Arts of Tibet: A Journey Through Visual Art, Calligraphy, Musical, and Culinary Traditions. 100 Units.

Experience the rich cultural heritage of Tibet through this immersive course exploring four fundamental aspects of Tibetan civilization. Students will study traditional Tibetan thanka painting, learning the techniques and symbolism behind these intricate religious artworks. Explore the profound world of Tibetan musical traditions, from the mesmerizing multiphonic chants of monastery rituals to the lively folk songs of nomadic communities. Students gain hands-on experience with traditional instruments including drums and horns while learning their ceremonial significance. The culinary portion introduces traditional dishes like momos (dumplings), Tsampa (roasted barley flour), and butter tea, along with their cultural significance and preparation methods. In calligraphy sessions, students practice the distinctive Tibetan scripts - Uchen (block-print -Umey (cursive writing) used in Tibetan Buddhist texts, mastering the basic strokes and letter formations of this ancient writing system.

Instructor(s): K. Ngodup Terms Offered: Spring

Note(s): All course readings will be available on electronic reserve via Canvas.

Equivalent Course(s): EALC 29002, SALC 39002, HREL 39002, RLST 27304, MUSI 22567, SALC 29002

ANTH 29003. Islam Beyond the Human: Spirits, Demons, Devils, and Ghosts. 100 Units.

This seminar explores the diverse spiritual and sentient lifeforms within Islamic cosmology that exist beyond the human-from jinn, angels, and ghosts to demons and devils. We will focus on theological, scientific, philosophical, anthropological, and historical accounts of these creatures across a variety of texts, as well as their literary and filmic afterlives in contemporary cultural representations. In so doing, we consider the various religious, social, and cultural inflections that shape local cosmological imaginaries. We ask how reflecting on the nonhuman world puts the human itself in question, including such concerns as sexuality and sexual difference, the boundaries of the body, reason and madness, as well as the limits of knowledge.

Instructor(s): Alireza Doostdar and Hoda El Shakry Terms Offered: Autumn

Prerequisite(s): Enrollment by consent only for graduate students. Grad students should send the instructors a paragraph explaining their interest and prior preparation or familiarity with the themes in the course.

Note(s): This course meets the LMCS or SCSR Committee distribution requirement for Divinity students.

Equivalent Course(s): ANTH 49003, KNOW 49003, ISLM 49003, GNSE 29003, NEHC 49003, HIPS 29003, RLST 29003, CMLT 49003, NEHC 29003, AASR 49003, GNSE 49003, CMLT 29003

ANTH 29024. The Election Race of 2024: Ethics, Religion, and the American Polity. 100 Units.

This course will follow the ongoing Presidential election of 2024 as it unfolds in real time during this quarter. We will read, as primary texts, newspapers from across the political spectrum and consider the claims therein. In parallel, we will explore theoretical and historical writing about democracy and its challenges. We will consider how religion and culture affect the American political process and critically examine social the competing truth claims and values that structure these processes.

Instructor(s): Laurie Zoloth Terms Offered: Autumn

Note(s): Graduates can petition to enroll.

Equivalent Course(s): RLST 29024, AMER 29024

ANTH 29030. Islam, Race and Decoloniality. 100 Units.

This course explores western perspectives, attitudes and representations of Muslims and Islam from medieval European thought, through liberal colonial encounters to contemporary media and political discourses. Students will examine the intersection of race and religion as it applies to the construction of Muslim identity and alterity in the Western imagination. We will explore the remarkable consistency across centuries of the threatening, menacing, barbaric and uncivilized Muslim "Other". The course centers around these Orientalist constructions and will explore the power structures, colonial modalities, epistemological frameworks, and ideological assumptions that perpetuate the racialization of Islam and Muslims within the United States and abroad. This course ultimately aims to uncover potentials for resistance, recovery and renewal through the politics and praxis of decoloniality. Students will gain familiarity with decolonial theory and practices, as well as the important project of 'epistemic delinking' as it is framed by contemporary scholars intent on challenging, possibly undoing and remapping the Muslim experience within global liberal political modernity.

Instructor(s): Maliha Chishti Terms Offered: Winter

Note(s): This course meets the LMCS Committee distribution requirement for Divinity students.

Equivalent Course(s): INRE 29030, RDIN 39030, AASR 39030, RLST 29030, NEHC 29030, KNOW 39030, RDIN 29030, NEHC 39030, ANTH 39030, ISLM 39030, INRE 39030

ANTH 29031. Sufism and Coloniality. 100 Units.

A close reading of 19th-20th century Sufi figures who engaged in peaceful and armed resistance against British and French colonial powers in North and West Africa. This course centers Sufi figures often overlooked in decolonial and anti-colonial literature, such as Amadou Bamba, Haj Umar Tal, Usman Dan Fodio, Emir Abdelkader al-Jaza'iri, Abdul Karim al-Khattabi, and Ahmad al-'Alawi. The mystical teachings and political activities of these leading figures will be examined within the broader context of decolonial theory and anti-colonial resistance. No Arabic required.

Instructor(s): Yousef Casewit; Maliha Chishti Terms Offered: Spring

Prerequisite(s): None, but a general knowledge of Islam is preferred.

Note(s): This course meets the CS Committee distribution requirement for Divinity students.

Equivalent Course(s): ISLM 39031, ANTH 39031, RLST 29031

ANTH 29068. Christianity and Consumer Culture in the United States. 100 Units.

In the United States, everything is for sale-including religion. Religious books, objects, and films are produced and marketed to recruit converts and to entertain and edify adherents. Churches can be seen as commodities as people "shop" for a new congregation or sect. Some scholars have suggested that consumption itself has become a religious act, with its own rites, rituals, and promises of salvation. In this course we will explore the intersecting histories of Christianity and consumer culture in the US from the late nineteenth century to the present day. Reading classic texts in history and sociology, as well as more contemporary scholarship on American consumer culture, we will attend to the questions that consumer culture poses for American Christians and for scholars of religion. Has consumer culture contributed to the secularization of American society? Has Christianity been corrupted by consumer culture? Can Christians redeem the marketplace? How can the study of religion help us understand our culture of consumption, and how can consumerism help us understand religion?

Instructor(s): Hannah Ozmun Terms Offered: Autumn

Equivalent Course(s): HIST 27721, AMER 29068, RLST 29068

ANTH 29300. Asceticism: Forming the Self. 100 Units.

In recent decades scholars of the pre-modern period have turned to the body as a site of renewed historical inquiry. Within the study of religion, this shift has reanimated discussions around asceticism as a particularly potent technē for self-fashioning. Nevertheless, scholars have struggled to theorize asceticism across religious traditions. This signature course, taught by two scholars working in disparate historical periods and religious traditions (early Christianity and medieval Indian religious literature), explores how gender theory has engaged ascetic practices for understanding the body and human potential. Students will engage asceticism as a series of techniques or forms of life that envision the sexed and gendered human body as the horizon of corporeal expression and personal imagination. Asceticism serves as a neat conceptual device, allowing us to toggle between the mind and body while tackling questions that fall within the liminal space between them, including debates around gender, sexuality, sovereignty, and biopower. Students along with the instructors will contend with the challenges and opportunities of transnational and transhistorical feminist and queer inquiry as we traverse across the boundaries of tradition, language, and culture. While drawing on rich historical and religious archives, we will anchor our discussions around the interplay of two principal authors: Giorgio Agamben and Michel Foucault.

Instructor(s): Erin Walsh; Sarah Pierce Taylor Terms Offered: Spring

Prerequisite(s): No prior knowledge of the religious traditions or critical theory discussed is expected.

Note(s): This course meets the HS or LMCS Committee distribution requirement for Divinity students.

Equivalent Course(s): RLST 29300, RLVC 39300, CLCV 29300, CLAS 39300, SIGN 26074, HREL 39300, GNSE 39303, BIBL 39300, ANTH 39301, FNDL 29301, GNSE 29303, HCHR 39300

ANTH 29407. Language and Politics. 100 Units.

Why did Hillary Clinton sound "southern" in her Alabama campaign stop? How did Barack Obama's codeswitching into African American Language affect his political image? How do the dogwhistles politicians circulate get their meanings? These are just a few examples of the kinds of questions we will discuss. In this course, we will analyze the speech of politicians as well as broader political discourses, according to sociolinguistic theory. We will explore concepts such as dogwhistles, framing theory, speech genres, audience design, and personae, while also considering the intersections of language and nationalism, and language and gender and race. Discussions will build on real-life content particularly from US and Eastern European politics, but also from other parts of the world, depending on your interests and backgrounds. Some of the texts we will read include Alim & Smitherman's *Articulate While Black*, and Macintosh & Mendoza-Denton's *Language in the Trump Era*.

Instructor(s): Sprenger, Anna-Marie. Terms Offered: Autumn

Equivalent Course(s): LING 29407

ANTH 29653. TUTORIAL - Genetics in Society. 100 Units.

What is the human genome, and what can it tell us about humanity? What constitutes the appropriate construction and use of genetic claims? While efforts to fully map the human genome peaked in the 1990s, the stakes of these questions long preceded the genomic era, and have long structured social worlds. This course will take a critical approach to the history and anthropology of genetics and genomics, focusing on the social and ethical implications in historical and contemporary iterations of genetics. We will consider how, over the course of the twentieth century, the genome came to represent a source of authority with regards to human nature, occupying a central place in defining individual and group identities, history, policy, and reconciliation efforts. We will begin by considering the cultural and epistemic authority of the genome concept and the power dynamics in which it arose. We will then examine the relationships between genetic concepts and a number of scientific and social themes, including heredity and eugenics, diversity and human variation, identity, racialization, nationalism, disability, big data, and medical risk and promise. We will conclude with the contemporary 'postgenomic' era, in which many stakeholders are grappling with the question of what the human genome, and all the information gleaned from its sequencing, actually means.

Instructor(s): Megan MacGregor Terms Offered: Autumn. Offered in Autumn 2025

Equivalent Course(s): HIPS 29653, CHDV 29653, HIST 25214

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

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. BA Honors Seminar I. 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 35-40 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. In the first quarter, participants will work toward producing a 20-page first draft.

Instructor(s): Staff Terms Offered: Autumn Winter

Prerequisite(s): Open only to fourth year anthropology students currently writing BA Essays

Note(s): Open only to students currently writing BA honors papers.

ANTH 29920. BA Honors Seminar II. 100 Units.

This workshop is for fourth-year Anthropology majors writing a BA thesis. It will extend the writing exercises begun during the fall BA workshop with a focus on revisions and expansions of the first draft of the thesis towards a near-final version.

Instructor(s): Staff

