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, and Sociology. Some pursue interdisciplinary work in Comparative Human Development, Social Thought, or Conceptual and Historical Studies of Science. Others may specialize in Quantitative Methods for Social Analysis, Education and Society, Gender and Sexuality 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 the MAPSS senior staff.

MAPSS is highly selective for admission and offers substantial merit aid, from partial to full tuition grants.

We offer preeminent training for those aspiring to go on for funded PhD study in the social sciences. Each year 70-90 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 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.

Each student works closely with the 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 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’
- ‘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 partial and full 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/

**SOCIAL SCIENCES MA COURSES**

**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): Dain Borges Terms Offered: Autumn

**MAPS 30200. Readings: Social Sciences. 100 Units.**

Individualized and independent reading course with selected faculty.

Instructor(s): Dain Borges Terms Offered: Autumn

Note(s): Open only to MAPSS students.
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. Readings: MA Paper Research. 100 Units.
Student initiated research and writing for the MA thesis.
Instructor(s): Dain Borges Terms Offered: Autumn

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.entatively
Equivalent Course(s): SSAD 53200, SOSC 30900, SOCI 30118

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 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): ANTH 35140, CHDV 31230, CHDV 21230

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 and 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 allow students to explore their subject of interest and develop a thesis project. Participation is absolutely essential to the success of the course, and will be evaluated as a significant part of each student’s grade.
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 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 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. Concepts, Assumptions, Data and Inference in Quantitative Research Methodology. 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): F.Mckay Terms Offered: Autumn
Equivalent Course(s): 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 3180
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 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): CHDV 32822, HIPS 22800, CHSS 32800, ANTH 24355, ANTH 35135

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 33002. Introduction to Machine Learning. 100 Units.
This course will introduce students to the foundations of machine learning. We will cover everything needed for getting up and running with any computational research project from a machine learning perspective, including the key concepts: classification, regression, and dimensionality reduction. Students will learn about the fundamental mathematical concepts underlying machine learning algorithms, but this course will equally focus on the practical use of machine learning using open source statistical computing (e.g., Python, R, Julia). We will cover a variety of topics, including: the mechanics of a model, (re)sampling methods, model training, testing and tuning, supervised vs. unsupervised learning, regularization, tree-based methods, and several other algorithms contributing to a solid foundation of inferential machine learning for addressing real social problems.
Instructor(s): Philip Waggoner Terms Offered: Winter
Equivalent Course(s): PLSC 43505, MACS 33002
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 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 2019-20
Note(s): Priority registration given to MAPSS students seeking the Education and Society certificate. Undergraduate enrollment (third and fourth year students) by consent.
Equivalent Course(s): EDSO 22006, EDSO 33006

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 23315

MAPS 33501. Gender, Sex, and Empire. 100 Units.
This course examines the complex and contested relationships between gender, 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 fields 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/sexuality and Western imperialism were co-constitutive in specific imperial and colonial contexts.
Equivalent Course(s): HIST 23308, GNSE 25706, GNSE 33501

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
Equivalent Course(s): ANTH 32925, GNSE 33506, ANTH 25216, 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 positionality, 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): Mary Elena Wilhoit Terms Offered: Winter
Equivalent Course(s): SOCI 30321

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 34500. Anthropology Of Museums-1. 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): SOSC 34500, CHDV 34501, ANTH 34501, MAPH 34400, ANTH 24510

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
Equivalent Course(s): ANTH 25720, ANTH 35720

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

MAPS 34600. Anthropology Of Museum-2. 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, CHDV 38102, ANTH 24511, ANTH 34502
MAPS 34700. In Conversation with Language & Culture. 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 on 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, TBD
Prerequisite(s): Open only for graduate students and 4th year undergraduates. Undergraduates must have instructor consent.
Equivalent Course(s): CHDV 34710

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): ANTH 25148, CMES 35148, NEHC 25148, JWSC 25148, NEHC 35148, 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.
Equivalent Course(s): NEHC 25147, NEHC 35147, ANTH 25150, ANTH 25150, CMES 35150, JWSC 25149

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 text book 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 26303, CHDV 36303

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 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 20505, ANTH 36900, ANTH 20405, CHDV 30405, HMRT 35210

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

MAPS 37919. Research in School Improvement. 100 Units.
Research evidence and data play an increasingly important and complex role in efforts to reform underperforming school systems in the United States. Both education policy and practice increasingly rely on sophisticated understandings of a dynamic interplay of complex organizations, systems, and policymaking. This course introduces students to cutting edge models for using research and data public school reform efforts, including examples of randomized control trials, district-based research, research-practice partnerships, and quality improvement strategies. The course includes concrete illustrations of research that reshaped educational practice drawn from the UChicago Consortium on School Research.
Instructor(s): David Johnson Terms Offered: Winter
Equivalent Course(s): PBPL 27919, EDSO 27919, EDSO 37919

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.
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.
Equivalent Course(s): ANTH 40165

MAPS 40201. Case Studies on the Formation of Knowledge-I. 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 : Approaches to Knowledge Shadi Bartsch, Jack Gilbert The goal of this module is to identify central issues or debates in the theory of knowledge over the past century. Students will be introduced to basic issues in the sociology of knowledge, to the arguments for and against constructivist perspectives on knowledge, and to 21st century scientific standards for knowledge production. The course should provide students with a vocabulary and conceptual tools with which they argue about these issues and reflect upon the very conceptual tools they are using. Module 2: Democratic Knowledge Shadi Bartsch, Will Howell This module offers a variation on studies of the epistemic powers of democracy. Instead of asking questions such as how effective democracies are at gathering the knowledge they need to function, the module looks at
Equivalent Course(s): KNOW 40200, HIST 40200, SOCI 40209, CMLT 41802, SCTH 40200, PLSC 40202, MAPH 40200, CHSS 40200

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 : Approaches to Knowledge Shadi Bartsch, Jack Gilbert The goal of this module is to identify central issues or debates in the theory of knowledge over the past century. Students will be introduced to basic issues in the sociology of knowledge, to the arguments for and against constructivist perspectives on knowledge, and to 21st century scientific standards for knowledge production. The course should provide students with a vocabulary and conceptual tools with which they argue about these issues and reflect upon the very conceptual tools they are using. 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 from 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): KNOW 40300, EALC 50300, MAPH 40300, SOCI 40210, CHSS 40300, CMLT 41803, HIST 64901, SCTH 40300

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, PSYC 40460, CHDV 40404
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.
Instructor(s): Philip Waggoner Terms Offered: Autumn
Equivalent Course(s): MACS 40500, PLSC 20525, PLSC 40525

MAPS 40800. Unsupervised Machine Learning. 100 Units.
Though armed with rich datasets, many researchers are confronted with a lack of understanding of the structure of their data. Unsupervised machine learning offers researchers a suite of computational tools for uncovering the underlying, non-random structure that is assumed to exist in feature space. This course will cover prominent unsupervised machine learning techniques such as clustering, item response theory (IRT) models, multidimensional scaling, factor analysis, and other dimension reduction techniques. Further, mechanics involved in unsupervised machine learning will also be covered, such as diagnosing clusterability of a feature space (visually and mathematically), measures of distance and distance matrices, different algorithms based on data size (k-medoids/k-means vs. PAM vs. CLARA), visualizing patterns, and methods of validation (e.g., internal vs. external validation).
Instructor(s): Philip Waggoner Terms Offered: Autumn
Equivalent Course(s): PLSC 40825, PLSC 20825, MACS 40800

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.
Instructor(s): Chad Cyrenne Terms Offered: Winter
Equivalent Course(s): PLSC 44110

MAPS 44200. Liberalism. 100 Units.
The post-war consensus on liberal democratic government can today seem under siege in Europe and the United States. Has liberalism run its course, its once revolutionary promise now dimmed by rising inequality, populist ideology, and perceived threats to national cultures? What newer, more persuasive liberalism might replace the managerial, economistic, instrumental model that we’ve inherited? This seminar explores a variety of answers to that question, arguing that the canonical replies may be stranger, the forgotten alternatives more compelling, and liberal thought far more variegated than liberalism’s critics or defenders have recognized.
Our eclectic respondents include F.A. Hayek, Judith Shklar, Bernard Williams, Susan Okin, Richard Rorty, and Nancy Rosenblum. We will also explore some surprisingly topical interventions by John Locke, Voltaire, Diderot, Condorcet, Mary Wollstonecraft, John Dewey, and José Ortega y Gasset.
Equivalent Course(s): PLSC 44201, PLSC 24201

MAPS 44640. 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 whether the 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: Winter. Winter 2020
Equivalent Course(s): SOSC 25090, ANTH 20420, ANTH 30420

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.
Note(s): CHDV Distribution: 2*
Equivalent Course(s): ANTH 45625, CHDV 49856