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- Elisabeth Clemens, Sociology
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- Jane Dailey, History
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- Raymond D. Fogelson (Emeritus), Anthropology, Comparative Human Development
- Morris Fred (Ex officio), Social Sciences
- Rachel Fulton-Brown, History
- Susan Goldin Meadow, Psychology, Comparative Human Development
- Ramón Gutiérrez, History
- Gary Herrigel, Political Science
- Alan L. Kolata, Anthropology
- John J. MacAloon, Social Sciences
- Martha K. McClintock, Psychology, Comparative Human Development
- Omar McRoberts, Sociology
- Howard Nusbaum, Psychology, Computational Neuroscience
- Nathan Tarcov, Political Science, Social Thought
- Richard P. Taub (Emeritus), Sociology, Comparative Human Development

Managing Director
- Chad Cyrenne

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- Darcy Heuring, History

Assistant Director
- Samantha Fan, Psychology

Senior Lecturer
- Victor Lima, Economics

Lecturers
- Morrie Fred, Anthropology
- Min Sok Lee, Economics

Earl S. Johnson Instructors
- Samantha Fan, Psychology
- Muh-Chung Lin, Sociology
- John McCallum, History
- Francis Mckay, Anthropology

Director of Career Services
- Shelly Robinson

Career Services Coordinator
- Gözde Erdeniz

Employer Relations Manager
- Jeffrey Shoemaker
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 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. entativity
Equivalent Course(s): SSAD 53200, SOCI 30118, SOSC 30900

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 24520, ANTH 31108

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): Open to MAPSS students only.
Equivalent Course(s): CHDV 31230, ANTH 35140, CHDV 21230

MAPS 31500. Historical Methods. 100 Units.
This course analyzes key methodological and conceptual problems that all historians must confront, whether we are medievalists or modernists. These include problems of structure and agency, anachronism, how to use non-textual evidence, and how to approach elusive cultural phenomena such as perceptions, attitudes and sentiments. We will examine some of the myriad ways that a range of historians have approached these problems, and in the process attempt to illuminate the complex relationship between sources, methods and theory in our own work. Ultimately, the course seeks to provide you with methodological, theoretical and conceptual tools useful in formulating and executing a substantial historical research project. Participation is absolutely essential to the success of the course, and will be evaluated as a significant part of your grade.
Instructor(s): Darcy Heuring Terms Offered: Autumn
Note(s): Open to MAPSS students only.

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 in 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 teach 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 31800. Interpretive Methods in Political Theory. 100 Units.
This seminar offers a graduate-level survey of the major interpretive schools in contemporary political thought. We'll ask what makes each camp so attractive to its adherents; what methodological assumptions, evidentiary warrants, and technical skills are today associated with leading practitioners; what controversies divide one alternative from the next; and how to reproduce particular methodological orientations in your research. We will also revisit some fundamental questions: What do we expect good political theory to do? What falls within the "political" that it interrogates and describes? Should political theory take its bearings from history, philosophy, or empirical social science? Readings will be drawn from the Cambridge Historians, Straussian, Critical Theory, Discourse Ethics, Genealogy, Analytic Philosophy, Feminism, Social Interpretivism, Phenomenology, and Literary/Cultural Narrativism.
Instructor(s): Chad Cyrenne Terms Offered: Autumn
Equivalent Course(s): SOSC 31800

MAPS 32000. 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 32200, CHSS 32800, ANTH 35135, HIPS 22800, CHDV 32822

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): GNSE 33501, HIST 23308, GNSE 25706
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, MAPH 34400, ANTH 24510, ANTH 34501

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, ANTH 24511, ANTH 34502, CHDV 38102

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 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 35148, JWSC 25148, NEHC 35148, ANTH 25148, NEHC 25148, CMES 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 35147, ANTH 35150, CMES 35150, NEHC 25147, ANTH 25150, 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 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 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 30405, SOSC 36900, HMRT 25210, CHDV 30405, ANTH 20405, 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 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 the interviewer.
Instructor(s): S. Hicks-Bartlett Terms Offered: Autumn Winter
Prerequisite(s): Graduate students only
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): 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 6-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): PLSC 40202, KNOW 40200, SCTR 40200, MAPH 40200, SOCI 40209, HIST 40200, CHSS 40200, CMLT 41802

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 6-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, KNOW 40300, EALC 50300, SCTR 40300, SOCI 40210, MAPH 40300, CHSS 40300, HIST 64901

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 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 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—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, 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
Equivalent Course(s): ANTH 30420, ANTH 20420, SOSC 25090

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
Font Notice

This document should contain certain fonts with restrictive licenses. For this draft, substitutions were made using less legally restrictive fonts. Specifically:

- Times was used instead of Trajan.
- Times was used instead of Palatino.

The editor may contact Leepfrog for a draft with the correct fonts in place.