

ANTHROPOLOGY

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Anthropology is the study of human cultural, social, and biological diversity from the distant past to the present day and around the world. The undergraduate major in Anthropology introduces students to key topics and approaches in three broad areas, also known as subfields: (1) the evolution of human and nonhuman primates, including the evolutionary biology of living people; (2) the archaeological study of human societies and cultures; (3) social, cultural, and linguistic dimensions of human life. In addition to gaining a broad understanding of these complementary areas of Anthropology, majors develop advanced skills in one or more subfields and may elect to pursue a formal concentration in archaeological, biological, or sociocultural anthropology, or in medical anthropology and global health (see Concentrations). Whatever their path through the major, students learn ways of understanding and engaging with humanity that emerge from the sciences, social sciences, and humanities, and they often complete synergistic coursework in other departments and programs. All students write a senior essay, often based on independent research, and many go on to careers that incorporate anthropological perspectives.

REQUIREMENTS OF THE MAJOR

See Links to the attributes indicating courses approved for the Anthropology major requirements.

Students are required to present twelve course credits toward their major, including at least one introductory or intermediate (1000-2000 level) course in each of the three subfields of anthropology, at least three advanced courses (3000-4000 level), not including numbers reserved for senior essay work, and a senior essay. With approval from the director of undergraduate studies (DUS), up to three courses may be selected from other departments as cognates. Cognate courses should be chosen to expand a student's knowledge in one of the subfields of anthropology or in an area of cross-disciplinary concentration. For example, cognate courses for biological anthropology may be found in Ecology and Evolutionary Biology, Earth and Planetary Sciences, or Psychology, while cognates for sociocultural anthropology may be found in Sociology, Environmental Studies, Ethnicity, Race, and Migration, and Women's, Gender, and Sexuality Studies. Appropriate areas of cross-disciplinary coursework also include area studies (e.g., African Studies), or topics such as law, health, gender and sexuality, environment and ecology, science and technology, race and ethnicity, and others.

Credit/D/Fail No more than one course taken Credit/D/Fail may be applied toward the requirements of the major.

Outside credit Courses taken at another institution or during an approved summer or term-time study abroad program may count toward the major requirements with DUS approval. See Study Abroad.

SENIOR REQUIREMENT

All majors are required to complete a substantial paper during their senior year, either in a seminar or in ANTH 4091. In most cases, the senior essay is a traditional written

essay, although students may, in consultation with their adviser, propose to work in and submit other media; such senior essays should still be accompanied by a 10-15 page written exposition of the work and its relationship to anthropology. There are three options for completing the senior essay:

Option 1: Students may write a paper in an advanced seminar. A seminar senior essay must be more substantial than a typical term paper, generally 20–25 pages long. It is evaluated by the seminar instructor and a second reader drawn from the Yale faculty. Students must obtain written approval for this option from the seminar instructor no later than the third week of the term. Students fulfilling the requirements of two majors may not apply a single seminar essay toward the senior requirement for both majors. The deadline for a seminar senior essay is the senior essay deadline, not the term paper deadline. Students choosing this option must take the seminar for which they write their essay *in addition to* the three advanced courses required for the major. *Note that some concentrations in Anthropology do not permit a seminar-style senior essay.*

Option 2: An independent essay on a subject of the student's choice, completed in ANTH 4091. A student pursuing this option must choose a topic and identify a faculty adviser by the end of the third week of the term in which the essay is to be written. By the same date, the adviser must approve a prospectus that outlines the topic, objectives, and methods of the essay, as well as a preliminary bibliography. The student should also inform the DUS of a preferred second reader by this time.

Option 3: A yearlong paper, begun in ANTH 4071 and completed in ANTH 4091. The yearlong essay is designed for students who wish to pursue more extensive independent projects than can be completed in a single term. Students must have their project approved by a faculty adviser who establishes the requirements for ANTH 4071; approval is required before the student registers for ANTH 4071, typically in the fall term of the senior year.

For options two and three, the adviser must have a faculty appointment in Anthropology, and the second reader must have a faculty appointment at Yale.

ADVISING

With permission of the DUS, students may apply up to two courses taken outside Yale as electives or cognates toward the Anthropology major. Such courses must have been approved for Yale College credit and may include courses taken on a year or term abroad or through summer study at another college or university. See Academic Regulations, section K, Special Academic Programs.

Graduate courses Most graduate seminars in anthropology are open to qualified undergraduates. Descriptions are available in the departmental office, 10 Schem Street. Permission of the instructor and of the director of graduate studies is required.

STUDY ABROAD

Study abroad courses that are approved for Yale College and Anthropology credit may be used to replace one elective. If more than one such study abroad course credit is to be used for the major, it will come at the expense of one or more of the three cognate courses which may be taken in any Yale department or program with the approval of the DUS in Anthropology.

SUMMARY OF MAJOR REQUIREMENTS

Prerequisites None

Number of courses 12 course credits (incl senior req)

Distribution of courses At least one introductory or intermediate, 1000-2000 level course in each of three subfields; at least three advanced, 3000-4000 level courses (not incl ANTH 4071, 4091, or seminar senior essay)

Substitution permitted Up to 3 cognate courses in other departments or programs with DUS approval

Senior requirement Senior essay in advanced sem; or ANTH 4091; or yearlong essay in ANTH 4071 and ANTH 4091; students electing a concentration may have additional requirements specific to that concentration

CONCENTRATIONS

Majors may choose to concentrate in one of the following areas to take advantage of groups of related courses and recommended sequences. Each of these concentrations has its own requirements and recommendations that fit within the overall requirements of the anthropology major.

CONCENTRATION IN ARCHAEOLOGICAL ANTHROPOLOGY

The archaeological anthropology concentration focuses on understanding societies and cultures through the study of their material remains. Students in anthropological archaeology develop skills that allow them to study sites that were inhabited or modified by people in the past (including sites from relatively recent or modern times), together with a variety of materials recovered at such places, from microscopic residues and chemical traces to monumental buildings and entire landscapes. They learn to develop and apply theoretical approaches from the social sciences and comparative data from ethnographic and historical sources, coupled with a growing range of scientific methods of analysis derived from the natural and biological sciences.

In addition, students should gain field experience by joining a summer field school. Many archaeological field schools are offered around the world, and students are encouraged to apply to the Albers or Coe fellowships to defer the costs. In special cases, laboratory or museum activities may substitute for fieldwork with the approval of the DUS.

A concentration in Archaeological Anthropology is similar to but also different from a major in Archaeological Studies. The Anthropology major with a concentration in Archaeological Anthropology provides a strong background in anthropological theory, ethnography, and biological anthropology, in addition to archaeology. The Archaeological Studies major is an option for students who wish to pursue coursework in additional departments, such as Classics and Classical Civilizations, Near Eastern Languages and Civilizations, and History of Art, among others. Alternatively, students can choose to double major in Anthropology and Archaeological Studies.

All students with this concentration need to complete at least *six course credits* as indicated. Senior majors with a concentration in Archaeology should consult with their senior thesis advisor to complete a thesis pertinent to the archaeology subfield (alternative formats for fulfilling this requirement can be discussed with the thesis

advisor and DUS). Courses other than those listed below or tagged with departmental attributes (in YCS) may count with permission of the DUS.

Concentration requirements

See Links to the attributes indicating courses approved for this concentration: YC ANTH Archaeology, YC ANTH Adv Lab/Data Analysis, YC ANTH Theory

- 1 introductory survey course: ANTH 1171, ANTH 1172
- 1 foundational laboratory course: ANTH 3116L
- 1 advanced laboratory or data analysis course
- 1 theory course
- 1 seminar
- 1 area-focused course with DUS approval

CONCENTRATION IN BIOLOGICAL ANTHROPOLOGY

The concentration in Biological Anthropology helps students understand human evolutionary biology, comparative primate behavior and biology, evolutionary genetics, and the hominin and primate fossil records. Students become knowledgeable about the fundamentals of evolutionary biology, mechanisms of evolution and population genetics, human and non-human primate behavioral ecology, life history and reproductive ecology, and the relationship of our species to other primates. They will be prepared to navigate research on human and non-human primates thoughtfully and ethically and will have a grounding in the principles of rigorous scientific research, quantitative reasoning, data analysis, data interpretation, and critical analysis of primary scientific literature.

The concentration in Biological Anthropology is distinguished from the major in Ecology and Evolutionary Biology by its focus on the evolutionary biology of humans and our primate relatives, including the use of genetics and endocrinology to address questions about both our evolution and our current world, and on the interplay of human biology and culture. Students are encouraged to gain solid scientific backgrounds by taking courses in related departments such as Ecology and Evolutionary Biology.

The concentration in Biological Anthropology overlaps with and complements the concentration in Medical Anthropology and Global Health in conceptual approaches and scientific methods. It complements the Department's Archaeology program by its coverage of the fossil and archaeological record for early human evolution and of the ecological, behavioral, and demographic context in which our own species emerged and successfully dispersed across the world. It complements the sociocultural and linguistic anthropology program by providing a comparative context for understanding how our species then came to manifest our contemporary unprecedented behavioral diversity and flexibility.

All students with this concentration need to complete at least *six course credits* in biological anthropology or cognates, not including the senior project. Senior majors should consult with their senior thesis advisor to complete a thesis with an emphasis on the biological subfield. Essays written as term papers for seminars do not meet the

senior requirement for this concentration. Courses other than those listed below or tagged with departmental attributes (in YCS) may count with permission of the DUS.

Concentration requirements

See Links to the attributes indicating courses approved for this concentration: YC ANTH Biological

- Required course: ANTH 1400
- 4 or more biological anthropology seminar or cognate electives
- at least 1 advanced seminar in biological anthropology

CONCENTRATION IN SOCIOCULTURAL ANTHROPOLOGY

A concentration in sociocultural anthropology engages students in the study of how different people live and understand the world, their aspirations and struggles, and how both shared and conflicting ideas, values, and interests are related to action and interaction in society. Study and research in sociocultural anthropology is grounded in wide-ranging social and cultural theory and takes ethnography to be a primary mode of research and a key form of expression (whether through ethnographic texts or other media, such as film). This concentration offers students an opportunity to focus on many parts of the world; on areas of inquiry such as environmental anthropology, urban anthropology, or economic anthropology; and topics such as language, legal and political institutions, race and ethnicity, information, science, and technology, gender, sexuality, and the body, and more. Students completing a concentration in sociocultural anthropology will have excellent skills for interpreting cultural differences, understanding power and inequality, and connecting small-scale human lived experiences with an understanding of large-scale structures and transformations.

Students are encouraged to learn more about opportunities and sources of support for undergraduate research in anthropology.

Students in this concentration are also invited to explore the Certificate in Ethnography as a means to deepen and expand their interests in sociocultural anthropology through coursework in related academic units that engage with ethnographic methods and ethnography-informed scholarship, including (but not limited to): African American Studies, American Studies, Environmental Studies, Ethnicity, Race, and Migration (ER&M), History, History of Science, Medicine, and Public Health (HSHM), Political Science, Sociology, Urban Studies, and Women's, Gender, and Sexuality Studies (WGSS).

Note: The Anthropology Department does not offer an independent concentration in linguistic anthropology. Students interested in linguistic anthropology may concentrate on sociocultural anthropology and consult with the DUS and appropriate faculty about choosing courses most relevant to their interests.

There are *six required course credits* that may be applied to this concentration. With DUS approval, similar courses taught in the department, or a related department or program, may substitute. The senior requirement is not one of the concentration requirements; however, seniors should consult with their senior thesis advisor to complete a thesis emphasizing the sociocultural subfield. Courses other than those listed below or tagged with departmental attributes (in YCS) may count with permission of the DUS.

Concentration requirements

See Links to the attributes indicating courses approved for this concentration: YC ANTH Sociocultural, YC ANTH Linguistic

- 1 introductory course in sociocultural anthropology at the 1000 level
- 3 or more electives in sociocultural and linguistic anthropology at the 2000-4000 level
- ANTH 3720, the core research methods course, usually taken in the junior year. With DUS approval, a similar methods course taught in the Department, or a related department or program, may substitute.
- ANTH 3710, the core theory course, usually taken in the junior year

CONCENTRATION IN MEDICAL ANTHROPOLOGY AND GLOBAL HEALTH

The concentration in Medical Anthropology and Global Health (MAGH) addresses the biological, ecological, economic, political, and sociocultural dimensions of health, illness, and healing around the world. It brings together theories, frameworks, and ethnographic foundations from sociocultural anthropology with biocultural orientations and research approaches found in biological anthropology. Students learn theoretical and methodological tools to think critically about issues related to health research, practice, and policy. They address the biological, ethical, and sociocultural aspects of global health inequities, caregiving, medical and healing practices, technological innovations, and health interventions. The concentration encourages a mindful and critical look at how social conditions and inequalities shape the health and illness experiences of individuals, families, and populations. Students who choose a MAGH concentration may pursue further graduate academic study in medical anthropology, or careers in biomedical and health-related fields, including epidemiology, global health, nursing, medicine, and public health. Others may be interested in health policy and legal aspects of health care delivery, among other fields.

All students opting for this concentration must complete *six course credits* in medical anthropology, global health, or cognate disciplines. In consultation with their adviser and/or the DUS, and especially if they plan independent research, students may wish to take an appropriate methods course as well. The senior requirement is not one of the concentration requirements; however, seniors should consult with their senior thesis advisor to complete a thesis emphasizing the medical anthropology or global health subfield. Courses other than those listed below or tagged with departmental attributes (in YCS) may count with permission of the DUS.

Concentration requirements

See Links to the attribute indicating courses approved for this concentration: YC ANTH Medical

- ANTH 4848
- at least 1 seminar at the 3000- or 4000- level that supports their preparation for the senior essay
- 4 other electives

FACULTY OF THE DEPARTMENT OF ANTHROPOLOGY

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 Valeggia, David Watts

Associate Professors Oswaldo Chinchilla, Yukiko Koga, Louisa Lombard, Lisa Messeri, Christen Smith (*Anthropology/Black Studies*)

Assistant Professors Jessica Thompson, Serena Tucci

Lecturers Carol Carpenter, Jane Lynch

Courses

* **ANTH 0418a, Scientific Thinking and Reasoning** Eduardo Fernandez-Duque
Students read, discuss and reflect on the paramount importance of science and quantitative reasoning in their lives through an exploration of the basic elements of a quantitative scientific process of inquiry. The goal of the course is to introduce students to foundational topics in science that must be, but sometimes are not, thoroughly considered early in the process of scientific inquiry. The first part focuses on reading about truth, facts and skepticism, causality, inference, deductive and inductive reasoning, research questions, and formulation of hypotheses and predictions. The second part considers aspects related to the actual development and implementation of a scientific study including considerations of types of study (e.g, observational, experimental), study feasibility, sample size, selection and validity of variables, power analysis, confounding factors. The third part considers the analyses, interpretation and presentation of results, offering introductory explanations of *a priori* statistical protocols; predictive and/or explanatory power and interpretation of both statistical significance and research relevance. The course is neither a lecture or seminar, but instead each meeting is a hybrid of both formats; a format where students are required to be active participants in the process of learning. Enrollment limited to first-year students. SC, SO

* **ANTH 0440a, The Evolution of Human Uniqueness** David Watts
Current ideas in anthropology about what facilitated the evolutionary success of *Homo sapiens* and what distinguishes humans from other primates. The fossil and archaeological records for human evolution and the evolution of social behavior; research on nonhuman primate behavior and cognitive abilities, with an emphasis on chimpanzees; insights and limitations of comparative primate research. Enrollment limited to first-year students. SO

ANTH 1171a / ARCG 1171a, Great Civilizations of the Ancient World Piphall Heng
A survey of selected prehistoric and historical cultures through examination of archaeological sites and materials. Emphasis on the methodological and theoretical approaches by which archaeologists recover, analyze, and interpret the material remains of the past. SO o Course cr

ANTH 1200b / HUMS 1210b / NELC 1200b, Unequal: Dynamics of Power and Social Hierarchy in Ancient Egypt and Mesopotamia Gojko Barjamovic

The course "Unequal" examines the historical roots of intolerance, slavery, and imperialism, emphasizing how our perceptions of history shape contemporary beliefs and policies. It challenges the notion that inequality is an inevitable outcome of societal complexity, positing that historical narratives often frame progress and freedom while obscuring themes of inequality. By investigating early human history, the course aims to unpack the concepts of identity, possession, value, freedom, and power, exploring their impact on modern society. Rather than focusing on specific literature or chronological period, "Unequal" centers around critical questions about human culture. The course employs innovative experimental lab assignments, allowing students to engage with the past creatively, such as cooking ancient recipes, brewing beer, and creating virtual museum exhibits. This interdisciplinary approach encourages a deeper understanding of the historical context that informs present-day issues, inviting students to rethink common narratives and assumptions about equality and progress. Ultimately, the course aims to foster critical thinking about the interplay between history and contemporary society. HU, SO o Course cr

ANTH 1400a, Introduction to Biological Anthropology David Watts

Introduction to human and primate evolution, primate behavior, and human biology. Topics include a review of principles of evolutionary biology and basic molecular and population genetics; the behavior, ecology, and evolution of nonhuman primates; the fossil and archaeological record for human evolution; the origin of modern humans; biological variation in living humans; and the evolution of human behavior. SC, SO o Course cr

*** ANTH 1813a / EAST 3121a, Contemporary Japan and the Ghosts of Modernity**
Yukiko Koga

This course introduces students to contemporary Japan, examining how its defeat in the Second World War and loss of empire in 1945 continue to shape Japanese culture and society. Looking especially at the sphere of cultural production, it focuses on the question of what it means to be modern as expressed through the tension between resurgent neonationalism and the aspiration to internationalize. The course charts how the legacy of Japan's imperial failure plays a significant role in its search for renewal and identity since 1945. How, it asks, does the experience of catastrophic failure – and failure to account for that failure – play into continued aspirations for modernity today? How does Japanese society wrestle with modernity's two faces: its promise for progress and its history of catastrophic violence? The course follows the trajectory of Japan's postwar nation-state development after the dissolution of empire, from its resurrection out of the ashes after defeat, to its identity as a US ally and economic superpower during the Cold War, to decades of recession since the 1990s and the search for new relations with its neighbors and new reckonings with its own imperial violence and postwar inactions against the background of rising neonationalism. HU, SO

ANTH 1819a, Law as Culture Louisa Lombard

Introduction to anthropological understanding of what law is, how it holds its authority, and how it is shaped by cultural assumptions about justice, rights, and morality. Readings from classic and contemporary texts in legal and political anthropology. Cultural dimensions of law and its changing relationship to discipline, power, and governance. SO

ANTH 1840b / ER&M 2541b / SOCY 1840b, The Corporation Douglas Rogers
 Survey of the rise, diversity, and power of the capitalist corporation in global contexts, with a focus on the 20th and 21st centuries. Topics include: the corporation as legal entity and the social and cultural consequences of this status; corporations in the colonial era; relationships among corporations, states, and non-governmental organizations in Western and non-Western contexts; anti-corporate critique and response; corporate social responsibility; and race, gender, and indigeneity. HU, SO
 o Course cr

ANTH 2215a / ARCG 2215a, Archaeology of China Anne Underhill
 Archaeology of China, one of the world's oldest and most enduring civilizations, from the era of early humans to early empires. Methods of interpreting remains from prehistoric and historic period sites. SO

ANTH 2232a / ARCG 2232a / LAST 2232a, Ancient Civilizations of the Andes Richard Burger
 Survey of the archaeological cultures of Peru and Bolivia from the earliest settlement through the late Inca state. SO

* **ANTH 2255b / ARCG 2255b / LAST 1255b, Inca Culture and Society** Richard Burger
 The history and organization of the Inca empire and its impact on the nations and cultures it conquered. The role of archaeology in understanding the transformation of Andean lifeways; the interplay between ethnohistoric and archaeological approaches to the subject. This course is not open to students who previously enrolled in ARCG 030.
 SO

ANTH 2264a / ARCG 2264a / SPAN 4320a, Aztec Archaeology and Ethnohistory
 Oswaldo Chinchilla Mazariegos
 An anthropological and ethnohistorical examination of the Aztec civilization that dominated much of Mexico from the fourteenth century until the Spanish Conquest of 1521. SO

ANTH 2403b, Primate Conservation David Watts
 A study of nonhuman primates threatened by deforestation, habitat disturbance, hunting, and other human activities; the future of primate habitats, especially tropical rainforests, as they are affected by local and global economic and political forces. Examination of issues in primate conservation, from the principles of conservation biology and rainforest ecology to the emergence of diseases such as AIDS and Ebola and the extraction of tropical resources by local people and by transnational corporations.
 SO

ANTH 2442a, Human Evolutionary Biology and Life History Richard Bribiescas
 The range of human physiological adaptability across environments and ecologies. Effects of energetic constraints on growth, reproduction, and behavior within the context of evolution and life history theory, with special emphasis on traditional non-Western societies. SC, SO o Course cr

ANTH 2480b, Evolution of Primate Intelligence David Watts
 Discussion of the extent and evolutionary origins of cognitive abilities in primates (prosimians, monkeys, apes, and humans). Topics include the role of ecological and social factors as evolutionary forces; "ape language" studies; and whether any nonhuman primates possess a "theory of mind." SO o Course cr

*** ANTH 2504a, Molecular Anthropology** Serena Tucci

This course is a perfect introduction for anyone interested in understanding how genetics can help us answer fundamental questions in human evolution and population history. The course studies the basic principles of population genetics, molecular evolution, and genetic data analysis. Topics include DNA and human origins, human migrations, genetic adaptation, ancient DNA, and Neanderthals. By the end of this course, students learn about the processes that generate and shape genetic variation, as well as the molecular and statistical tools used to reconstruct human evolutionary history. SC

ANTH 2530a / WGSS 2230a, Evolutionary Biology of Female Bodies Claudia Valeggia

Evolutionary, biosocial, and situated perspectives on the female body. Physiological, ecological, social and cultural aspects of the development of female bodies from puberty through menopause and aging, with special attention to lived experiences. Variation in female life histories in a variety of cultural and ecological settings. Examples from both traditional and modern societies. SC o Course cr

*** ANTH 2660a / ARCG 2660a, Being Human: The Neanderthal Dilemma** Jessica Thompson

Who were Neanderthals, and how were they different from us? Since their discovery in 1856, they have fascinated the public with their position as our closest, yet extinct, relatives. For decades Neanderthals were portrayed as nasty, brutish, and passively lacking the talent and innovation that allowed humans to survive and thrive. Recently, they have become celebrated as our close cousins or even just another group of ancient humans. But what does modern science say about Neanderthal life and extinction, and what do Neanderthals tell us about ourselves? By asking the question “were Neanderthals human,” this course examines what it actually means to *be* human. Students learn the archaeological, fossil, and biomolecular records of Neanderthals, early modern humans, and other contemporaneous human relatives. They also learn the foundations of human evolutionary science, with a focus on the Middle and Late Pleistocene (770,000 to 11,500 years ago), when the genus *Homo* diversified into as many as seven species—including our own. SC, SO

ANTH 2821b / HSHM 2380b, The History of Drugs in America Marco Ramos

Virtually every American today “does” drugs. As a nation, our drug use ranges from everyday activities, such as drinking coffee or beer, to combating illnesses with prescription medications, to using illegal drugs for recreation. This course follow a loose chronology beginning in the early twentieth century and ending in the present day. Instead of focusing on the biography of a single drug, or class of drugs, this course incorporates a wide range of substances, including alcohol, cigarettes, pharmaceuticals, psychedelics, and narcotics. Through a selection of essays, book chapters, and primary source material, we discuss how certain ways of using and selling drugs have been sanctioned and encouraged, while others have been pathologized as addiction or criminalized. We explore how drug definitions are constructed, how they shift over time, and how they reflect, reinforce, and sometimes challenge anxieties about race, disability, sexuality, and gender. Throughout the course, films, images, music, and television episodes are also presented as objects of analysis to provide insight into the cultural lives of drugs. We explore how historians approach this subject, assess their sources and assumptions, and consider the choices they have made in researching

and writing. Students are expected to apply these historical lessons to the present and demonstrate the ability to think and write critically about the history of drugs. Students previously enrolled in HSHM 488, *The History of Drugs in 20th Century America*, are not eligible to enroll in this course. HU, SO o Course cr

*** ANTH 2835a / AFST 2277a / ANTH 235 / ER&M 277, Introduction to Critical Border Studies** Leslie Gross-Wyrtzen

This course serves as an introduction into the major themes and approaches to the study of border enforcement and the management of human mobility. We draw upon a diverse range of scholarship across the social sciences as well as history, architecture, and philosophy to better understand how we find ourselves in this present “age of walls” (Tim Marshall 2019). In addition, we take a comparative approach to the study of borders—examining specific contemporary and historical cases across the world in order to gain a comprehensive view of what borders are and how their meaning and function has changed over time. And because there is “critical” in the title, we explicitly evaluate the political consequences of borders, examine the sorts of resistances mobilized against them, and ask what alternative social and political worlds might be possible. SO

ANTH 2837a / ANTH 237 / CPLT 2420a / GMAN 2330a / HUMS 4325a / PHIL 2219a, 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. HU o Course cr

ANTH 3116La / ARCG 3116La, 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. SC

*** ANTH 3304a or b / AMST 3304a or b / ER&M 3304a or b / HUMS 3304a or b / SOCY 3104a or b, Ethnography & Journalism** Madiha Tahir

While each is loathed to admit it, journalism and ethnography are cousins in some respects interested in (albeit distinct) modes of storytelling, translation, and interpretation. This methods course considers these shared grounds to launch a cross-comparative examination. What can the practices of each field and method—journalism and ethnography—tell us about the other? How do journalists and ethnographers engage ideas about the truth? What can they learn from each other? Students spend the first four weeks studying journalistic methods and debates before shifting to ethnographic discussions, and finally, comparative approaches to writing; data and evidence; experience and positionality. HU, SO

*** ANTH 3477a / EVST 3477a, Observing and Measuring Behavior, Part II: Data Analyses and Reporting** Eduardo Fernandez-Duque

This is the second course in a spring-fall sequence. The course is primarily for students who have recently conducted research and are in the process of analyses and writing up the results of the research. In this course students learn how to analyze the data they have collected, strategies for interpreting and presenting results, including

considerations of study design issues and a priori statistical protocols; predictive and/or explanatory power and interpretation of statistical significance, scientific inference and research relevance. Students practice writing and oral skills associated with how to write communicating the results of their study. Prerequisite: ANTH 376 or EVST 377 QR, SC, SO

* **ANTH 3594a, Methods and Research in Molecular Anthropology I** Serena Tucci
The first part of a two-term practical introduction to molecular analysis of anthropological questions. Discussion of genetics and molecular evolution, particularly as they address issues in anthropology, combined with laboratory sessions on basic tools for genetic analysis and bioinformatics. Development of research projects to be carried out in ANTH 395. SC o Course cr

* **ANTH 3710a, Anthropological Theory and the Post Colonial Encounter** Christen Smith
Key texts in the theoretical development of sociocultural anthropology. Theorists include Karl Marx, Max Weber, Emile Durkheim, Franz Boas, Zora Neale Hurston, Sidney Mintz, Bernard Cohn, Michel Foucault, Edward Said, Antonio Gramsci, Sherry Ortner, and Joan Scott. SO o Course cr

* **ANTH 3808a / WGSS 4407a, Feminist & 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. HU, SO

* **ANTH 3809a, Language and Culture** Paul Kockelman
The relations between language, culture, and cognition. What meaning is and why it matters. Readings in recent and classic works by anthropologists, linguists, psychologists, and philosophers. SO o Course cr

* **ANTH 3839a, Urban Ethnography of Asia** Erik Harms
Introduction to the anthropological study of contemporary Asian cities. Focus on new ethnographies about cities in East, Southeast, and South Asia. Topics include rural-urban migration, redevelopment, evictions, social movements, land grabbing, master-

planned developments, heritage preservation, utopian aspirations, social housing, slums and precariousness, and spatial cleansing. SO

* **ANTH 3846a, Ethnography and Capitalism** Douglas Rogers

An introduction to the anthropological study of capitalism. Focus on how markets and commodities are embedded in social, cultural, and political contexts. Discussion of the many ways people have embraced, reinterpreted, and resisted capitalism worldwide. Consideration of the implications of this diversity for theories of capitalism as a whole. Enrollment limited to sophomores. SO

* **ANTH 3860a / AFST 3360a / ER&M 1614a, African Migration and Diaspora** Leslie Gross-Wyrtzen

This seminar examines the politics of migration to, from, and within Africa. We explore intercontinental, regional, and rural-urban migratory circuits and diasporic formations to consider mobility and immobility in relation to race, colonialism, capitalism, neoliberalism, and globalization. Drawing on sources ranging from colonial travel accounts and trade diaspora histories to black critical theory and fiction, we examine theorizations and representations both about migration and by diasporic peoples to unsettle and re-theorize imaginaries of globalization, nationalism, and the politics of belonging. SO

* **ANTH 3867a, Technology and Culture** Lisa Messeri

This class examines how technology matters in our daily lives. How do technologies shape understandings of ourselves, the worlds we inhabit, and each other? How do the values and assumptions of engineers and innovators shape our behaviors? How do technologies change over time and between cultures. Students learn to think about technology and culture as co-constituted. We read and discuss texts from history and anthropology of science, as well as fictional explorations relevant to course topics. . SO
o Course cr

* **ANTH 3878a, 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. 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. SO

* **ANTH 4150a / ARCG 4150a, Analysis of Lithic Technology** Oswaldo Chinchilla Mazariegos

Introduction to the analysis of chipped and ground stone tools, including instruction in manufacturing chipped stone tools from obsidian. Review of the development of stone tool technology from earliest tools to those of historical periods; relevance of this technology to subsistence, craft specialization, and trade. Discussion of the recording, analysis, and drawing of artifacts, and of related studies such as sourcing and use-wear analysis. SO

* **ANTH 4217b / ARCG 4217b, Maya Hieroglyphic 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. SO

*** ANTH 4292b / ARCG 4292b / NELC 3210b, Imaging Ancient Worlds in Museum Collections** Klaus Wagensohnner and Agnete Lassen

What is Digitization of Cultural Heritage? What are its merits, challenges, and best practices? The course highlightst the documentation and interpretation of archaeological artifacts, in particular artifacts from Western Asia. The primary goal of the course is the use of new technologies in computer graphics, including 3D imaging, to support current research in archaeology and anthropology. The course does put particular emphasis on the best practices of digitizing artifacts in collections. The prime study subjects are the artifacts housed in the Yale Babylonian Collection (<https://babylonian-collection.yale.edu>). For some background information on the Collection see here. Students engage directly with the artifacts while practicing the various imaging techniques. HU o Course cr

ANTH 4564a / ARCG 4564a / EEB 3464a, 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. SC, SO o Course cr

*** ANTH 4662a, Ethnographic Perspectives on Global Health** Marcia Inhorn

Study of anthropological ethnographies on serious health problems facing populations in resource-poor societies. Poverty and structural violence; health as a human right; struggles with infectious disease; the health of women and children. Focus on health issues facing sub-Saharan Africa and Latin America. SO

*** ANTH 4809a / ER&M 3594a / EVST 4422a / F&ES 422 / GBL 4394a, Climate and Society: Perspectives from the Social Sciences and Humanities** Michael Dove

Discussion of the major currents of thought regarding climate and climate change; focusing on equity, collapse, folk knowledge, historic and contemporary visions, western and non-western perspectives, drawing on the social sciences and humanities. WR, SO

*** ANTH 4823a / ANTH 5823a, 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 don't 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; and the roles such resources play in mediating social relations and cultural values. SO

*** ANTH 4824a / ANTH 5824a / EAST 3122a, 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. This course explores this politics of memory that takes place in the realm of popular culture and public space. The class 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 US, this course approaches these questions through an anthropological exploration of concepts such as memory, trauma, mourning, silence, voice, testimony, and victimhood. HU, SO

* **ANTH 4838a, Culture, Power, Oil** Douglas Rogers

The production, circulation, and consumption of petroleum as they relate to globalization, empire, cultural performance, natural resource extraction, and the nature of the state. Case studies include the United States, Saudi Arabia, Nigeria, Venezuela, and the former Soviet Union. SO o Course cr

* **ANTH 4841b / ANTH 441 / MMES 443ob / WGSS 443ob, Gender and Citizenship in the Middle East** Eda Pepi

This seminar invites students to explore how gender and citizenship intersect across the Middle East and North Africa, examining how these identities shape – and are shaped by – forces like nationalism, migration, capitalism, family, and religion. Drawing from ethnography, history, and literature, we trace how gender and sexuality simultaneously reify and trouble colonial legacies that uphold racialized ideas of “modernity.” And ask: How do global border regimes and the political economy of intimacies that sustain them reshape what it means to be – or not to be – a citizen? Our approach extends beyond laws to include everyday acts of citizenship across national and cultural divides. Readings highlight how people navigate their lives in the everyday, from the ordinary poetry of identity, love, and belonging to the spectacular drama of war and conflict. SO