ANTHROPOLOGY

10 Sachem Street, 203.432.3670
http://anthropology.yale.edu
M.A., M.Phil., Ph.D.

Chair
Douglas Rogers

Director of Graduate Studies
Erik Harms

Professors Richard Bribiescas, Richard Burger, Michael Dove (School of the Environment), Kathryn Dudley (American Studies), J. Joseph Errington, Eduardo Fernandez-Duque, Marcia Inhorn (Middle East Studies), William Kelly (Emeritus), Paul Kockelman, Roderick McIntosh, Catherine Panter-Brick, Douglas Rogers, Eric Sargis, Helen Siu, Kalyanakrishnan Sivaramakrishnan, Anne Underhill, Claudia Valeggia, David Watts

Associate Professors Oswaldo Chinchilla, Aimee Cox (African American Studies), Erik Harms, Yukiko Koga, Louisa Lombard, William Honeychurch

Assistant Professors Lisa Messeri, Jessica Thompson, Serena Tucci

FIELDS OF STUDY
The department covers three subfields: archaeology; sociocultural and linguistic anthropology; and physical anthropology. Archaeology focuses on ritual complexes and writing, ceramic analysis, warfare, ancient civilizations, origins of agriculture, and museum studies. Sociocultural anthropology provides a range of courses: classics in ethnography and social theory, religion, myth and ritual, kinship and descent, historical anthropology, culture and political economy, agrarian studies, ecology, environment and social change, medical anthropology, emotions, public health, sexual meanings and gender, postcolonial development, ethnicity, identity politics and diaspora, urban anthropology, global mass culture, and alternate modernity. Linguistic anthropology includes language, nationalism and ideology, structuralism and semiotics, and feminist discourse. Physical anthropology focuses on paleoanthropology, evolutionary theory, human functional anatomy, race and human biological diversity, and primate ecology. There is strong geographical coverage in Africa, the Caribbean, East Asia (China and Japan), Latin America and South America, Southeast Asia (Indonesia), South Asia and the Indian Ocean, the Near East, Europe, and the United States.

SPECIAL REQUIREMENTS FOR THE PH.D. DEGREE
There are no required courses or seminars for archaeology and biological anthropology graduate students. However, graduate students in these subfields are expected to confer closely with their primary adviser and faculty to develop the most enriching and cogent program of courses. In sociocultural anthropology, more than three-fourths of a student’s program consists of electives, including course work in other departments. Sociocultural students must take six required courses, with the remainder being electives among Anthropology courses and other departments’ courses. Admission
to Ph.D. candidacy requires (1) completion of two years of course work (twelve term courses for students matriculating in fall 2018 and beyond; sixteen term courses for students who matriculated earlier); (2) independent study and research; (3) satisfactory performance on qualifying examinations; and (4) a dissertation research proposal submitted and approved before the end of the third year. For sociocultural anthropology students, the research proposal requirement takes the form of a field paper of approximately eighty pages in length. Qualifying examinations are normally taken at the end of the second year. For archaeology and biological anthropology subfields, they consist of eight hours written (four hours on one of the subfields, four hours on the student’s special interest) and two hours oral. The sociocultural anthropology exam consists of five hours written and approximately one hour oral and is based on the six required courses.

Because of the diversity of our students’ training program, the department does not have a general foreign language requirement, either for admission or for admission to Ph.D. candidacy. Rather, each student’s advisory committee must determine the necessary level and nature of foreign language proficiency (including scholarly languages and languages to be used in field research) to be met by the student, as well as any required competencies in statistics and other quantitative or qualitative methods. Advisory committees will stipulate such requirements in writing to the director of graduate studies (DGS) at the earliest possible stage of the student’s program of study for approval by the DGS and the department faculty. Such committee stipulations should specify exactly when and how it will be determined that the student has or has not met the requirements.

The faculty consider teaching to be an important part of the professional preparation of graduate students. Therefore, students are expected to complete four terms of teaching as part of their graduate training. Depending on course schedules and the timing of fieldwork, this teaching typically occurs during the third, fourth, or fifth years of study.

COMBINED PH.D. PROGRAMS

The Anthropology department also offers a combined Ph.D. in Anthropology and Environment in conjunction with the School of the Environment; a combined Ph.D. in Anthropology and African American Studies in conjunction with the Department of African American Studies; and a combined Ph.D. in Anthropology and Women’s, Gender, and Sexuality Studies with the Program in Women’s, Gender, and Sexuality Studies. These combined programs are ideal for students who intend to concentrate in, and to write dissertations on, thematic and theoretical issues centrally concerned with anthropology and one of these other areas of study. Students in the combined-degree programs will be subject to the combined supervision of faculty members in the Anthropology department and in the respective department or school.

For more information on the combined-degree program in Anthropology and Environment, see Environment.

Admission into the combined-degree program in Anthropology and African American Studies is based on mutual agreement between these two departments. Individual students will develop courses of study in consultation with their academic advisers and with the directors of graduate study for both departments. Students in the program must take core courses in Anthropology and in African American Studies, plus related
courses in both departments approved by their advisory committees. In addition, they must successfully complete the African American Studies third-year Dissertation Prospectus Workshop (AFAM 895 and AFAM 896). Oral and written qualifying examinations must include two topics in the field of African American Studies and two topics in Anthropology. The examination committee must include at least one faculty member from each department. The dissertation prospectus must be submitted to the directors of graduate study of both departments and approved by the faculty of both. The thesis readers committee must also include at least one faculty member from each department, and the faculties of both departments must approve its composition.

For more information on the combined-degree program in Anthropology and Women's, Gender, and Sexuality Studies, see Women's, Gender, and Sexuality Studies.

MASTER'S DEGREES

M.Phil. See Degree Requirements under Policies and Regulations.

M.A. Applications for a terminal master's degree are not accepted. The M.A. degree is awarded only to students not continuing in the Ph.D. program. The student must complete eight graduate-level term courses approved for credit in the Anthropology department and maintain an average grade of High Pass. Students who are eligible for or who have already received the M.Phil. will not be awarded the M.A.

Contact information: Director of Graduate Studies, Department of Anthropology, Yale University, PO Box 208277, New Haven CT 06520-8277; 203.432.3670; anthropology@yale.edu; http://anthropology.yale.edu.

COURSES

ANTH 502a, Research in Sociocultural Anthropology: Design and Methods  Marcia Inhorn
The course offers critical evaluation of the nature of ethnographic research. Research design includes the rethinking of site, voice, and ethnographic authority.

ANTH 514b / ARCG 515b / CLSS 878b / CPLT 671b / HIST 515b / JDST 657b / NELC 570b / RLST 672b, Corrupting Seas: Premodern Maritime Ecologies (Archaia Seminar)  Noel Lenski and Hussein Fancy
Uses the theoretical framework of "corrupting seas" developed by Horden and Purcell as a hermeneutic to investigate the cultural, economic, political, and religious environments of the archaic, ancient and medieval Mediterranean, and similar maritime ecologies. Landscape and natural ecologies play an important but not exclusive role in mapping how diversity and connectivity combined to constitute complex and dynamic environments in the Mediterranean, Indian Ocean, Caribbean, and South China Sea. The course is connected with Archaia's Ancient Societies Workshop, which runs its own series of events through the academic year. Students must attend the ASW events in the spring (fall events are optional).

ANTH 515a / EAST 515a, Culture, History, Power, and Representation  Anne Aronsson
This seminar critically explores how anthropologists use contemporary social theories to formulate the junctures of meaning, interest, and power. It thus aims to integrate symbolic, economic, and political perspectives on culture and social process. If culture refers to the understandings and meanings by which people live, then it constitutes the
conventions of social life that are themselves produced in the flux of social life, invented by human activity. Theories of culture must therefore illuminate this problematic of agency and structure. They must show how social action can both reproduce and transform the structures of meaning, the conventions of social life. Even as such a position becomes orthodox in anthropology, it raises serious questions about the possibilities for ethnographic practice and theoretical analysis. How, for example, are such conventions generated and transformed where there are wide differentials of power and unequal access to resources? What becomes of our notions of humans as active agents of culture when the possibilities for maneuver and the margin of action for many are overwhelmed by the constraints of a few? How do elites—ritual elders, Brahmanic priests, manorial lords, factory-managers—secure compliance to a normative order? How are expressions of submission and resistance woven together in a fabric of cultural understandings? How does a theory of culture enhance our analyses of the reconstitution of political authority from traditional kingship to modern nation-state, the encapsulation of pre-capitalist modes of production, and the attempts to convert “primordial sentiments” to “civic loyalties”? How do transnational fluidities and diasporic connections make instruments of nation-states contingent? These questions are some of the questions we immediately face when probing the intersections of culture, politics and representation, and they are the issues that lie behind this seminar.

ANTH 528b / ARCG 528b / EGYP 528b, Magic and Ritual in Ancient Egypt and the Near East  John Darnell
Introduction to ancient Egyptian and Near East magic and rituals with an overview on the use of magic and discussion of the different rituals and festivals.

ANTH 530b, Ethnography and Social Theory  Erik Harms
This seminar for first- and second-year Ph.D. students in Anthropology runs in tandem with the department’s reinvigorated EST Colloquium. The colloquium consists of public presentations by cutting-edge speakers—four or five each term—selected and invited by students enrolled in the seminar. In the seminar, students and the instructor discuss selected works (generally no longer than article-length) related to the topics presented by the colloquium speakers and engage in planning activities associated with organizing the EST Colloquium, including but not limited to developing readings lists, creating a viable calendar, curating the list of speakers, securing co-sponsorships, writing invitations, and introducing and hosting the speakers. Open to first- and second-year Ph.D. students in Anthropology only. ½ Course cr

ANTH 538b, Culture and Politics in the Contemporary Middle East  Marcia Inhorn
This interdisciplinary seminar is designed to introduce students to some of the most pressing contemporary cultural and political issues shaping life in the Middle East and North Africa. The course aims for broad regional coverage, with particular focus on several important nation-states (e.g., Egypt, Saudi Arabia, Afghanistan, Iran, Iraq) and Western interventions in them. Students should emerge with a keener sense of Middle Eastern regional histories and contemporary social issues, as described by leading scholars in the field of Middle Eastern studies and particularly Middle Eastern anthropology. Following a historical introduction, the course is organized around three core themes—Islam, politics, modernity—with movement from the macropolitical level of Islamic discourse and state politics to the most intimate domains of gender, family life, and contemporary youth culture. Through reading, thinking, talking, and writing about a series of book-length monographs, students gain broad exposure to a
number of exigent issues in the Middle Eastern region, as well as to the ethnographic methodologies and critical theories of Middle East anthropologists. Students are graded on seminar participation, leadership of seminar discussions, two review/analysis papers, and a comparative written review of three books. Required for Council on Middle East Studies (CMES) graduate certificate students. Recommended for Middle East concentrators in other disciplines.

**ANTH 541a / ENV 836a / HIST 965a / PLSC 779a, Agrarian Societies: Culture, Society, History, and Development**  
Louisa Lombard and Elisabeth Wood  
An interdisciplinary examination of agrarian societies, contemporary and historical, Western and non-Western. Major analytical perspectives from anthropology, economics, history, political science, and environmental studies are used to develop a meaning-centered and historically grounded account of the transformations of rural society. Team-taught.

**ANTH 562b, Unity and Diversity in Chinese Culture**  
Helen Siu  
An exploration of the Chinese identity as it has been reworked over the centuries. Major works in Chinese anthropology and their intellectual connections with general anthropology and historical studies. Topics include kinship and marriage, marketing systems, rituals and popular religion, ethnicity and state making, and the cultural nexus of power.

**ANTH 575b / EAST 575b, Hubs, Mobilities, and Global Cities**  
Helen Siu  
Analysis of urban life in historical and contemporary societies. Topics include capitalist and postmodern transformations, class, gender, ethnicity, migration, and global landscapes of power and citizenship.

**ANTH 581a, Power, Knowledge, and the Environment: Social Science Theory and Method**  
Michael Dove  
Course on the social scientific contributions to environmental and natural resource issues, emphasizing equity, politics, and knowledge. Section I, introduction to the course. Section II, disaster and environmental perturbation: the social science of emerging diseases; and the social origins of disaster. Section III, boundaries: cost and benefit in the Green Revolution; riverine restoration; and aspirational infrastructure. Section IV, methods: working within development projects, and rapid appraisal and consultancies. Section V, local communities, resources, and (under)development: representing the poor, development discourse, and indigenous peoples and knowledge. This is a core M.E.M. specialization course in YSE and a core course in the combined YSE/Anthropology doctoral degree program. Enrollment capped.

**ANTH 600b, Contemporary Social Theory**  
Aimee Cox  
An overview of central themes and debates in contemporary social theory, with a focus on the integration of theory and research, rather than a hermeneutical analysis of particular theoretical texts. Concentrating on questions of power, inequality, the self, and community, assessment of the relevance of sociological theory to advancing an understanding of the complexities of late-twentieth-century Western society. Critical theory, feminist theories, postmodernism, and the contributions of individual theorists are reviewed and critiqued.

**ANTH 601a, Meaning and Materiality**  
Paul Kockelman  
This course is about the relation between meaning and materiality. We read classic work at the intersection of biosemiosis, technocognition, and sociogenesis. And we use
these readings to understand the relation between significance, selection, sieving, and serendipity.

**ANTH 607b, Qualitative Research Methods in Public Health**  Ashley Hagaman
This is a course about doing qualitative social research in public health. The course, which has both theoretical and practical components, introduces students to various epistemological, philosophical, and ethical considerations that are involved with qualitative research methods and the practice of social science research more generally. Additionally, students gain hands-on experience with some of the strategies and techniques that are needed to conduct qualitative research.

**ANTH 612a / AMST 775a / WGSS 613a, Latinx Ethnography**  Ana Ramos-Zayas
Consideration of ethnography within the genealogy and intellectual traditions of Latinx studies. Topics include questions of knowledge production and epistemological traditions in Latin America and U.S. Latino communities; conceptions of migration, transnationalism, and space; perspectives on “(il)legality” and criminalization; labor, wealth, and class identities; contextual understandings of gender and sexuality; theorizations of affect and intimate lives; and the politics of race and inequality under white liberalism and conservatism in the United States.

**ANTH 615b / HSHM 755b, Anthropological Perspectives on Science and Technology**  Lisa Messeri
The course focuses on ethnographic work on scientific and technical topics, ranging from laboratory studies to everyday technologies. Selected texts include canonical books as well as newer work from early scholars and the most recent work of established scholars. Divided into four units, this seminar explores the theme of “boundaries,” a perennial topic in anthropology of science that deals with the possibility and limits of demarcation. Each week, different kinds of boundaries are examined, and students learn to see their social constructedness as well as the power they carry. We begin by exploring where science is and isn’t, followed by the boundary between ourselves and technology, which is a specific example of the third boundary we examine: the one artificially drawn between nature and culture. We end with readings on geopolitics and the technologies of delineating nation from nation as well as thinking about postnational scientific states. Class discussion guides each session. One or two students each week are responsible for precirculating a book review on the week’s reading, and a third student begins class by reacting to both the texts and the review. The final assignment is a research paper or a review essay.

**ANTH 621a, Engaging Anthropology: Histories, Theories, and Practices**  Lisa Messeri
This is the first course of a yearlong sequence for doctoral students in Anthropology and combined programs. Students are introduced to the discipline through theoretical, historical, and experimental approaches. In addition to gaining an expansive view of the field, students have the opportunity to hone foundational scholarly skills.

**ANTH 647b / ARCG 654b / NELC 688b, The Ancient State: Genesis and Crisis from Mesopotamia to Mexico**  Harvey Weiss
Ancient states were societies with surplus agricultural production, classes, specialization of labor, political hierarchies, monumental public architecture, and, frequently, irrigation agriculture, cities, and writing. Pristine state societies, the earliest civilizations, arose independently from simple egalitarian hunting and gathering.
societies in six areas of the world. How and why these earliest states arose are among the great questions of post-Enlightenment social science. This course explains (1) why this is a problem, to this day, (2) the dynamic environmental forces that drove early state formation, and (3) the unresolved fundamental questions of ancient state genesis and crisis—lawlike regularities or a chance coincidence of heterogenous forces?

**ANTH 655b / WGSS 659b, Masculinity and Men's Health**  Marcia Inhorn
This interdisciplinary seminar—designed for students in Anthropology; Women's, Gender, and Sexuality Studies; and Global Health—explores in an in-depth fashion ethnographic approaches to masculinity and men's health around the globe. The course begins with two theoretical texts on masculinity, followed by eleven anthropological ethnographies on various dimensions of men's health and well-being. Students gain broad exposure to a number of exigent global men's health issues, issues of ethnographic research design and methodology, and the interdisciplinary theorizing of masculinity scholars in anthropology, sociology, and cultural studies. In particular, the course demonstrates how anthropologists studying men's health issues in a variety of Western and non-Western sites, including the Middle East, Africa, Latin America, and Asia, have contributed to both social theory and ethnographic scholarship of importance to health policy.

**ANTH 665b, Evolution of Human Diet**  Jessica Thompson
This course examines human nutrition and subsistence behavior from an evolutionary perspective. It begins with human nutritional literature and discussions of our biological requirements, then moves into comparison of modern human dietary ecology with those of other primates, especially our closest living relatives, the great apes. We then turn to literature that demonstrates the methods and theoretical approaches that are currently used to reconstruct past diets. As we begin to follow the evidence for changes in subsistence in the hominin lineage, case studies using these methods are integrated into discussions of how we know what we do about past nutrition. The course spends time on key issues and debates such as changes from closed-habitat to open-habitat foraging, the origins of meat-eating, the role of extractive foraging in human social systems, variation in hunter-forager subsistence systems, the origins of domestication, and the phenomenon of fad diets in industrialized nations. The course is delivered in a seminar-style format, with key readings each week that follow topical themes, with assessment based on in-class participation, critical essays, and a final research project.

**ANTH 666b / AMST 778b / WGSS 666b, Privilege in the Americas**  Ana Ramos-Zayas
Examination of inequality, not only through experiences of the poor and marginal, but also through institutions, beliefs, social norms, and everyday practices of the privileged. Topics include critical examination of key concepts like “studying up,” “elite,” and “privilege,” as well as variations in forms of capital; institutional sites of privilege (elite prep schools, Wall Street); living spaces and social networks (gated communities, private clubs); privilege in intersectional contexts (privilege and race, class, and gender); and everyday practices of intimacy and affect that characterize, solidify, and promote privilege.
ANTH 675a / ARCG 675a, The Green Hell and the Mother Serpent: Amazonian Archaeology, Ethnography, and Politics  Richard Burger and Corey Herrmann
Survey and seminar discussing the archaeology and ethnography of greater Amazonia, along with the political stakes of this heritage for modern Indigenous communities in the region. Introduces students to the varied geography and ecology of greater Amazonia, before delving into topics such as: the archaeological record of domestication and landscape investment by past Indigenous societies; the ethnographic and historical records of their descendants; the contested spheres of knowledge production in anthropology that underpins both of these records; and the modern political struggles that Indigenous communities face today amid deforestation and the pursuit of economic development.

ANTH 692b / ARCG 692b / NELC 537b, Imaging Ancient Worlds  Klaus Wagensonner and Agnete Lassen
The interpretation of epigraphic and archaeological material within the broader context of landscape, by means of creating a virtual model to reconstruct the sensory experiences of the ancient peoples who created the sites. Use of new technologies in computer graphics, including 3-D imaging, to support current research in archaeology and anthropology.

ANTH 697a / AFST 697a, Migration and Transnationalism in the Muslim World  Leslie Gross-Wyrtzen
This advanced/graduate seminar is an introduction in three respects: first, it provides an overview of the various experiences of mobility (and immobility) studied by ethnographers of migration and the issues or questions that emerge from these studies. Second, the course explores multiple geographies and imagined communities categorized as “Muslim” to understand how movement continually shapes not only these geographies and communities but also those labeled “non-Muslim.” Finally, this course represents a diverse range of methodological approaches, quandaries, and concerns that “doing migration ethnography” engenders, especially grappling with questions of anthropology and geography’s entanglements with colonialism and white supremacy. Through these studies, we explore how identities are formed and reformed, how citizenship is performed or denied, how spaces are made and struggled over, how people get stuck or cut loose, and how home is lost and remade. Fundamental to these explorations are questions of identity and belonging expressed through registers of race, religion and gender.

ANTH 710b / ARCG 710b, Settlement Patterns and Landscape Archaeology  Oswaldo Chinchilla Mazariegos
An introduction to the archaeological study of ancient settlements and landscapes. Topics include an overview of method and theory in settlement and landscape archaeology; field methods of reconnaissance, survey, and remote sensing; studies of households and communities; studies of ancient agricultural landscapes; regional patterns; roads and networks of communication; urbanism and ancient cities; and symbolic interpretations of ancient landscapes.

ANTH 716La / ARCG 716La, Introduction toArchaeological Laboratory Sciences  Ellery Frahm
Introduction to techniques of archaeological laboratory analysis, with quantitative data styles and statistics appropriate to each. Topics include dating of artifacts, sourcing of
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ancient materials, remote sensing, and microscopic and biochemical analysis. Specific techniques covered vary from year to year.

**ANTH 725b, Post-Imperial Reckoning**  Yukiko Koga

Imperial reckoning for colonial violence has gained a new momentum in recent years, from official apologies for colonial violence; to reparations lawsuits filed in Asia, Europe, and the United States for slavery, genocide, and massacres; to demands for the return of bodily remains and cultural artifacts from established cultural institutions. This seminar explores how these new attempts for belated imperial reckoning are reshaping relations between former empires and their ex-colonies. It approaches imperial reckoning as a site for redressing not only the original violence but also the transitional injustice incurred in the process of the unmaking of empire, which calls for post-imperial reckoning. Drawing on examples from recent cases, this course explores what it means to belatedly reckon with imperial violence today. What does it mean to reckon with imperial violence through legal means, decades after the dissolution of empires? What is the role of law in belated redress? How is historical responsibility articulated and by whom? Who is responsible for what, then and now? What are the stakes in reckoning with distant, yet still alive, pasts? Why and how does it matter today for those of us who have no direct experience of imperial violence? This course approaches these questions through an anthropological exploration of concepts such as debt, moral economy, structural violence, complicity and implication, and abandonment.

**ANTH 736b / ARCG 736b, Advanced Topics in Asian Archaeology**  William Honeychurch

This seminar reviews the archaeology of Asia of the Pleistocene and Holocene epochs with emphasis on East, Southeast, and South Asia. Asian archaeology remains little known to most Western researchers, although some of the earliest hominid remains and some of the most powerful states are found in that part of the world. The course emphasizes the particularities of Asian cultural sequences, while illustrating how processes in these sequences compare to those found elsewhere in the world. The diverse Asian record provides a basis for refining key concepts in anthropological archaeology, including domestication, inequality and hierarchy, heterarchy, and complexity. Topics to be covered include history and theory in Asian archaeology; the Pleistocene and paleolithic record of Asia; origins of plant and animal domestication; early farming communities; models of complexity; and early states and empires.

**ANTH 757a / AMST 754a, The Ethnographic Imaginary**  Kathryn Dudley

At its best, ethnographic meaning-making is a way of knowing that illuminates social worlds both seen and unseen, said and unsaid, texted and extra-textual. Yet try as we might to convey the truth of our lives lived in concert with others, something more, and something else always exceeds our efforts. When the anthropocentric logics of cultural representation fail us, the imaginary offers a hold, however fleeting and tenuous, on our own and others’ experiential realities. This seminar focuses on the use of images, imagery, and the imaginary in ethnography that explores the hazy uncertainties that surround and underpin what can be both known and unknown by us as well as our interlocutors. Thinking critically about anthropology’s colonial gaze and how its afterlives haunt our ethnographic encounters today, we engage a range of interdisciplinary scholarship that embraces, and troubles, the sensorial imagination as a source of knowledge about cultural histories and immediacies. Final projects are
ethnographic in spirit and explore representational/anti-representational practices that may include photography, video documentary, and creative writing, among other artforms. In-class workshops will offer opportunities to share work-in-progress.

**ANTH 785a / ARCG 785a, Archaeological Ceramics I**  Anne Underhill
Ceramics are a rich source of information about a range of topics including ancient technology, cooking practices, craft specialization, regional trade, and religious beliefs. This course provides a foundation for investigating such topics and gaining practical experience in archaeological analysis of ceramics. Students have opportunities to focus on ceramics of particular interest to them, whether these are low-fired earthen wares, or porcelains. We discuss ancient pottery production and use made in diverse contexts ranging from households in villages to workshops in cities. In addition we refer to the abundant ethnoarchaeological data about traditional pottery production.

**ANTH 801a, Sexual Selection and Parental Investment**  Eduardo Fernandez-Duque
Critical evaluation of the current state of theory and empirical research on sexual selection and parental investment in evolutionary ecology through discussion of reviews and empirical studies. Evidence that sexual selection and parental investment have played and continue to play key roles in the evolution and maintenance of particular features of morphology, behavior, and social organization.

**ANTH 812a, Current Topics in Anthropological Genetics**  Serena Tucci
This course is a series of seminars on cutting-edge topics in the field of anthropological genetics. Topics include the use of modern and ancient DNA as powerful tools for studying human evolution, population history, and adaptation. The course also explores ethical and social implications of human genetic research and direct-to-consumer genetic testing. Students actively work through these topics, using readings, presentations, and class discussions. Students learn how genetic data can help us unlock our evolutionary past, how to interpret and communicate human genetic variation, and how to assess issues and challenges of conducting anthropological genetic research.

**ANTH 824a, Politics of Memory**  Yukiko Koga
This course explores the role of memory as a social, cultural, and political force in contemporary society. How societies remember difficult pasts has become a contested site for negotiating the present. Through the lens of memory, we examine complex roles that our relationships to difficult pasts play in navigating issues we face today. The course explores the politics of memory that takes place in the realm of popular culture and public space. It asks such questions as: How do you represent difficult and contested pasts? What does it mean to enable long-silenced victims’ voices to be heard? What are the consequences of re-narrating the past by highlighting past injuries and trauma? Does memory work heal or open wounds of a society and a nation? Through examples drawn from the Holocaust, the atomic bombing in Hiroshima, the Vietnam War, genocide in Indonesia, and massacres in Lebanon, to debates on confederacy statues, slavery, and lynching in the United States, the course approaches these questions through an anthropological exploration of concepts such as memory, trauma, mourning, silence, voice, testimony, and victimhood.

**ANTH 830b, Topics and Issues in Human Life History Evolution**  Richard Bribiescas
This seminar reviews our current understanding of life history traits that have been central to human evolution. Traits to be examined include patterns of growth, sexual maturation, reproduction, and aging. Emphasis is placed on the examination of
the literature of forager and non-industrialized communities as well as comparative information from nonhuman animal models, particularly nonhuman primates.

**ANTH 851a, Topics and Issues in Evolutionary Theory**  Richard Bribiescas
Focus on current literature in theoretical evolutionary biology, intended to give new graduate students intensive training in critical analysis of theoretical models and in scientific writing.

**ANTH 864b / ARCG 864b, Human Osteology**  Eric Sargis
A lecture and laboratory course focusing on the characteristics of the human skeleton and its use in studies of functional morphology, paleodemography, and paleopathology. Laboratories familiarize students with skeletal parts; lectures focus on the nature of bone tissue, its biomechanical modification, sexing, aging, and interpretation of lesions.

**ANTH 902a, Environmental Anthropology Research Lab**  Michael Dove
A biweekly seminar for Dove doctoral advisees and students in the combined YSE/Anthropology doctoral program. Presentation and discussion of grant proposals, dissertation prospectuses, and dissertation chapters; trial runs of conference presentations and job talks; discussion of comprehensive exams, grantsmanship, fieldwork, data analysis, writing and publishing, and the job search; and collaborative writing and publishing projects.

**ANTH 950a or b, Directed Research: Preparation for Qualifying Exam**  Staff
By arrangement with faculty.

**ANTH 951a or b, Directed Research in Ethnology and Social Anthropology**  Staff
By arrangement with faculty.

**ANTH 952a, Directed Research in Linguistics**  Staff
By arrangement with faculty.

**ANTH 953a or b, Directed Research in Archaeology and Prehistory**  Staff
By arrangement with faculty.

**ANTH 954a or b, Directed Research in Biological Anthropology**  Staff
By arrangement with faculty.

**ANTH 963a and ANTH 964b / HIST 963a and HIST 964b / HSAR 841a and HSAR 842b / HSHM 691a and HSHM 692b, Topics in the Environmental Humanities**  Paul Sabin
This is the required workshop for the Graduate Certificate in Environmental Humanities. The workshop meets six times per term to explore concepts, methods, and pedagogy in the environmental humanities, and to share student and faculty research. Each student pursuing the Graduate Certificate in Environmental Humanities must complete both a fall term and a spring term of the workshop, but the two terms of student participation need not be consecutive. The fall term each year emphasizes key concepts and major intellectual currents. The spring term each year emphasizes pedagogy, methods, and public practice. Specific topics vary each year. Students who have previously enrolled in the course may audit the course in a subsequent year. Open only to students pursuing the Graduate Certificate in Environmental Humanities. ½ Course cr per term