

# ANTHROPOLOGY

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 M.A., M.Phil., Ph.D.

## Chair

Douglas Rogers

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Erik Harms [F]

## Director of Graduate Studies

Lisa Messeri

**Professors** Richard Bribiescas, Richard Burger, Michael Dove (*School of the Environment*), Kathryn Dudley (*Anthropology; American Studies*), Eduardo Fernandez-Duque, Erik Harms, William Honeychurch, Marcia Inhorn, Paul Kockelman, Catherine Panter-Brick, Douglas Rogers, Eric Sargis, Helen Siu, Kalyanakrishnan Sivaramakrishnan, Anne Underhill, Claudia Vaggia, David Watts

**Associate Professors** Oswaldo Chinchilla, Yukiko Koga, Louisa Lombard, Lisa Messeri, Christen Smith (*Anthropology; African American Studies*)

**Assistant Professors** Jessica Thompson, Serena Tucci

**Lecturers** Carol Carpenter, Jane Lynch

## 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: ethnography and social theory, science and technology, performance, racial formations, Black feminisms, 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

To earn a Ph.D. in anthropology, students must: (1) be admitted to candidacy and (2) submit a dissertation which is deemed to be of sufficient academic integrity to be approved by the faculty. Currently matriculating students are expected to

complete these requirements in six years. 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 three required courses, plus enroll in four semesters of the 0.5 credit Ethnography and Social Theory seminar, with the remainder of courses being electives among anthropology courses and other departments' courses. Admission to Ph.D. candidacy requires (1) completion of two years of coursework (twelve term courses), (2) independent study and research, (3) satisfactory performance on qualifying examinations, and (4) a dissertation research prospectus submitted and approved before the end of the third year. The form of the exams and prospectus is specific to each subfield and is described in detail in the anthropology graduate student handbook, which is updated annually before the start of each academic term and posted to the anthropology program's website.

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.

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## 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 512a / AFST 565a, Infrastructures of Empire: Control and (In)security in the Global South** Leslie Gross-Wyrzten

This advanced seminar examines the role that infrastructure plays in producing uneven geographies of power historically and in the "colonial present" (Gregory, 2006). After defining terms and exploring the ways that infrastructure has been conceptualized and studied, we analyze how different types of infrastructure (energy, roads, people, and so on) constitute the material and social world of empire. At the same time, infrastructure is not an uncontested arena: it often serves as a key site of political struggle or even enters the fray as an unruly actor itself, thus conditioning possibilities for anti-imperial and decolonial practice. The geographic focus of this course is the African continent, but we explore comparative cases in other regions of the majority and minority world.

**ANTH 515b / EAST 515b, Culture, History, Power, and Representation** Helen Siu

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 530a or b, 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 531a / CLSS 815a / EALL 773a / HIST 502a / HSAR 564a / JDST 653a /  
NELC 533a / RLST 803a, Archaia Seminar: Law and Society in China and Rome**  
Noel Lenski and Valerie Hansen

An introduction to the legal systems of the Roman and post-Roman states and Han- and Tang-dynasty China. Emphasis on developing collaborative partnerships that foster comparative history research. Readings in surviving law codes (in the original or English translation) and secondary studies on topics including slavery, trade, crime, and family. This course serves as an Archaia Core Seminar. It is connected with Archaia’s Ancient Societies Workshop (ASW), which runs a series of events throughout the academic year related to the theme of the seminar. Students enrolled in the seminar must attend all ASW events during the semester in which the seminar is offered.

**ANTH 541a / ENV 836a / HIST 965a / PLSC 779a / SOCY 617a, Agrarian Societies: Culture, Society, History, and Development** Jonathan Wyrzten 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 542a / EAST 546a, Cultures and Markets: Asia Connected through Time and Space** Helen Siu

Historical and contemporary movements of people, goods, and cultural meanings that have defined Asia as a region. Reexamination of state-centered conceptualizations of Asia and of established boundaries in regional studies. The intersections of transregional institutions and local societies and their effects on trading empires, religious traditions, colonial encounters, and cultural fusion. Finance flows that connect East Asia and the Indian Ocean to the Middle East and Africa. The cultures of capital and market in the neoliberal and postsocialist world.

**ANTH 553a / CPLT 503a / GMAN 553a / SOCY 661a, Karl Marx's Capital** Paul North

A careful reading of Karl Marx's classic critique of capitalism, *Capital* volume 1, a work of philosophy, political economy, and critical social theory that has had a significant global readership for over 150 years. Selected readings also from *Capital* volumes 2 and 3.

**ANTH 559b / ARCG 559b, Introduction to Experimental Archaeology** Ellery Frahm

Experimental archaeology is one of the most important tools to develop and test models that link human behaviors and natural forces to the archaeological record. This class explores the elements of good experimental design and procedures.

**ANTH 562a, 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 578b, Postwar Vietnam** Erik Harms

An introduction to the study of Vietnamese society since the end of the Vietnam War in 1975, with a focus on how economic and political changes intersect with cultural and social life. Examination of the historical challenges of postwar socialism, economic renovation, and the intersection of "market-oriented socialism" with class dynamics, urbanization, gender, health care, and ritual life.

**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 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 623b, The Anthropology of Possible Worlds** Paul Kockelman

This course focuses on the nature of possible worlds: literary worlds (Narnia), ideological worlds (the world according to a particular political stance), psychological worlds (what someone remembers to be the case, wishes to be the case, or believes to be the case), environmental worlds (possible environmental futures), virtual worlds (the World of Warcraft), and—most of all—ethnographic works in which the actual and possible worlds of others are represented (the world according to the ancient Maya). We do not focus on the contents of such worlds per se, but rather on the range of resources people have for representing, regimenting, and residing in such worlds, as well as the roles such resources play in mediating social relations and cultural values.

**ANTH 659b, Feminist and Queer Ethnographies: Borders and Boundaries** Eda Pepi

This seminar gives students a storm’s eye view of contemporary crises, where borders are as volatile as the ring of a wedding bell or the birth of a child. Feminist and queer ethnographies explore the geopolitical lines and social divides that define and confine us. Manifesting through laws, social norms, and physical barriers, borders and boundaries shape our identities, turning the intimate act of living into a fiercely political one. We consider them as lived experiences that cross militarized lines—as the everyday realities of families, detention centers, workplaces, universities, and even nightclubs. Our readings trace the fluidity of borders, the extension of the global north’s influence, and the internal colonialism that redraws the landscapes of nations. Contemporary ways of bridging time and space are profoundly gendered, sexualized racialized, and class-specific, capable of materializing with sudden intensity for some and remaining imperceptible to others, morphing from ephemeral lines to seemingly permanent barriers. The course is an invitation to think beyond the map—to understand borders

as something people live, challenge, and transform. Our intellectual battleground is the liminal space where geopolitics meets the raw human struggle for recognition, peeling back the layers of political theatre to witness the making and unmaking of our borderlands. Anchored by a “radical hope for living otherwise,” the seminar also aims to expand the intellectual horizons necessary for dreaming of, and working towards, the world to come.

**ANTH 668a, Economic Anthropology** Paul Kockelman

An introduction to understanding economic systems in other cultures and societies. How work and leisure are organized, who gets what and how, and how economic concerns tie into other aspects of social life. Major debates and controversies examined, and examples from different parts of the world presented. No prior background in economics or anthropology assumed.

**ANTH 701b / ARCG 701b, Foundations of Modern Archaeology** Richard Burger

How method, theory, and social policy have influenced the development of archaeology as a set of methods, an academic discipline, and a political tool. Prerequisite: a background in the basics of archaeology equivalent to one of the introductory courses.

**ANTH 716La / ARCG 716La, Introduction to Archaeological 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 ancient materials, remote sensing, and microscopic and biochemical analysis. Specific techniques covered vary from year to year.

**ANTH 726b / ARCG 726b, Ancient Civilizations of the Eurasian Steppes** William

Honeychurch

Peoples of the steppe zone, stretching from Eastern Europe to Mongolia, have played a pivotal role in Old World prehistory, though much about their societies and lifeways is still shrouded in mystery. The archaeology of this macro-region has developed rapidly since the 1990s, and this course presents an overview of major topics and debates in the region based on what archaeologists currently know about Eurasian steppe societies of the past.

**ANTH 743a, Archaeological Research Design and Proposal Development** William

Honeychurch

An effective proposal requires close consideration of all steps of research design, from statement of the problem to data analysis. The course is designed to provide an introduction to the principles by which archaeological research projects are devised and proposed. Students receive intensive training in the preparation of a research proposal with the expectation that the final proposal will be submitted to national and international granting agencies for consideration. The course is structured around the creation of research questions; hypothesis development and statement of expectations; and the explicit linking of expectations to material patterning, field methods, and data analysis. Students review and critique examples of funded and nonfunded research proposals and comment extensively on each other's proposals. In addition to developing one's own research, learning to constructively critique the work of colleagues is imperative for becoming a responsible anthropological archaeologist.



**ANTH 750a / ARCG 750a, Analysis of Lithic Technology** Oswaldo Chinchilla  
Mazariegos

This course provides an introduction to the analysis of the chipped and ground stone tools found on archaeological sites. As a laboratory course, it includes hands-on instruction: we learn how to manufacture chipped stone tools out of obsidian. We begin by reviewing the development of chipped and ground stone tool technology from the earliest simple pebble tools to historical period tools. We discuss the relevance of lithics research to issues of subsistence, craft specialization, and trade. We also discuss how these artifacts are recorded, analyzed, and drawn, and we review related studies such as sourcing and use-wear analysis.

**ANTH 753a / WGSS 757a, Feminist Anthropology** Eda Pepi

This seminar explores the impact of feminist theory on anthropology and interdisciplinary ethnography, charting its influence from the decline of structural functionalism to the embrace of poststructuralist and post-colonial perspectives. It engages feminist contributions on pivotal debates over the universality of women's subordination, the denaturalization of kinship, and the reframing of gender and sexuality as performative, highlighting the intersection of the "sex/gender system" with other analytical categories on a global scale. Through the feminist reevaluation of kinship studies, once the bedrock of anthropology, the course takes up how traditional analyses of biological, social, and societal reproduction that treat politics, economy, kinship, and religion as distinct cultural domains naturalize power and inequality. This paradigm shift inspired empirically informed interdisciplinary analyses across the social sciences and humanities—including in women's studies, Black and Latina studies, queer studies, masculinity studies, affect theory, and science and technology studies. As such, the seminar is also an invitation to participate in both hopeful and skeptical new visions of anthropology—to dream of an "otherwise" future for our and other fields.

**ANTH 754b / ARCG 754b, Statistics for Archaeological Analysis** William  
Honeychurch

An introduction to quantitative data collection, analysis, and argumentation for archaeologists. Lectures, readings, and exercises emphasize the exploration, visualization, and analysis of specifically archaeological data using simple statistical approaches. No prior knowledge of statistics is required.

**ANTH 756a / ARCG 756a, The Archaeology of Trade and Exchange** Richard Burger

This seminar focuses on archaeological approaches to exchange and trade. As background, we review some of the principal theories of exchange from anthropology and sociology, such as those of Mauss, Malinowski, and Polanyi. The role of trade and exchange in different kinds of societies is examined by contextualizing these transactions within specific cultural configurations and considering the nature of production and consumption as they relate to movement of goods. We consider methods and models that have been used to analyze regions of interaction at different spatial scales and the theoretical arguments about the social impact of inter-regional and intra-regional interactions involving the transfer of goods, including approaches such as world systems, unequal development, and globalization. In addition, we examine the ways that have been utilized in archaeology to identify different kinds of exchange systems, often through analogies to well-documented ethnographic and historic cases. Finally, we consider the range of techniques that have been employed in order to track the movement of goods across space. These sourcing techniques



are evaluated in terms of their advantages and disadvantages from an archaeological perspective, and in terms of how the best technical analyses may vary according to the nature of natural or cultural materials under consideration (ceramics, volcanic stone, metals, etc.). The theme for this year's seminar is obsidian; students select some aspect of obsidian research for their final paper and presentation.

**ANTH 764b / AMST 762b, Anthropology in the Anthropocene** Kathryn Dudley

This research seminar examines the anthropological project in the context of the Anthropocene and its intertwined histories of agriculture, empire, slavery, and capitalism. Drawing on transdisciplinary readings that open up multiple ways to conceptualize anthropology's evolving relationship to our planetary predicament, students develop critical approaches to ecological and governmental problematics produced, as Agamben suggests, by anthropological machines that produce the human and nonhuman within perpetually updated spaces of exception. Throughout we pay close attention to ethnographic analytics and writing practices that trouble such binaries in favor of affective or relational modes of knowing and being. In-class workshops offer opportunities to share term papers 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 806b, Causal Inference in Behavioral Ecology, Evolution, and Environmental Sciences** Eduardo Fernandez-Duque

If correlation does not usually imply causation, how can we understand causes and effects when we cannot do "real" experiments and most of our data are observational? This seminar is intended for students planning or conducting research in the ecological, environmental, evolutionary and behavioral sciences. The course is focused on how to design studies that allow us to make inferences about causality ("causal inference") when most data are observational (as opposed to experimental). We read book chapters and journal articles on observational and experimental research, deductive and inductive reasoning, formulation of research questions, conceptual diagrams, hypotheses and predictions, selection/definition/validity of variables, causal diagrams and paths, mediators, moderators, and confounding factors. Offered as a seminar, students are required to participate, and a couple of times lead, class discussions; write weekly/biweekly short essays; and produce a final term project.

**ANTH 808b, Topics in Evolutionary Morphology** Eric Sargis

Readings and discussions of literature on evolutionary morphology. Particular focus on systematics and functional morphology of mammals. Research projects are conducted in the Mammalian Evolutionary Morphology Lab.

**ANTH 812b, 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 830a, 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 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 876b, Observing and Measuring Behavior** Eduardo Fernandez-Duque

The primary subject matter of the course is the methods used for the systematic observation and measurement of the behavior of living organisms and the quantification and analyses of the information collected.

**ANTH 894a and ANTH 895b, Methods and Research in Molecular Anthropology I**

Serena Tucci

A two-part practical introduction to molecular analyses of anthropological questions. In the first term, students learn a range of basic tools for laboratory-based genetic analyses and bioinformatics. In the second term, students design and carry out independent laboratory projects that were developed in the first term.

**ANTH 910a, Teaching Anthropology: Foundations and Pedagogical Approaches**

Claudia Valeggia

Anthropology, as a discipline, encompasses the study of the human experience, which involves cultural, material, and biological variation. Teaching anthropology involves

not just imparting knowledge about this variation but also fostering critical thinking, empathy, and cross-cultural understanding among students. This seminar delves into various pedagogical approaches employed in teaching anthropology, aiming to foster learning and engagement.

**ANTH 950a, Directed Research: Preparation for Qualifying Exam** Staff

By arrangement with faculty.

**ANTH 951a, Directed Research in Ethnology and Social Anthropology** Staff

By arrangement with faculty.

**ANTH 953a, Directed Research in Archaeology and Prehistory** Staff

By arrangement with faculty.

**ANTH 954a, 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** Staff

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. This course does not count toward the coursework requirement in history. Open only to students pursuing the Graduate Certificate in Environmental Humanities. ½ Course cr per term

**ANTH 965a, Directed Research in Physical Anthropology** Erik Harms

By arrangement with faculty.