Master of Arts Program in the Social Sciences

Courses

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- John Mark Hansen

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- Michael P. Conzen, Geographical Studies
- Chad Cyrenne (Ex officio), Social Sciences
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- Victor Lima, Economics

Assistant Senior Instructional Professor

- Min Sok Lee, Economics

Assistant Instructional Professor
General Information

The MA Program in the Social Sciences (MAPSS) is an intense, intellectually transformative one-year program. Students concentrate in Anthropology, Economics, History, Political Science, Psychology, and Sociology. Some pursue interdisciplinary work in Comparative Human Development, Social Thought, or Conceptual and Historical Studies of Science. Others may specialize in one of our 7 concentrations: Quantitative Methods for Social Analysis, Education and Society, Gender and Sexuality Studies, Computational Social Science, Latin American & Caribbean Studies, Geographic Information Science, and SIFK Formation of Knowledge.

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 regular mentorship for their research by doctoral student preceptors and by MAPSS senior staff.

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

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

Each student works closely with program directors, MAPSS senior academic staff and an assigned preceptor to design a customized curriculum, define an area of scholarly research, and write an 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 and methodological approaches that have been broadly influential across the social sciences. It features a mix of foundational and contemporary texts. The course furnishes a common vocabulary and core analytical skills that help students understand how their research commitments have been shaped by past investigators.

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

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

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

THE MASTER’S THESIS

Students write an article-length MA thesis under the supervision of any UChicago faculty member. Their preceptor provides regular 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.

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

Financial aid is merit based, and MAPSS offers tuition scholarships at the time of admission. Some financial need based grants may be available through an application process after prospective students are admitted.

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

Qualified students in the College who wish to pursue a joint BA/MA degree should consult first with their College Adviser, then with the Assistant Dean of Students for Admissions in the Division of the Social Sciences (Lindsey Weglarz lweglarz@uchicago.edu?subject=re:%20BA/MA%20inquiry%20(MAPSS)).

Prospective BA/MA students must meet with the Director of Undergraduate Studies in their college major, filling out a form available through Lindsey Weglarz (lweglarz@uchicago.edu?subject=re:%20BA/MA%20form %20for%20the%20BA/MA%20application) in the Dean of Students office, to confirm their eligibility for the BA/MA, to specify how many of the 9 graduate courses they would take will be double-counted to satisfy their BA requirements, and to assure that all BA requirements will be met no later than June convocation of their fourth year. That form, with the signature of the Director of Undergraduate Studies (or their designee), must be submitted as part of the BA/MA application.

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

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

COURSES MA IN SOCIAL SCIENCES

MAPS 30000. Perspectives in Social Science Analysis. 100 Units.
This course presents a set of perspectives that can be used as coordinates to map the modern social sciences. Perspectives are stances from which social thinkers see the world and explain the world. The course is meant to bring students together around a shared reading list of foundational works and exemplary research and to develop a shared vocabulary for how to discuss differences among various types of research.
Instructor(s): John Mark Hansen Terms Offered: Autumn

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

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

Instructor(s): Jon Clindaniel Terms Offered: Autumn
Equivalent Course(s): MACS 30124

MAPS 30128. Sociology of Education. 100 Units.
This course examines the social organization of formal education - how schools are shaped by the social context in which they are situated, and how students' experiences in turn shape our society. It focuses specifically on schools as the link between macrosociological phenomena (e.g. culture, political systems, segregation, inequality) and the microsociological interactions of individual students and educators. The focus will be on contemporary American education, although lessons from the past and abroad will inform our learning. Prior introductory coursework in sociology will be useful but is not required. Topics to be considered: •Formation of schools - How students are sorted into schools, residential segregation and neighborhood schooling, school choice, selection of staffing and curricula •Organization of schools - School size, age grouping, tracking and ability grouping, informal organization and loose coupling, charter schools and novel organizational forms •Schools as agents of socialization - Development of social and cultural capital, school discipline, schools as sites of social engineering •Achievement gaps - Racial, socioeconomic, and gender disparities in academic outcomes, historical roots and contemporary causes, downstream consequences (non-educational social and economic outcomes)
Instructor(s): Jean, Marshall Terms Offered: Autumn. Offered 2020-21
Note(s): Prior introductory coursework in sociology will be useful, but is not required.
Equivalent Course(s): EDSO 23010, SOCI 20128, SOCI 30128, CRES 23010

MAPS 30200. Readings: Social Sciences. 100 Units.
Individualized and independent reading course with selected faculty.
Instructor(s): Mark Hansen Terms Offered: Autumn Spring Winter
Note(s): Open only to MAPSS students.

MAPS 30233. Race in Contemporary American Society. 100 Units.
This survey course in the sociology of race offers a socio-historical investigation of race in American society. We will examine issues of race, ethnic and immigrant settlement in the United States. Also, we shall explore the classic and contemporary literature on race and inter-group dynamics. Our investigative tools will include an analysis of primary and secondary sources, multimedia materials, photographic images, and journaling. While our survey will be broad, we will treat Chicago and its environs as a case study to comprehend the racial, ethnic, and political challenges in the growth and development of a city.
Instructor(s): S. Hicks-Bartlett Terms Offered: Autumn Spring. Autumn quarter offered at the Undergraduate level only and Spring offered at the Graduate level only
Equivalent Course(s): CRES 20233, SOCI 20233, SOCI 30233

MAPS 30235. Democracy, Race and Equal Protection. 100 Units.
In this course, students explore the relationship between democratic governance and the equal protection of the law from several disciplinary perspectives. The primary focus is on integrating dominant legal understandings of equal protection, on one hand, with influential theories of democratic legitimacy, on the other. As such, students encounter key case law, court opinions and commentary from leading legal scholars. They also engage with foundational texts in democratic theory, the sociology of law and organizations, and legal anthropology. Many of these readings will focus primarily on racially unequal protections under the criminal law. This is because criminal prosecution has been intimately tied to racial discrimination and white supremacist violence throughout the history of the United States. Now, debate is fierce around how police and prosecutors fail to protect the lives of Black people. This seminar invites students to join this debate using a variety of theoretical tools and methodological approaches.
Instructor(s): Bourne, Kyla Terms Offered: Spring
Equivalent Course(s): PLSC 21011, CRES 30235, HMRT 30235, SOCI 30235

MAPS 30237. Black Social Thought. 100 Units.
This course will familiarize students with social science academic and lay intellectual theorists who speak to and about the political, economic, and gender ways of being within the African Diaspora. Most of the course will highlight the voices of Western scholars, pan-African international scholars and thought will be discussed as well.
Instructor(s): Painia, Brianne Terms Offered: Winter
Equivalent Course(s): CRES 22237, SOCI 30339, GNSE 30237, GNSE 29237

MAPS 30289. Intermediate Regression and Data Science. 100 Units.
This course is designed to provide intermediate-level training in research methods that would pick up immediately after traditionally introductory-level classes that end with multiple regression. This course is designed to be a standalone package of training that will provide tools of immediate use in students' own research or to make them more capable RAs in larger projects. I expect the course will provide the most utility to advanced BA and MA students that will not have time to complete many advanced, specialized courses.
However, it would also serve as a useful bridge to more advanced statistical coursework. Students will also learn how to present findings in competent and accessible ways suitable for poster or conference presentations.

Instructor(s): M. Jean
Terms Offered: Spring Winter

Prerequisite(s): Applied statistics at the level of multiple regression

Note(s): Students are encouraged to bring a laptop to this class to follow along with certain lessons

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

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

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

Instructor(s): N. Dowling
Terms Offered: Winter

Prerequisite(s): This is a project-based course. Students must already be in possession of a (partial or whole) dataset for which they would like to create a preliminary research report (e.g., for thesis submission, publication, or similar). No prior programming experience necessary.

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

MAPS 30600. MA Writing and Research. 100 Units.

Student initiated research and writing for the MA thesis.

Instructor(s): John Hansen
Terms Offered: Spring Winter

MAPS 30900. Survey Research Overview. 100 Units.

The course provides an overview of interview-based data collection methods. Each student must develop a research question to guide their research design. Students get an overview of different interview-based data collection methods (focus groups, key-informant interviews, large-N sample surveys), how to sample and design a questionnaire or interview guide for their project, and the nuts and bolts of actual recruitment, receipt control and survey administration. The instructor provides feedback for proposed elements of each student’s research plan through weekly assignments. The final paper is a research proposal that outlines a plan for research to address the student’s research question.

Instructor(s): M. Van Haitsma
Terms Offered: Autumn

Note(s): Course has been cancelled

Equivalent Course(s): SOCI 30900, SOCI 30118

MAPS 31404. More than Human Ethnography. 100 Units.

In this course we explore the growing field of multispecies ethnography. We will focus on growing fields of ethnography with other species emerging primarily from anthropology in recent decades, reading foundational texts on interspecies engagements, exploitations, and dependencies by Deborah Bird Rose, Eduardo Kohn, Anna Tsing, and Augustin Fuentes among many others. We will consider the role other species played in early ethnographic and archaeological work, will examine ethnoprimatological studies, and will contemplate recent examinations of ‘becoming with’ other animals, plants, fungi, bacteria, ‘aliens,’ and mutants—encountering complex ecological and kin relationships, examining natural-cultural borders, and examining the legacies of decolonial scholarship. The course is a discussion-based seminar, with significant time devoted both to understanding the theoretical potentials of multispecies work and its logistical or methodological aspects—querying how multispecies studies have been conducted in practice. As multispecies and posthumanist approaches encourage a decentering of traditional methodologies, we will also couple ethnographic examples with literature by biologists, philosophers and at least one novelist.

Instructor(s): Wilhoit, Mary
Terms Offered: Spring Winter

Equivalent Course(s): SOCI 31404, ASOC 31404, ANTH 33807, GNSE 23004

MAPS 31408. Interfaith Relations in Medieval Europe. 100 Units.

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

Instructor(s): Cantor-Echols, David
Terms Offered: Spring

Equivalent Course(s): MDVL 21408

MAPS 31455. Crises in American Democracy. 100 Units.

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

Instructor(s): John McCallum Terms Offered: Autumn

MAPS 31500. Historical Methods. 100 Units.

This course offers an 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: Autumn

Note(s): Open to MAPSS students only and undergraduates with consent.

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: Autumn

MAPS 31502. Foucauldian Analytics of Power. 100 Units.

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

Instructor(s): John McCallum Terms Offered: Winter

MAPS 31503. Sarah Baartman through Schitt's Creek: An Introduction to Gender and Popular Culture. 100 Units.

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

Instructor(s): Mary Elena Wilhoit Terms Offered: Spring

Note(s): Undergrad cap at 5

Equivalent Course(s): FNDL 21505

MAPS 31504. Ethnographic Approaches to Power and Resistance. 100 Units.

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

**Instructor(s):** Victoria Gross  
**Terms Offered:** Spring  
**Equivalent Course(s):** ANTH 34730, ANTH 22765  
**MAPS 31505. Critical Approaches to Labor Studies. 100 Units.**  
Work occupies a central role in our lives. This course will provide a critical overview of labor studies. We will cover topics such as the concept of the working class; labor process theory; perspectives on labor market segmentation based on race, ethnicity, gender, class and migrant status; the types of jobs that are available in the labor market, and what they mean for the workers who hold them. While covering the entire field of labor studies is beyond the scope of any single course, we will draw upon selected readings examining occupations in agriculture, manufacturing, services and the gig economy from different parts of the world. We will also cover issues around informal work and emotional labor. This course is open to students across disciplines interested in critical labor studies. It is particularly recommended for thesis proposal writers. All class meetings are mandatory.

**Instructor(s):** Amit Anshumali  
**Terms Offered:** Spring  
**Equivalent Course(s):** SOCI 30322, GNSE 21504, CRE3 21505, GNSE 31505, SOSE 21505  
**MAPS 31506. The Anthropology of Bodily Modification. 100 Units.**  
From the urge to dye one’s hair through the desire to reshape the body entirely, humans have desired to modify their corporeal forms throughout documented history. This is, in fact, one disposition or ability that seemingly sets humans apart from many cousin species. But our processes of bodily modification are also intrinsically cultural-one person’s adornment is another’s mutilation. In this class we examine bodily modification practices cross-culturally, studying the mundane and the extreme, from shaving to tattooing to neck-lengthening to medically unnecessary amputation. We examine gendered forms, from makeup to Botox to foot-binding, and we interrogate racialized and post-colonial practices, such as hair straightening, skin-bleaching, and plastic surgery. We will trace desires for bodily modification across time and space and consider the body as the earliest canvas, examining the very earliest evidence of bodily adornment, which appears to predate so-called cave painting. In short, we will attempt to historicize, contextualize and give meaning to cross-cultural behaviors of bodily modification, using ethnographic texts, cultural theory and historical and archaeological evidence.

**Instructor(s):** Mary Elena Wilhoit  
**Terms Offered:** Spring  
**Note(s):** This is an introductory graduate level course; undergraduates are welcome with instructor consent.  
**MAPS 31507. Gig Work & Emotional Labor in Services. 100 Units.**  
In this course, we will understand work organization and labor practices in the informal as well as the gig (or the platform) economy. We would particularly examine issues of labor recruitment and control in the informal and the gig economy using the lens of gender, race, social class and other identities. The course is open to undergraduates and graduate students, and would be of particular use for students planning to write a senior honors thesis or a master’s thesis proposal or a dissertation research proposal. This course also serves as one of the approved electives for the Inequality, Social Problems and Change minor in the College, and for students in SSA’s master program of study on Addressing Inequality: Innovations in Policy Practice.

**Instructor(s):** Amit Anshumali  
**Terms Offered:** Autumn Winter  
**Equivalent Course(s):** SOCI 30327, GNSE 21507, GNSE 31507  
**MAPS 31508. The Collective Self: Critical Reflections on Coming Together and Breaking Apart. 100 Units.**  
This course will examine the historical contingencies and ideological underpinnings of concepts and practices of identity, understood most broadly as delineations between self and other. Starting with understandings of individual and collective personhood developed in enlightenment philosophical discourse, entrenched in the modern nation-state, and expanded through the violence of colonialism, we will trace the production and reproduction of interconnected forms of identity - ethnic, cultural, national, and religious - in practices of boundary making that always remain incomplete. Grounded in the humanistic social sciences and focused in particular on anthropolo, this course will introduce seminal theories of identity and difference in order to provide a range of resources to help students interrogate allegiances articulated in the tones and textures of everyday life, as well as in modern-day eruptions of large-scale violence.

**Instructor(s):** Tori Gross  
**Terms Offered:** Spring  
**MAPS 31509. Migration and Development. 100 Units.**  
In this multidisciplinary course, we examine the key issues and problems of migration (internal & international) and development. This overview course draws on scholarship from a variety of perspectives including sociology, demography, applied economics, anthropology, human rights, gender and labor studies. While the literature on migration is extensive and beyond the scope of a single course, the readings in this class are based on empirical research that deals with the interrelationship between migration and development. The course is open to undergraduates and graduate students, and would be of particular use for students planning to write a senior honors thesis or a master’s thesis proposal or a dissertation research proposal. This course also serves as one of the approved electives for the Inequality, Social Problems and Change minor in the College, and for students in SSA’s master program of study on Addressing Inequality: Innovations in Policy Practice.

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

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

MAPS 31530. Christendom, Its Neighbors, and Its Others. 100 Units.
To what extent did Christian societies of the European Middle Ages come to define themselves through their thinking about and interactions with non-Christian “others”? If the rise of Christendom saw the exclusion of non-Christians and other minorities (Muslims, Jews, lepers, heretics), resulting in the “formation of a persecuting society,” what are we to make of the many examples of cohabitation, trade, and cultural exchange between medieval Christians and these “others”? Beginning with readings of key texts of early Christianity, this course draws on primary sources from across Europe and the Mediterranean as well as secondary literature, interrogating the spiritual, political, economic, and cultural dynamics that shaped the formation of European Christendom, from roughly 1100-1500. We will examine varied cases of religious encounter, exchange, and violence, reckoning both with their representation and reception, in their time and our own. Students will engage with major scholarly paradigms for analyzing pre-modern interfaith relations, assessing the role of an “intolerant” medieval past in defining modernity.
Instructor(s): Cantor-Echols, David 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 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 31755. Longitudinal Research. 100 Units.
This course will introduce students to longitudinal research methods used in psychological research. This includes both the design of longitudinal studies and the use of statistical techniques to analyze longitudinal data. Students will gain experience with reading longitudinal research reports using longitudinal data and develop the skills necessary to conduct and report on their own longitudinal research.
Instructor(s): Hannah Hamilton Terms Offered: Winter
MAPS 31800. Interpretive Methods in Political Theory. 100 Units.
A graduate-level survey of salient interpretive approaches to contemporary political thought, with attention to
the constitution of politics as an object of theoretical knowledge, the role of historical tradition, and questions of
agency and normative grounds. The course provides an introduction to historical, analytical, and critical theory
methods. We will consider both effective current deployments and major critiques of the interpretive methods in
question, as well as the broader issue of what work in the discipline can (or ought to) accomplish.
Instructor(s): Dawn Herrera Helphand Terms Offered: Winter
Equivalent Course(s): SOSC 31800

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

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

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

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

MAPS 32205. Anthropological Methods for a World on Fire. 100 Units.
Responding to anthropology's increasing preoccupation with the biological crises of the world-be that epidemics,
forest fires, racialized geographies of pollution, or intensifying battles over indigenous resource and land
sovereignty-this course gives students the tools to pursue these interests critically and empirically in ways that
are relevant to scholars and activists alike. In addition to ethnographic methods, the course will teach how to
incorporate geographical, biological/ecological, and archaeological data into anthropological research. Reading
indigenous and activist scholars like Waziyatawin, Clint Carroll, Paulette Steeves, Jason De Léon, and David
Graeber, the course not only explore the methods and tactics of an increasingly activist anthropology, but also
invites students to participate in out of class activities around UChicago campus.
Instructor(s): Marshall Kramer Terms Offered: Autumn Winter

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

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

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

MAPS 33002. Introduction to Machine Learning. 100 Units.
This course requires Python programming experience. The course will train students to gain the fundamental skills of machine learning. It will cover knowledge and skills of of running with computational research projects from a machine learning perspective, including the key techniques used in standard machine learning pipelines: data processing (e.g., data cleaning, feature selection, feature engineering), classification models (e.g., logistic regression, decision trees, naive bayes), regression models (e.g., linear regression, polynomial regression), parameter tuning(e.g., grid-search), model evaluation (e.g., cross-validation, confusion matrix, precision, recall, and f1 for classification models; RMSE and Pearson correlation for regression models), and error analysis (e.g., data imbalance, bias-variance tradeoff). Students will learn simple and efficient machine learning algorithms for predictive data analysis as well as gain hands-on experience by applying machine learning algorithms in social science tasks. The ultimate goal of this course is to prepare students with essential machine learning skills that are in demand both in research and industry.
Instructor(s): Wang, Zhao Terms Offered: Winter
Prerequisite(s): Python programming experience required.
Equivalent Course(s): MACS 33002, PLSC 43505, MACS 23002

MAPS 33007. Schooling and Social Inequality. 100 Units.
How and why do educational outcomes and experiences vary across student populations? What role do schools play in a society's system of stratification? How do schools both contribute to social mobility and to the reproduction of the prevailing social order? This course examines these questions through the lens of social and cultural theory, engaging current academic debates on the causes and consequences of social inequality in educational outcomes. We will engage these debates by studying foundational and emerging theories and examining empirical research on how social inequalities are reproduced or ameliorated through schools. Through close readings of historical, anthropological and sociological case studies of schooling in the U.S. students will develop an understanding of the structural forces and cultural processes that produce inequality in neighborhoods and schools, how they contribute to unequal opportunities, experiences, and achievement outcomes for students along lines of race/ethnicity, class, gender, and immigration status, and how students themselves navigate and interpret this unequal terrain. We will cover such topics as neighborhood and school segregation; peer culture; social networks; elite schooling; the interaction between home, society and educational institutions; and dynamics of assimilation for students from immigrant communities.
Instructor(s): Lisa Rosen Terms Offered: Autumn. Offered 2022-23
Note(s): This course is open only to students pursuing the MAPSS Education Certificate. This course is consent-only.
Equivalent Course(s): SOCI 30298, EDSO 33006

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

Instructor(s): Elaine Allensworth Terms Offered: Spring. Offered 2021-22
Prerequisite(s): It is recommended that students take Introductory Statistics or a research methods course concurrent with or prior to this course.
Note(s): Students will find it helpful to have prior knowledge of education policy, and a basic understanding of research methods and policy evaluation.
Equivalent Course(s): EDSO 33009, EDSO 23009

MAPS 33313. Marx: Themes and Variations. 100 Units.
This course undertakes an intensive survey of major themes in the work of Marx (and Engels), with attention to their antecedents in philosophy and political economics and their course of development from the early to the late work. We will consider divergent approaches to Capital, considering commentaries by Louis Althusser, David Harvey and William C. Roberts.
Instructor(s): Dawn Herrera Helphand Terms Offered: Winter
Equivalent Course(s): FNDL 23815

MAPS 33315. The Origins of Totalitarianism. 100 Units.
An in-depth study of Hannah Arendt’s pathbreaking Origins of Totalitarianism and selected recent scholarship. We will proceed thematically through the work’s three volumes: 1) Antisemitism; 2) Imperialism, and 3) Totalitarianism. Topics under discussion will include the nation-state, colonialism, race, refugee rights and mass politics.
Instructor(s): Dawn Herrera Terms Offered: Spring
Equivalent Course(s): FNDL 28806

MAPS 33456. Olympic Games and Human Rights. 100 Units.
If cultural difference is as real and important as Anthropology has conventionally maintained, how is it possible that 204 "national cultures" and uncountable sub-national cultural formations find such considerable significance in the Olympic Games? We will additionally explore what an Anthropological approach contributes to understanding, in real time, a major Human Rights drama and accompanying protest actions. Beginning in February, the 2022 Beijing Winter Olympic Games will unfold in a nation holding over a million of its own citizens in concentration and forced labor camps for no other reason than their religion and ethnicity. The Chinese Communist Party’s explicit policies against Uyghur and other Turkic-speaking peoples in Xinjiang province have been judged an ethnocide by many and a full genocide by increasing numbers of foreign legislatures, heads-of-state, academics, independent experts, Human Rights organizations, and other NGOs. Some of these groups are promoting the rubric “Genocide Olympics” to characterize Beijing 2022 and to pressure the Olympic Sport System into acting against Chinese government policy in Xinjiang. The International Olympic Committee has so far been unwilling to do this, while insisting that it still stands for Olympism and Human Rights. Meanwhile, in this era of Black Lives Matter and #MeToo athlete activism, protest actions are anticipated in Beijing by some Olympic athletes, with significant consequences expected for all involved.
Instructor(s): John MacAloon Terms Offered: Winter
Equivalent Course(s): FNDL 28806

MAPS 33501. Gender, Sex, and Empire. 100 Units.
This course examines the complex and contested relationships between gender, sex, sexuality, social organization and power in histories of (primarily British) imperialism and colonialism from the early conquests in the New World through the twentieth century. Employing insights from gender history, postcolonial studies and feminist theory, we look at a broad range of historical case studies to explore themes such as the intersectionality of race, class and gender; the instability of gender ideologies; how power was articulated through the categories of gender and sexuality; the politics of intimacy; and the regulation and ‘improvement’ of colonial bodies. Our goal is to better understand the ways that gender, sex, sexuality and Western imperialism were co-constitutive in distinctive colonial contexts, and the ways that techniques of power were borrowed, adapted and homogenized across the Western imperial world in response to changing political and economic imperatives.
Instructor(s): Darcy Heuring Terms Offered: Spring
Equivalent Course(s): HIST 23308, GNSE 33501, GNSE 25706

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

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

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

Instructor(s): Painia, Brianne A.
Terms Offered: Winter
Equivalent Course(s): CRES 23507, GNSE 33503, MAPS 23504, GNSE 23507, SOCI 30334

MAPS 33506. Ethnographic Research Methods. 100 Units.
This introductory graduate course examines ethnography, the primary research methodology of Anthropologists and a technique also employed by many other social scientists. We study the evolution of ethnographic practices and ethnographic writing over the last 150 years, and we practice the methods of ethnography, including sampling techniques, participant observation, interview techniques and various kinds of data analysis, throughout. We examine alternative forms of ethnography such as visual ethnography, testamento 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 33508. Anthropology of Power, Status, and Performance. 100 Units.
This introductory graduate course examines the nature of power and status through the theoretical lens of performativity. We will engage with notions of performativity, articulated by influential theorists of linguistics, gender, and religion, that demonstrate the abilities of performances to effect change in the world. Thinking with performativity, we will interrogate practices of negotiating power and status in a broad range of social, political, and geographical contexts. How is the power made and unmade through particular acts? How is status, a particular type of power differentiation, created collectively and individually through acts of saying and doing? Such questions will animate our explorations of power and status in recent ethnographies focused on Asia, the Americas, and Europe.

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

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

Instructor(s): John McCallum
Terms Offered: Spring
Note(s): Undergraduates by consent

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

Instructor(s): Bourne, Kyla
Terms Offered: Winter

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

Instructor(s): Proctor, Andrew
Terms Offered: Winter
Equivalent Course(s): GNSE 23151, GNSE 33805

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

Instructor(s): Morris Fred
Terms Offered: Spring
Equivalent Course(s): ANTH 34501, MAPH 34400, CHDV 34501, SOSC 34500, ANTH 24510

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

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

MAPS 34513. Theoretical Approaches to Political Anthropology: Sovereignty, Authority, and Refusal. 100 Units.
This course will explore understandings of power and its production articulated by ethnographers and political theorists whose work has been influential in anthropology. We will focus on competing claims to sovereignty and authority that reveal the tentative, emergent, and contingent nature of power. Spanning various regions, the course content will elucidate the tensions between nation-states, informal/illegal networks, and the actions and aspirations of individual subjects. Some of the questions we will raise include: What are the roles of performances, narratives, and acts of exclusion and violence in the making of sovereignty and authority? How are competing de facto and de jure forms of power negotiated in various spaces ranging from the institutional to the intimate? The centrality of both physical violence and the complacency born of naturalized political institutions and economic rationality will arise in our examinations of political mobilization and possibility. This course will give students opportunities to develop conceptual understandings of various modes of power that offer insights into the forces of colonialism, global interconnectivity, and politics that shape the 21st century world. As this is a methodology course (fulfilling the MAPSS requirement), students will spend substantial class time reflecting upon the theoretical approaches of contemporary ethnographers and developing their own theoretical approaches to their thesis projects.

Instructor(s): Gross, Victoria
Terms Offered: Winter
Equivalent Course(s): ANTH 22750, ANTH 35725

MAPS 35150. Anthropology of Israel. 100 Units.
This seminar explores the dynamics of Israeli culture and society through a combination of weekly screenings of Israeli fiction and documentary films with readings from ethnographic and other relevant research. Among the (often overlapping) topics to be covered in this examination of the institutional and ideological construction of Israeli identity/ies: the absorption of immigrants; ethnic, class, and religious tensions; the kibbutz; military experience; the Holocaust; evolving attitudes about gender and sexuality; the struggle for minorities’ rights; and Arab-Jewish relations.

Instructor(s): Morris Fred
Terms Offered: Spring
Equivalent Course(s): NEHC 35147, NEHC 25147, ANTH 25150, JWSC 25149, CMES 35150, ANTH 35150

MAPS 35199. Digital Ethnography. 100 Units.
This methods course prepares students for ethnographic research in an online environment. We will discuss practical steps to put together a research project—from research design to data collection and analysis. We will cover epistemological, ethical, and practical matters in online ethnographic research, and read articles and books showcasing methods for the study of virtual worlds (both game and nongame). This is a hands-on methods course: you will be required to formulate a preliminary research question at the beginning of the course, and you will conduct a few weeks of ethnographic research in a virtual field site of your choosing. Each week you will be asked to complete short ethnographic assignments, and to produce field notes to be exchanged and discussed in class. As a final project, you will have a choice between a research proposal or a short paper based on your observations.
Instructor(s): Cate Fugazzola Terms Offered: Autumn
Equivalent Course(s): SOCI 30326, MAAD 10199, SOCI 20558, GLST 25199, ENST 25199

MAPS 36001. Computational Methods Using Online Social Media Data. 100 Units.
This course will discuss a broad range of computational social science topics that leverage large-scale data from online communication platforms to gain insights into social issues. We will start from collecting and processing data from social media platforms (e.g., Twitter, IMDB, Airbnb, Yelp), and then introduce computational research topics that include but are not limited to: sentiment analysis, deceptive marketing, recommendation system, fake news detection, spam detection, bot detection, demographic inference, public health, political attitude analysis, personality and behavior analysis, and cyberbullying. We will use version control techniques (e.g., git, Github) to keep track of the class projects. The ultimate goal of this course is to provide a broad introduction of computational social science research areas and train students to be familiar with the pipelines of doing computational research.
Instructor(s): Wang, Zhao Terms Offered: Winter
Equivalent Course(s): MACS 36000, MACS 26000

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 36455. Relationships and Health: The Need to Belong. 100 Units.
Based on the theory that the need to belong is a fundamental human motivation, this course examines the connections between relationships and health. Both physical and mental health are considered. Relationships with parents, peers, and romantic others will be discussed as well as changes over time and differences between cultures. Topics include empathy, loneliness, rejection, and substitutes for belonging.
Instructor(s): Hamilton, Hannah Terms Offered: Spring

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

MAPS 36601. Watergate and American Democracy. 100 Units.
Contemporary American history begins with the Watergate crisis and the resignation of Richard Nixon from the presidency. But how does Watergate fit into the wider fabric of American history? This course considers the implications of Watergate for American democracy in a wider chronological perspective, beginning with...
Instructor(s): Clindaniel, Jon Terms Offered: Autumn Winter

media data, predict the next fashion trends, and even decipher ancient symbols using archaeological databases.

programming language. For instance, students will learn to identify emerging social movements using social
applying computational approaches to identify and analyze a wide range of cultural patterns using the Python
from the fields of Anthropology, Psychology and Sociology. Additionally, they will receive hands-on experience
capitalize on emerging cultural patterns. In this course, students will explore interdisciplinary approaches for
and industry to use computational strategies to effectively identify, understand, and (in the case of industry)
revolutionary Catholicism; new and New Age religions.

Instructor(s): John McCallum Terms Offered: Spring

this course will introduce students to longitudinal research methods used in psychological research. This
includes both the design of longitudinal studies and the use of statistical techniques to analyze longitudinal data.
Students will gain experience with reading longitudinal research reports using longitudinal data and develop the
skills necessary to conduct and report on their own longitudinal research.

Instructor(s): Hamilton, Hannah Terms Offered: Winter

MAPS 39000. Longitudinal Research. 100 Units.

This course will introduce students to longitudinal research methods used in psychological research. This
includes both the design of longitudinal studies and the use of statistical techniques to analyze longitudinal data.
Students will gain experience with reading longitudinal research reports using longitudinal data and develop the
skills necessary to conduct and report on their own longitudinal research.

Instructor(s): Hamilton, Hannah Terms Offered: Winter

MAPS 39200. Latin American Religions, New and Old. 100 Units.

This course will consider select pre-twentieth-century issues, such as the transformations of Christianity in
colonial society and the Catholic Church as a state institution. It will emphasize twentieth-century developments:
religious rebellions; conversion to evangelical Protestant churches; Afro-diasporan religions; reformist and
revolutionary Catholicism; new and New Age religions.

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

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)
our feedback on students' personal journals on the role of.

Instructor(s): S. Hicks-Bartlett Terms Offered: Autumn Winter
Prerequisite(s): Ugrad Level restricted to 3rd and 4th year Sociology Majors ONLY
Equivalent Course(s): SOCI 20547, SOCI 40164

MAPS 40177. Coding & Analyzing Qualitative Data using MAXQDA. 100 Units.

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

Instructor(s): S. Hicks-Bartlett Terms Offered: Spring Winter
Prerequisite(s): Ugrad Level restricted to 3rd and 4th year Sociology Majors ONLY- Consent of instructor
REQUIRED
Equivalent Course(s): SOCI 20548, SOCI 40177

MAPS 40200. Seminar: Bourdieu/Sociobiography. 100 Units.

This seminar explores the conceptual architecture of Pierre Bourdieu’s social theory, with special attention to its
implications for biography and autobiography.

Instructor(s): John MacAlloon Terms Offered: Winter. T/Th 11:00-12:20 pm
Equivalent Course(s): ANTH 40165

MAPS 40401. Computation and the Identification of Cultural Patterns. 100 Units.

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

Instructor(s): Clindaniel, Jon Terms Offered: Autumn Winter
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): CHDV 40404, MACS 40400, PSYC 40460, MACS 20400

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

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

MAPS 41501. Theory, Method & Evidence: Finding Persons in the Social. 100 Units.
There has been a disconnect between the theories and methods we use to examine the world. The veritable explosion of methodologies, or ways to find evidence on the world and persons, leaves many with a lack of coherent understanding of what exactly is being produced. This class will examine methods and forms of evidence across multiple fields of social inquiry to ground students, with some focus on the methods of biological and physical sciences. This class will examine critically what counts as evidence and what counts as a method-including a historically situating of the conceptualizations of method and evidence for the respective fields. We will pay special attention to shifts in the formulation of our scientific triad of Data, Evidence, and Ideas across space and time. By the end of the class, students will have a deeper understanding of evidence and method across multiple fields of social inquiry, including the relevance of the replication crisis.
Instructor(s): Gugwor, Resney Terms Offered: Winter
 Equivalent Course(s): PSYC 39019, CHDV 22550, CHDV 42550, SOCI 30333

MAPS 41775. Qualitative Methods: Coding & Thematic Analysis. 100 Units.
This course will introduce students to qualitative coding and thematic analysis in social science research. In this course we will review literature about qualitative social science research while learning coding and memo-ing strategies to develop thoughtful and thorough qualitative research projects. Students do not need to have original data to participate though such data is welcome.
Instructor(s): Painia, Brianne Terms Offered: Autumn
Equivalent Course(s): SOCI 40257

MAPS 47501. Olympic Games and Human Rights. 100 Units.
If cultural differences are as powerful as Anthropology has conventionally stressed, how is it possible that over 200 national and innumerable sub-national and transnational cultural formations have found common cause in the modern Olympic Games? This course explores, theoretically and historically, the emergence of the Olympic Games as the liturgy of the world system of nation states and the current dialectic between the Olympic Movement and the Olympic Sports Industry. Extensive reading and an independent research paper will be required.
Instructor(s): John MacAlloon Terms Offered: Winter. T/Th 2:00 - 3:20 pm This course was last offered Winter 2020
Equivalent Course(s): ANTH 20420, SOSC 25090, ANTH 30420

COURSES ECMA

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

Instructor(s): J. Root
Terms Offered: Autumn
Prerequisite(s): ECON 20100/20110 and MATH 20300/20310/20700

**ECMA 30770. Decision and Strategy. 100 Units.**

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

Instructor(s): B. Brooks
Terms Offered: TBD
Prerequisite(s): Prerequisites for Undergraduates: ECON 20100/ECON 20110 and MATH 20300/MATH 20310/MATH 20700, or consent of instructor

Note(s): Student may count only one of [ECON 10700 or ECON 20700 or ECON 20770/ECMA 30770] toward the 42 credits required for graduation.
Equivalent Course(s): ECON 20770

**ECMA 30780. Decision and Strategy II. 100 Units.**

We continue the formal introduction to decision theory and game theory begun in ECMA 30770, with a specific focus on models of incomplete information. Topics covered include subjective expected utility, Bayesian games, contract theory, and mechanism design. Among the applications we will consider are auctions, collusion, entry deterrence, and strategic communication. The course is appropriate for advanced undergraduates who are interested in a rigorous mathematical approach to decision making in strategic situations.

Instructor(s): B. Brooks
Terms Offered: TBD
Prerequisite(s): ECON 20770/ECMA 30770 or consent of instructor
Equivalent Course(s): ECON 20780

**ECMA 30800. Theory of Auctions. 100 Units.**

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

Instructor(s): P. Reny
Terms Offered: Winter
Prerequisite(s): PQ for Undergraduates: ECON 20100 (or Econ 20110), and MATH 20300 (or Math 20310 or Math 20700), and STAT 23400, 24400 or STAT 24410

**ECMA 31000. Introduction to Empirical Analysis. 100 Units.**

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

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

**ECMA 31100. Introduction to Empirical Analysis II. 100 Units.**

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

Instructor(s): J. Hardwick
Terms Offered: Winter
Prerequisite(s): Prerequisite for Undergraduates: Econ 21030 or Econ 21110 or Econ 21130 or ECMA 31000 or ECMA 31100. Undergraduates who have taken Econ 21020 are encouraged to obtain instructor consent for enrollment.

**ECMA 31130. Topics in Microeconometrics. 100 Units.**

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

Instructor(s): T. Lamadon
Terms Offered: Winter
Prerequisite(s): Prerequisites for Undergraduates: ECON 21020 OR ECON 21030

ECMA 31140. Perspectives on Computational Modeling for Economics. 100 Units.
In this course students will learn several computational methodologies and tools to solve, simulate, and analyze models that are the backbone of current macroeconomic analysis. While learning the relevant computational methods is the main objective, the theoretical economic aspects of the model will be stressed and the students will be required to apply their economic knowledge and skills to interpret and analyze the results. We will examine non-stochastic and stochastic general equilibrium models, both under local and global approximations. The main part of the course will deal with representative agent models, but a significant part will be devoted to introducing students to the solution of heterogeneous agent models as well.
Instructor(s): Salas, Sergio Terms Offered: Winter
Prerequisite(s): PQ for undergraduates: Econ 20200/20210 and MATH 19620/Stat 24300/Math 20250 and Stat 23400/Stat 24400/Stat 24410.
Note(s): MACSS students have priority.
Equivalent Course(s): MACS 30150

ECMA 31320. Applications of Econometric and Data Science Methods. 100 Units.
This course builds on the theoretical foundations set in Econ 21030 and explores further topics pertinent to modern economic applications. While the course content may change from year to year according to student and instructor interests, some potential topics are panel data methods, treatment effects/causal inference, discrete choice/limited dependent variable models, demand estimation, and topics in economic applications of supervised and unsupervised learning algorithms. The course will involve analytically and computationally intensive assignments and a significant empirical project component.
Instructor(s): A. Hortacsu Terms Offered: Spring
Prerequisite(s): CMSC 12300/14200/15200/16200 and ECON 21020 (ECON 21030 Honors Econometrics preferred) or consent of instructor

ECMA 31330. Econometrics and Machine Learning. 100 Units.
This course reviews a number of modern methods from econometrics, statistics and machine learning, and presents applications to economic problems. Examples of methods covered are simulation-based techniques, regularization via coefficient and matrix penalization, and regression and classification methods such as trees, forests and neural networks. Applications include economic models of network formation, and dimension reduction for structural economic models. The course involves programming and work with data. Beyond econometric background such as Econ 21030, students should have a solid background in computation.
Instructor(s): S. Bonhomme Terms Offered: Not offered in 2022-2023
Prerequisite(s): CMSC 12300/14200/15200/16200 and ECON 21020 (ECON 21030 Honors Econometrics preferred)

ECMA 31340. Big Data Tools in Economics. 100 Units.
The goal of the class is to learn how to apply microeconomic concepts to large and complex datasets. We will first revisit notions such as identification, inference and latent heterogeneity in classical contexts. We will then study potential concerns in the presence of a large number of parameters in order to understand over-fitting. Throughout the class, emphasis will be put on project-driven computational exercises involving large datasets. We will learn how to efficiently process and visualize such data using state of the art tools in python. Topics will include fitting models using Tensor-Flow and neural nets, creating event studies using pandas, solving large-scale SVDs, etc.
Instructor(s): T. Lamadon Terms Offered: Winter
Prerequisite(s): PQs for Undergraduates:ECON 20100/20110 and ECON 21020/21030

ECMA 31350. Machine Learning for Economists. 100 Units.
This course reviews modern machine learning techniques and their applications in economics. The course covers some of the classical techniques, including lasso, regression trees, random forests, principal components analysis, and neural networks, as well as cutting-edge double machine learning methods. Applications include economic models of network formation, program evaluation, demand estimation, and asset pricing. The course involves programming and working with data. Students are expected to have a solid background in statistics, econometrics, and computation.
Instructor(s): K. Ponomarev Terms Offered: Winter
Prerequisite(s): For Undergraduates: CMSC 12300/14200/15200/16200 and ECON 21020 (ECON 21030 Honors Econometrics preferred)

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

Instructor(s): Suskind, D; Gupta, S 
Equivalent Course(s): PPHA 43650

ECMA 33221. Introduction to Advanced Macroeconomic Analysis II. 100 Units.

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

Instructor(s): A. Silva Terms Offered: Winter 
Prerequisite(s): For Undergraduates: ECON 20200/20210 and ECON 21020/21030

ECMA 33230. Macroeconomic Crises. 100 Units.

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

Instructor(s): N. Balke Terms Offered: Winter 
Prerequisite(s): ECON 23950 and ECON 21020 (or ECON 21030)

ECMA 33240. Quantitative Analysis of Macroeconomic Policy. 100 Units.

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

Instructor(s): Staff Terms Offered: Winter 
Prerequisite(s): ECON 21200 or STAT 26100 or BUSN 41202 or Instructor Consent

ECMA 33330. Introduction to Dynamic Economic Modeling. 100 Units.

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

Instructor(s): R. Shimer 
Prerequisite(s): ECON 20200 (or ECON 20210) and ECON 21020 (or ECON 21030)

ECMA 33620. Introduction to Heterogeneous Agent Macroeconomics. 100 Units.

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

Instructor(s): G. Kaplan 
Prerequisite(s): Undergraduates: PQ: ECON 20200/20210 and ECON 21020/21030

ECMA 33550. The Practicalities of Running Randomized Control Trials. 100 Units.

This course is designed for those who plan to run a randomized control trial. It provides practical advice about the trade-offs researchers face when selecting topics to study, the type of randomization technique to use, the content of a survey instruments, analytical techniques and much more. How do you choose the right minimum detectable effect size for estimating the sample size needed to run a high quality RCT? How do you quantify difficult to measure outcomes such as women’s empowerment or ensure people are providing truthful answers when you are asking questions on sensitive topics like sexual health? When should you tie your hands by pre-committing to your analysis plan in advance, and when is a pre-analysis plan not a good idea? This course will draw on lots of examples from RCTs around the world, most (though not all) from a development context. Alongside field tips, it will also cover the concepts and theory behind the tradeoffs researchers face running
RCTs. The course is designed for PhD students but given its practical nature is open to and accessible to masters students who plan to work on RCTs.
Instructor(s): Glennerster, Rachel Terms Offered: Autumn
Equivalent Course(s): ECON 35550, PPHA 35561

ECMA 36700. Economics of Education. 100 Units.
This course explores economic models of the demand for and supply of different forms of schooling. The course examines the markets for primary, secondary, and post-secondary schooling. The course examines numerous public policy questions, such as the role of government in funding or subsidizing education, the design of public accountability systems, the design of systems that deliver publicly funded (and possibly provided) education, and the relationship between education markets and housing markets.
Instructor(s): D. Neal
Prerequisite(s): ECON 21020 or ECON 21030
Equivalent Course(s): PBPL 26705, EDSO 26700

ECMA 38010. Empirical Industrial Organization. 100 Units.
This course will provide an introduction to state-of-the-art methodologies in Empirical Industrial Organization. We will use real-life data to learn about consumers and firms. We will cover demand and preference estimation, production function estimation, empirical models of market entry, and auctions. We will also discuss applications including prediction, policy analysis, and price optimization. Students will learn about theory, estimation, optimization, and practical considerations. Students will apply what they learn using R.
Prerequisite(s): Prerequisites for Undergraduates: ECON 20100/20110 and ECON 21020/21030