Master of Arts Program in the Social Sciences

Courses

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Master of Arts Program in the Social Sciences

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GENERAL INFORMATION

The MA Program in the Social Sciences (MAPSS) is an intense, intellectually transformative one-year program. Students concentrate in Anthropology, Economics, History, Political Science, Psychology, or Sociology. Some pursue interdisciplinary work in Comparative Human Development, Social Thought, or Conceptual and Historical Studies of Science. Others may specialize in Quantitative Methods and Social Analysis, Education and Society, Gender and Sexuality Studies, Geographic Information Science, Latin American Caribbean Studies, or the Institute for the Formation of Knowledge.

All BA/MA students take nine graduate courses, beginning in the Autumn Quarter of their fourth year of undergraduate study, selected from all University of Chicago departments and professional schools. Each student works closely with the program directors, our senior academic staff, and an assigned preceptor, designing a customized curriculum and defining an area of scholarly research. They work directly with University of Chicago faculty on the MA thesis.

Students must take MAPS 30000 Perspectives in Social Science Analysis, our core course, in the Autumn Quarter. In addition, students must satisfy a methods requirement by selecting among dozens of graduate alternatives in ethnography, historical methods, involved interviewing, network analysis, survey analysis, content analysis, game theory, rational choice, causal inference, statistics, interpretive methods, comparative case study, and others.

MAPSS offers preeminent training for those aspiring to go on to funded PhD study in the social sciences. Each year 70 to 90 of MAPSS graduates do so successfully, at nearly a 90 percent placement rate. More than 100 MAPSS graduates are pursuing the PhD at the University of Chicago alone.

MAPSS also offers an exceptional program of career placement, working directly with our Director of Career Services, with weekly workshops, on-campus recruitment, and visits by leading alumni who provide mentorship in a variety of fields.
JOINT BA/MA PROGRAM

Students who wish to pursue a joint BA/MA degree should review the requirements (https://socialsciences.uchicago.edu/admissions/ba-ma-applicants/) and consult with their College adviser. They should also meet with the Assistant Dean of Students (Lindsey Weglarz, lweglarz@uchicago.edu) in the Autumn Quarter of their third year.

Please see the BA/MA Degree Requirements (https://mapss.uchicago.edu/bama-degree-requirements-current-uchicago-college-students/) to review the eligibility requirements for the joint degree.

PROGRAM REQUIREMENTS AND COURSE WORK

MAPSS students must complete our core course, satisfy our methods requirement, and earn a minimum B as their cumulative grade over their nine graduate courses. Students must also submit a faculty-approved MA thesis.

COURSE WORK

Our core course, “Perspectives in Social Science Analysis,” examines the theoretical and methodological approaches that have been broadly influential across the social sciences. It features a mix of foundational and contemporary texts. The course furnishes a common vocabulary and core analytical skills that help students understand how their research commitments have been shaped by past investigators.

Because Perspectives is offered only in the Autumn Quarter, students may not begin the MAPSS program at any other time of year.

Students must also fulfill a methods requirement. MAPSS offers courses in historical, ethnographic, statistical, and interpretive methods. Dozens of other methods courses, including network analysis, game theory, involved interviewing, comparative case study, rational choice, comparative historical analysis, experimental methods, organizational analysis, survey research, and statistical methods are offered across campus each year.

Courses are selected with the guidance of a MAPSS preceptor. Students register for three graduate classes per quarter, beginning in the Fall and continuing through the Winter and Spring. They take graduate courses in all departments and professional schools of the University.

THE MASTER'S THESIS

All MAPSS students must complete an MA thesis. Students have two options to complete this requirement. The first is the academic thesis, which is an article-length piece of original research and writing, modeled on peer-reviewed journal articles in a particular discipline. The goal of this research paper is to engage in scholarly conversation in the student's discipline or disciplines, and to contribute to that conversation in a modest way.

The second option is the professional thesis, which applies the social scientific knowledge and research methods learned in MAPSS to a concrete problem in a form that is more common in professions outside the academy. The professional thesis is advised by the preceptor in consultation with our faculty director and can take numerous forms.

Some students do their research and write the thesis in the Winter Quarter; most, however, do their research in the Winter Quarter and write the thesis in the Spring Quarter. About 20% of our students graduate in June, the rest graduate in August.

SAMPLE THESIS TOPICS

Some recent MA paper titles include:

"Class or Group Identity? Rethinking the 1967-69 Ocean Hill-Brownsville School Strikes for Left Coalitional Politics"

"Poisoned Futures: Pesticide Usage and Agrarian Suicides in Vidarba, India"

"Stagnant Employees: Signals of Performance Decline over Tenure Length"

"Performing at Free Street: At-Risk Adolescents’ Experiences in a Dramatic Arts Program"

"Deepening Democracy or Diverting Attention? Participatory Democracy and the Community Council Movement in Venezuela"

"Pricing the Atmosphere: Commensuration and the Case of the Chicago Climate Exchange"

"Democratic Leadership in Athens and its Role in Thucydides’ Political Thought"

"Impact of Rural-Electrification on Educational Outcomes: Evidence from India"

"The Socialization of Math Anxiety: The Relationship Between Early Math Talk and Later Math Attitudes"

"Capacity and the Duty to Intervene: Considerations on the Agency Problem of Humanitarian Intervention"
"Neural Activity Reflecting Affective Impact of Addressee and Emotional Words in Speech Perception"
"Intimate Segregation: Gentrification and the New Landscape of Race"

ADMISSION

MAPSS applicants must meet the formal requirements of the Graduate Social Sciences Division which are listed here (https://socialsciences.uchicago.edu/admissions/application-materials/).

Please see this page (https://mapss.uchicago.edu/apply/application-requirements/) for current GRE policy in the Division. For those disciplines that require them, GRE scores are important but play a small role in our review. There are wide variations in the students we admit, and we are much more forgiving than the typical PhD program.

MAPSS offers tuition scholarships at the time of admission. Some financial need-based scholarships may be available through an application process after prospective students are admitted.

Joint BA/MA applicants pay graduate tuition rates, and are eligible to receive the same aid they had in College.

Applicant to the Division of the Social Sciences and the University of Chicago who do not meet waiver criteria must submit proof of English language proficiency. Please contact our Dean of Students Office with any questions: ssd-admissions@uchicago.edu

Part-time study is possible, but part-time students are not eligible for financial aid.

HOW TO APPLY

The application with instructions and deadlines, is available online at: https://socialsciences.uchicago.edu/admissions/how-to-apply. Current students in the University of Chicago College may be eligible to apply through UChicago Advanced Scholars (https://careeradvancement.uchicago.edu/student-opportunities/uchicago-advanced-scholars-program/) instead.

Qualified students in the College who wish to pursue a joint BA/MA degree should consult first with their College Adviser, then with the Assistant Dean of Students for Admissions in the Division of the Social Sciences (Lindsey Weglarz).

Prospective BA/MA students must meet with the Director of Undergraduate Studies in their college major, filling out a form available through Lindsey Weglarz in the Dean of Students office, to confirm their eligibility for the BA/MA, to specify how many of the 9 graduate courses they would take will be double-counted to satisfy their BA requirements, and to assure that all BA requirements will be met no later than June convocation of their fourth year. That form, with the signature of the Director of Undergraduate Studies (or their designee), must be submitted as part of the BA/MA application.

For additional information about our program, please contact E.G. Enbar, our Student Affairs Administrator, at 773-702-8312 or egenbar@uchicago.edu.

Please also visit our website, at: https://mapss.uchicago.edu/

COURSES MA IN SOCIAL SCIENCES

MAPS 30000. Perspectives in Social Science Analysis. 100 Units.
Perspectives in Social Science Analysis is an introduction to interdisciplinary social theory which aims to teach you how to read social science research at the graduate level and develop your ability to formulate and execute a successful master's thesis.

MAPS 30005. Graduate Practicum in the Social Sciences. 100 Units.
Students interested in gaining additional applied experience or writing an alternative or public facing thesis should consider taking the Graduate Practicum in the Social Sciences course. The practicum is a hands-on experiential course designed to enable students to apply and expand their knowledge in a career pathway based on their unique interests and improve their technical and applied writing skills, all while providing a useful service to a Chicago-based community partner. During the course, students work individually or in small teams to research a career pathway and identify and address issues/needs faced by a local community partner of their choice. Each student or team receives guidance from their instructor and community partner throughout the project. The experience culminates in a final project (report and formal presentation to the community partner and/or class).
Equivalent Course(s): MACS 30005, INRE 30005

MAPS 30123. Large-Scale Computing for the Social Sciences. 100 Units.
Computational social scientists increasingly need to grapple with data that is too big and code that is too resource intensive to run on a local machine. Using Python, students in this course will learn how to effectively scale their computational methods beyond their local machines --optimizing and parallelizing their code across clusters of CPUs and GPUs, both on-premises and in the cloud. The focus of the course will be on social scientific applications, such as: accelerating social simulations by several orders of magnitude, processing large amounts of
social media data in real-time, and training machine learning models on economic datasets that are too large for an average laptop to handle.

Equivalent Course(s): PLSC 30123, MACS 30123

MAPS 30124. Computational Analysis of Social Processes. 100 Units.
How does the human social and cultural world develop and change? The focus of this course is on introducing computational methods for studying the evolution of phenomena over time, alongside relevant theories for interpreting these processes from fields such as History, Anthropology, and Sociology. Students will gain hands-on experience using the Python programming language to harness a diverse set of digital data sources, ranging from satellite images to social media posts. Additionally, they will learn to employ computational approaches, such as simulation and dynamic topic modeling, to study social processes over a variety of different time scales: from the short term (changes in social media network structures over the course of the past week), to longer term (the evolution of English language discourse over the past 100 years), to deep time scales (long-term settlement pattern dynamics over the past 10,000 years).

Equivalent Course(s): MACS 30124

MAPS 30128. Sociology of Education. 100 Units.
This course examines the social organization of formal education - how schools are shaped by the social context in which they are situated, and how students' experiences in turn shape our society. It focuses specifically on schools as the link between macrosociological phenomena (e.g. culture, political systems, segregation, inequality) and the microsociological interactions of individual students and educators. The focus will be on contemporary American education, although lessons from the past and abroad will inform our learning. Prior introductory coursework in sociology will be useful but is not required. Topics to be considered: •Formation of schools - How students are sorted into schools, residential segregation and neighborhood schooling, school choice, selection of staffing and curricula •Organization of schools - School size, age grouping, tracking and ability grouping, informal organization and loose coupling, charter schools and novel organizational forms •Schools as agents of socialization - Development of social and cultural capital, school discipline, schools as sites of social engineering •Achievement gaps - Racial, socioeconomic, and gender disparities in academic outcomes, historical roots and contemporary causes, downstream consequences (non-educational social and economic outcomes)

Equivalent Course(s): CRES 23010, SOCI 30128, SOCI 20128, EDSO 23010

MAPS 30133. Machine Learning for Political Analysis. 100 Units.
This is an intermediate-to-advanced introduction to the mathematical and computational aspects of the core statistical and machine learning techniques. The goal is to equip students with a knowledge of the theoretical and practical aspects of four groups of machine learning methods which are widely used in applied research: (1) dimension reduction (PCA, MDS, and their extensions) (2) classification methods (SVM, Bayes classifiers, and other classification methods) (3) clustering procedures and density estimation (K-means, FMM, non- and semi-parametric Bayesian methods) (4) categorical data analysis (with brief introduction to probabilistic graphical models). The course includes applications in Political Science, such as FMM to estimate fraud in elections, PCA to construct indices to measure democracy, and text classification.

Equivalent Course(s): MACS 30133

MAPS 30200. Readings: Social Sciences. 100 Units.
Individualized and independent reading course with selected faculty.

MAPS 30230. Contemporary Democratic Theory: Realism, Deliberative Democracy, and Agonism. 100 Units.
What is democracy? Is democracy a matter of finding consensus or regulating dissensus? How might we go about making our own society more democratic? Should we strive for more democracy or is democracy merely a means to an end? What is the relationship between democratic theory and practice? This course will consider leading attempts in contemporary democratic theory to grapple with these questions and many more. We will consider both the foundational texts of contemporary democratic theory including Hannah Arendt, Carl Schmitt, Jurgen Habermas, and Robert Dahl, and then build from those texts to see how contemporary theorists have attempted to rearticulate, redefine, redesign, and revolutionize democracy in the past 25 years.

Equivalent Course(s): PLSC 30230, PLSC 20406, MAPS 20230

MAPS 30233. Race in Contemporary American Society. 100 Units.
This survey course in the sociology of race offers a socio-historical investigation of race in American society. We will examine issues of race, ethnic and immigrant settlement in the United States. Also, we shall explore the classic and contemporary literature on race and inter-group dynamics. Our investigative tools will include an analysis of primary and secondary sources, multimedia materials, photographic images, and journaling. While our survey will be broad, we will treat Chicago and its environs as a case study to comprehend the racial, ethnic, and political challenges in the growth and development of a city.

Equivalent Course(s): SOCI 20233, RDIN 20233, SOCI 30233

MAPS 30235. Democracy, Race and Equal Protection. 100 Units.
In this course, students explore the relationship between democratic governance and the equal protection of the law from several disciplinary perspectives. The primary focus is on integrating dominant legal understandings of equal protection, on one hand, with influential theories of democratic legitimacy, on the other. As such, students encounter key case law, court opinions and commentary from leading legal scholars. They also engage with foundational texts in democratic theory, the sociology of law and organizations, and legal anthropology. Many
of these readings will focus primarily on racially unequal protections under the criminal law. This is because criminal prosecution has been intimately tied to racial discrimination and white supremacist violence throughout the history of the United States. Now, debate is fierce around how police and prosecutors fail to protect the lives of Black people. This seminar invites students to join this debate using a variety of theoretical tools and methodological approaches.

Equivalent Course(s): SOCI 30335, CRES 30235, PLSC 21011, HMRT 30235

MAPS 30237. Black Social Thought. 100 Units.

This course will familiarize students with social science academic and lay intellectual theorists who speak to and about the political, economic, and gender ways of being within the African Diaspora. Most of the course will highlight the voices of Western scholars, pan-African international scholars and thought will be discussed as well.

Equivalent Course(s): GNSE 29237, KNOW 30237, CRES 22237, SOCI 30339, GNSE 30237

MAPS 30289. Intermediate Regression and Data Science. 100 Units.

This course is designed to provide intermediate-level training in research methods that would pick up immediately after traditionally introductory-level classes that end with multiple regression. This course is designed to be a standalone package of training that will provide tools of immediate use in students' own research or to make them more capable RAs in larger projects. I expect the course will provide the most utility to advanced BA and MA students that will not have time to complete many advanced, specialized courses. However, it would also serve as a useful bridge to more advanced statistical coursework. Students will also learn how to present findings in competent and accessible ways suitable for poster or conference presentations.

Equivalent Course(s): EDSO 30289, SOCI 20289, SOCI 30289, EDSO 23089

MAPS 30301. Introduction to Bayesian Statistics. 100 Units.

The goal of this course is to give students an overview of the theory and methods for data analyses using the Bayesian paradigm. Topics include: (1) foundations of Bayesian inference, (2) development of Bayesian models and prior choices (3) analytical and simulation techniques for posterior estimation (4) model choice and diagnostics (5) sensitivity analysis, (6) an introduction to Monte Carlo Markov Chain (MCMC) simulations (7) intro to commonly used Bayesian estimation packages (R/JAGS/Bugs) (8) application of Bayesian analysis in real world and Political Science problems.

Equivalent Course(s): MACS 30301

MAPS 30500. Computing for the Social Sciences. 100 Units.

This is an applied course for social scientists with little-to-no programming experience who wish to harness growing digital and computational resources. The focus of the course is on learning the basics of programming and on generating reproducible research. Topics include coding concepts (e.g., data structures, control structures, functions, etc.), data visualization, data wrangling and cleaning, version control software, exploratory data analysis, etc. Students will leave the course with basic computational skills implemented through many methods and approaches to social science; while students will not become expert programmers, they will gain the knowledge of how to adapt and expand these skills as they are presented with new questions, methods, and data. The course will be taught in R.

Equivalent Course(s): PLSC 30235, ENST 20550, PSYC 30510, MACS 20500, SOCI 20278

MAPS 30550. From Data to Manuscript in R. 100 Units.

This course tackles the basic skills needed to build an integrated research report with the R programming language. We will cover every step from data to manuscript including: Using R's libraries to clean up and reformat messy datasets, preparing data sets for analysis, running statistical tools, generating clear and attractive figures and tables, and knitting those bits of code together with your manuscript writing. The result will be a reproducible, open-science friendly report that you can easily update after finishing data collection or receiving comments from readers. Never copy-paste your way through a table again! The R universe is large, so this course will focus specifically on: The core R libraries, the tidyverse library, and R Markdown. Students will also learn about the use of GitHub for version control.

Equivalent Course(s): MACS 30550, PSYC 20550, CHDV 20550, CHDV 30550, PSYC 30550

MAPS 30600. MA Writing and Research. 100 Units.

Student initiated research and writing for the MA thesis.

Equivalent Course(s): SOCI 20585, SOCI 30337, MACS 20617, PBPL 23002, MACS 30617

MAPS 30617. Organizational Analysis. 100 Units.

Organizations - NGOs, corporations, social movement organizations, governments, etc. - impact almost every aspect of social life; in addition, organizations have become some of the most significant actors in modern society. The course will provide a grounding in the sociological literature on how organizations function as well as the dynamics that govern both their internal structures and how they interface with society. We will cover rational, ecological, and resource-based approaches, as well as others. We will study organizations in local and global contexts, their role in economic production, their impact on members and non-members, as well as public policy. Throughout, we will engage questions pertaining to where organizations come from, how they function, when they 'succeed' and 'fail', as well as their social consequences. At the completion of the course, students will apply the concepts covered in class to a final project.

Equivalent Course(s): SOCI 20585, SOCI 30337, MACS 20617, PBPL 23002, MACS 30617
MAPS 30900. Survey Research Overview. 100 Units.
The course provides an overview of interview-based data collection methods. Each student must develop a research question to guide their research design. Students get an overview of different interview-based data collection methods (focus groups, key-informant interviews, large-N sample surveys), how to sample and design a questionnaire or interview guide for their project, and the nuts and bolts of actual recruitment, receipt control and survey administration. The instructor provides feedback for proposed elements of each student's research plan through weekly assignments. The final paper is a research proposal that outlines a plan for research to address the student's research question.
Equivalent Course(s): SOSC 30900, SOCI 30118

MAPS 31101. Genealogies of Environmental Organizing and Activism. 100 Units.
This course explores how organizations-civic, private, governmental-working in the field of environmental advocacy construct, deploy and are shaped by distinct discourses governing relationships between nature and society. The environment is a field of social action in which organizations attempt to effect change in large domains like resource conservation, access, stewardship, and a basic right to environmental quality in everyday life. The work of effecting change in these complex domains can assume a variety of forms including public policy (through the agencies of the state), private enterprise (through the agency of the market), ‘third sector’ advocacy (through the agency of nonprofit organizations) and social activism (through the agency of social movements and community organizations). State, market, civil society and social movement organizations are where ideas are transmitted from theory to practice and back again in a recursive, dialectical process. These contrasting forms of organization have different histories, wellsprings and degrees of social power. Moreover, they bring different epistemologies to their claims about being legitimate custodians of nature-that is to say they can be understood genealogically. As such, organizations working to effect environment change are at once animated by and constitutive of distinct discourses governing the relationships between nature and society. The course explores how those distinct discourses are associated with a suite of different organizational realms of social action; the goal is trying to connect the dots between discursive formations and organizational forms.
Equivalent Course(s): CEGU 31501, HMRT 21501, SSAD 21501, GLST 21501, SSAD 41501, ENST 21501, CEGU 21501

MAPS 31108. Temple or Forum: Designing the Obama Presidential Center. 100 Units.
Throughout this seminar participants will research and discuss key issues pertaining to the development and implications of presidential libraries and museums. These insights will become the foundation for a final project in which they will work in small teams to design a potential exhibit for the Obama Presidential Center in Jackson Park.
Equivalent Course(s): ANTH 31108, ANTH 24520

MAPS 31230. Stigma Lab. 100 Units.
The concept of stigma is mobilized to explain a wide range of practices and experiences both in scholarship and everyday life. In this course, we critically engage readings on stigma across the social sciences in order to develop a genealogy of how the concept emerged. We then read a series of ethnographic and other social science texts to analyze how the concept is utilized. Finally, students consider how stigma functions as an analytic and explanatory model in their own work. It is important that students enrolled in this course have a research project-- proposed or actual-- involving stigma in some way-- or that they are interested in working through stigma as a concept collectively.
Equivalent Course(s): CHDV 21230, ANTH 35140, CHDV 31230

MAPS 31404. More than Human Ethnography. 100 Units.
In this course we explore the growing fields of more-than-human and ‘multispecies’ ethnography. We will examine theoretical antecedents promoting the inclusion of non-human social actors in ethnographic analysis and read many examples of such work, including foundational texts on interspecies engagements, exploitations, and dependencies by Deborah Bird Rose, Kim Tallbear, Eduardo Kohn, Anna Tsing, and Augustín Fuentes among many others. We will consider the role other species and ‘actants’ played in early social science work and contemplate recent studies of “becoming with” other animals, plants, fungi, bacteria-encountering complex ecological kin relationships, examining natural-cultural borders, and querying decolonial legacies and the role of ecofeminist thought and queer ecologies in the ‘more-than’ turn. Multispecies and posthumanist approaches encourage a decentering of traditional methodologies; we will thus couple ethnographic examples with literature by geographers, biologists, and philosophers. The course is a discussion-based seminar, with significant time devoted to understanding the logistical or methodological aspects of ‘more than’ work-to querying how such studies have been conducted in practice. The final paper in the course will take the form of an exploratory essay (ethnographic, historical, or theoretical) based on data and observations collected during previous weeks.
Equivalent Course(s): CEGU 21426, KNOW 32404, GNSE 31404, ANTH 21426, GNSE 21404, ANTH 33807

MAPS 31405. Neoliberalism, Self and Society. 100 Units.
Drawing on ethnography and cultural theory, this course examines the profound impact of neoliberal ideology on the everyday lives of individuals and communities across the globe. We will explore the ways neoliberalism, the idea that the mechanisms of free markets naturally precipitate economic growth and thus societal progress, shapes institutions, social norms, and, most importantly, individuals’ understandings of themselves and others. Students will analyze the penetration of market logics into spheres of social life far beyond what used to be understood as “the marketplace,” such as education, politics and governance, healthcare, and the family.
They will reflect on the effects of market logics on lived realities, both in material and ideological terms. As unfettered global markets produce growing inequality and insecurity, neoliberal tenets valorizing competition and productivity tell those who suffer from and witness such negative effects that they are unavoidable; the result of some people working harder and being better than others. This course will question neoliberalism’s normative assumptions, drawing on ethnographic accounts of contemporary life in various regions and contexts across the globe. Students will end the course with an understanding of neoliberalism as an ideology and the ability to engage in discussions on neoliberalism that have emerged recently in the qualitative social sciences.

Equivalent Course(s): ANTH 31405, ANTH 21405

MAPS 31408. Interfaith Relations in Medieval Europe. 100 Units.
This course explores the varied contexts in which Christians, Muslims, and Jews encountered one another during the European Middle Ages. Drawing on primary sources in English translation, the course will introduce students to interfaith relations in a range of geographic settings (from Western and Central Europe to Iberia and the Mediterranean) and across multiple thematic categories of investigation (cohabitation, trade, warfare, cultural exchange and collaboration, polemic, conversion). The course will encourage students to consider how the three religions’ experiences of one another, as well as their practices of thinking about one another, shaped each faith community. Students will learn how to carefully analyze a wide variety of medieval sources, and they will be familiarized with major scholarly paradigms for understanding interfaith relations, assessing the ways an “intolerant” medieval past has been used to construct modern notions of pluralism.

Equivalent Course(s): MDVL 21408

MAPS 31455. Crises in American Democracy. 100 Units.
This course will examine a series of crises in the history of American democracy, from the contested origins of self-government in the 18th century to the present. We will consider direct, existential threats to democracy on multiple scales, from the racist coup d’etat of Wilmington, North Carolina in 1898 to the global antidemocratic insurgencies of the mid-20th century, along with subtler crises of intellectual confidence and self-justification within democracy. Readings will focus on concrete historical experience in the United States, but we will also make interdisciplinary forays into the political science of democratic deconsolidation and the normative theory of democracy, and will consider international contexts as crucial to the evolution of popular sovereignty in the United States.

MAPS 31500. Historical Methods. 100 Units.
This course is an exploration of interrelated questions, problems, challenges and provocations involved in the practice of “doing” history. We will explore a range of ways that historians have approached the practice over the past 40 years, utilizing prominent works of history as well as methodological and theoretical readings. The course seeks to provide students with a greater depth of knowledge about potential ways of practicing history and what determines the methodological choices we make. In the process, students will become more skilled at using the methodological, theoretical, conceptual and practical tools required to formulate and execute a substantial historical research project. Assignments will allow students to explore their subject of interest and begin developing a thesis project.

MAPS 31501. The Craft of History. 100 Units.
This course offers a graduate-level introduction to professional historical methods, with a dual focus on contemporary historiographical trends and hands-on practice with archival material. Students will read one recent book each week and will use classroom discussions to consider how the text fits into larger arguments and trends in the field. Students will also work collaboratively to examine published, digital, and manuscript archives relating to a cluster of topics to be determined in the first two weeks of the quarter. Advanced undergraduates, particularly students with a strong interest in archival research, may enroll with instructor permission.

MAPS 31502. Foucauldian Analytics of Power. 100 Units.
The topic of this graduate seminar will be Foucault’s pathbreaking theorization of power. After briefly examining alternative conceptions of power in political thought, we will consider the impetus for Foucault’s post-archaeological turn to the question of power and track the development of the concept through his publications and lecture courses. Our basic aim will be to grasp the particularities of the forms of power he identifies (disciplinary power, biopower, pastoral power), with special attention to their historical specificity, relation to knowledge and the subject, and modes of resistance, as well as the theme of political rationality. Along the way we will ask: What is it possible to say about power in general? What political possibilities do these analytics open or foreclose? The last few weeks of the course will be devoted to recent book-length studies that theorize power-relations through a Foucauldian lens.

Equivalent Course(s): FNDL 21505

MAPS 31503. Sarah Baartman through Schitt’s Creek: An Introduction to Gender and Popular Culture. 100 Units.
Throughout the twentieth century, scholars from Simone de Beauvoir through Judith Butler have argued that genders are learned, enacted and ascribed identities, worked out through interaction. As such, the production of ‘gender’ is carried out to some extent in relation to cultural models and artifacts that people use to make sense of, model and reject gendered identities, characteristics and roles. This course takes popular culture, including film, television, literature and social media, as a starting point for understanding the often taken-for-granted characteristics deemed gendered in Western culture and elsewhere. Attending to race, class, sexuality, age and other social categorizations throughout, we will draw on representation and cultural theory as well as
ethnographic works, mingling a close reading of theorists such as Erving Goffman and bell hooks with detailed attention to the latest reality show or trending hashtag. While we will focus primarily on the most widely disseminated and economically powerful imagery, we will also attend to alternative, resistant and activist media. This is an introductory graduate-level course; graduate students at all levels are invited to join, selected spots are reserved for advanced undergraduates.
Equivalent Course(s): ANTH 32930, GNSE 21503, GNSE 31503

MAPS 31504. Ethnographic Approaches to Power and Resistance. 100 Units.
This introductory graduate course will examine understandings of power articulated by influential political theorists and ethnographers. We will explore key theoretical concepts, including discipline, governmentality, sovereignty, hegemony, agency, and resistance, as well as their application within textual, intersubjective, and affectively oriented ethnographic texts. Seeing power grounded in tentative and unstable practices, we will focus on the tensions between nation-states, informal networks, and the actions and aspirations of individual subjects. How are attempts to consolidate power articulated in performances, narrative histories, and acts of exclusion and violence? How are competing de facto and de jure powers negotiated in various spaces ranging from the institutional to the intimate? The centrality of both physical violence and the complacency born of the naturalized hegemony of political institutions and economic rationality will arise in our examinations of political mobilization and possibility. This course will give students opportunities to develop conceptual understandings of various modes of power that offer insights into the forces of colonialism, global interconnectivity, and violence that shape the 21st century world.
Equivalent Course(s): ANTH 22765, ANTH 34730

MAPS 31505. Critical Approaches to Labor Studies. 100 Units.
Work occupies a central role in our lives. This course will provide a critical overview of labor studies. We will cover topics such as the concept of the working class; labor process theory; perspectives on labor market segmentation based on race, ethnicity, gender, class and migrant status; the types of jobs that are available in the labor market, and what they mean for the workers who hold them. While covering the entire field of labor studies is beyond the scope of any single course, we will draw upon selected readings examining occupations in agriculture, manufacturing, services and the gig economy from different parts of the world. We will also cover issues around informal work and emotional labor. This course is open to students across disciplines interested in critical labor studies. It is particularly recommended for thesis proposal writers. All class meetings are mandatory.
Equivalent Course(s): SOSC 21505, SOCI 30322, GNSE 31505, GNSE 21504, CRES 21505

MAPS 31506. The Anthropology of Bodily Modification. 100 Units.
From the urge to dye one’s hair through the desire to reshape the body entirely, humans have desired to modify their corporeal forms throughout documented history. This is, in fact, one disposition or ability that seemingly sets humans apart from many cousin species. But our processes of bodily modification are also intrinsically cultural-one person’s adornment is another’s mutilation. In this class we examine bodily modification practices cross-culturally, studying the mundane and the extreme, from shaving to tattooing to neck-lengthening to medically unnecessary amputation. We examine gendered forms, from makeup to Botox to foot-binding, and we interrogate racialized and post-colonial practices, such as hair straightening, skin-bleaching, and plastic surgery. We will trace desires for bodily modification across time and space and consider the body as the earliest canvas, examining the very earliest evidence of bodily adornment, which appears to predate so-called cave painting. In short, we will attempt to historicize, contextualize and give meaning to cross-cultural behaviors of bodily modification, using ethnographic texts, cultural theory and historical and archaeological evidence.

MAPS 31507. Gig Work & Emotional Labor in Services. 100 Units.
In this course, we will understand work organization and labor practices in the informal as well as the gig (or the platform) economy. We would particularly examine issues of labor recruitment and control in the informal and the gig economy using the lens of gender, race, social class and other identities. The course is open to undergraduates and graduate students, and would be of particular use for students planning to write a senior honors thesis or a master’s thesis proposal or a dissertation research proposal. This course also serves as one of the approved electives for the Inequality, Social Problems and Change minor in the College, and for students in SSA’s master program of study on Addressing Inequality: Innovations in Policy Practice.
Equivalent Course(s): GNSE 21507, GNSE 31507, SOCI 30327

MAPS 31508. The Collective Self: Critical Reflections on Coming Together and Breaking Apart. 100 Units.
This course will examine the historical contingencies and ideological underpinnings of concepts and practices of identity, understood most broadly as delineations between self and other. Starting with understandings of individual and collective personhood developed in enlightenment philosophical discourse, entrenched in the modern nation-state, and expanded through the violence of colonialism, we will trace the production and reproduction of interconnected forms of identity - ethnic, cultural, national, and religious - in practices of boundary making that always remain incomplete. Grounded in the humanistic social sciences and focused in particular on anthropology, this course will introduce seminal theories of identity and difference in order to provide a range of resources to help students interrogate allegiances articulated in the tones and textures of everyday life, as well as in modern-day eruptions of large-scale violence.
MAPS 31509. Migration and Development. 100 Units.
In this multidisciplinary course, we examine the key issues and problems of migration (internal & international) and development. This overview course draws on scholarship from a variety of perspectives including sociology, demography, applied economics, anthropology, human rights, gender and labor studies. While the literature on migration is extensive and beyond the scope of a single course, the readings in this class are based on empirical research that deals with the interrelationship between migration and development. The course is open to undergraduates and graduate students, and would be of particular use for students planning to write a senior honors thesis or a master’s thesis proposal or a dissertation research proposal. This course also serves as one of the approved electives for the Inequality, Social Problems and Change minor in the College, and for students in SSA’s master program of study on Addressing Inequality: Innovations in Policy Practice.
Equivalent Course(s): GNSE 31509, HMRT 31509, SOCI 30328, GNSE 21509

MAPS 31510. World War II: Knowledge, Power, and Decisions. 100 Units.
World War II claimed tens of millions of lives and mobilized the economic, political, and moral resources of every inhabited continent. A reasonable observer could call it the most complex event in history; the Regenstein Library lists 38,382 entries on the topic, in 78 languages. Yet for all its immensity the conflict unfolded in just 2,194 days. That is to say: writers with the benefit of hindsight have produced more than 17 books or reports for every day that the war lasted. How did people make sense of it in real time? This course focuses on problems of information and decision-making in the global catastrophe of the 1940s, with attention to the formation, authentication, and contestation of knowledge that informed the choices of everyone involved—from the commanding heights of Franklin Roosevelt’s “map room” to the desperate calculations of refugees. Topics will include the assessment of totalitarian threats in the western democracies, the “socialist calculation problem” in the context of total war mobilization, censorship and propaganda, and the nature of moral knowledge.
Equivalent Course(s): HIST 37202

MAPS 31520. History and Social Scientific Explanation. 100 Units.
History is a literary art, a political pursuit, and a popular preoccupation. Is it also a science? This course offers a graduate-level introduction to the social scientific study of the past, with a focus on interdisciplinary efforts to explain the contemporary world in terms of the longue durée. The course is designed to offer MA students in history an opportunity to reflect on their discipline’s place within social science, and to give students in other fields a chance to explore the temporal dimensions of their own research. The course is organized to run in parallel with “Perspectives in Social Science Analysis,” and readings have been selected to be put in dialog with the themes discussed in that class. Non-MAPSS students are welcome to enroll with instructor permission, but will be encouraged to consult some additional texts.

MAPS 31522. Education, Culture, and Power. 100 Units.
This course critically examines how power and culture operate within educational systems. This course will presume that education is not simply a neutral good that we must acquire to gain social mobility. Instead, educational systems are sites where power is enacted and where culture is learned (or suppressed). Thus, this course will ask important questions like: What type of education gets you power? What is the normative culture of education (schooling)? Do you need to perform a certain type of culture to accrue educational power? Who has power over educational systems? How is education wielded as a tool of power? Can educational systems be sites of challenging power? To answer these questions, we will read a range of educational scholars, sociologists, historians, anthropologists, and social theorists. We will pay particular attention to the many lines of difference that stratify educational systems, such as: race, indigeneity, gender, sexuality, class, nationality, and disability.
Equivalent Course(s): EDSO 31522, EDSO 21522

MAPS 31525. Variations on Marx. 100 Units.
The work of Karl Marx features a number of characteristic themes, among them dialectics, the relation of structure and agency, ideology, the movement of history, and of course, capital itself. Contemporary interpreters have developed these themes in complex, often surprising, and sometimes contradictory ways. This course traces some of their most prominent variations, sounding them out through critical and cultural theory, feminist materialism, Black Marxist thought, and structuralist and post-structuralist critique.

MAPS 31527. Class Conflict: Aristotle, Machiavelli, and Marx. 100 Units.
Rising inequality, resurgent left- and right-wing populist movements, and the shifting political allegiances of various class groupings in American politics have left us once again to wonder about the relationship between class, politics, and civil conflict. This course will explore three foundational theories of class conflict, and their afterlives. We will look to understand both the primary sources and how these three theories have influenced how class is conceptualized and deployed in political debates. We will begin in the Greek world with Aristotle’s attempt to provide a philosophical articulation of the class conflict and class interests which dominated in classical Greece. We will study Aristotle’s diagnosis of causes and consequences of class conflict in Greece and his effort to offer a philosophically infused solution for the declining Greek city-states. From there, we will turn to Niccolo Machiavelli’s theory of the humors. His groundbreaking effort was the first to challenge the Aristotelian fear of class conflict and articulate a positive role for ongoing class-based dissension. Finally, we will turn to Karl Marx’s epoch-making account of capitalism’s effect on class politics. We will look beyond his famous account of the proletariat to consider his account of how capitalism transformed class in Europe, the place of class conflict in history, and whether this class analysis remains viable in given the transformations of capitalism.
MAPS 31550. Christendom, Its Neighbors, and Its Others. 100 Units.
To what extent did Christian societies of the European Middle Ages come to define themselves through their thinking about and interactions with non-Christian "others"? If the rise of Christendom saw the exclusion of non-Christians and other minorities (Muslims, Jews, lepers, heretics), resulting in the "formation of a persecuting society," what are we to make of the many examples of cohabitation, trade, and cultural exchange between medieval Christians and these "others"? Beginning with readings of key texts of early Christianity, this course draws on primary sources from across Europe and the Mediterranean as well as secondary literature, interrogating the spiritual, political, economic, and cultural dynamics which animated the formation of European Christendom, from roughly 1100-1500. We will examine varied cases of religious encounter, exchange, and violence, reckoning both with their representation and reception, in their time and our own. Students will engage with major scholarly paradigms for analyzing pre-modern interfaith relations, assessing the role of an "intolerant" medieval past in defining modernity.

MAPS 31555. Historical Methods: Silence, Erasure, and Archival Imagination. 100 Units.
This course, which is primarily geared toward MA students embarking on thesis projects, explores the problems, questions, pragmatic concerns, and challenges that arise in "doing history," with particular attention paid to the problem of archival silences, erasures, and other source limitations. We will read a range of classic and emerging historical scholarship and examine assigned texts to fully assess the authors' methods: how was this work actually done? What questions did the author develop to frame their research? What sources did they use and how did the author navigate the problems of the archive? How does the work connect to wider debates or answer critical questions in the author's field? This course also addresses the pragmatic concerns of embarking on historical research. Students will have the opportunity to locate and evaluate potential sources for their research and critically grapple with the relevant historiography related to their projects through course assignments.

MAPS 31600. Ethnographic Methods. 100 Units.
As ethnography has matured over the past century, it has also extended itself into all corners of academia, becoming a cornerstone for empirical research not just in anthropology, but the humanities, social sciences, professional schools, and at times the natural sciences as well. What, then, is the appeal of this process of knowledge production? What are the norms of ethnographic research? And what does it take to become a skilled ethnographer? This course will attempt to answer those questions through a mixture of theory and practice. Each week we will discuss foundational anthropological texts on method, complemented with practicums and workshops, during which students will apply the theoretical insights gained from their readings to their own empirical research projects. The course will cover both the practicalities of fieldwork (how to find and get access to a site, how to build rapport with informants and make lasting contacts, how to conduct different kinds of interviews, etc), as well as the deeper ethical, epistemological and ontological issues raised by ethnography (the problems of representation, the ethics of participant observation, the subject position of the ethnographer). Through that students will learn how to embody a rigorous, theoretically informed, and critically reflective methodological practice and will demonstrate a skilled understanding of this through their own "mini-ethnography," which will be undertaken on a topic of their choosing.

MAPS 31750. Data Analysis for Social Research. 100 Units.
The purpose of this course is help students build a solid foundation of statistical methods for social research and become proficient in using computer software for survey data analysis. Techniques acquired in this class are essential for social scientific research, and in graduate programs in sociology and professional schools such as social work, as well as job market positions which require basic to intermediate quantitative skills. Topics of this course range from the nuts and bolts of probability distributions and statistical inference to multivariate regression and its diagnostics. This course is intensive and moves pretty fast, and students are expected to work hard to have these skills "imprinted" in their minds. Further, students will have the opportunity to conduct a mini-research exercise in the second half of this course.

MAPS 31755. Longitudinal Research. 100 Units.
This course will introduce students to longitudinal research methods used in psychological research. This includes both the design of longitudinal studies and the use of statistical techniques to analyze longitudinal data. Students will gain experience with reading longitudinal research reports using longitudinal data and develop the skills necessary to conduct and report on their own longitudinal research. Equivalent Course(s): PSYC 31755, PSYC 21755, SOCI 30338, CHDV 31755

MAPS 31760. Conceptual Tools for Quantitative Research. 100 Units.
The main purpose for designing this course is to provide instruction on core principles of quantitative research methodology in the social sciences. This course will equip graduate students with the conceptual tools of quantitative research that form the foundation for data management, data analysis and inference. We will examine a series of topics related to measurement, sampling, hypothesis development, data structure and model interpretation which scholars would encounter when designing any project that uses quantitative data for empirical research. My main target audience is graduate students enrolled in the Masters Program in Social Sciences who will be using quantitative research techniques for their MS thesis project. Students enrolled in this course are expected to have taken at least one upper-level undergraduate course in multiple linear regression analysis. Students who are not planning to use quantitative methods in the future can also enroll in this course to develop proficiency in reading research publications and scholarly reports that use quantitative tools.
MAPS 31800. Interpretive Methods in Political Theory. 100 Units.
A graduate-level survey of salient interpretive approaches to contemporary political thought, with attention to the constitution of politics as an object of theoretical knowledge, the role of historical tradition, and questions of agency and normative grounds. The course provides an introduction to historical, analytical, and critical theory methods. We will consider both effective current deployments and major critiques of the interpretive methods in question, as well as the broader issue of what work in the discipline can (or ought to) accomplish.
Equivalent Course(s): SOSC 26010, SOCI 30320

MAPS 31801. The Practice of Political Theory. 100 Units.
This course will introduce students to several leading approaches in contemporary political theory as practiced in American political science departments. The courses’ primary goal is to facilitate the study of the methodologies behind various approaches to political theory. In the course we will study the philosophical presuppositions that undergird various methods, some of the foundational texts in them, and more recent works that exemplify the approach. Ultimately, we will ask how we, as political theorists, might use and improve upon these methods in our own research, and what these methods can tell us about how political theory is practiced today. The course will include sections on history of political thought, critical theory, normative political thought, comparative political thought, and post-modernism among others. The course is designed to fulfill the MAPSS requirement for methods for students focusing on political theory. The course is open to undergraduates and non-mapss students by instructor’s consent. It is ideal for any student considering or writing a BA or MA thesis in political theory or pursuing graduate education.
Equivalent Course(s): SOSC 31800

MAPS 31803. Game Theory for Political Scientists. 100 Units.
This course provides a comprehensive introduction to game theory and its applications in political analysis. Through the utilization of mathematical tools and formal models, students will analyze a wide range of topics in politics, including electoral competition, special interest politics, political parties, bureaucratic delegation, coalition building, revolution and regime change, and democratic backsliding. By the end of the course, students will have gained a solid understanding of how game theoretic models can be used to analyze complex political phenomena in both democratic and authoritarian contexts.

MAPS 31805. Survey and experimental methods in political science. 100 Units.
This is an introductory research design and methods course for graduate students who are interested in quantitative research methods - particularly survey and experimental approaches. We will focus on the ways in which political scientists collect, analyze, and interpret survey and experimental data. Students will learn about the fundamentals of research design and quantitative analysis, including theory building, measurement, hypothesis testing, as well as data cleaning, management, and analysis. Prior coursework in statistical methods or coding is not required and will be covered as part of the course.
Equivalent Course(s): PLSC 32080, PLSC 22160, MAPS 21801

MAPS 31901. The Politics of Industrial Transformation. 100 Units.
This course examines the political sources of and responses to industrial and technological development, a key determinant of the wealth of nations and a crucial component of solutions to global challenges. Key topics include the relationship between state and market; institutional sources of comparative advantage; the role of national security; the relationship between the national and the global; the challenges of regulating new industries; and the potential of mobilizing industries to address climate change. Readings will focus on the post-WWII era, and the experiences of developed countries, particularly those of the U.S., will be discussed in conjunction with those of developing countries.
Equivalent Course(s): MAPS 21901, PLSC 21601, PLSC 31901

MAPS 31903. Chinese Politics. 100 Units.
This course takes an in-depth look into Chinese political institutions and behaviors through a comparative perspective. It is divided into four modules. Module one overviews the historical development of the Chinese state and explores how its imperial legacies have shaped political norms and practices in the modern era. Module two examines the roles and functions of the PRC’s major political institutions, including the Party, the central and local bureaucracy, the people’s congresses, and the judiciary. We hope to understand how those institutions engage with each other in policymaking and implementation, and when tensions will arise among different agencies. Module three investigates three major “paradigm shifts” in modern Chinese politics, namely Mao’s socialist transformation in 1949, Deng’s reform and opening-up in 1978, and Xi’s power consolidation since 2012. We will discuss the political and economic challenges those reforms aim to address, and their effects and consequences. Lastly, module four explores major governance challenges facing the Chinese regime, including corruption, censorship, and propaganda, the disputes over Taiwan, among many others. Equivalent Course(s): PLSC 31903

MAPS 31904. Politics and Legacies of Mao’s China. 100 Units.
The 27-year rule of Chairman Mao Zedong (1949-1976) left a complicated and long-lasting legacy for modern China. How did Mao’s political agenda and policies shape the modern Chinese state in the long run? Moreover, how did Mao’s political legacies impact the political norms and institutions of contemporary China? This course aims to take a deeper look at major political campaigns and transformative policies in the Mao era, understand
their objectives and consequences, and evaluate their long-term impacts on contemporary Chinese politics, economy, and society. By reading cutting-edge scholarly works by historians, political scientists, and economists, this course will guide students to contemplate whether Chinese politics in the reform era (1978 - present) marks a breakup from the pre-reform era, or a continuation of the latter. Overall, this course will enable students to gain a comprehensive understanding of the trajectory of Mao’s China and its implications for the present era.

MAPS 31905. The Politics of Technological Change. 100 Units.
This course examines how politics has shaped technological change and has in turn been shaped by it, touching upon topics of development, security, and globalization. The first half of the course discusses important political factors behind technological change including the pursuit of economic competitiveness and national security. It gives special attention to why a few countries in East Asia were able to narrow their technological gap with the west and emerged as economic powerhouses. The second half of the course shifts to the political implications and responses to the emergence of new technologies, particularly information technologies, covering topics such as authoritarian rule, security, and regulation.

MAPS 31910. Research Practicum: Labor and Identity Politics in the United States. 100 Units.
This research practicum is a "lab in the classroom" where students will execute a collaborative research project with Professor Proctor. The practicum is topically organized around the contemporary labor movement in the United States and the intersecting politics of sexuality, gender, and race. Students should have an interest in the topic. Together, we will come up with a research question, conduct a literature review, develop a theoretical framework, identify and analyze data to test the theory, and write an article length paper. The goal is to develop a co-authored manuscript for submission to a journal for publication, and students will have the opportunity to continue working on the project after winter quarter. Methodological training in qualitative or quantitative methods or concurrent enrollment in a methods course is ideal but not required. Preference is given to MA students but undergraduate and doctoral students are also welcome. Equivalent Course(s): MAPS 21910

MAPS 32000. Writing History: Methods of Narrative Analysis and Persuasion. 100 Units.

MAPS 32200. Anthropology and 'The Good Life': Ethics, Morality, Well-Being. 100 Units.
This course takes a critical, historical and anthropological look at what is meant by "the good life." Anthropologists have long been aware that notions of "the good" play an essential role in directing human behavior, by providing a life with meaning and shaping what it means to be a human being. Over the past several years, however, there has been an increasing demand for clarification on what is meant by "the good life," as well as how cultural conceptions of "the good" relate to science, politics, religion, and personal practice. In this course, we will take up that challenge by exploring what is meant by "the good," focusing on three domains in which it has most productively been theorized: ethics, morality, and well-being. Through a close reading of ethnographic and theoretical texts, as well as through analysis of documents and resources used and produced by different communities in order to explore the good life, we will gain an understanding of the different theoretical and methodological approaches for understanding the good in the social sciences, the various cultural logics shaping knowledge and practices of the good, and how human experience is shaped by those iterations in the process. The topics to be discussed include: the good life, moral reason, moral relativism, utility, deontology, virtue, happiness, well-being, flourishing, techniques of the self, spiritual exercises, professional ethics, neuroethics, and the moral sentiments. Equivalent Course(s): CHDV 32200, ANTH 24345, ANTH 35130

MAPS 32205. Taking Back the Land: Anthropology, Geography & Ethnoscience for Land Justice. 100 Units.
In a world of settler property regimes, corporate holdings and national parks, how are communities reclaiming the lands they’ve lost? National parks overturned; indigenous community conservation areas established; food deserts restored with expanding networks of community gardens; the last decade has seen an eruption of opportunities for land justice amidst continuing challenges from ongoing processes of capitalism, colonialism, and climate change. This course offers a holistic anthropological approach to land justice activism that begins with strategies for building collaborations, before looking at tools to help assert claims over territories and resources, and finally, exploring ways of restoring reclaimed lands with new foodways, forests, and community governance. Alongside critical readings and guest teachings from land justice activists in Southeast Asia and North America, the course will examine how a diversity of citizen science tools are being combined with indigenous, anthropological, geographic, and ecological methods to formulate a toolkit for land justice activism and community land/resource management. From counter mapping territory with remote sensing to effective strategies used to block mining projects; from indigenous conservation planning to guerrilla gardening: this course will explore different approaches to reclaiming lands and resources. Equivalent Course(s): ANTH 32207, CHSS 32205, HIPS 22205, GLST 22205, ENST 22205, ANTH 22206, CRES 23305

MAPS 32700. It Goes Without Saying: Conversation in Context. 100 Units.
In everyday conversation, the language we use is part of a larger interactive context. The words we use are neither spoken nor heard in a vacuum. As speakers our bodies, faces, voices, and histories send messages above and beyond the words we choose. In this course we broaden the scope of how we talk about talk, where language is just one of many ways we communicate. We explore how identity, society, and the physical world allow us to make meaning from language using perspectives from linguistics, psychology, and sociology. Over the quarter
students will build a multi-modal analysis of a single interaction by examining and reexamining data through lenses such as social distance, barriers to communication, stance-taking, and gesture.
Equivalent Course(s): EDSO 22700, CHDV 22700, PSYC 38826, EDSO 32700

MAPS 32800. Experiencing Madness: Empathic Methods in Cultural Psychiatry. 100 Units.
This course provides students with an introduction to the phenomenological approach in cultural psychiatry, focusing on the problem of “how to represent mental illness” as a thematic anchor. Students will examine the theoretical and methodological groundings of cultural psychiatry, examining how scholars working in the phenomenological tradition have tried to describe the lived experiences of various forms of “psychopathology” or “madness.” By the end of the course, students will have learned how to describe and analyze the social dimension of a mental health experience, using a phenomenologically-grounded anthropological approach, and by adopting a technical vocabulary for understanding the lived experiences of mental illness (for instance, phenomena, life-world, being-in-the-world, intentionality, epoché, embodiment, madness, psychopathology, melancholia/ depression, schizophrenia, etc). In addition, given the ongoing problematic of “how to represent mental illness,” students will also have the opportunity to think through the different ways of presenting their analysis, both in the form of weekly blog entries and during a final-week mock-workshop, where they will showcase their work in a creative medium appropriate to that analysis.
Equivalent Course(s): ANTH 35135, HIPS 22800, CHSS 32800, CHDV 32822, ANTH 24355

MAPS 32805. BAD VIBES ONLY?: NEGATIVE EMOTIONS AND THE POLITICS OF QUEER-FEMINIST CRITIQUE. 100 Units.
This course examines the role of negative emotions in the history of political thought and subsequently, in feminist and queer politics. Emotions in general, and negative emotions in particular, tend to be thought of as antithetical to politics. The liberal tradition boasts a longstanding view of emotions as personal and pre-political. When it does take emotions seriously, it tends to emphasize the democratic value of ‘good vibes’ like love, empathy, and generosity. Feminist and queer critics of liberalism have long challenged this view of emotions, and indeed, have drawn upon negative emotions in particular to articulate their critiques of, as well as imagine alternatives to, liberal conceptions of justice, freedom, and equality. In the first part of this course, we will familiarize ourselves with the way negative emotions have been theorized in the writings of Aristotle, Nietzsche, and Freud, among other canonical thinkers in the history of political thought. In the second part, this seminar will turn to focus each week on the way ‘bad vibes’ like envy, resentment, rage, and grief have informed queer-feminist critiques of liberal notions of equality, justice, and freedom. Readings will include Ahmed, Ngai, Butler, and Hartman. Students will consider how negative emotions or affects like rage, grief, and the like can be mobilized towards political ends, as well as the theoretical and practical consequences of these emotions’ characterization as political.
Equivalent Course(s): GNSE 23148, PLSC 32805, PLSC 23148, GNSE 32805

MAPS 32900. Revising History: Modern American Case Studies. 100 Units.
How do historians change their mind? What kinds of evidence reverse old judgments, how is error diagnosed, and how do new interpretations take root? When does “revisionism” give rise to lasting controversies, and when do scholars simply shrug off old debates and turn to new questions? This course offers a graduate-level introduction to the bread-and-butter of the professional historian: the constant reconsideration of the past as a provisional body of knowledge. Readings will be drawn from modern U.S. history and will explore a series of major case studies including recent reevaluations of populism, immigration, race and empire, conservative thought, economic inequality, and environmentalism. This course is open to advanced undergraduates with instructor consent and can fulfill the methods requirement for MAPSS students.

MAPS 32905. Topics in the History of Attention. 100 Units.
Our data,” said a recent social critic, “is the oil of the twenty-first century.” In these infinite reserves, perhaps no data is more “ours” than the data we generate simply by paying attention to some things over other things. This particular feature of how our minds work has become the natural resource supply for the vastly profitable attention economy. But hasn’t it always been thus? In this course we will explore how something every human has always had becomes a new resource and a new problem from one historical moment to another. We will pursue our quarry with zealous particularism and zealous universalism, by tracking discourses of attention across several recurring themes: questions of autonomy and choice; problems of overabundance; forms of collective attention, trained attention, and pathological attention—including pathologies of excess, deficiency, and erroneous attention. Throughout the course we will ask what problems of attention say about the cultures and societies that produce them, and how all problems of attention might be different historical attempts to come to terms with human limitation and human potential.
Equivalent Course(s): HIPS 22905, CHSS 32905

MAPS 33002. Introduction to Machine Learning. 100 Units.
This course requires Python programming experience. The course will train students to gain the fundamental skills of machine learning. It will cover knowledge and skills of of running with computational research projects from a machine learning perspective, including the key techniques used in standard machine learning pipelines: data processing (e.g., data cleaning, feature selection, feature engineering), classification models (e.g., logistic regression, decision trees, naive bayes), regression models (e.g., linear regression, polynomial regression), parameter tuning (e.g., grid-search), model evaluation (e.g., cross-validation, confusion matrix, precision, recall, and F1 for classification models; RMSE and Pearson correlation for regression models), and error analysis (e.g.,
data imbalance, bias-variance tradeoff). Students will learn simple and efficient machine learning algorithms for predictive data analysis as well as gain hands-on experience by applying machine learning algorithms in social science tasks. The ultimate goal of this course is to prepare students with essential machine learning skills that are in demand both in research and industry.

Equivalent Course(s): PLSC 43505, MACS 33002, MACS 23002

MAPS 33007. Schooling and Social Inequality. 100 Units.
How and why do educational outcomes and experiences vary across student populations? What role do schools play in a society’s system of stratification? How do schools both contribute to social mobility and to the reproduction of the prevailing social order? This course examines these questions through the lens of social and cultural theory, engaging current academic debates on the causes and consequences of social inequality in educational outcomes. We will engage these debates by studying foundational and emerging theories and examining empirical research on how social inequalities are reproduced or ameliorated through schools. Through close readings of historical, anthropological and sociological case studies of schooling in the U.S., students will develop an understanding of the structural forces and cultural processes that produce inequality in neighborhoods and schools, how they contribute to unequal opportunities, experiences, and achievement outcomes for students along lines of race/ethnicity, class, gender, and immigration status, and how students themselves navigate and interpret this unequal terrain. We will cover such topics as neighborhood and school segregation; peer culture; social networks; elite schooling; the interaction between home, society and educational institutions; and dynamics of assimilation for students from immigrant communities.

Equivalent Course(s): EDSO 23009, EDSO 33009

MAPS 33009. Research Practice Partnerships in Education. 100 Units.
Research and data are vital for educational improvement, yet researchers often wonder why their findings are not used in practice while policymakers and practitioners long for useful information to guide their work. Research-practice partnerships provide a mechanism for producing research that is relevant to decision-making and useful to practice. They focus research on questions that are immediately pressing to practice, incorporate practitioner knowledge, and communicate findings in ways that are attentive to the broader political context in which educators work. In this class, we will examine the ways in which data and research are used in policy and practice. We will consider the various conceptual models that exist around the production and use of research, and the realities of how those models operate in practice. We will learn about different approaches to conducting research-practice partnerships, and examine particular examples of work—considering how the work was done, what was learned, and how the research was used in policy or practice. The course will also consider the challenges involved in developing and maintaining research-practice partnerships, and structures that can facilitate the work.

Equivalent Course(s): EDSO 23009, EDSO 33009

MAPS 33313. Marx: Themes and Variations. 100 Units.
This course undertakes an intensive survey of major themes in the work of Marx (and Engels), with attention to their antecedents in philosophy and political economics and their course of development from the early to the late work. We will consider divergent approaches to Capital, considering commentaries by Louis Althusser, David Harvey and William C. Roberts.

Equivalent Course(s): FNDL 23315

MAPS 33315. The Origins of Totalitarianism. 100 Units.
An in-depth study of Hannah Arendt’s pathbreaking Origins of Totalitarianism and selected recent scholarship. We will proceed thematically through the work’s three volumes: 1) Antisemitism; 2) Imperialism, and 3) Totalitarianism. Topics under discussion will include the nation-state, colonialism, race, refugee rights and mass politics.

Equivalent Course(s): FNDL 28506

MAPS 33456. Olympic Games and Human Rights. 100 Units.
If cultural difference is as real and important as Anthropology has conventionally maintained, how is it possible that 204 “national cultures” and uncountable sub-national cultural formations find such considerable significance in the Olympic Games? We will additionally explore what an Anthropological approach contributes to understanding, in real time, a major Human Rights drama and accompanying protest actions. Beginning in February, the 2022 Beijing Winter Olympic Games will unfold in a nation holding over a million of its own citizens in concentration and forced labor camps for no other reason than their religion and ethnicity. The Chinese Communist Party’s explicit policies against Uyghur and other Turkic-speaking peoples in Xinjiang province have been judged an ethnocide by many and a full genocide by increasing numbers of foreign legislatures, heads-of-state, academics, independent experts, Human Rights organizations, and other NGOs. Some of these groups are promoting the rubric “Genocide Olympics” to characterize Beijing 2022 and to pressure the Olympic Sport System into acting against Chinese government policy in Xinjiang. The International Olympic Committee has so far been unwilling to do this, while insisting that it still stands for Olympism and Human Rights. Meanwhile, in this era of Black Lives Matter and #MeToo athlete activism, protest actions are anticipated in Beijing by some Olympic athletes, with significant consequences expected for all involved.

Equivalent Course(s): SOSC 23456, ANTH 23456, ANTH 33456
MAPS 33501. Gender, Sex, and Empire. 100 Units.
This course examines the complex and contested relationships between gender, sex, sexuality, social organization and power in histories of (primarily British) imperialism and colonialism from the early conquests in the New World through the twentieth century. Employing insights from gender history, postcolonial studies and feminist theory, we look at a broad range of historical case studies to explore themes such as the intersectionality of race, class and gender; the instability of gender ideologies; how power was articulated through the categories of gender and sexuality; the politics of intimacy; and the regulation and 'improvement' of colonial bodies. Our goal is to better understand the ways that gender, sex, sexuality and Western imperialism were co-constitutive in distinctive colonial contexts, and the ways that techniques of power were borrowed, adapted and homogenized across the Western imperial world in response to changing political and economic imperatives.
Equivalent Course(s): GNSE 33501, GNSE 25706, HIST 23008

MAPS 33502. Gender, Sex, and Culture. 100 Units.
This introductory graduate course examines the social construction of gendered identities in different times and places. We study culturally-specific gendered experiences, 'roles,' rights and rebellions around the world, discussing the individual and social consequences of gender and the interrelationships between gender and other categories for identity including race, class and sexuality. While focusing on the global diversity of gendered experience and expectations, we also examine gender in the US, taking a critical approach to understanding gendered inequality and gender-based and sexual violence both abroad and at home. Finally, we examine the role of gendered expectations in Western science, the relationship between gender and 'globalization,' and the contemporary movements affecting change in gendered norms, especially in the arts and media. Advanced Undergraduates admitted with Instructor consent.
Equivalent Course(s): ANTH 32925, ANTH 25216, GNSE 33506, GNSE 23506

MAPS 33503. Ethnographic Approaches to Gender and Sexuality. 100 Units.
This methods course aims to prepare graduate students and advanced undergraduates for ethnographic research on topics focused on gender and sexuality. We will read articles and books showcasing ethnographic methodologies, and we will discuss benefits and limitations of various research designs. Class debates will cover epistemological, ethical, and practical matters in ethnographic research. We will discuss issues of positionalitiy, self-reflexivity, and power. Students will be required to formulate a preliminary research question at the beginning of the course, and will conduct a few weeks of ethnographic research in a field site of their choosing. Each week students will produce field notes to be exchanged and discussed in class, and as a final project they will be asked to produce a research proposal or a short paper based on their observations.
Equivalent Course(s): GNSE 33503, SOCI 30319, GNSE 23505

MAPS 33504. American Religion, Gender, and Race. 100 Units.
This seminar looks at the impact of religious identity on their understandings and performance of racial and gendered identities. This graduate-level course delves into the impact such intersectional identities have on one's movement within personal, political, and community spheres. We will pay particular attention to American religious denominations. Students can also expect to read and reflect on foundational works in the sociological study of religion.
Equivalent Course(s): MAPS 23504, CRES 23507, SOCI 30334, GNSE 23507, GNSE 33503

MAPS 33505. Slavery and Emancipation: Caribbean Perspectives. 100 Units.
This graduate-level reading colloquium explores the interpretive problems and perspectives critical to understanding the historical dynamics of slavery and emancipation in the Caribbean. Between the sixteenth and nineteenth centuries, over five million African men, women, and children were trafficked to the Caribbean as enslaved captives. During this period, Africans and their descendants, as well as the tens of thousands of slaveholders, indentured laborers, Indigenous peoples, and free people in the region, forged the political, economic, social, and cultural dynamics that arguably made the Caribbean the birthplace of the modern world. Through course readings in foundational and emerging scholarship, we will examine how slavery and emancipation underlined crucial historical transformations and problems in the Caribbean, with attention to their global repercussions. Students will also have the opportunity to draw comparisons with other regions in the Atlantic World. Upper-level undergraduates may enroll with instructor consent.
Equivalent Course(s): ANTH 26452, SOCI 30359, ANTH 46452, HIST 39006, HIST 29006, SOCI 20598

MAPS 33506. Ethnographic Research Methods. 100 Units.
This introductory graduate course examines ethnography, the primary research methodology of Anthropologists and a technique also employed by many other social scientists. We study the evolution of ethnographic practices and ethnographic writing over the last 150 years, and we practice the methods of ethnography, including sampling techniques, participant observation, interview techniques and various kinds of data analysis, throughout. We examine alternative forms of ethnography such as visual ethnography, testimonio or life-history, and autoethnography to better understand the ever-evolving techniques anthropological research can take, and we devote significant study to the application of ethnographic research outside the field of Anthropology and outside the academy. Beginning in week two students will design their own ethnographic research project, writing up a formal proposal and progress reports; this project eventually provides the data for their final paper in the class. Undergraduates admitted with Instructor consent.
Equivalent Course(s): SOCI 30321
MAPS 33508. Anthropology of Power, Status, and Performance. 100 Units.
This introductory graduate course examines the nature of power and status through the theoretical lens of performativity. We will engage with notions of performativity, articulated by influential theorists of linguistics, gender, and religion, that demonstrate the abilities of performances to effect change in the world. Thinking with performativity, we will interrogate practices of negotiating power and status in a broad range of social, political, and geographical contexts. How is the power made and unmade through particular acts? How is status, a particular type of power differentiation, created collectively and individually through acts of saying and doing? Such questions will animate our explorations of power and status in recent ethnographies focused on Asia, the Americas, and Europe.
Equivalent Course(s): GNSE 22770, ANTH 34735, ANTH 22770

MAPS 33510. The Sociology of Racism. 100 Units.

MAPS 33555. Empires and Colonies of the Atlantic World. 100 Units.
This graduate-level reading colloquium explores classic and emerging scholarship that examines the rise and consolidation of European overseas empires and colonies in the early modern Atlantic world (c.1400-1850). While we will analyze transatlantic European imperial structures, the course will pay particular attention to the perspectives of the colonized peoples (such as enslaved and freed people of African descent, creole populations, and Indigenous peoples) and places (such as the Caribbean, West Africa, Latin America, and North America) in the Atlantic World. Among the thematic topics we will discuss include: colonization; the rise of slavery and the slave trade; cross-cultural and political connections; the consolidation of race, gender, sexuality, and the family; the environment; the plantation complex; work and economy; social life; anti-colonial and anti-slavery struggles, revolution; abolition; and the reconstitution of colonial and imperial structures after slave emancipation. Upper-level undergraduates may enroll with instructor consent.
Equivalent Course(s): ANTH 26455, HIST 29107, HIST 39107, ANTH 46455

MAPS 33600. War, Law, Norms: Violence and Its Limits. 100 Units.
Violent contention is ubiquitous in the human past, but so are ethical norms and legal rules which seek to put limits on permissible attacks against others. Do they work? Can scraps of paper, or collective conscience, put the brakes on a dynamic of destruction which would otherwise lead to unconstrained killing? This graduate colloquium will look at this fundamental question through the lens of a rapidly evolving historical literature on the laws and ethics of war, ranging from the arbitration of blood feuds in the Icelandic Sagas through the surprising influence of the much-derided 1928 Kellogg-Briand Pact outlawing war on the unfolding of 21st century history.

MAPS 33650. Researching Crime and Punishment in Chicago and Beyond. 100 Units.
This seminar builds toward the draft of a viable research paper on crime, adjudication and punishment. A local focus on Chicago is encouraged but not required. You will practice archival, statistical, interview and/or ethnographic research using method(s) and data source(s) of your choosing. Over ten weeks, you will learn to identify and describe the key stages, actors, rules and norms at work in the criminal legal system. To accomplish this goal, you will read and evaluate important case law and court opinions as well as empirical papers on crime and punishment. These papers will be focused on criminal practice in Chicago. Many of these readings will focus primarily on past and present racial inequalities.

MAPS 33805. Lesbian, gay, bisexual, and transgender politics in the United States. 100 Units.
This course surveys academic research on sexuality and gender in American politics. Drawing from interdisciplinary perspectives, it focuses on key arguments and debates about how politics shapes and is shaped by sexuality and gender relations. We will pay particular attention to the development of sexuality and gender identity as analytic and political concepts; the role of the State and political institutions to the formation of sexuality and gender; the relationship between social movements, counter-movements, and political parties; the political behavior and attitudes of LGBT people; and the ways in which intersectional inequalities structure LGBT politics.
Equivalent Course(s): PLSC 23805, GNSE 33805, SOCI 30342, PLSC 33805, GNSE 23151, PBPL 23805, HMRT 33805

MAPS 34500. Anthropology of Museums I. 100 Units.
Using anthropological theories and methodology as a conceptual framework, this seminar will explore the organizational and ideological aspects of museum culture(s). The course includes visits to museums with guest museum professionals as guides into the culture of museums.
Equivalent Course(s): ANTH 24510, SOSC 34500, CHDV 34501, ANTH 34501, MAPH 34400

MAPS 34512. Ethnographic Writing: Practices of Research and Representation. 100 Units.
This course gives students opportunities to develop their own craft of ethnography through hands-on research and writing and in-depth explorations of recent ethnographic work. Ethnography, "the writing of a people," by definition, refers to groups of people as its object and to processes through which an ethnographer attempts to represent such groups. It also refers to academic texts that are the product of an ethnographer's representational efforts. In this course, students will engage with ethnography multivalently - as research practice, analytical generalization, and literary product. We will reflect upon processes of representation through which ethnographers apply their findings to groups (implicitly or explicitly) and the choices and interpretations
they make along the way. Some questions we will ask are: How does the ethnographer deploy particular signifiers, such as modes of communication, spatial and architectural configurations, and historical contexts to make arguments? How is language used to represent experience convincingly? With these questions in mind, we will approach book and article-length ethnographies focusing on four expansive themes - migration, global interconnectivity, nation-states, and neoliberalism. Our readings will inform students' development of their own ethnographic practices. This course will be especially helpful to MA and advanced undergraduate students engaged in the production of ethnographic theses.

Equivalent Course(s): ANTH 25720, ANTH 35720

MAPS 34513. Theoretical Approaches to Political Anthropology: Sovereignty, Authority, and Refusal. 100 Units.

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

Equivalent Course(s): ANTH 22750, ANTH 34725

MAPS 35150. Anthropology of Israel. 100 Units.

This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities’ rights; and Arab-Jewish relations.

Equivalent Course(s): NEHC 35147, NEHC 25147, ANTH 35150, ANTH 25150, JWSC 25149, CMES 35150

MAPS 35199. Digital Ethnography. 100 Units.

This methods course prepares students for ethnographic research in an online environment. We will discuss practical steps to put together a research project—from research design to data collection and analysis. We will cover epistemological, ethical, and practical matters in online ethnographic research, and read articles and books showcasing methods for the study of virtual worlds (both game and nongame). This is a hands-on methods course: you will be required to formulate a preliminary research question at the beginning of the course, and you will conduct a few weeks of ethnographic research in a virtual field site of your choosing. Each week you will be asked to complete short ethnographic assignments, and to produce field notes to be exchanged and discussed in class. As a final project, you will have a choice between a research proposal or a short paper based on your observations.

Equivalent Course(s): ANTH 21415, GLST 25199, SOCI 20558, SOCI 30326, MAAD 10199, ENST 25199

MAPS 36001. Computational Methods Using Online Social Media Data. 100 Units.

This course will discuss a broad range of computational social science topics that leverage large-scale data from online communication platforms to gain insights into social issues. We will start from collecting and processing data from social media platforms (e.g., Twitter, IMDB, Airbnb, Yelp), and then introduce computational research topics that include but are not limited to: sentiment analysis, deceptive marketing, recommendation system, fake news detection, spam detection, bot detection, demographic inference, public health, political attitude analysis, personality and behavior analysis, and cyberbullying. We will use version control techniques (e.g., git, Github) to keep track of the class projects. The ultimate goal of this course is to provide a broad introduction of computational social science research areas and train students to be familiar with the pipelines of doing computational research.

Equivalent Course(s): MACS 26000, MACS 36000

MAPS 36400. Aging and the Life Course. 100 Units.

Over the last few decades, life course has become an important perspective for sociologists, demographers, and gerontologists to understand the social processes of aging. This seminar course introduces key concepts of the theories of aging and the life course, as well as empirical findings on the social, demographic, and economic aspects of the demographics of aging. While biology and physiology play crucial role in aging, such as greater longevity and the delayed onset of morbidity, this course focuses on the social processes of aging and the role of social stratification in shaping health and well-being. In addition, this course will discuss the policy implications of aging.
MAPS 36450. Marriage and Family. 100 Units.
Marriage and the family are two important building blocks in many societies. Marriage and the family not only constitute essential parts of an individual’s inner world, shape his or her perspectives towards life and the outside world, they also have far reaching effects on an individual’s well-being, ranging from physical and mental health, income and wealth, to his or her integration to the social network and community. This course aims to introduce students to the sociological literature on marriage and the family. We will cover stages through which a romantic relationship evolves over time, from dating and courtship, sexual relationship to cohabitation and marriage, as well as divorce and widowhood. We will also discuss socioeconomic differences in childrearing practices, kinship, and social stratification and the family. This course focuses largely on patterns in the contemporary U.S. society, and yet we will also explore their historical roots and international differences. Equivalent Course(s): GSNS 36450

MAPS 36455. Relationships and Health: The Need to Belong. 100 Units.
This seminar will explore the theory that the need to belong is a fundamental human motivation. In our discussions of relevant psychology journal articles, we will examine the connections between relationships and health, how the need to belong is related to empathy, reactions to rejection, and substitutes for belonging. Equivalent Course(s): MAPS 26455, CHDV 36455, PSYC 36455

MAPS 36500. Social Demography. 100 Units.
This course seeks to introduce important topics in social demography to master and upper-level undergraduate students. Social demography studies the social aspects influencing the population processes. Specifically, this course focuses on basic demographic concepts, fertility transition, extreme fertility regimes, epidemiological transition, differential health and mortality, health behaviors, population aging, migration, household formation, second demographic transition, and population and environment. Students are evaluated by their participation, leading discussions, reflection memos, and a final project. Equivalent Course(s): PBPL 26501

MAPS 36505. Economic Sociology. 100 Units.
Economic activities are fundamentally made up of social relations, and social relations are influenced by economic systems. In this course, we will develop a sociological understanding of economies and economic transactions. In contrast to neoclassical economic models which assume a social and political vacuum where people make rational choices, we will begin with the supposition that family, geography, culture, race, class, gender and sexuality, and age influence human perceptions and decisions. These influences have real consequences for economic activities and outcomes. Equivalent Course(s): SOCI 30556, SOCI 20556

MAPS 36601. Watergate and American Democracy. 100 Units.
Contemporary American history begins with the Watergate crisis and the resignation of Richard Nixon from the presidency. But how does Watergate fit into the wider fabric of American history? This course considers the implications of Watergate for American democracy in a wider chronological perspective, beginning with the revolutionary generation’s ambivalence about monarchical power and ending with the legacies of Nixon’s scandal for his successors.

MAPS 36900. Anthropology of Disability. 100 Units.
This seminar undertakes to explore “disability” from an anthropological perspective that recognizes it as a socially constructed concept with implications for our understanding of fundamental issues about culture, society, and individual differences. We explore a wide range of theoretical, legal, ethical, and policy issues as they relate to the experiences of persons with disabilities, their families, and advocates. The final project is a presentation on the fieldwork. Equivalent Course(s): HMRT 35210, CHDV 20505, HMRT 25210, SOSC 36900, ANTH 30405, CHDV 30405, ANTH 20405

MAPS 37201. Interrogating the Archive(s): Research Methods for Historical Thinking. 100 Units.
This seminar interrogates the concepts, theories, and practices of the archive from a historical perspective. History is in many ways a discipline defined by a set of questions rather than a singular approach. We will begin by analyzing how historians do the work of interpreting sources to construct historical narratives and arguments. Examining archival theory, its lapses, and its possibilities, we will determine what characteristics make an archive and how we can historize it as an object of inquiry in its own right. We will then tackle a representative sample of the types of sources and data sets you are most likely to engage as a researcher. Looking at how people have archived written ephemera, material culture, photographs, film, music, urban space, and the internet, we will pair the specific theoretical concerns of a given source type’s archiving with practical examples of how historians have explicitly mediated, transcended, or succumbed to the experience of the archive: its structure, its customs, its absences, and more. You will gain an understanding of the mechanics of archival work for a historian as well as an appreciation for the complexity of historical thinking. By the end of the quarter, you will learn how to reconcile archival theory with the realities of research and the practice of history in order to become better, more ethical, and more rigorous researchers. Equivalent Course(s): HIST 37201
MAPS 39000. Longitudinal Research. 100 Units.
This course will introduce students to longitudinal research methods used in psychological research. This includes both the design of longitudinal studies and the use of statistical techniques to analyze longitudinal data. Students will gain experience with reading longitudinal research reports using longitudinal data and develop the skills necessary to conduct and report on their own longitudinal research.

MAPS 39200. Latin American Religions, New and Old. 100 Units.
This course will consider select pre-twentieth-century issues, such as the transformations of Christianity in colonial society and the Catholic Church as a state institution. It will emphasize twentieth-century developments: religious rebellions; conversion to evangelical Protestant churches; Afro-diasporan religions; reformist and revolutionary Catholicism; new and New Age religions.
Equivalent Course(s): RLST 21401, HIST 39000, HCHR 39200, HIST 29000, CRES 29000, LACS 39000, LACS 29000

MAPS 40164. Involved Interviewing: Strategies for Interviewing Hard to Penetrate Communities and Populations. 100 Units.
Imagine that you must interview someone who hails from a background unlike your own; perhaps you need to interview an incarcerated youth, or gather a life history from an ill person. Maybe your task is to conduct fieldwork inside a community that challenges your comfort level. How do we get others to talk to us? How do we get out of our own way and limited training to become fully and comfortably engaged in people and the communities in which they reside? This in-depth investigation into interviewing begins with an assumption that the researcher as interviewer is an integral part of the research process. We turn a critical eye on the interviewer’s role in getting others to talk and learn strategies that encourage fertile interviews regardless of the situational context. Weekly reading assignments facilitate students’ exploration of what the interview literature can teach us about involved interviewing. Additionally, we critically assess our role as interviewer and what that requires from us. Students participate in evaluating interview scenarios that are designed to explore our assumptions, sharpen our interviewing skills and troubleshoot sticky situations. We investigate a diversity of settings and populations as training ground for leading effective interviews. The final project includes: 1) a plan that demonstrates knowledge of how to design an effective interviewing strategy for unique field settings; 2) instructor’s feedback on students’ personal journals on the role of.
Equivalent Course(s): SOCI 20547, SOCI 40164

MAPS 40165. In-Depth Interviewing: Talk as Data. 100 Units.
This course is meant for students who have just started, or are soon planning to carry out, a qualitative research study that utilizes in-depth interviewing. This course will take a practical and hands-on approach to doing the work of listening to strangers. In addition to a brief, but rigorous, theoretical introduction to the methodology, this course will mainly be aimed at helping students collect their own rich interview data. This means that we will place the ability to problem solve research hiccups, dilemmas, and contingencies at the front and center. Along the way, our fieldwork will be supplemented by reading accessible guides by experienced qualitative scholars on the mechanics of interviewing. By the course’s end, students will be expected to have collected, and begun to analyze, actual data in their research study.

MAPS 40177. Coding & Analyzing Qualitative Data using MAXQDA. 100 Units.
This focus of this course is on coding and analyzing qualitative data (e.g., interview transcripts, oral histories, focus groups, letters, and diaries, etc). In this hands-on course students learn how to organize and manage text-based data in preparation for analysis and final report writing of small scale research projects. Students use their own laptop computers to access one of two free, open-source software programs available for Windows, Mac, and Linux operating systems. While students with extant interview data can use it for this course, those without existing data will be provided text to code and analyze. This course does not cover commercial CAQDAS, such as AtlasTi, NVivo, The Ethnograph or Hypertext.
Equivalent Course(s): SOCI 20548, SOCI 40177

MAPS 40200. Seminar: Bourdieu/Sociobiography. 100 Units.
This seminar explores the conceptual architecture of Pierre Bourdieu’s social theory, with special attention to its implications for biography and autobiography.
Equivalent Course(s): ANTH 40165

MAPS 40401. Computation and the Identification of Cultural Patterns. 100 Units.
Culture is increasingly becoming digital, making it more and more necessary for those in both academia and industry to use computational strategies to effectively identify, understand, and (in the case of industry) capitalize on emerging cultural patterns. In this course, students will explore interdisciplinary approaches for defining and mobilizing the concept of “culture” in their computational analyses, drawing on relevant literature from the fields of Anthropology, Psychology and Sociology. Additionally, they will receive hands-on experience applying computational approaches to identify and analyze a wide range of cultural patterns using the Python programming language. For instance, students will learn to identify emerging social movements using social media data, predict the next fashion trends, and even decipher ancient symbols using archaeological databases.
Equivalent Course(s): MACS 40400, CHDV 40404, PSYC 40460, MACS 20400

MAPS 40500. Computational Methods for American Politics. 100 Units.
In this class, students will be introduced to several computational techniques aimed at exploring, understanding, and diagnosing substantive American political phenomena. Rather than focus on derivations and proofs of
models, the main focus of the course will be applying and diagnosing model fit, along with computation and application in R. The goal of the class is twofold: first, to offer students a methodological toolbox to tackle complex questions of interest in the social sciences. The second goal, then, is to prepare students for applied quantitative research, offering modern data science techniques and computational training in the service of understanding and predicting American political behavior in a range of contexts. The course will be a combination seminar/applied, where we will read and discuss the latest developments as well as classical works related to a week's topic, but also apply the concepts in R. Equivalent Course(s): PLSC 20825, PLSC 40550, PLSC 40525

MAPS 40800. Unsupervised Machine Learning. 100 Units.
A full understanding of data structure is not always possible, nor are tidy labeled data always available to researchers. With an applied focus, this course will cover prominent unsupervised machine learning techniques such as clustering, partitioning, dimension reduction, and deep learning for discovering latent, non-random structure in data. Further, mechanics involved in unsupervised machine learning will also be covered, such as measuring distance, visualization, and methods of validation. Where appropriate, we will also cover best practices in functional programming. Equivalent Course(s): PLSC 40825, PLSC 20825, MACS 40800

MAPS 40900. Studying ‘Social Problems’: Theory and Methods. 100 Units.
What does it mean for something to be a ‘social problem’? How do particular ‘social problems’ emerge and how do they stop being ‘problems’? This course answers these questions from the perspective of the sociology of social problems and introduces students to different tools and data sources they can use to better understand a social problem, or a variety of other phenomena, that they might be interested in. In the first part of the course, we will cover sociological theories of ‘social problems’ and read a selection of case studies. In the second part of the course, we will survey different kinds of data sources (Twitter feeds, newspaper and congressional records, article databases, various publicly available datasets, etc.) and discuss how you can best leverage them to study specific ‘social problems.’ By the end of the class, each student will have produced an extensive report on a topic of interest. As such, the class is particularly well-suited for students doing independent research, such as working on their BA or MA. The course does not assume any previous knowledge, beyond basic proficiency with the Internet and software such as Excel. However, the instructor will orient parts of the class towards students who have some programming background, in order to emphasize the utility of computational approaches. Equivalent Course(s): MACS 40900, SOCI 30560, CHDV 20900, SOCI 20560, MACS 20900

MAPS 40905. Theory, Method & Evidence: Finding Persons in the Social. 100 Units.
There has been a disconnect between the theories and methods we use to examine the world. The veritable explosion of methodologies, or ways to find evidence on the world and persons, leaves many with a lack of coherent understanding of what exactly is being produced. This class will examine methods and forms of evidence across multiple fields of social inquiry to ground students, with some focus on the methods of biological and physical sciences. This class will examine critically what counts as evidence and what counts as a method-including a historically situating of the conceptualizations of method and evidence for the respective fields. We will pay special attention to shifts in the formulation of our scientific triad of Data, Evidence, and Ideas across space and time. By the end of the class, students will have a deeper understanding of evidence and method across multiple fields of social inquiry, including the relevance of the replication crisis.

MAPS 41501. Theory, Method & Evidence: Finding Persons in the Social. 100 Units.
This course introduces students to the process of examining relationships among theory, evidence, and method in contemporary social science with a particular focus on writings from sociology, social psychology, and developmental psychology. To situate our focus on theory, evidence, and method we will also draw upon history of science and philosophy of science so we can better understand how we produce knowledge via research on people. The construction of person has taken place over the last century, which is a central idea to psychology, sociology and all social sciences. We will examine what social/psychological theory aims to be, what counts as such a theory; relationships between quantitative and qualitative methods; how we produce knowledge via surveys, interviews, ethnographies, and experiments; and how we make evidence (e.g., functional magnetic resonance imaging is evidence of what?). The aim of the course is to better situate students to the range of relevant understandings of social theory, social methods, and social evidence. Doing so puts students in the position to consider evidence from a multitude of perspectives leading to clearer formulations and examinations of the social world (e.g., guides on writing research proposals). Further, students will then consider what the examined relationships mean for social science in an age of changing politics of knowledge, including considerations of the replication crisis in the social sciences, particularly psychology. Equivalent Course(s): SOCI 30333, CHDV 42550, PSYC 39019, CHDV 22550

MAPS 41775. Qualitative Methods: Coding & Thematic Analysis. 100 Units.
This course will introduce students to qualitative coding and thematic analysis in social science research. In this course we will review literature about qualitative social science research while learning coding and memo-ing strategies to develop thoughtful and thorough qualitative research projects. Students do not need to have original data to participate though such data is welcome. Equivalent Course(s): SOCI 40257
MAPS 44100. The Politics of Value Pluralism. 100 Units.
Value pluralism - the idea that difficult moral questions may have more than one right answer, that some of those answers conflict, and that there may be no rationally authoritative way of choosing between them - has attracted increasing attention from political theorists and philosophers. If true, this non-obvious and heterodox view raises significant challenges for political practice. How can we engage our fellow citizens rationally, if we do not share their moral assumptions, aims, or evidentiary authorities? On what basis can we hold political authorities accountable, if we cannot agree on the same moral criteria to distinguish legitimate from illegitimate uses of political power? If difficult moral questions permit more than one right answer, will that encourage practices of toleration and generosity, or the brute force of majority preference? This seminar will ask what value pluralism really means, what evidence we have for it, and what consequences it entails for a liberal politics.
Equivalent Course(s): PLSG 44110

MAPS 46460. Disability in Local and Global Contexts. 100 Units.
This is a course about intersections. Disability cuts across age, gender, class, caste, occupation, and religion-or does it? By some measures, people with disabilities are the largest minority group in the world today. In this course, we critically examine both the experiences of people with disabilities in a global context as well as the politics and processes of writing about such experiences. Indeed, questions of representation are perhaps at the core of this course. What role have the United Nations Declaration on the Rights of Persons with Disabilities and international organizations such as the United Nations, the World Health Organization, and other non-governmental social and human service agencies played in the creation of specific understandings of disability experience? We will ask whether disability is a universal category and we will consider how experiences of health, illness, disability, and debility vary. We will engage in "concept work" by analyzing the relationships between disability and impairment and we will critically evaluate the different conceptual and analytical models employed to think about disability. In doing so, we will engage with broader questions about international development, human rights, the boundaries of the nation, the family and other kinship affiliations, and identity and community formation. How is disability both a productive analytic and a lens for thinking about pressing questions and concerns in today's world?
Equivalent Course(s): ANTH 24302, HLTH 24302, CHDV 25250

MAPS 47501. Olympic Games and Human Rights. 100 Units.
If cultural differences are as powerful as Anthropology has conventionally stressed, how is it possible that over 200 national and innumerable sub-national and transnational cultural formations have found common cause in the modern Olympic Games? This course explores, theoretically and historically, the emergence of the Olympic Games as the liturgy of the world system of nation states and the current dialectic between the Olympic Movement and the Olympic Sports Industry. Extensive reading and an independent research paper will be required.
Equivalent Course(s): ANTH 30420, SOSC 25090, ANTH 20420

MAPS 49800. Research Experience: Psychology Lab. 000 Units.
All MAPSS and MACSS students with a confirmed Psychology lab placement will be pre-registered. Students should contact Sabrina Biggus (sbiggus@uchicago.edu) to specify the lab placement they have. This course does not count as one of the three for-credit courses you must take each quarter to maintain full-time status in your MA Program.
Equivalent Course(s): MACS 49800

MAPS 49856. Mobilities. 100 Units.
This course considers the "mobilities turn" in anthropology and other social sciences through an engagement with foundational mobility studies literature as well as close readings of ethnographies of and about mobilities. We will consider mobilities in relation to people, places, and objects and we will look at a range of sites. What does a consideration of mobility enable both theoretically and empirically? What is the connection between mobility, change, and political, social, and economic (re)production?
Equivalent Course(s): CHDV 49856, ANTH 45625

MAPS 51818. Radical Therapies. 100 Units.
In a context of heightened awareness of global crises and injustice on many fronts-covid, the war in Ukraine, energy, economy, climate change, systemic racism-we see a widespread preoccupation with trauma and healing. In academia and the arts, projects about trauma and care proliferate. This course will examine a selection of therapeutic practices: in terms of how they shape interpersonal dynamics, in and beyond self-other, subject-object relations, and of how they challenge, or rethink, the very notions of therapy, care and cure. We bring three distinct perspectives to these issues, from anthropology, philosophy, and artistic practice. Radical Therapies comes out of our respective fascinations and engagements with therapeutic practices, from the margins of clinical frameworks to the distinctly left field, sometimes at the limits of plausibility. We will be working with texts, films and embedded, often embodied perspectives gleaned from fieldwork, our own and others'. Questions we will be addressing include: the meaning of care and cure; the dynamics of what psychoanalysis calls transference, the "telepathic" entanglement of agents in the therapeutic relation; the embeddedness of therapy in social and political contexts; and the aesthetics of the therapeutic relationship, in the sense of how therapies aim to make something perceptible through different modes of thought, perception and sensation.
Equivalent Course(s): ANTH 53818
COURSES ECMA

ECMA 30750. The Theory of Market Design. 100 Units.
This course will provide an introduction to social choice, two-sided matching, house allocation, school choice, and the recent theoretical developments in kidney exchange. We will develop formal, mathematical language to evaluate and compare different mechanisms including deferred acceptance, top trading cycles, the probabilistic serial mechanism, and others. Our approach will be axiomatic; we will explore the tradeoff between efficiency, incentive compatibility, and fairness in the design of mechanisms. This course will be proof-based, so is appropriate for advanced students acquainted with formal mathematical reasoning.
Equivalent Course(s): ECON 20770

ECMA 30770. Decision and Strategy I. 100 Units.
This course provides a formal introduction to game theory with applications in economics. We will study models of how individuals make decisions, and how those decisions are shaped by strategic concerns and uncertainty about the world. The topics will include the theory of individual choice, games of complete and incomplete information, and equilibrium concepts such as Nash equilibrium. The applications will include oligopoly, auctions, and bargaining. The course is appropriate for advanced undergraduates who are interested in a rigorous mathematical approach to understanding human behavior.
Equivalent Course(s): ECON 20770

ECMA 30780. Decision and Strategy II. 100 Units.
We continue the formal introduction to decision theory and game theory begun in ECMA 30780, with a specific focus on models of incomplete information. Topics covered include subjective expected utility, Bayesian games, contract theory, and mechanism design. Among the applications we will consider are auctions, collusion, entry deterrence, and strategic communication. The course is appropriate for advanced undergraduates who are interested in a rigorous mathematical approach to decision making in strategic situations.
Equivalent Course(s): ECON 20780

ECMA 30800. Theory of Auctions. 100 Units.
In part, this course covers the analysis of the standard auction formats (i.e., Dutch, English, sealed-bid) and describes conditions under which they are revenue maximizing. We introduce both independent private-value models and interdependent-value models with affiliated signals. Multi-unit auctions are also analyzed with an emphasis on Vickrey’s auction and its extension to the interdependent-value setting.

ECMA 31000. Introduction to Empirical Analysis. 100 Units.
This course introduces students to the key tools of econometric analysis: Probability theory, including probability spaces, random variables, distributions, and conditional expectation; Asymptotic theory, including convergence in probability, convergence in distribution, continuous mapping theorems, laws of large numbers, central limit theorems, and the delta method; Estimation and inference, including finite sample and asymptotic statistical properties of estimators, confidence intervals, and hypothesis testing; Applications to linear models, including properties of ordinary least squares, maximum likelihood and instrumental variables estimators; Non-linear models. Assignments will include both theoretical questions and problems involving data. Necessary tools from linear algebra and statistics will be reviewed as needed.

ECMA 31100. Introduction to Empirical Analysis II. 100 Units.
This course is an introduction to applied econometrics and builds on tools studied in ECMA 31000. Topics include: Selection on observables, instrumental variables, time series, panel data, discrete choice models, regression discontinuity, nonparametric regression, quantile regression.

ECMA 31130. Topics in Microeconometrics. 100 Units.
This course focuses on micro-econometric methods that have applications to a wide range of economic questions. We study identification, estimation, and inference in both parametric and non-parametric models and consider aspects such as consistency, bias and variance of estimators. We discuss how repeated measurements can help with problems related to unobserved heterogeneity and measurement error, and how they can be applied to panel and network data. Topics include duration models, regressions with a large number of covariates, non-parametric regressions, and dynamic discrete choice models. Applications include labor questions such as labor supply, wage inequality decompositions and matching between workers and firms. Students will be expected to solve programming assignment in R.

ECMA 31140. Perspectives on Computational Modeling for Economics. 100 Units.
In this course students will learn several computational methodologies and tools to solve, simulate, and analyze models that are the backbone of current macroeconomic analysis. While learning the relevant computational methods is the main objective, the theoretical economic aspects of the model will be stressed and the students will be required to apply their economic knowledge and skills to interpret and analyze the results. We will examine non-stochastic and stochastic general equilibrium models, both under local and global approximations. The main part of the course will deal with representative agent models, but a significant part will be devoted to introducing students to the solution of heterogeneous agent models as well.
Equivalent Course(s): MACS 30150

ECMA 31210. Time Series Analysis for Macroeconomics and Finance. 100 Units.
This course will cover various methods and their applications in time series analysis and emphasize empirical exercises by students. The structure of the course starts with theoretical foundations drawing from standard
textbooks of Hayashi (2000) and Hamilton (1994) and covers applications to answer important questions in macro and finance. The topics include time series OLS with applications in the Fama interest rate regression and Hansen's study of foreign exchange markets, GMM with the Fama-French model of equity returns, and state-space models with applications to GDP nowcasting. Familiarity with matrix algebra and elementary econometrics is required.

**ECMA 31320. Applications of Econometric and Data Science Methods. 100 Units.**
This course builds on the theoretical foundations set in Econ 21030 and explores further topics pertinent to modern economic applications. While the course content may change from year to year according to student and instructor interests, some potential topics are panel data methods, treatment effects/causal inference, discrete choice/limited dependent variable models, demand estimation, and topics in economic applications of supervised and unsupervised learning algorithms. The course will involve analytically and computationally intensive assignments and a significant empirical project component.

**ECMA 31330. Econometrics and Machine Learning. 100 Units.**
This course reviews a number of modern methods from econometrics, statistics and machine learning, and presents applications to economic problems. Examples of methods covered are simulation-based techniques, regularization via coefficient and matrix penalization, and regression and classification methods such as trees, forests and neural networks. Applications include economic models of network formation, and dimension reduction for structural economic models. The course involves programming and work with data. Beyond econometric background such as Econ 21030, students should have a solid background in computation.

**ECMA 31340. Big Data Tools in Economics. 100 Units.**
The goal of the class is to learn how to apply microeconomic concepts to large and complex datasets. We will first revisit notions such as identification, inference and latent heterogeneity in classical contexts. We will then study potential concerns in the presence of a large number of parameters in order to understand over-fitting. Throughout the class, emphasis will be put on project-driven computational exercises involving large datasets. We will learn how to efficiently process and visualize such data using state of the art tools in python. Topics will include fitting models using Tensor-Flow and neural nets, creating event studies using pandas, solving large-scale SVDs, etc.

**ECMA 31350. Machine Learning for Economists. 100 Units.**
This course reviews modern machine learning techniques and their applications in economics. The course covers some of the classical techniques, including lasso, regression trees, random forests, principal components analysis, and neural networks, as well as cutting-edge double machine learning methods. Applications include economic models of network formation, program evaluation, demand estimation, and asset pricing. The course involves programming and working with data. Students are expected to have a solid background in statistics, econometrics, and computation.

**ECMA 31360. Causal Inference. 100 Units.**
This course reviews modern causal inference techniques and their applications in business and economics. The course covers the treatment-control comparison estimator, regression adjustment, matching (on covariates and propensity score), difference in differences (canonical and with staggered treatment), panel data methods, regression discontinuity design (sharp and fuzzy), instrumental variables and local average treatment effect (LATE) estimator. At different points during the course, we mention how machine learning (ML) techniques have recently been used to enrich the classical methods. The course involves programming (R language) and working with data. Students are expected to have a solid background in statistics (working knowledge of R and familiarity with RStudio) and econometrics.

**ECMA 31810. The Scale-up Effect in Public Policy: Understanding and addressing threats to scalability. 100 Units.**
In recent years, citizens and lawmakers have become increasingly enthusiastic about adopting evidence-based policies and programs. Social scientists have delivered evidence on countless interventions that positively impact people’s lives. And yet, most programs, when expanded, have not delivered the dramatic societal impacts promised. In order to truly reap the benefits of evidence-based interventions (practices, programs, and policies), researchers and practitioners must figure out how to take these programs from small-scale experiments and implement at scale in a way that enables population-level impacts. This course builds on an economic model (The science of using science: towards an understanding of threats to scalability by Omar Al-Ubaydli, John List, and Dana Suskind) to explore the threats to scalability i.e. phenomenon by which the magnitude of a treatment effect changes when an intervention moves from research setting to population-wide implementation. This course will examine some of the most critical questions of public policy: Why have we failed to bring evidence-based programs found to be effective in small-scale experiments to the population level? How can we scale such programs effectively? How can researchers, practitioners, and policymakers work together to bring fundamental changes in research and program design.
Equivalent Course(s): PPHA 43650

**ECMA 33220. Introduction to Advanced Macroeconomic Analysis. 100 Units.**
This course introduces students to advanced methods for macroeconomic analysis. In the first part, we discuss time series methods such as impulse response analysis, vector autoregression, co-integration, shock identification, and business cycle detrending. In the second part, we examine and analyze a simple, yet
powerful stochastic dynamic real business cycle model. In that context, the students will learn about dynamic programming, rational expectations, intertemporal optimization, asset pricing, the Frisch elasticity of labor supply, log-linearization, and computational tools to solve for the recursive law of motion of dynamic stochastic general equilibrium models. Finally, we touch upon some further models, such as the overlapping generations model and/or the continuous-time neoclassical growth model. The course is useful for students interested to deepen their knowledge in macroeconomics, in order to read, understand, and replicate some of the recent research in the field; as preparation for careers involving macroeconomic analysis, time series analysis, or asset pricing; or as preparation for graduate school. Decent knowledge of linear algebra and calculus is required. All advanced material will be taught in class.

**ECMA 33221. Introduction to Advanced Macroeconomic Analysis II. 100 Units.**
This course introduces concepts and tools for advanced macroeconomics. It builds on ECMA 33220. We discuss the decision of consumption and investment over time, monetary economics, fiscal policy, asset pricing, and international economics. We introduce numerical methods to solve problems in economics and finance such as methods to solve nonlinear equations and to generate random numbers. These methods are useful when we solve economic models through value-function iterations, quadratic linearization, and other methods. Some topics discussed are the welfare cost of inflation, portfolio allocation, the yield curve and economic activity, optimal taxation, and financial markets and monetary policy. As ECMA 33220, this course is useful for students interested in increasing their knowledge in macroeconomics for careers involving macroeconomic analysis and as preparation for graduate school. Knowledge of calculus and linear algebra is expected.

**ECMA 33230. Macroeconomic Crises. 100 Units.**
This course introduces students to economic theories of “crises” or particular periods of rapid (negative) changes in real and financial variables that are distinct from long-run growth and regular business cycles. In particular, we will cover the origin of various types of financial crises, i.e. speculative bubbles, bank runs, credit crunches, and sovereign debt crises and defaults. Time permitting, we will also study currency crises and speculative attacks. Throughout, our focus will be on the implications for fiscal and monetary policy.

**ECMA 33240. Quantitative Analysis of Macroeconomic Policy. 100 Units.**
This course focuses on application and covers three commonly used models in macroeconomics, including structural VAR, DSGE models and state space and regime switching models. Various research tools developed to implement these models, such as how to identify structural shocks and analyze their dynamic effects, and how to conduct counter-factual policy simulations, will be discussed and implemented.

**ECMA 33330. Introduction to Dynamic Economic Modeling. 100 Units.**
This course provides an introduction to dynamic economic models, with applications to macroeconomics, labor economics, financial economics, and other subfields of economics. The core methodology will be consistent over time, but the applications will vary from year to year. The course will analyze decentralized equilibrium and social planner’s problems in dynamic environments. It will focus on developing techniques for analyzing such models graphically, analytically, and computationally. Students should be familiar with constrained optimization (e.g. Lagrangians), linear algebra, and difference equations, as well as microeconomics, macroeconomics, and econometrics at an intermediate level.

**ECMA 33603. Introduction to Macroeconomics and Financial Frictions. 100 Units.**
This course studies the behavior of consumers, investors, and firms when they face frictions to take their decisions. These frictions can be in the form of costs to change portfolios, to change prices, or to find another investor to trade. Frictions also appear in the form of borrowing costs, the possibility of default, or the need to use money to carry on transactions. We show how taking into account these frictions change predictions about the economy. Borrowing constraints, for example, affect interest rates, and the need to rebalance portfolios changes predictions on optimal taxation. We discuss models, techniques and papers that show the relevance of frictions for economic analysis.

**ECMA 33620. Introduction to Heterogeneous Agent Macroeconomics. 100 Units.**
This class is an introduction to macroeconomics with heterogeneous households. We will study consumption-savings problems, income dynamics, wealth inequality in partial and general equilibrium, and the effects of fiscal and monetary policy in the presence of household inequality. The class will make use of theoretical analysis, empirical analysis and computational methods. Material will be presented in both discrete and continuous time. Students will analyze micro-level data on wealth, income and consumption, and will learn how to write code to solve heterogeneous agent models on a computer. Familiarity with a statistical package such as R or Stata, and a programming language such as Matlab, Python, Julia, Fortran or C is highly recommended.

**ECMA 35530. Microeconomics of Development. 100 Units.**
This course will cover the key micro-economic issues in economic development, covering theoretical contributions and empirical applications to understand why some countries are poor and how markets function differently in poor economies. Topics include human capital (education and health), labor markets, credit markets, land markets, firms, and the role of the public sector. Equivalent Course(s): ECON 35530

**ECMA 35550. The Practicalities of Running Randomized Control Trials. 100 Units.**
This course is designed for those who plan to run a randomized control trial. It provides practical advice about the trade-offs researchers face when selecting topics to study, the type of randomization technique to use, the
content of a survey instruments, analytical techniques and much more. How do you choose the right minimum detectable effect size for estimating the sample size needed to run a high quality RCT? How do you quantify difficult to measure outcomes such as women’s empowerment or ensure people are providing truthful answers when you are asking questions on sensitive topics like sexual health? When should you tie your hands by pre-committing to your analysis plan in advance, and when is a pre-analysis plan not a good idea? This course will draw on lots of examples from RCTs around the world, most (though not all) from a development context. Alongside field tips, it will also cover the concepts and theory behind the tradeoffs researchers face running RCTs. The course is designed for PhD students but given its practical nature is open to and accessible to masters students who plan to work on RCTs.

Equivalent Course(s): ECON 35550, PPHA 35561

**ECMA 36700. Economics of Education. 100 Units.**
This course explores economic models of the demand for and supply of different forms of schooling. The course examines the markets for primary, secondary, and post-secondary schooling. The course examines numerous public policy questions, such as the role of government in funding or subsidizing education, the design of public accountability systems, the design of systems that deliver publicly funded (and possibly provided) education, and the relationship between education markets and housing markets.

Equivalent Course(s): EDSO 26700, PBPL 26705

**ECMA 38010. Empirical Industrial Organization. 100 Units.**
This course will provide an introduction to state-of-the-art methodologies in Empirical Industrial Organization. We will use real-life data to learn about consumers and firms. We will cover demand and preference estimation, production function estimation, empirical models of market entry, and auctions. We will also discuss applications including prediction, policy analysis, and price optimization. Students will learn about theory, estimation, optimization, and practical considerations. Students will apply what they learn using R.