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 (Emeritus), Eduardo Fernandez-Duque, Erik Harms, Marcia Inhorn (Middle East Studies), William Kelly (Emeritus), Paul Kockelman, Roderick McIntosh (Emeritus), Catherine Panter-Brick, Douglas Rogers, Eric Sargis, Helen Siu, Kalyanakrishnan Sivaramakrishnan, Anne Underhill, Claudia Valeggia, David Watts

Associate Professors Oswaldo Chinchilla, William Honeychurch, Yukiko Koga, Louisa Lombard

Assistant Professors Lisa Messeri, 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: 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 coursework (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**  
Douglas Rogers

The course offers critical evaluation of the nature of ethnographic research. Research design includes the rethinking of site, voice, and ethnographic authority.

**ANTH 503a / AMST 746a, Ethnographic Writing**  
Kathryn Dudley

This course explores the practice of ethnographic analysis, writing, and representation. Through our reading of contemporary ethnographies and theoretical work on ethnographic fieldwork in anthropological and interdisciplinary research, we explore key approaches to intersubjective encounters, including phenomenological anthropology, relational psychoanalysis, affect studies, and the new materialisms. Our inquiries coalesce around the poetics and politics of what it means to sense and sensationalize co-present subjectivities, temporalities, and ontologies in multispecies worlds and global economies. This is a core anthropology graduate program course; others admitted only by permission of the instructor.

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

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 515a / EAST 515a, 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 541a / ENV 836a / HIST 965a / PLSC 779a / SOCY 617a, Agrarian Societies: Culture, Society, History, and Development  Jonathan Wyrtzen and Marcela Echeverri Munoz
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 548a, Medical Anthropology at the Intersections: Theory and Ethnography  Marcia Inhorn
Examination of narratives of gender in India. Folkloristic and anthropological approaches to gendered performance in story, song, and theater. Recent feminist examinations of television, film, advertising, and literature. Topics include classical epic (Ramayana, Shilapathigaram).

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 597a, Power in Conservation  Carol Carpenter
This course examines the anthropology of power, particularly power in conservation interventions in the global South. It is intended to give students a toolbox of ideas about power in order to improve the effectiveness of conservation. Conservation thought and practice are power-laden: conservation thought is powerfully shaped by the history of ideas of nature and its relation to people, and conservation interventions govern and affect peoples and ecologies. This course argues that being able to think deeply, particularly about power, improves conservation policy making and practice. Political ecology is by far the best known and published approach to thinking about power in conservation; this course emphasizes the relatively neglected but robust anthropology of conservation literature outside political ecology, especially literature rooted in Foucault. It is intended to make four of Foucault’s concepts of power accessible, concepts that are the most used in the anthropology of conservation: the power of discourses, discipline and governmentality, subject formation, and neoliberal governmentality. The important ethnographic literature that these concepts have stimulated is also examined. Together, theory and ethnography can underpin our emerging understanding of a new, Anthropocene-shaped world. This course will be of interest to students and scholars of conservation, environmental anthropology, and political ecology, as well as conservation practitioners and policy makers. It is a required course for students in the combined YSE/Anthropology doctoral degree program. It is highly recommended for M.E.Sc. students who need an in-depth course on social science theory. M.E.M. students interested in conservation practice and policy making.
are also encouraged to consider this course, which makes an effort to bridge the gap between the best academic literature and practice. Open to advanced undergraduates. No prerequisites. Three-hour discussion-centered seminar.

**ANTH 600b, Anthropological Imaginations**  Yukiko Koga
This is the second course of a yearlong sequence for doctoral students in Anthropology and combined programs. The seminar explores anthropological imaginations as modes of experience, perception, and writing. Anthropology as a discipline has transformed from the frontline of colonial projects to critical reflections on power dynamics that produce and reproduce systems of oppression, injustice, and violence. Yet knowing and representing are never external to these power dynamics, and there is simply a vast unknowability of human and non-human experiences. How do we as anthropologists give meanings to the world out there that is so intertwined and complex beneath what we see and hear? How do we see what seems invisible and how to listen to silence? How do we account for our own implication in the encounters through which we experience and learn, and reflect upon? How do we weave stories through writing? While there are no right or wrong answers to these questions, in this seminar we explore how different imaginaries open up new possibilities as we embark on our ethnographic research.

**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 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 666b / AMST 778b / ER&M 762b / WGSS 666b, The Study of 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 701a / ARCG 701a, 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 717a / ARCG 717a, Ancient Maya Writing  Oswaldo Chinchilla Mazariegos
Introduction to the ancient Maya writing system. Contents of the extant corpus, including nametags, royal and ritual commemorations, dynastic and political subjects, and religious and augural subjects; principles and methods of decipherment; overview of the Maya calendar; comparison with related writing systems in Mesoamerica and elsewhere in the ancient world.

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 755a / ARCG 755a, Inca Culture and Society** Richard Burger
The history and organization of the Inca empire and its impact on the nations and cultures conquered by it. The role of archaeology in understanding the transformation of Andean lifeways is explored, as is the interplay between ethnohistoric and archaeological approaches to the subject.

**ANTH 757b / AMST 754b, 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 759a / ARCG 759a, Social Complexity in Ancient China** Anne Underhill
This seminar explores the variety of archaeological methods and theoretical approaches that have been employed to investigate the development and nature of social complexity in ancient China. The session meetings focus on the later prehistoric and early historic periods, and several geographic regions are included. They also consider how developments in ancient China compare to other areas of the world. Most of the readings emphasize archaeological remains, although relevant information from early historical texts is considered.

**ANTH 769b / AMST 716b / ARCG 769b / HSAR 716b, Landscapes of Meaning: Museums and Their Objects** Anne Underhill
This seminar explores how museums convey various meanings about ethnographic, art, and archaeological objects through the processes of collecting, preparing exhibitions, and conducting research. Participants also discuss broader theoretical and methodological issues such as the roles of museums in society, relationships with source communities, management of cultural heritage, and various specializations valuable for careers in art, natural history, anthropology, history, and other museums.

**ANTH 771b / ARCG 771b, Early Complex Societies** Anne Underhill and Richard Burger
A consideration of theories and methods developed by archaeologists to recognize and understand complex societies in prehistory. Topics include the nature of social differentiation and stratification as applied in archaeological interpretation; emergence
of complex societies in human history; case studies of societies known ethnographically and archaeologically.

**ANTH 772b / ARCG 772b, Cities in Antiquity: The Archaeology of Urbanism**  
Oswaldo Chinchilla Mazariegos
Archaeological studies of ancient cities and urbanism. Topics include the origin and growth of cities; the economic, social, and political implications of urban life; and archaeological methods and theories for the study of ancient urbanism. Case studies include ancient cities around the world.

**ANTH 775b, Anthropology of Mobile Societies**  
William Honeychurch
The social and cultural significance of the ways that hunter-gatherers, pastoral nomads, maritime traders, and members of our own society traverse space. The impact of mobility and transport technologies on subsistence, trade, interaction, and warfare from the first horse riders of five thousand years ago to jet-propulsion tourists of today.

**ANTH 780b / ARCG 780b, Archaeology of Religion**  
Richard Burger
The course explores archaeological approaches to the study of religion. While the term “religion” is hard to define, it is generally agreed that religious phenomena occur in almost all cultures and that this realm played a significant part in most prehistoric cultures. In order to provide a broad vision of this theme, the course begins by considering influential schools of thought on the definition, origins, and social significance of religious behavior. The course then reviews a variety of methods that scholars may use to reconstruct ancient beliefs and rituals. The course assesses the applicability and success of these methodologies across the broad spectrum of ancient cultures representing differing degrees of sociopolitical complexity. Finally, we explore case studies from a diverse range of ancient societies and consider the impact of religious behaviors within their broader cultural contexts.

**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 ethnarchaeological data about traditional pottery production.

**ANTH 788a / ARCG 788a / NELC 731a, Origins of Ancient Egypt: Archaeology of the Neolithic, Predynastic, and Early Dynastic Periods**  
Gregory Marouard
This seminar is a graduate-level course that examines, from an archaeological and material culture perspective, the origins of the Egyptian civilization from the late Neolithic period (ca. 5500 BC) to the beginning of the Early Dynastic period (ca. 2900-2800 BC). After a progressive change of the Northeastern Africa climate in the course of the sixth millennium BC, the late Neolithic populations regroup within the Nile valley and rapidly settle in several parts of this natural corridor and major axis of communication between the African continent and the Middle East. Strongly influenced by the Saharan or the Levantine Neolithic, two early Egyptian sedentary communities will arise in Lower and Upper Egypt with very distinctive material cultures and burial practices, marking the gradual development of a complex society.
from which emerge important societal markers such as social differentiation, craft specialization, long-distance exchange networks, emergence of writing, administration and centralization, that will slowly lead to the development of local elites and early forms of kingship controlling proto-kingdoms. From those societies and the consecutive assimilation of both into a single cultural identity, around 3200 BC, some of the main characteristics of the subsequent Egyptian civilization will emerge from this crucial phase of state formation. Most of the major archaeological sites of this period are investigated through the scope of material culture; art; funerary traditions; and the study of large settlement and cemetery complexes using, as much as possible, information from recent excavations and discoveries. This course includes in particular the study of the first Neolithic settlements (Fayum, Merimde, al-Omari, Badari), the Lower Egyptian cultures (Buto, Maadi, Helwan and the Eastern Delta), the various phases of the Naqada cultures (at Hierakonpolis, Naqada and Ballas, Abydos), and the rise of the state (specifically in Abydos and Memphis areas). This course is suitable for graduate students (M.A. and Ph.D. programs) in the fields of Egyptology, archaeology, anthropology, and ancient history. With instructor and residential college dean approval, undergraduate students with a specialty in Egyptology or archaeology can register. No background in Egyptology is required, and no Egyptian language is taught. This course is the first in a series of chronological survey courses in Egyptian Archaeology.

**ANTH 801a, Behavioral Ecology and Social Evolution**  
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 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 849a, Primate Models for Human Evolution**  
David Watts  
Review of ways in which the study of living nonhuman primates can be used to address questions about hominin evolution and modern human behavior. Topics include chimpanzees as referential models, intergroup aggression, sexual conflict and sexual selection, social cognition, and inferring diets and social systems of extinct hominins.
ANTH 864a or b / ARCG 864a or b, 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 890b, Advanced Topics in Health of Indigenous Peoples  Claudia Valeggia
This seminar is an exploration of the current health status of indigenous populations around the world. We discuss epidemiological profiles, health disparities, and the uniqueness (or not) of the health situation of indigenous populations. We also use these topics as a base for developing oral presentation and teaching skills.

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 950a, Directed Research: Preparation for Qualifying Exam  Erik Harms
By arrangement with faculty.

ANTH 951a, Directed Research in Ethnology and Social Anthropology  Erik Harms
By arrangement with faculty.

ANTH 952a, Directed Research in Linguistics  Erik Harms
By arrangement with faculty.

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

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

ANTH 955a, Directed Research in Evolutionary Biology  Erik Harms
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 and Sunil Amrith
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 965b, Directed Research in Physical Anthropogy**  Erik Harms
By arrangement with faculty.