Master of Arts Program in the Social Sciences

Courses

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- John Mark Hansen

Executive Committee

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- Elisabeth Clemens, Sociology
- Michael P. Conzen, Geographical Studies
- Chad Cyrenne (Ex officio), Social Sciences
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- Rachel Fulton-Brown, History
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- Martha K. McClintock, Psychology, Comparative Human Development
- Omar McRoberts, Sociology
- Howard Nusbaum, Psychology, Computational Neuroscience
- Nathan Tarcov, Political Science, Social Thought
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Assistant Director and Assistant Instructional Professor

- Samantha Fan, Psychology

Senior Lecturer

- Victor Lima, Economics

Assistant Instructional Professor

- Min Sok Lee, Economics

Lecturers

- Morrie Fred, Anthropology

Earl S. Johnson Instructors

- Cate Fugazzola, Sociology
- Amit Anshumali, Sociology
- John McCallum, History
- Ella Wilhoit, Anthropology
- Tori Gross, Anthropology
- Dawn Herrera, Political Science

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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, and Sociology. Some pursue interdisciplinary work in Comparative Human Development, Social Thought, or Conceptual and Historical Studies of Science. Others may specialize in one of our 6 concentrations: Quantitative Methods for Social Analysis, Education and Society, Gender and Sexuality Studies, Computational Social Science, Latin American & Caribbean Studies, and Geographic Information Science.

All MAPSS students take nine graduate courses, selected from all UChicago departments and professional schools. They work directly with UChicago faculty on the MA thesis.

Students are assisted in their course selections, and offered weekly mentorship for their research, by doctoral student preceptors and by MAPSS senior staff.

MAPSS is highly selective for admission and offers substantial merit aid.
We offer preeminent training for those aspiring to go on for funded PhD study in the social sciences. Each year over 100 of our graduates do so successfully, at a 90% placement rate. More than 100 MAPSS graduates are pursuing the PhD at UChicago alone.

MAPSS also offers exceptional of career preparation with our in-house Career Services Office. Our programming includes one-on-one advising, regular workshops, on-campus recruitment, and visits by leading alumni who provide mentorship in a variety of fields. Over 90% of our graduates accept full-time or part-time employment or are in pursuit of a PhD 6 months after graduation.

Each student works closely with program directors, our senior academic staff, and an assigned preceptor, designing a customized curriculum, defining an area of scholarly research, and writing the MA thesis.

A joint BA/MA program is also available.

**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/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, from 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**

Students write an article-length MA thesis under the supervision of any UChicago faculty member. Their preceptor provides weekly assistance, and serves as the paper’s second reader.

The preceptor organizes and leads an MA proposal workshop in the Winter.

Both the faculty sponsor and the preceptor provide feedback on the proposal, the first draft, and give a written evaluation and letter grade for the final submission.

Approximately 20% of MAPSS students graduate in June, and 80% 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 Vidarbha, 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’
Master of Arts Program in the Social Sciences

‘Intimate Segregation: Gentrification and the New Landscape of Race’

ADMISSION

MAPSS applicants must meet the formal requirements of the Graduate Social Sciences Division.

All applicants must submit GRE scores, except for those applying for the joint BA/MA degree.

All financial aid is merit-based, and MAPSS offers tuition scholarships at the time of admission.

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

Applicants from non-English speaking countries must provide evidence of English proficiency by submitting scores from either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

Some non-native English speakers are exempt, if they have studied in an English language University. 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 for Admission and Financial Aid, with instructions and deadlines, is available online at: https://apply-ssd.uchicago.edu/apply/.

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.

This course presents a set of perspectives that can be used as coordinates to map the modern social sciences. Perspectives are stances from which social thinkers see the world and explain the world. The course is meant to bring students together around a shared reading list of foundational works and exemplary research and to develop a shared vocabulary for how to discuss differences among various types of research.

Instructor(s): John Mark Hansen Terms Offered: Autumn

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).

Instructor(s): Jon Clindaniel Terms Offered: Autumn

Equivalent Course(s): MACS 30124

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.

Instructor(s): Diogo Ferrari Terms Offered: Spring

Prerequisite(s): Proficiency in R or Python; basic calculus; probability and statistics (regression, expectation, variance), basic linear algebra

Equivalent Course(s): MACS 30133

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.
Instructor(s): Diogo Ferrari Terms Offered: Autumn
Equivalent Course(s): MACS 30301

MAPS 30600. MA Writing and Research. 100 Units.
Student initiated research and writing for the MA thesis.
Instructor(s): John Hansen Terms Offered: Spring Winter

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.
Instructor(s): M. Van Haitsma Terms Offered: Autumn Winter.
Equivalent Course(s): SOSC 30900, SOCI 30118

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 from 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.
Instructor(s): M. Friedner Terms Offered: Winter
Prerequisite(s): Advanced undergraduates.
Note(s): CHDV Distribution: C, D; 2, 4
Equivalent Course(s): CHDV 31230, ANTH 35140, CHDV 21230

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.
Instructor(s): John McCallum Terms Offered: Autumn

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. This is an online course which will feature a blend of synchronous discussion
and asynchronous requirements.
Instructor(s): Darcy Heuring Terms Offered: Autumn
Note(s): Open to MAPSS students only.

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.
Instructor(s): John McCallum Terms Offered: Winter

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.

Instructor(s): Dawn Herrera Terms Offered: Spring
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 undergraduates.

Instructor(s): Mary Elena Wilhoit Terms Offered: Spring
Note(s): Undergrad cap at 5
Equivalent Course(s): ANTH 32930, GNSE 31503, GNSE 21503

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 textured, 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.

Instructor(s): Victoria Gross Terms Offered: Spring
Equivalent Course(s): ANTH 34730, ANTH 22765

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, hospitality and high-tech sectors from different parts of the world. We also cover labor issues in the informal and the gig economy. This course is open to students across disciplines interested in critical labor studies. It is particularly recommended for thesis proposal writers. The section is not mandatory but attendance is encouraged.

Instructor(s): Amit Anshumali Terms Offered: Autumn
Equivalent Course(s): ANTH 34730, ANTH 22765

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.

Instructor(s): Mary Elena Wilhoit Terms Offered: Spring
MAPS 31507. Critical Approaches to Labor Migration in the Informal Economy. 100 Units.
In this course, we will understand the importance of labor migration in the context of an informal economy.
Instructor(s): Amit Anshumali Terms Offered: Winter

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.
Instructor(s): Caterina Fugazzola Terms Offered: Autumn

MAPS 31599. Digital Ethnography. 100 Units.
How can one complete an ethnographic project during a pandemic? What does it mean to do participant observation online? What changes when interviews move to a digital format? This methods course prepares graduate 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). 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 virtual 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 write a research proposal or a short paper based on their observations. This is an online course which features a blend of synchronous discussions and asynchronous ethnographic assignments.
Instructor(s): Tori Gross Terms Offered: Spring

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.
Instructor(s): F.Mckay Terms Offered: Autumn

MAPS 31701. Data Analysis & Statistics. 100 Units.
This course is designed for graduate students and advanced undergraduate students and aims to provide a strong foundation in the statistical and data analyses commonly used in the behavioral and social sciences. Topics include logistic regression, statistical inference, chi-square, analysis of variance, and repeated measures models. In addition, this course also place greater emphasis on developing practical skills, including the ability to conduct common analyses using statistical software. You will learn how to build models to investigate your data, formulate hypothesis tests as comparisons between statistical models and critically evaluate model assumptions. The goal of the course is for students to be able to define and use descriptive and inferential statistics to analyze and interpret statistical findings.
Instructor(s): Peishan Fan Terms Offered: Autumn

MAPS 31702. Data Science. 100 Units.
This course is a graduate-level methods class that aims to train you to solve real-world statistical problems. The goal of the course is for students to be able to choose an appropriate statistical method to solve a given problem of data analysis and communicate your results clearly and succinctly. There will be an extensive hands-on experience of analysis of real data through practical classes.
Instructor(s): Peishan Fan Terms Offered: Winter
MAPS 31750. Data Analysis for Social Research. 100 Units.
The purpose of this course is to 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.
Instructor(s): Muh-Chung Lin Terms Offered: Autumn

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.
Instructor(s): Amit Anshumali Terms Offered: Spring
Equivalent Course(s): SOSC 26010, SOCI 30320

MAPS 31800. Interpretive Methods in Political Theory. 100 Units.
This seminar offers a graduate-level survey of the major interpretive schools in contemporary political thought.
Instructor(s): Dawn Herrera Helphand Terms Offered: Winter
Equivalent Course(s): SOSC 31800

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.
Instructor(s): John McCallum Terms Offered: Autumn

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.
Instructor(s): Lisa Rosen Terms Offered: Autumn. Offered 2020-21
Note(s): Priority registration given to MAPSS students seeking the Education and Society certificate.
Undergraduate enrollment by consent.
Equivalent Course(s): EDSO 22006, SOCI 20298, SOCI 30298, CRES 22006, EDSO 33006

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.

Instructor(s): Elaine Allensworth Terms Offered: Spring. Offered 2020-21
Prerequisite(s): It is recommended that students take Introductory Statistics or a research methods course concurrent with or prior to this course.
Note(s): Students will find it helpful to have prior knowledge of education policy, and a basic understanding of research methods and policy evaluation.
Equivalent Course(s): EDSO 33009, EDSO 23009

MAPS 33129. Transnational Queer Politics and Practices. 100 Units.
This course aims to examine gender and sexual practices and identities in a transnational perspective. As people and ideas move across national, cultural, and racial borders, how is sexuality negotiated and redefined? How are concepts such as ‘global queerness’ and the globalization of sexualities leveraged for change? How are queer identities and practices translated, both culturally and linguistically? To explore transnational articulations of queerness we will draw on a range of theoretical perspectives, including postcolonial, feminist, queer, and indigenous approaches to the study of sexualities. We will engage with scholarship on the politics of global gay rights discourses, on the sexual politics of migration, and on the effects of colonialism and neoliberal capitalism. By analyzing queer experiences and practices in a transnational context, our goal is to decenter and challenge Western-centric epistemologies and to dive into the complexities of cultural representations of queerness around the globe.
Instructor(s): Cate Fugazzola Terms Offered: Spring
Equivalent Course(s): SOCI 30323, GNSE 23119, GLST 23129, GNSE 33119

MAPS 33313. Marx: Themes and Variations. 100 Units.
We will begin with 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 then revisit these themes through some of their most prominent variations in contemporary political theory, sounding them out through the Frankfurt School, Black studies, structuralist and post-structuralist thought, analytic philosophy and feminist critique.
Instructor(s): Dawn Herrera Helphand Terms Offered: Autumn
Equivalent Course(s): FNDL 23515

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.
Instructor(s): Darcy Heuring Terms Offered: Spring
Equivalent Course(s): GNSE 33501, GNSE 25706, HIST 23308

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.
Instructor(s): Mary Elena Wilhoit Terms Offered: Autumn
Prerequisite(s): Advanced Undergraduates admitted with Instructor consent.
Equivalent Course(s): GNSE 33506, ANTH 32925, GNSE 23506, ANTH 25216

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 positional identity, 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.

Instructor(s): Cate Fugazzola Terms Offered: Autumn Winter
Equivalent Course(s): GNSE 33505, SOCI 30319, GNSE 23505

MAPS 33506. Ethnographic Research Methods: Theory, Practice and Application. 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.

Instructor(s): Victoria Gross Terms Offered: Autumn Winter
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.

Instructor(s): Victoria Gross Terms Offered: Winter
Equivalent Course(s): GNSE 22770, ANTH 34735, ANTH 22770

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-denied 1928 Kellogg-Briand Pact outlawing war on the unfolding of 21st century history.

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 34501, ANTH 24510, SOSC 34500, MAPH 34400, CHDV 34501

MAPS 34512. Unfolding Anthropology: Practices of Research and Representation. 100 Units.
This introductory graduate course interrogates the forms of interaction, understanding, and representation that define the ongoing evolution of the discipline of anthropology. Starting with the early moments of anthropology and proceeding to contemporary texts, we will identify both the unique insights anthropology offers and its blind spots. Students will be given opportunities to explore the value of anthropology as a way of thinking with and about human experience through close studies of the discursive frameworks, aesthetic forms, and claims of ethnographies. What kinds of knowledge are conveyed in what forms? What kinds of truths are communicated through what kinds of texts? These are some of the questions we will explore as we gain exposure to wide-ranging ethnographies focused on South Asia, Brazil, Morocco, Southern Africa, and the United States. We will enrich close readings of ethnographies with hands-on explorations of the methods of anthropology. Students will undertake research projects, and compose abridged ethnographies in order to complicate their practices of intellectual engagement and critique with the contingencies of life outside the classroom.

Instructor(s): Victoria Gross Terms Offered: Autumn Winter
Equivalent Course(s): ANTH 35720, ANTH 25720

MAPS 34513. Unsettling Sovereignty: Political Practices and Personal Aspirations. 100 Units.
This introductory graduate course will explore competing sovereignties as tentative, emergent, and contested forms of authority and control. Focusing on the tensions between nation-states, informal/illegal networks, and the actions and aspirations of individual subjects, we will interrogate sovereignty as both a deferred personal aspiration and a political practice. What are the roles of performances, narrative histories, and acts of exclusion and violence in the making of sovereignties? How are competing de facto and de jure sovereignties negotiated at the levels of individual subject, community, and nation-state? The centrality of both physical violence and the consent and complacency born of the naturalized hegemony of political institutions and economic rationality will arise in our close readings of ethnographic texts on political mobilization and precarious authorities.
MAPS 34600. Anthropology of Museums II. 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.
Instructor(s): M. Fred Terms Offered: Autumn Winter
Prerequisite(s): Advanced standing and consent of instructor
Note(s): CHDV Distribution: C
Equivalent Course(s): SOSC 34600, ANTH 34502, ANTH 24511, CHDV 38102

MAPS 34700. Language, Culture and Development. 100 Units.
This course is designed to be an interdisciplinary class that explores research in early cognitive development within the field of language, culture and the self. We will discuss a variety of topics in cognitive development, as well as important questions concerning language and culture. This course will touch upon research across development to document early biases in human reasoning that might persist through the lifespan, and will emphasize how we can use basic science research to inform educational goals and make positive contributions to addressing issues related to language and culture.
Instructor(s): Peishan Fan Terms Offered: Spring
Prerequisite(s): Open only for graduate students and 4th year undergraduates. Undergraduates must have instructor consent.

MAPS 35148. Israel in Film and Ethnography. 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. In addition to the readings, participants will be expected to view designated films before class related to the topic.
Equivalent Course(s): NEHC 25148, ANTH 25148, CMES 35148, NEHC 35148, JWSC 25148, ANTH 35148

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.
Instructor(s): Morris Fred Terms Offered: Spring
Equivalent Course(s): ANTH 25150, CMES 35150, NEHC 25147, NEHC 35147

MAPS 36300. Child, Adolescent, and Adult Development in Socio-Cultural Context. 100 Units.
In this course, students are introduced to the profound impact that socio-cultural context has on the physical, emotional, cognitive, and social development of children, adolescents and adults. In short, the course argues that we cannot separate human biology (e.g., heredity, brain development, physiology), from social experience and culture, which are viewed as necessary for the proper unfolding of developmental processes. Through course readings, students will engage with developmental theories, themes and concepts from psychology, cultural psychology, and linguistics that will allow them to explore their own development and the development of others. The main focus will be on 'normal' development, or group averages, although differences among individuals will also be discussed. The course structure incorporates lectures based on textbook readings and seminar-style discussions of current research in the field.
Instructor(s): S. Van Deusen Phillips Terms Offered: Spring 2014
Equivalent Course(s): CHDV 36303, CHDV 26303

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.
Instructor(s): Muh-Chung Lin Terms Offered: Spring

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

Instructor(s): Victoria Gross Terms Offered: Winter
Equivalent Course(s): ANTH 34725, ANTH 22750

MAPS 34700. Language, Culture and Development. 100 Units.
This course is designed to be an interdisciplinary class that explores research in early cognitive development within the field of language, culture and the self. We will discuss a variety of topics in cognitive development, as well as important questions concerning language and culture. This course will touch upon research across development to document early biases in human reasoning that might persist through the lifespan, and will emphasize how we can use basic science research to inform educational goals and make positive contributions to addressing issues related to language and culture.
Instructor(s): Peishan Fan Terms Offered: Spring
Prerequisite(s): Open only for graduate students and 4th year undergraduates. Undergraduates must have instructor consent.

MAPS 35148. Israel in Film and Ethnography. 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. In addition to the readings, participants will be expected to view designated films before class related to the topic.
Equivalent Course(s): NEHC 25148, ANTH 25148, CMES 35148, NEHC 35148, JWSC 25148, ANTH 35148

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.
Instructor(s): Morris Fred Terms Offered: Spring
Equivalent Course(s): ANTH 25150, CMES 35150, NEHC 25147, NEHC 35147

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In this course, students are introduced to the profound impact that socio-cultural context has on the physical, emotional, cognitive, and social development of children, adolescents and adults. In short, the course argues that we cannot separate human biology (e.g., heredity, brain development, physiology), from social experience and culture, which are viewed as necessary for the proper unfolding of developmental processes. Through course readings, students will engage with developmental theories, themes and concepts from psychology, cultural psychology, and linguistics that will allow them to explore their own development and the development of others. The main focus will be on 'normal' development, or group averages, although differences among individuals will also be discussed. The course structure incorporates lectures based on textbook readings and seminar-style discussions of current research in the field.
Instructor(s): S. Van Deusen Phillips Terms Offered: Spring 2014
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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.
Instructor(s): Muh-Chung Lin Terms Offered: Spring

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.

Instructor(s): Muh-Chung Lin
Terms Offered: Winter
Equivalent Course(s): GNSE 36450

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.

Instructor(s): Muh-Chung Lin
Terms Offered: Spring
Equivalent Course(s): PBPL 26501

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.

Instructor(s): John McCallum
Terms Offered: Spring

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.

Instructor(s): M. Fred
Terms Offered: Autumn
Prerequisite(s): Third- or fourth-year standing
Equivalent Course(s): CHDV 30405, HMRT 25210, HMRT 35210, CHDV 20505, ANTH 30405, SOSC 36900, ANTH 20405

MAPS 37000. Freud’s Interpretation of Dreams. 100 Units.
Freud himself described The Interpretation of Dreams as the repository of the ‘greatest discoveries’ he was destined to make about the human psyche and the human condition. As a Fundamentals course, we will analyze this text as an autonomous whole, line by line, and, reflexively, argumentative filament by filament. As a classic of modern social thought, we will explore the proposition that The Interpretation of Dreams is, however inadvertently, the greatest single work on ‘culture,’ conceived as a semiotic system, ever written. Iconic writing, that is to say the capacity and the constraints of conveying bodily experience in words, will be a special focus of our reading.

Instructor(s): J. MacAlloon
Terms Offered: Spring
Prerequisite(s): Open only to graduate students and 3rd and 4th year undergraduates.
Equivalent Course(s): FNDL 29605

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.

Instructor(s): D. Borges
Terms Offered: Autumn
Equivalent Course(s): RLST 21401, HIST 39000, HIST 29000, LACS 29000, HCHR 39200, CRES 29000, LACS 39000, CRES 39000

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 interview as an autonomous whole, line by line, and, reflexively, argumentative filament by filament. As a Classic course, we will analyze this text as an autonomous whole, line by line, and, reflexively, argumentative filament by filament. As a Classic of modern social thought, we will explore the proposition that The Interpretation of Dreams is, however inadvertently, the greatest single work on ‘culture,’ conceived as a semiotic system, ever written. Iconic writing, that is to say the capacity and the constraints of conveying bodily experience in words, will be a special focus of our reading.

Instructor(s): J. MacAlloon
Terms Offered: Spring
Equivalent Course(s): FNDL 29605
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.
Instructor(s): S. Hicks-Bartlett Terms Offered: Autumn Winter
Prerequisite(s): Advanced Undergraduates MUST obtain permission from instructor to enroll.
Equivalent Course(s): SOCI 40164

MAPS 40177. Coding & Analyzing Qualitative Data: Using Open-Source Computer Asst. Qualitative Data Analysis. 100 Units.
This is a graduate-level course in 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.
Instructor(s): S. Hicks-Bartlett Terms Offered: Spring Winter
Equivalent Course(s): 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.
Instructor(s): John MacAlloon Terms Offered: Spring
Equivalent Course(s): ANTH 40165

MAPS 40301. Case Studies on the Formation of Knowledge II. 100 Units.
The KNOW core seminars for graduate students are offered by the faculty of the Stevanovich Institute on the Formation of Knowledge. This two-quarter sequence provides a general introduction, followed by specific case studies, to the study of the formation of knowledge. Each course will explore 2-3 case study topics, and each case study will be team-taught within a ‘module.’ A short research paper is required at the end of each quarter. Graduate students from every field are welcome. Those who take both quarters are eligible to apply for a SIFK 6th-year graduate fellowship. For more information, please email your questions to sifk@uchicago.edu
Module 1: Foundations of Psychology in Linguistics and Biology Robert Richards, John Goldsmith This module will examine the ways several established disciplines, particularly linguistics and biology, came together in the mid-19th century to establish the science of psychology. Both linguistics and biology offered empirical and theoretical avenues into the study of mind. Researchers in each advanced their considerations either in complementary or oppositional fashion. Module 2: Origins of the Social Construction of Knowledge Robert Richards, Alison Winter This module will trace the development of the idea of the social construction of knowledge and its relation to philosophy and history of science. The development lit a spark, then created a conflagration, and yet still smolders. Module 3: The Politics of Philosophical Knowledge
Equivalent Course(s): CMLT 41803, SOCI 40210, SCTX 40300, HIST 64901, MAPH 40300, CHSS 40300, KNOW 40300, EALC 50300

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.
Instructor(s): Jonathan Clindaniel Terms Offered: Autumn
Prerequisite(s): No previous coding experience required. A Python boot camp will be held at the beginning of the quarter to teach the coding skills necessary to succeed in the course. Open to Advanced Undergraduates with Instructor Permission.
Equivalent Course(s): MACS 40400, CHDV 40404, PSYC 40460

MAPS 41500. MA Research Methods. 000 Units.
This in-person course will foster the development of the students' scholarship through regular interaction with their preceptors. In this course, students will work with preceptors to both synthesize the individualized coursework into a cohesive curriculum and to plan and execute the MA thesis, from choosing research questions, selecting an appropriate research design, elaborating their chosen methodology, conducting research, and writing up their results.
Instructor(s): John Hansen, Michael Albertus, James Evans Terms Offered: Autumn Spring Winter
Equivalent Course(s): MACS 41500, INRE 41500
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?
Instructor(s): M. Friedner Terms Offered: Winter
Equivalent Course(s): ANTH 24302, HLTH 24302, CHDV 25250

MAPS 47501. Anthropology of Olympic Sport. 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.
Instructor(s): John MacAloon Terms Offered: This course was offered Winter 2020
Equivalent Course(s): SOSC 25090, ANTH 30420, ANTH 20420

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?
Instructor(s): M. Friedner Terms Offered: Winter
Prerequisite(s): Undergraduates with consent of instructor.

ECMA 30770. Decision and Strategy. 100 Units.
ECON 20700 or 30770 may be used as an economics elective, but only one may be used toward degree requirements. 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.
Instructor(s): B. Brooks Terms Offered: Winter
Prerequisite(s): Prerequisites for Undergraduates: ECON 20100/ECON 20110 and MATH 20300/MATH 20310/ MATH 20700, or consent of instructor

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.
Instructor(s): B. Brooks Terms Offered: Spring
Prerequisite(s): ECMA 30770 or consent of instructor

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.
Instructor(s): P. Reny Terms Offered: Winter
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.
Instructor(s): J. Hardwick Terms Offered: Autumn
Prerequisite(s): PQs for Undergraduates: Econ 21030 or Econ 21110 or Econ 21130

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 supply, wage inequality decompositions and matching between workers and firms. Students will be expected to solve programming assignment in R.
Instructor(s): T. Lamadon Terms Offered: Autumn
Prerequisite(s): Prerequisites for Undergraduates: ECON 21020 OR ECON 21030

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.
Instructor(s): T. Lamadon Terms Offered: Autumn
Prerequisite(s): PQs for Undergraduates: ECON 20100/20110 and ECON 21020/21030