

# CULTURAL AND SOCIAL ANTHROPOLOGY

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The courses offered by this department are designed to: (1) provide undergraduates with instruction in cultural and social anthropology; (2) provide undergraduate majors in anthropology with a program of work leading to the bachelor's degree; and (3) prepare candidates for advanced degrees in cultural and social anthropology.

Cultural and social anthropology addresses a wide range of issues in the comparative study of society and culture. These include issues of race, class, national origin, gender, sexual orientation, and religion as they are shaped by the experiences of education, history, and migration through which people in past and contemporary societies have defined themselves in relation to others. The scope of cultural and social anthropology includes our own society and culture as well as those of other parts of the world, especially as these are drawn together and shape one another in increasingly transnational and global interactions.

The Department of Cultural and Social Anthropology offers a wide range of approaches to the various subfields and topics within anthropology including: archaeology, environmental anthropology, linguistics, medical anthropology, political economy, science and technology studies, and sociocultural anthropology. Methodologies for the study of micro- and macro-social processes are taught through the use of qualitative and quantitative approaches. Training is offered in ethnographic research; the collection and interpretation of oral histories, surveys, and archival materials; the analysis of material culture, including mapping, cataloging, and interpretation of material objects; and methodologies in the performative arts, including visual and performing studies. The department provides students with excellent training in theory and methods to enable them to pursue graduate study in any of the above mentioned subfields of anthropology. Students interested in the biological and evolutionary approaches to anthropology are urged to consult the Department of Anthropological Sciences.

*Note*—The degree programs of the Department of Cultural and Social Anthropology became available in Autumn Quarter of 1999-2000. Students who declared their major in Anthropology in 1998-99 or in any previous year have the option of finishing their degrees under the guidelines and requirements of the former Department of Anthropology (see, for example, *Stanford Bulletin* 1998-99) or they may opt for the new guidelines and requirements outlined here. The choice of these options should be made in writing, with the faculty adviser's approval, and filed with the Cultural and Social Anthropology Student Program Coordinator.

## UNDERGRADUATE PROGRAMS

### BACHELOR OF ARTS

The Department of Cultural and Social Anthropology (CASA) offers a B.A. degree in Cultural and Social Anthropology and an honors program. The major provides students with expertise for understanding social and cultural transformations from an international and cross-cultural perspective. In addition to gaining an excellent foundation for graduate research and study, students majoring in Cultural and Social Anthropology can pursue careers in government, international business, international development agencies, international education, law, mass media, non-profit organizations, and public policy.

Within the major, students may include course offerings in other departments such as Anthropological Sciences, Classics, Economics, English, History, Political Science, Psychology, and Sociology, as well as course offerings in programs such as African Studies, American Studies, Archaeology, Comparative Studies in Race and Ethnicity, East Asian Studies, Feminist Studies, Latin American Studies, Public Policy, and Urban Studies.

To declare a major in Cultural and Social Anthropology, students should contact the department's student peer adviser or Student Program Coordinator. Both of these individuals can provide an application form (see below for deadline) and answer initial questions.

All undergraduate majors in Cultural and Social Anthropology (CASA) must fulfill the following requirements:

1. A program of 65 units, with at least 40 units in Cultural and Social Anthropology. The remaining 25 units may be taken from courses in related departments, including Anthropological Sciences, or transferred from other anthropological study programs, such as overseas programs. The 65 units must form a coherent program of study and be approved by the student's academic adviser.
2. A grade of 'B-' or better in CASA 90. This course is required of all CASA majors and should be taken within a year of declaring the major or before the end of the junior year. It introduces students to anthropological theory and prepares them for upper-division courses in the department.
3. The units required for the CASA major must include at least one course in four of the following topical categories:
  - a) Archaeology
  - b) Gender and Feminism
  - c) Globalization and Transnationalism
  - d) Linguistic and Symbolic Anthropology
  - e) Race and Ethnicity
  - f) Science, Technology, or Medicine
4. Students must choose a concentration, taking at least 15 units in three or more courses on one theme or topic. Concentrations can be defined by subject matter or cultural area. Some examples of themes for a concentration are: cultural studies, economic development, kinship, mass media, material culture, migration and immigration, political economy, popular culture, race and ethnicity, religion, urban cultures, or a particular culture area, that is, Japan, Europe, South Asia. Students must have areas of concentration approved by their advisers.
5. A minimum of 15 units must be in CASA seminars numbered 100 or above.
6. Competence in a foreign language beyond the first-year level. Such competence is usually demonstrated by completing a course at the second-year level with a grade of 'B-' or better. The requirement may be met by special examination administered through the Language Center.
7. All CASA majors are encouraged to write a field research paper or a senior paper. Department majors must notify the program adviser of their intention to write a senior paper before the end of Autumn Quarter in the senior year. The senior paper checklist must be submitted to the Student Program Coordinator no later than the end of the second week of Winter quarter. Students submitting a senior paper must register for CASA 97C, and submit the senior paper in the final quarter before graduation. For more information see the Student Program Coordinator.
8. Department honors are by application only, by the end of the second week of Winter Quarter of senior year. See the Student Program Coordinator for application details.

Up to 10 units of the CASA Area 1 track (Introduction to Humanities 27A and 27B or 42) may be counted towards the major. Students whose programs require non-English language study as part of a geographical or linguistics focus may ask their CASA adviser to approve up to 10 units of language courses toward the degree if such courses are at the second-year level and above, or are in a second non-English language. No more than 10 units of directed individual study may be counted towards the major, and may only be included among the 25 “related units” permitted for the major. All required units for undergraduate programs must be passed with a grade of ‘C’ or better, and not more than 10 (maximum of 5 units in CASA and 5 units in related subjects) of the required 65 units may be taken for a “satisfactory/no credit” grade.

Majors are strongly encouraged to develop field research projects. Research course work includes CASA 93, Prefield Research Seminar; CASA 94, Postfield Research Seminar; and CASA 96, Directed Individual Study. The department has summer field research grants available to support individually designed research projects.

It would be helpful for students to meet the chair of the Undergraduate Committee and/or the undergraduate peer adviser for initial advice on choosing an appropriate faculty adviser in the department. In consultation with their faculty advisers, students must develop a coherent program of study for the major. Students are required to submit the application form for the major, including their completed proposed plan of study, to the Student Program Coordinator, no later than the beginning of the Winter Quarter of the junior year.

Majors are required to meet with their advisers at least once every quarter. Each student’s progress towards fulfilling the major requirements is recorded in a file kept in the Student Program Coordinator’s office. It is the student’s responsibility to see that this file is kept up to date.

## MINORS

In addition to electronically declaring on Axess, prospective Cultural and Social Anthropology minors need to meet with the department’s Student Program Coordinator in order to receive and fill out a Minor Planning Form and Checklist.

Requirements for the minor are:

1. Have a faculty adviser in Cultural and Social Anthropology (assistance may be obtained from the department’s Student Program Coordinator.)
2. Complete 30 units of Cultural and Social Anthropology courses with a grade point average (GPA) of ‘C’ or better. Of those 30 units, Introduction to the Humanities (IHUM) 27A and 27B or 42 may be included.

*Deadline for Declaring the Minor*—Students must complete the declaration process (both Planning Form submission and Axess registration) by the last day of the quarter, two quarters prior to degree conferral (for example, by the last day of Autumn Quarter if spring graduation is intended).

## HONORS

The Honors Program in Cultural and Social Anthropology is open to all majors in the department. Students interested in obtaining honors in CASA should submit to the Student Program Coordinator by the end of the second week of the Winter Quarter of their senior year: (1) an application; (2) a senior paper draft; (3) a letter of recommendation from a faculty adviser; and (4) a transcript. The paper submitted could have been written in the Postfield Seminar or any other CASA course. Admission to the honors program requires at least a 3.5 grade point average (GPA) in the major and a 3.0 GPA overall. (In exceptional circumstances, students may request that the GPA requirements be waived by filing a petition with the Undergraduate Committee.) Students who have more than one “Incomplete” at the application due date are not admitted into the honors program.

Candidates whose application to the honors program is approved by the Undergraduate Committee must complete all requirements for their major and submit an honors thesis no later than four weeks prior to the end of the quarter in which graduation is anticipated. The thesis is read by the candidate’s adviser and a second reader appointed by the Undergraduate Committee. Honors candidates must enroll in CASA 95A (Re-

search in Cultural and Social Anthropology) during Winter Quarter and CASA 95B in Spring Quarter (Honors), up to a maximum of 10 units for each. Most honors projects involve a total of 10 to 20 units of course work in CASA 95A and CASA 95B, no more than 5 of which can count towards the 65-unit degree requirement for the major.

## GRADUATE PROGRAMS

University requirements for the degrees of Master of Arts and Doctor of Philosophy are described in the “Graduate Degrees” section of this bulletin.

### MASTER OF ARTS

The Department of Cultural and Social Anthropology offers the M.A. degree to four groups of students: (1) Stanford undergraduates who enroll in the coterminal program; (2) Stanford graduate students taking advanced degrees in other departments or schools at Stanford; (3) Ph.D. students in Cultural and Social Anthropology who fulfill the M.A. requirements in the course of their work toward the Ph.D. degree; and (4) students who apply from outside of Stanford for entry into the terminal M.A. program.

Stanford students interested in the coterminal program and graduate students in other departments or schools at Stanford should review the “Graduate Degrees” section of this bulletin and consult with the Student Program Coordinator in the department. Other prospective students should request application materials from Graduate Admissions, the Registrar’s Office. Successful applicants for the M.A. program usually enter Autumn Quarter. Applications from Stanford students for the coterminal program are reviewed in Winter Quarter if received by January 1 and in Spring Quarter if received by April 15. External applications to the M.A. program are due January 4th. External applicants must file their scores on the Graduate Record Examination.

Applicants whose ultimate goal is the Ph.D. degree should apply directly to the Ph.D. program. Students accepted for the terminal M.A. degree program cannot transfer to the Ph.D. program; they must reapply on the same basis as other Ph.D. applicants and in competition with other Ph.D. applicants. Ph.D. students who decide to take the M.A. on the way to the Ph.D. are governed by separate requirements described in the department’s *Guide to the Ph.D. Program*.

Graduate enrollment at Stanford for at least three quarters of full tuition is required of all candidates for the master’s degree, including coterminal students. M.A. students in Cultural and Social Anthropology must take a minimum of 45 quarter units in social and cultural anthropology beyond the undergraduate degree with a grade point average (GPA) of ‘B’ or better. Forty-five units constitute the University minimum for the M.A. degree. Courses must be at or above the 100-level, and 18 of the 45 units must be in courses designated primarily for graduate students (typically at least at the 200 level).

Within the 45 units taken at Stanford, students must take CASA 211, plus two additional graduate-level seminars in the department. The remaining units may be made up of courses selected in consultation with the faculty adviser to meet the needs and interests of the student.

The M.A. program usually requires more than one year of study. However, full-time students entering the program with appropriate background can complete the M.A. program in one calendar year. To provide a meaningful M.A. program within a one-year period, advance planning of course work with an adviser is required.

A field or library research paper, read and approved by at least two departmental faculty members, must be presented. Ph.D. students in the department may submit the first-year paper in fulfillment of this requirement. Other M.A. students must submit a project proposal for the master’s paper for approval. Coterminal students must obtain approval either by the end of the second quarter of the fifth year of study, or if earlier, by the end of the quarter preceding the quarter in which the degree is completed. All other M.A. students must do so not later than the end of the second quarter of graduate study.

## DOCTOR OF PHILOSOPHY

Prospective graduate students should request application materials from Graduate Admissions, the Registrar's Office. Applicants must file a report of their scores on the Graduate Record Examination and submit a writing sample in English that demonstrates the ability to produce original analytical work at the graduate level. Successful applicants for the Ph.D. program may enter only in Autumn Quarter. The deadline for applications is January 4.

The Ph.D. program includes a number of required courses and examinations. It also allows the student to develop a flexible program reflecting special interests, under the supervision of a faculty committee chosen by the student. Students are encouraged to plan for completion of all work for the Ph.D. in five years.

The Ph.D. requirements for students who matriculated beginning 2001-02 are as follows (those matriculating earlier should consult the department's *Guide through the Ph.D. Program* for their cohort). Ph.D. students in Cultural and Social Anthropology must take a minimum of 135 quarter units with a grade point average (GPA) minimum of 'B' or better. The maximum allowable number of transfer units is 45.

1. Pass within the first year, with a grade of 'B+' or better:
  - a) At least three of the graduate-level courses, in department, designated by the faculty as theory/evaluation courses, including CASA 210 and CASA 211.
  - b) CASA 212, Anthropological Research Methods.
  - c) At least 45 units of completed course work overall.
2. Submit an acceptable, substantial research paper (First-Year Paper) in the Spring Quarter. Register for CASA 295A during Winter Quarter for 2-3 units and register for CASA 295B during Spring Quarter for 2-3 units (no more than 5 units total for both courses over two quarters).
3. In the second year, pass at a satisfactory level:
  - a) Additional graduate-level theory/evaluation courses in the department to make a total of six such courses with a grade of 'B+' or better over the first two years of the program.
  - b) The Proposal Writing Seminar (CASA 294); register during Spring Quarter for 5 units.
  - c) At least 45 units of completed course work overall for a total of at least 90 units of course work at the end of the second year.
4. By the fifth week of Autumn Quarter in the second year, declare the qualifying papers, topic and area.
5. By the fifth week of Autumn Quarter in the second year, recruit four members for the qualifying paper Special Committee.
6. By the end of the seventh week of Winter Quarter in the second year, submit the first of two qualifying papers. During Winter Quarter, register for CASA 291A, Qualifying Paper (Topic), or for 291B Qualifying Paper (Area) for 2 to 5 units; and by the end of the seventh week in Spring Quarter in the second year, submit the second of two qualifying papers. During the Spring quarter, register for CASA 291B, Qualifying Paper (Area), or for 291A Qualifying Paper (Topic) for 2 to 5 units.
7. By the end of Spring Quarter in the second year, enlist the Dissertation Reading Committee (principal dissertation reading adviser and two other readers).
8. For those whose native language is English, pass, by the end of Spring Quarter of the second year, an examination in a language other than English in which there is a substantial body of general theoretical literature relevant to anthropology. For those whose native language is not English, demonstrate satisfactory command of English, as evidenced by successful completion of the first two years of graduate study. The examination may be taken through the Stanford Language Center or other Stanford language departments.
9. Upon completion of the above requirements, and upon recommendation of the Cultural and Social Anthropology faculty, petition the University for candidacy by the end of Spring Quarter of the second year or by the fourth week in Autumn Quarter of the third year.
10. In the third year, complete the following:
11. During Autumn Quarter in the third year, attend the teaching apprenticeship workshop.

12. Serve as a teaching assistant for one quarter during the Winter or Spring Quarter in the *third* year.
13. During the Autumn Quarter, submit three dissertation research grant proposals, with human subjects protocols.
14. During Winter Quarter, prepare a dissertation proposal for review by Dissertation Reading Committee.
15. By the fourth week in Spring Quarter, pass the University Oral Examination in the form of a dissertation proposal defense.
16. Other requirements.
17. During the fifth year and after returning from fieldwork, complete one Teaching Assistant quarter in the department, unless extramural funding for dissertation research has been secured.
18. During the year in which the dissertation is submitted, deliver an oral presentation of the dissertation.

## Ph.D. MINOR

Prospective Ph.D. minors in Cultural and Social Anthropology should request an application from the CASA Student Program Coordinator. The requirements for a minor in Cultural and Social Anthropology consist of the following:

1. Complete 30 units of courses in the Department of Cultural and Social Anthropology (CASA) at Stanford with a grade point average (GPA) of 'B' or better. Course work for a minor cannot also be used to meet requirements for a master's degree.
2. Enlist a faculty member within CASA at Stanford who will provide written consent to serve as the adviser for the minor and serve on the student's Oral Examination and Dissertation committees (see the Student Program Coordinator for a listing of faculty and office hours).
3. In conjunction with the program adviser, determine a coherent course of study related to the Ph.D. program, including CASA 211, two CASA courses in theory, and one CASA course in a geographical area; for a list of current theory/methods courses, see the Student Program Coordinator.
4. File the necessary paperwork with the Student Program Coordinator. CASA requirements listed above are more extensive than the University requirements.

## FINANCIAL SUPPORT

The department endeavors to provide needed financial support (through fellowships, teaching and research assistantships, and tuition grants) to all students admitted to the Ph.D. program who maintain a satisfactory degree progress. Applicants for the Ph.D. program must file a request for financial aid when applying to the program if they wish to be considered for support. First-year students in the Ph.D. program who have not entered with outside funding are required to make at least one extramural application for predissertation improvement funding by the end of Autumn Quarter in the first year. Third year students in the Ph.D. program who have not secured outside funding are required to make at least three extramural applications for dissertation research funding by the end of Autumn Quarter of the third year. Fourth year students must submit an application for funding as a Predoctoral Research Affiliate before leaving for fieldwork. Fifth-year students in the Ph.D. program who have not secured extramural funding are required to make at least two extramural dissertation write up applications and secure extramural funding to be exempt from the teaching assistant requirement in the fifth year.

In order to be eligible for department funding of summer fieldwork and research, first-year or second-year students must make at least one intramural or extramural summer funding application.

Department backstopping funds are available only to fourth-year students who are on schedule for dissertation fieldwork and research and who have made all required funding applications during their graduate program. No financial support is available to students enrolled for the M.A. degree.

## TEACHING CREDENTIALS

For information concerning the requirements for teaching credentials, consult the "School of Education" section of this bulletin or address the inquiry to the Credential Administrator, School of Education.



## COURSES

(WIM) indicates that the course meets the writing in the major requirements.

### UNDERGRADUATE

#### GENERAL

Open to all students, these courses are introductory in the sense that prior knowledge is not assumed. Students who want a general introduction to human behavior and culture are advised to take CASA 1; those who are interested in introductory courses focused on specific areas of anthropological inquiry should choose from among the courses numbered 2 through 18.

**1/101. Cultural and Social Anthropology**—(Upper division students register for 101.) Cross-cultural anthropological perspectives on human behavior, including cultural transmission, social organization, sex and gender, culture change, technology, war, ritual, and related topics. Lectures, films, and readings present case studies illustrating the basic principles of the cultural process. GER:3b,4a

*5 units, Win (Mankekar)*

**4. Language and Power**—Language in its relationship to various forms of inequality and power relations. Focus is on the roles of linguistic practices in constituting and reproducing social relationships, institutional arrangements, and political interests and identities. The ways language is implicated in differing contexts of domination and struggle, e.g., class, race, gender, and sexuality, using existing empirical studies of the language-power linkage. Student projects involve data collection, transcription, analysis, and consideration of theoretical implications, and connections to the existing literature.

*5 units (Inoue) not given 2001-02*

**6. Origins: Contested Identities**—(Enroll in Introduction to the Humanities 42.)

*5 units, Aut (Hodder, Shanks)*

**7N. Stanford Introductory Seminar: Investigating Culture**—Preference to freshmen. Students compare and contrast their experience of entering the University with that of anthropologists entering another culture. The culturally specific ways that people situate themselves (and are situated) in space and time, by means of language, the structures of everyday life, and the global economy in terms of the body, and the symbols and frameworks provided by public myth and ritual. Classic anthropological readings, supplemented by weekly ethnographic exercises, enable students to become more deeply aware of culture as a constructed phenomenon that is open to investigation of its implicit premises and explicit forms. GER:3b

*4-5 units, Aut (Delaney)*

**8N. Stanford Introductory Seminar: Narratives of Self and Society**—Preference to freshmen. How people portray their lives, the factors that made them become who they are, the nature and impact of encounters with different worlds, and the ways they find meaning in their lives. How external factors, such as globalization, class, race, and migration shape people's life stories.

*5 units (Rosaldo) not given 2001-02*

**9,10. Encounters and Identities**—(Enroll in Introduction to the Humanities 27A, 27B.)

**9. From the Age of Exploration to the Present: South Asia**—GER:1 (two quarter sequence)

*5 units, Win (Gupta)*

**10. From the Age of Exploration to the Present: The Americas**—GER:1 (two quarter sequence)

*5 units, Spr (Rosaldo)*

**11C. Gender in Cross-Cultural Perspective**—Anthropological theories of gender constructions. Recent questions posed to anthropologists about representation, power, and the interpretive authority of ethnographers, drawing on a range of resources (ethnography, film, fiction, and life stories). How gender is a lens through which other forms of social organization can be illuminated and how given theoretical tools act as framing devices for the kind of cross-cultural interpretation one makes.

*5 units (Ebron) not given 2001-02*

**12. Introduction to Feminist Study**—Understanding the creation and perpetuation of gender inequality. Topics: sexuality, reproduction, work, family, welfare, violence, language, and religion. Examples from non-western societies illuminate the cultural and historical construction of gender in western society.

*5 units (Delaney) not given 2001-02*

**13. Critical Perspectives on Popular Culture**—Introduces critical perspectives on popular culture, including Hollywood and Indian film, Latin American and U.S. soap operas, popular music, and videos. Emphasis is on the historical, sociological, anthropological, and cultural studies perspectives on popular culture and mass media in cross-cultural contexts. Issues: the relationship between film and nationhood, television sitcoms and racial identity, soap operas and gender, and videos and ethnicity.

*5 units (Mankekar) not given 2001-02*

**15. Africa and the Diaspora**—Lecture/discussion. Surveys the debates surrounding Africa and the diasporic communities. The cultural history offers insight into contemporary discussions about the culture and politics of these mapped cultural spaces. Methodological approaches set the context, providing basic analytic tools for research projects. GER:3b,4a

*5 units, Aut (Ebron)*

**16. Native Americans in the 21st Century: Exploring Sovereignty, Identity, and Narratives of Native Peoples**—What does it mean to be Native American in the 21st century? Moving beyond traditional portrayals of military conquests, cultural collapse and assimilation; the complex and ongoing relationships between Native Americans and American society. Acknowledging the difficulties involved in representing a singular view of native American communities, voices and experiences, the history, governmental structures, and diverse social identities of native peoples in N. America through related themes: colonial encounters colonizing discourses; frontiers and boundaries; and sovereignty of self and nation.

*5 units, Win (Wilcox)*

#### THEORY AND RESEARCH

**90. Theory in Cultural and Social Anthropology**—Anthropological interpretations of other societies contain assumptions about ourselves and about Western societies. Seminar highlights that interplay and considers how underlying assumptions and implicit categories have influenced the presentation of data in a set of major anthropological monographs. Emphasis is on Karl Marx, Emile Durkheim, Max Weber, and anthropological analyses of nonwestern societies. (WIM)

*5 units, Win (Ebron)*

**93. Prefield Research Seminar**—Prepares students for anthropological field research in other societies and the U.S. Data collection techniques include participant observation, interviewing, surveys, sampling procedures, life histories, ethnohistory, and the use of documentary materials. Strategies of successful entry into the community, research ethics, interpersonal dynamics, and the reflexive aspects of fieldwork. Prerequisite: introductory course in anthropology or consent of instructor.

*5 units, Spr (Zhan)*

**94. Postfield Research Seminar**—Undergraduates analyze and write about material gathered during summer fieldwork, emphasizing writing and revising as key steps in analysis and composition. Students critique classmates' work and revise their own writing in light of others' com-

ments. Reading/discussion on ethical issues in fieldwork and ethnographic writing, setting research write-up concerns within broader contexts. Objective: produce an excellent ethnographic report based on original field research.

*5 units, Aut (Bornstein)*

**95A. Research in Cultural and Social Anthropology**—Independent research conducted under faculty supervision, normally taken junior or senior year in pursuit of an honors project. May be taken more than one quarter for credit. Prerequisite: approved application to the honors program.

*1-10 units, any quarter (Staff)*

**95B. Honors**—Taken in the final quarter of the student's work for graduation with honors. Independent study and honors thesis work for students admitted to the program. Prerequisites: acceptance to the honors program and a draft of the honors thesis.

*1-10 units, any quarter (Staff)*

**95C. Senior Paper**—Taken in the final quarter before graduation. Independent study and work on senior paper for students admitted to the program. Prerequisite: consent of program adviser/instructor.

*1-10 units, any quarter (Staff)*

**96. Directed Individual Study**—For undergraduate students with special needs, and showing the capacity to do independent work. Prerequisite: 1 or consent of instructor.

*1-10 units, any quarter (Staff)*

**99A,B,C/199A,B,C. Honors/Masters Writing Workshop**—(Graduate students register for 199.) For students in the process of writing honor's or master's papers. Techniques of interpreting data, organizing bibliographic materials, writing, editing, and revising. Preparation of papers for conferences and publications in anthropology.

*2-6 units, Aut, Win, Spr (Zhan)*

## UNDERGRADUATE AND GRADUATE

### AREA STUDIES

**70A. Cultures and Peoples of Mesoamerica**—Introduction to anthropological perspectives on the cultures, peoples, and history of Mesoamerica. Topics: ethnicity, gender, indigenous activism, modern transnational flows of people, commodities and ideas, political economy, pre-Hispanic legacies, and religion. Emphasis is on the Maya area and recent political and cultural activism in Chiapas and Guatemala and within Mesoamerican enclaves in N. America.

*5 units, Spr (Fox Tree)*

**71. Anthropology of the Balkans**—What could anthropology add to analyses of contemporary and historical events in the Balkans? How might ethnographic accounts help us understand the turbulent ethnic, cultural and political dynamics of the Balkan region? Readings address cultural and historical processes including traditional topics of kinship and family structure, and issues of ethnicity, nationalism, and politics.

*5 units, Spr (Dimova)*

**72. Dance and Culture in Latin America**—(Enroll in Drama 168.)

*3-4 units, Spr (Cashion)*

**73. Introduction to Chicano Life and Culture**—Chicano culture in historical perspective, including indigenous and African heritages and comparisons with Mexico and other U.S. Latino groups. Emphasis is on the contemporary period and popular culture.

*5 units (Rosaldo) not given 2001-02*

**74A. South Asian Culture through Popular Film**—GER:3b

*5 units (Mankekar) not given 2001-02*

**75/175. Modern South Asia: History, Society, Cultures**—(Same as History 186A.) Surveys S. Asia, concentrating on the period after the 16th century. The relationship between geography and society. Traditional society, culture, and politics. Mughal India and its culture. The British Raj. Indian response and resistance. Independence movements in S. Asia. The multiethnic Indian state. Pakistan, Sri Lanka, and Nepal in search of national identities, political culture and style, secularism, communalism, development and environment, inter-regional and international relationships. GER:3b,4a

*5 units, Aut (Mancall, Gupta)*

**76. Political Economy of India**—The changing nature of relations of power in the Indian economy since British colonial rule. Conflicting interpretations of Indian economic history, the success of post-Independence development efforts, the relationship between agriculture and industry in contemporary India, and the position of the subcontinent in the world systems. Prerequisite: 120 or History 186.

*5 units (Gupta) not given 2001-02*

**77. Japanese Society and Culture**—Critical issues in the contemporary study of Japan. Topics: inequality, gender, ethnic minorities, personality theory, popular culture (animation, rap, music, and other), and the Western imagination of Japan. GER:3b,4a

*5 units (Inoue) not given 2001-02*

**77C/177C. Sex, Gender, and Sexuality in Japan**—Sociohistorical constructions of sex, gender, and sexuality in modern Japan (mid-19th century to the present), and lived experiences of Japanese in relation to those constructions. The role of various agents, including the state, medical science, and the media in producing sexual knowledge and shaping sex roles and gendered practices. Focus is on various discourses of normalcy and deviance, considering dominant categories, e.g., the family, heterosexuality, the salary man, the "good wife, wise mother," and marginal or pathological identities, including homosexuals, "modern girls," and female athletes.

*5 units (Edwards) not given 2001-02*

**80. Topics in Taiwan Studies**—Survey of key issues in the study of contemporary Taiwanese society and cultures. Focus is on anthropological studies of racial and ethnic identity, folk religion, gender, nationalism, political economy, and popular culture. Introduction to a variety of English language works on these topics from Euro-American and Taiwanese anthropological perspectives. Readings in relation to the institutional, social, and political contexts from which they have emerged.

*5 units, Win (Wilson)*

**82A. Introduction to Asian American Cultures**—(Enroll in Comparative Literature 168.)

*3-5 units, Win (Palumbo-Liu)*

**83. Gender in South Asian Communities at Home and Abroad**—The relationship between men and women in S. Asian communities. Gender relations in India, Pakistan, Bangladesh, Sri Lanka, Nepal, and overseas S. Asian communities (e.g., those in N. America, Africa, and the U.K.). Focus is on the relationship between the practices and ideologies of gender, and other social institutions (e.g., religion, family, state, mass media, and ideologies of communalism and nationalism). Prerequisite: 12 or consent of instructor. GER:3b,4a

*5 units, Spr (Mankekar)*

**83B. South Asian Diasporas: Colonial and Postcolonial Reflections**—Focus is on ethnographic, historical, and literary narratives of S. Asians Diaspora. Topics: history of labor migration from the Indian subcontinent to N. America and the Caribbean in the 19th century; queer S. Asian diasporas; gendered narratives of immigration; and the politics of popular culture among second generation S. Asian American youth. Emphasis is on the formation of transnational S. Asian diasporas emphasizing discourses of race, gender, sexuality, and class.

*5 units, Win (Mani)*

**83C/183C. Korean American Migration**—Korean immigration to the U.S. using ethnographic, historical and literary materials, and films. How are Korean American identities shaped by discourses on race and ethnicity, gender, colonialism, and religion? Employing the perspective of diaspora, issues of nation, home, community, and citizenship in the formation of these identities. Topics: the Korean division intergenerational relations, the LA riots, the Korean church, and gender differences.

*5 units, Spr (Lee)*

**84. The Multicultural City in Europe**—European cities have become a kaleidoscope of peoples and cultures. What does multiculturalism mean in the European setting? How have different governments dealt with the issues, and with what results? The theoretical issues of migration, citizenship, and international labor as they affect people's lives. How does culture affect how different groups utilize space and time, health, and educational resources? How do different notions of gender, family, work, religion, and food and clothing operate as symbols of identity? What are the politics of language? In what way does the city foster or mitigate difference?

*5 units (Delaney) not given 2001-02*

**87. Contemporary China: Social Change and Ruptures of the Everyday**—What happened to Maoism? Where have all these karaoke bars and cell phones come from? Seminar examines cultural shifts in contemporary China in order to theorize connections and conflicts between macro-level and micro-level social transformations. In China today, how do macro-level processes of privatization, consumerism, and the restructuring of the party-state relate to changes in everyday experiences for diverse groups? Focus is on the changing experiences of inequality, body politics, family relations, identity, new media, and spatial mobility. GER:3b,4a

*5 units, Aut (Kohrman)*

**88A. Race and Ethnicity in Mexico**—Race and ethnicity in modern Mexico, emphasizing notions of mestizaje, indigeneity, and blackness. The ways race has been understood throughout Mexican history, starting with the colonial encounter's discourse on indigeneity. Early 20th-century nationalist discourses of mestizaje and indigenismo; the Afro-Mexican experience; and the role of race and ethnicity in current political mobilizations, e.g., the Zapatista rebellion.

*5 units (Staff) not given 2001-02*

**109. Neolithic Societies of the Aegean**—A general overview of the developments in the region of Southeast Europe (Greece and the Balkans) up to the end of the Neolithic (4th millennium B.C.). Focus is on the processes that led from early Holocene gatherers to Neolithic farmers, through the transitional phases known as the late Mesolithic and the Aceramic, and the description of the relevant Neolithic material culture in the particular region. Archaeological sites, cultural groups, and geographical areas are selectively described. The aim is a synthesis of the archaeological evidence from the Aegean and the Balkans, and at the description of the theoretical and methodological problems involved in archaeological research of that region.

*5 units, Spr (Kotsakis)*

**110. Approaches to Religion, Art, and Society in South Asian Archaeology**—Focus is on two major phases of cultural and religious change in S. Asia: religion, art, and society during the Chalcolithic period, c. 2500 to 100 B.C., including hunter gatherers and incipient agriculturists; and the rise of urbanization, new modes of agrarian production, and the development of Buddhism, Jainism, and Brahmanical devotional cults between the 6th century B.C. and 5th century A.D. Archaeological evidence, emphasizing the interplay and conflict among archaeological, textual, and traditional narratives of religious and socio-economic history. Theoretical and methodological themes in archaeology and related disciplines: approaches to ritual art; cultural geographies and archaeological landscapes; religious continuity, transformation, and

contestation; archaeology, politics, and identity. Case studies on the Indian subcontinent; references to Sri Lanka, Nepal, and Pakistan.

*5 units, Spr (Shaw)*

**176A. Socio-Political Issues in Contemporary India through Film**—Documentary film making in India is today an important genre as a cinematic medium and as a method of engaging the public in debates and action on various sociopolitical themes. The works of Anand Patwardhan (film maker in residence). The themes of Patwardhan's films from communalism to masculinity, environmental degradation to violence affecting marginalized communities. Patwardhan's films are about the question of upholding human dignity in adverse situations. Introduction to the sociopolitical realities of today's India in conversation with the filmmaker himself.

*1-3 units, Aut (Patwardhan, Gupta)*

#### TOPIC COURSES AND SEMINARS

**82. Anthropology of Medicine**—Introduction to a broad range of topics and research methods in medical anthropology. Emphasis is on the diverse ways in which health, illness, and healing are understood, experienced, and constructed in various social, cultural, and historical contexts. Topics: biopower and body politics, gender and reproductive technologies, illness experiences, medical diversity, and social suffering and the interface between medicine and science. GER:3b,4a

*5 units, Spr (Zhan)*

**85. Trials of the 20th Century: Technology, Law, and Culture**—Notorious trials in the U.S. are used to examine key questions of technology, science, political movements, and the media. Through critical examinations of major tort cases (e.g., silicone breast implants, the Ford Pinto, and cigarettes) how consumer technologies are developed in relation to their status as objects for sale, and what happens when these objects are considered injurious. How scientific evidence is shaped and stabilized by different parties in the legal context. The troubled interaction between the court and the technological innovations (e.g., the polygraph and DNA), and the burgeoning area of scientific expertise. GER:3b

*5 units (Jain) not given 2001-02*

**86. Environmental Politics and Development**—How do global environmental problems affect developing countries? What is the relationship between environmental degradation, poverty, and population? Why the perspective of developing countries of the South differs from the industrial nations of the North, and what can be done to reconcile environmental concerns with the amelioration of poverty.

*5 units (Gupta) not given 2001-02*

**87A. Human Rights: Anthropological Perspectives**—Human rights are situated within critical perspectives on law, society, and culture. Human rights documents and institutions, universalism vs. relativism, globalization, and human rights in theory and practice.

*5 units (Staff) not given 2001-02*

**88. Theories of Race and Ethnicity: A Comparative Perspective**—Introduces the concepts and theories of race and ethnicity in the social sciences and cultural studies. U.S. based definitions, ideas, and problems of race and ethnicity are compared to those that have emerged in other areas of the world. GER:3b

*5 units (Yanagisako) not given 2001-02*

**107/207. Constructions of Power, Gender, and Identity in the Aegean Bronze Age**—Critically examines the Cycladic, Minoan, and Mycenaean cultures of the Bronze Age Aegean, focusing on dynamics of social change, construction and legitimization of power, gender relations, and identity. Recent finds from excavation (three new palaces in Crete in the past five years), field survey, and archaeometry require a new appraisal of the discipline's basic tenets. Lectures with an in-depth survey of the



archaeology of the Aegean world(s), including data and images (slides/video). Seminars discuss the issues in the context of an anthropologically aware and reflexive perspective, drawing on a range of literature from outside disciplines. Aim is to provide students new to archaeology with a coherent geographic/temporal/cultural context within which major contemporary issues are explored in archaeological, anthropological, and sociological thought.

*5 units, Win (Carter)*

**108. History of Archaeological Thought**—Introduction to the history of archaeology and the diverse forms that the discipline takes today, emphasizing significant developments and debates over the past five decades. Historical overview of culture historical, processual and post-processual archaeology, and topics that illustrate the differences and similarities in these different theoretical approaches. GER:3a

*5 units, Win (Voss)*

**132. Science, Technology, and Gender**—Why do we think of engineering as a “masculine” profession? What have women’s experiences been in entering fields of science and technology? How has gender been defined by scientists. Issues: the struggles of women in science to negotiate misogyny and cultural expectation (marriage, children), reproductive issues (surrogate motherhood, visual representations of the fetus, fetal surgery, breast feeding, child birth practices), how the household became a specific site of consumerism and technology, and the cultural issues at stake as women join the ranks of scientists. GER:3b,4c

*5 units (Jain) not given 2001-02*

**133A,B,C. Ethics of Development in a Global Environment (EDGE)**—(Same as Engineering 297A,B,C.) Wednesday evening seminars on world affairs, mostly on issues affecting poor nations. Autumn Quarter treats war and peace: the background of current wars and peace negotiations, the UN peace keeping efforts, war and religion, arms trade. Winter Quarter treats international resources and commerce: the debt crisis, environmental protection, resource depletion, Japan in the world economy, aid and monetary institutions. Spring Quarter treats poverty and prejudice: development models, comparative national health, AIDS, control of wealth, India, China, Africa, S. America today. Speakers from Stanford and other institutions are experts who directly deal with world policy makers through research and advisory activities. One unit credit for attendance of the speaker series; 3 units additional credit for optional workshops treating selected issues in more depth. (Sequential registration not required.)

*1-4 units, Aut, Win, Spr (Lusignan, Gupta)*

**134A. The Anthropology of Development**—Development as a modality through which cultural, political, and social transformations are engendered. Focus is on issues of identity formation, compliance and subversion, and community. Binary frameworks, e.g., tradition-modernity and local-global, show how these terms are not preconstituted givens, but formed in dialog with each other in specific contexts.

*5 units (Staff) not given 2001-02*

**135. Native Peoples of the Americas: Prehistory and History of Indigenous Societies**—Using archaeological, ethnographic, and historical sources, exploration of the distinctive features and cultural traditions of several Indigenous societies in the Americas. Pre-Columbian religion, arts and the construction of power, social complexity, official history and myth. Continuities and changes in those traditions resulting from Spanish conquest, colonial rule, and subsequent global changes in the 20th century. Rise of nationalism, Indigenous movements, and the changing roles of anthropologists and archaeologists within these contexts.

*5 units, Spr (Wilcox)*

**136. The Anthropology of Consumption**—Ethnographic historical approach to the study of consumption and its related topic, production. The social life of things are traced through interrelated processes ad-

ressing questions about the organization of labor that helps produce an object; contingencies of value and the making of consumer distinctions; and the role of advertising.

*5 units (Ebron) not given 2001-02*

**144. Sex, Blood, Kinship, and Nation**—Sex, blood, kinship, nation: what do these terms have to do with each other, with belonging, with identity? Against a background of traditional anthropological theories about sex, procreation, and kinship, the transformations in the last 25 years, taking up notions of sex and gender, new reproductive technologies, adoption, and the use of blood (literally and figuratively) to include and exclude certain people and groups. What is the significance of biology, culture, cosmology, and agency in the construction of these concepts and in the implications for practice in everyday life? GER:3b,4c

*5 units, Aut (Delaney)*

**145. Comparative Feminism**—Preference to juniors and seniors majoring in Feminist Studies and Anthropology. Interdisciplinary seminar for upper-level undergraduates. Women’s struggles for empowerment, situating them in the specific cultural and historical contexts in which they have emerged in different parts of the world. Focus: broaden an understanding of women’s struggles in the world, and develop analytical models that enable study of these struggles in their complexities and specificities by calling into question dominant assumptions about feminism. GER:4c

*5 units (Mankekar) not given 2001-02*

**146X. Language and Gender**—(Enroll in Linguistics 146.)

*4 units, Aut (Bucholtz)*

**148. Latino Cultural Citizenship**—Cultural citizenship refers to the right to be different and to belong in a participatory democratic sense. Readings are drawn from the historical experiences of Chicanos, Puerto Ricans, and Dominicans in the U.S. and from different disciplines including imaginative literature.

*5 units (Rosaldo) not given 2001-02*

**151A. Language in Society**—(Enroll in Linguistics 150.)

*4-5 units, Spr (Rickford)*

**152. Symbolic Anthropology**—For undergraduates. Symbolic anthropology is an approach to the study of human society developed along with the concept of culture as a system of symbols and meanings, a system presumed to be embedded in and expressed by institutions, values, attitudes, structures of everyday life, and social action. The intellectual roots, exemplary texts, and opportunities to do symbolic analysis.

*5 units (Delaney) not given 2001-02*

**153B. Critical Perspectives on Whiteness**—The cultural construction of race through an exploration of whiteness. How has whiteness been defined in relation to discourses of color and race? What is a “white” identity? How is whiteness understood from a non-white perspective? How have notions of whiteness changed over time? Whiteness as it is constructed with notions of race, ethnicity, class, gender, and nation.

*5 units, Spr (Wilson)*

**154. Creation/Procreation: A Comparative Study**—An alternative to the study of religion and reproduction as distinct categories and separate domains. The gendered aspects of cosmological or religious systems and the cosmological significance of gender in terms of their symbolic interrelationships. Anthropological and other literatures examine these relationships in several cultures, including our own. Emphasis is on the ways these beliefs are embedded in practices and structures of social life and on Western categories and meanings, and their implications for theorizing.

*5 units (Delaney) not given 2001-02*

**155A. Magic, Ritual, and Religion**—The development of anthropological approaches to magic, ritual, and religion from the early evolutionist and functionalist theories to the ascendancy of symbolic analyses and the emergence of poststructuralist interpretations and ethnographies. How some key anthropological objects (e.g., the primitive mind, shamanism, totemism) are constructed in ethnographic case studies and ethnological theories. Emphasis is on non-Euro-American, non-monotheistic cultural traditions.

*5 units (Staff) not given 2001-02*

**158. Culture and Learning**—(Same as Education 287.) Learning in various institutional settings in the U.S. and around the globe. Learning in families, in schools, on the job, and on the streets. Emphasis is on the cultural organization of success and failure in American schools. Tentative consideration of opportunities for making less inequality.

*3-4 units (McDermott) not given 2001-02*

**170A. Tourism, Heritage, and National Identity**—Focus is on the role of material culture (objects, places, buildings, artifacts) in the construction of contemporary identities and memories. Contemporary cases of controversial exhibits; public displays; issues around archaeological sites. What is the role of material culture in relating to our past? How do people remember their past, and represent that past in the present? What are the different mediums of representing and remembering (and sometimes forgetting) our past(s)? What constitutes heritage? How should it be preserved, displayed, remembered? What could be alternative ways of representing the past and history? What is the role of tourism in relation to heritage? How is cultural heritage packaged and marketed in the context of tourism? How does tourism change the meaning of material culture and cultural practices? Is it possible to have sustainable tourism?

*5 units, Spr (Bartu)*

**180. Anthropology of Sports**—Focus is on modern sport from its 19th century beginnings to the present. Sport in its various guises as practice spectacle, ritual, object of scientific study, and consumer product; and its role as a sociopolitical tool in manipulations of perception and power. The ways sport is used to emphasize distinctions and differences along national, class, racial, ethnic, sex, and gender lines.

*5 units, Spr (Edwards)*

**181. Car Culture**—(Same as Science, Technology and Society 150.) Since at least the 1950s the U.S. has been notorious as a nation in love with the car. An examination of this premise, analyzing new methods of production brought by automobile manufacture, the ways that automobiles shaped urban growth, debates about pollution and environmental degradation, and debates around auto safety. The ways that the car has influenced American practices, e.g., courting, eating out, and suburban living. GER:3b.

*5 units, Aut (Jain)*

## GRADUATE AND ADVANCED UNDERGRADUATE

**200. Senior Colloquium**—(Same as Science, Technology, and Society 200.) Reading/discussion of key analytical and theoretical texts treating the natures and interplay of science, technology, and society. Only STS majors writing senior honors theses may take for 2 units. Prerequisite: STS major with senior standing and four STS core courses, or consent of the instructor. Course is primarily for STS majors, but CASA students with an appropriate background may enroll by consent of instructor.

*2 or 4 units, Win (Jain)*

**201. Readings in Science, Technology, and Society**—(Same as Science, Technology, and Society 256.) In this seminar we will read contemporary writings in science and technology studies, focusing specifically on anthropological approaches and contributions to the field.

*5 units, Spr (Jain)*

**210. Reading Theory through Ethnography**—Restricted to first-year doctoral students. Graduate seminar focusing on contemporary ethnography and related cultural and social theories generated by texts. Topics: agency, resistance, and identity formation, discourse analysis, etc. Enrollment limited to 10.

*5 units, Aut (Rosaldo)*

**211. History of Anthropological Theory**—The history of cultural and social anthropology is studied in relation to historical and national contexts and to key theoretical and methodological issues as these continue to inform contemporary theory and practices of the discipline. Enrollment limited to 15. Prerequisite: consent of instructor.

*5 units, Win (Delaney)*

**211B. Approaches to the Past: Putting Theories in Practices (Useful Categories of Historical Analysis)**—Seminar introduces texts that have informed theoretically oriented scholars and show students how their research can incorporate techniques and categories from various disciplines. Theory is fundamental to humanistic studies. Focus is on cross-disciplinary themes workshops/seminars. Encourages an understanding of theory, promotes interdisciplinary approaches to research, teaches critical thinking and introduces various strategies of interpretation.

*5 units, Spr (Domanski)*

**212. Anthropological Research Methods**—Open to all graduate students; priority to Anthropology Ph.D. candidates. Introduces a range of research methods and modes of evidence building in ethnographic research. Enrollment limited to 10.

*5 units, Spr (Mankaker)*

**223. Seminar on Japanese Anthropology**—Anthropological issues and problems on Japan.

*5 units (Inoue) not given 2001-02*

**227. Language and Political Economy**—For graduate students. Intensive reading, focusing on the relationship between language and political economy and from a range of theories of language: Saussure, Jakobson, Hymes, Marx, Foucault, Butler, and Derrida. Goal: explore the diverse theorization of language in its linkages to power, social relations, and history. Prerequisites: either linguistics or anthropology course work.

*5 units (Inoue) not given 2001-02*

**228A. Topics in Sociolinguistic Language and Race**—(Enroll in Linguistics 255A.)

*1-4 units, Aut (Bucholtz)*

**230. Native Peoples and Anthropology: Theory, Policy, and Practice**—Graduate seminar explores the social, symbolic, and geographic positions of native peoples within American society. Throughout the history of American anthropology and archaeology, native peoples have been represented as subjects and objects of social scientific study and public policy. With global decolonization, the civil rights movement, indigenous political activism, and critical movements within anthropology, native peoples have shifted the discourses of representation to include native perspectives. The historical and political relationships between anthropologists, archaeologists, policy makers, and native peoples. Theories of race and postcolonialism. Readings by native authors explore notions of identity, ethnicity, and gender through narratives, artistic expression, and literature.

*5 units, Spr (Wilcox)*

**235. Mass Media and Subjectivities**—Graduate seminar on critical approaches to mass media and popular culture. Object is to collaborate in developing methodologies and critiques and to interrogate prevailing theoretical perspectives. Emphasis is on feminist perspectives, national and transnational circulation and reception of popular texts, questions of narrativity, identity, agency, and cross-cultural conceptions of subjectivity.

*5 units (Mankekar) not given 2001-02*



**243. Culture as Commodity**—Graduate seminar focusing on theories of commodification, interests in tourism, national cultures as marketable objects, and how identities are constituted through production and consumption. The formation of global style and taste.

*5 units, Spr (Ebron)*

**244. Naturalizing Power: Kinship/Gender/Race/Sexuality**—Graduate seminar examines the discursive and material practices through which social relations of inequality are naturalized. Ideologies of family, kinship, gender, race, and sexuality are compared to consider the parallel processes of naturalization and mutual affirmation. The role of anthropological theory in these naturalizations. Enrollment limited to 20. Prerequisite: graduate student or advanced undergraduate major in anthropology, or consent of instructor.

*5 units (Yanagisako) not given 2001-02*

**244A. Sex, Blood, and Representation**—(See 144.) Against a background of traditional anthropological theories about gender, procreation, and kinship, the transformations that have occurred in the past 25 years. What is the significance of biology, cosmology, culture, and agency in the construction of these concepts and in the implications for practice in everyday life?

*5 units (Delaney) not given 2001-02*

**245. Advanced Feminist Theory**—Interdisciplinary graduate seminar examines cultural differences and recent feminist theory within dialogues of contemporary social theory. Enrollment limited to 20. Prerequisite: graduate student or advanced undergraduate major in anthropology, or consent of instructor.

*5 units (Ebron) not given 2001-02*

**246. Feminist Perspectives on Globalization and Transnationalism**—Graduate seminar examining how women in cross-cultural contexts are implicated by globalization and transnationalism, and how gender provides an indispensable lens for studying globalization and transnationalism. Issues: nationalism and citizenship, migration, mass media, circuits of labor in late capitalism, and new regimes of erotica and sexuality.

*5 units (Manekar) not given 2001-02*

**247. Feminist Methodologies**—Interdisciplinary graduate seminar for students with a thorough working knowledge of feminist theories. Focus is on feminist epistemologies and methodologies, drawing on questions from feminists working at the intersection of feminist anthropology and cultural studies in political theory, film theory, history, and literary theory. Feminist negotiations of poststructuralism and postmodernism and interrogations of concepts such as difference, experience, fieldwork, location, and voice. Students think through readings by doing specific research, pedagogical, and community projects.

*5 units, Win (Manekar)*

**249. Seminar on Studying Up**—Graduate seminar on issues in cultural theory and methodology through research on people who have greater material and cultural resources than those usually studied by anthropologists. How ideas about ideology, hegemony, identity, power, and practice are altered when we study those we consider to be agents of power rather than the subaltern. Topics: global capitalism, masculinity, white racial subjectivity. Enrollment limited to 20.

*5 units (Yanagisako) not given 2001-02*

**250. Nationalism and Gender**—The co-implication of discourses of nationalism and gender, focusing on nationalist movements and ideologies in newly-independent countries and Third World contexts. Themes: discourses and practices of nationalism with institutions such as the state, mass media, and the family; masculinity, femininity, and militarization; and questions of representation, historiography, location, and strategy.

*5 units (Manekar) not given 2001-02*

**251. Cultural Studies**—Focus is on the politics of identity and community. Broader topics: questions on nationalism, displaced nationalism, and ethnicity. Interdisciplinary readings in cultural studies provide a theoretical context.

*5 units, Win (Rosaldo)*

**251A. Latino Studies**—Graduate seminar on issues concerning Latino and indigenous groups in the Americas, including racial formations, migration, nationalisms, and settler colonialism. Readings primarily from ethnography, social history, and personal testimony.

*5 units (Rosaldo) not given 2001-02*

**252. Advanced Symbolic Anthropology**—(See 152.)

*5 units (Delaney) not given 2001-02*

**253. Religion and Society**—Covers theoretical and ethnographic material, sensitizing students to the complexity of the issues involved in the study of religion. In what ways is it useful, or not useful, to talk of religion as a human universal? What is the nature of religion, how is it practiced and by whom, what counts as religious phenomena and what accounts for the persistence of religion and the power of religious movements? What is the relationship between religion and state and what are some issues blurring that distinction? What is the relation between religion, power, and gender? Prerequisite: consent of instructor.

*5 units (Delaney) not given 2001-02*

**253B. Millennialism in the American Imaginary: From Columbus to the Present**—Since the discovery of America, the land and its destiny have been encompassed by a millennial/apocalyptic scenario. Columbus' *Book of Prophecies*, pilgrims and pioneers, and contemporary religious millennial/apocalyptic groups use this scenario for the interpretation of history, encounters with others, subjectivities and practices, and the construction of a national identity. Theoretical issues on the relation between myth and history, subjectivity and identity, and the roots of globalization.

*5 units (Delaney) not given 2001-02*

**254. Narrative, History, and Memory**—Interdisciplinary graduate seminar on the debates surrounding theories of narrative and their relevance to ideas of history and memory. The importance of methodological implications of these approaches and their applicability to the analysis of social research, particularly anthropology and history.

*5 units (Ebron) not given 2001-02*

**255. Cultural Citizenship**—The right to be different and to be equal, and the political and the cultural issues at stake in this formulation. Readings on the U.S. and the politics of difference.

*5 units (Rosaldo) not given 2001-02*

**256. Strange Dislocations: Africa in Global Debates**—How the culture of late modernity creates distinctive regions leaving certain areas out of the contemporary social debates. Focus is on contemporary social theory and how marginal places help make centers. Africa, moored in the legacies of colonialism and postcolonialism, is in too precarious a position to be more than an exceptional space. What it would mean to bring Africa into the center of debates about the "worlding" of events. The salient conversations about development, modernity, and globalization to engage the range of materials that figure Africa in the political, economic, and cultural debates. Prerequisite: graduate student.

*5 units, Win (Ebron)*

**257. Medical Anthropology**—(See 82.) Graduate seminar. The history and theories of medical anthropology. Focus is on medical anthropology's transformations in the 20th century; how medical anthropology has emerged as a field of inquiry, grown in dialogue with other areas of scholarships, and come to offer a unique array of theoretical positions and modes of ethnographic engagement. Emphasis is on debates within

interpretive and critical medical anthropology, and how an understanding of these debates may be used to assess contemporary works within the field.

*5 units (Kohrman) not given 2001-02*

**258. Current Visions in Medical Anthropology**—Graduate seminar. Recent ethnographies in medical anthropology. How are anthropologists representing medical intervention, illness, and other modes of bodily suffering in their monographs? What is at stake in these representations? How are recent theoretical shifts (particularly gender, poststructuralism, narrativity, political economy, postcolonialism, transnationalism, and consumerism) influencing the ways medical anthropologists practice their written craft?

*5 units (Kohrman) not given 2001-02*

**259. Approaches to the Body**—The human body has become a focus for debate within a variety of disciplines. The “archaeological” approach in the materiality on the body and on bodily engagement in social life. The implications of the new understanding of the genetic make-up of the body, the bioethics of reproduction, the idea of “cyborg,” the historical situating of the body and sexuality, the archaeological excavation of bog bodies and mummies, the forensic analysis of the body and human rights, the body in feminist literature and in art history, and phenomenological accounts of bodily engagement with the material world.

*5 units (Hodder) not given 2001-02*

**261. Graduate Colloquium: The Modern Tradition Interdisciplinary and Method**—(Same as Modern Thought and Literature 361.) Required of all first-year students in Modern Thought and Literature, and open to other students with the consent of the instructor. Introduction to issues of interdisciplinary studies in the humanities and social sciences. Examination of the difference interdisciplinary studies seeks to make in forming our knowledge of culture and society, emphasizing the methodological issues raised in such studies. Would methods in the humanities consist of different ways of reading? How is historical and cultural evidence handled differently in new historicism and cultural studies? How does anthropological discourse deliver otherness to knowledge? What is the resistance to “the cultural turn?”

*5 units, Aut (Palumbo-Liu, Gupta)*

**261A. Politics and Culture**—(Enroll in Comparative Literature 325.)

*5 units (Palumbo-Liu) not given 2001-02*

**261B. Theories of the Postcolonial**—Over the past two decades, postcolonial criticism has played a significant role in how anthropologists, historians, and literary critics excavate colonial histories and understand the postcolonial present. Should we conceive of the postcolonial as a reading strategy that interrogates colonial forms of knowledge? What does it mean to periodize the postcolonial? Seminar examines such questions by exploring a series of themes and theoretical modes: anticolonial and state nationalism, Orientalism and its critics, third world feminism, critical historiography, subalterneity, decolonization and neocolonialism, the postcolonial and the postmodern, globalization. Readings in theoretical and literary texts.

*5 units (Staff) not given 2001-02*

**262. Topics in Political Economy**—Introduction to selected themes in political economy, emphasizing Marxist approaches. Topics: the development and articulation of capitalism, imperialism, colonialism, dependency, and world systems; 20th-century capitalism, post-Fordism, and postmodernism; the political economy of race, gender, and ethnicity; class relations and productive inequalities in the Third World; the discourse of development; and the cultural mediation of political economic transformation. The ethnographic material that employs these theories is used to examine specific sociohistorical contexts.

*5 units (Gupta) not given 2001-02*

**263. Political Economy and Poststructuralist Theories of the State**—Advanced graduate seminar on classic and contemporary Marxist,

structuralist, and poststructuralist approaches to the state. Readings initiate a dialogue between institutional analysis and those emphasizing processes of representation and the cultural construction of the state. Prerequisite: 262 or consent of instructor.

*5 units (Gupta) not given 2001-02*

**267. Cultural Perspectives on Globalization**

*5 units, Aut (Mankekar)*

**270. Tourism, Heritage, and National Identity**—(Advanced undergraduates register for 170.) While anthropologists have been global travelers in their work, only recently have they turned their theoretical lens to tourists. Theories of tourism; tourism in relation to travel, pilgrimage, adventure; and different kinds of tourism and tourists. Their destinations, the creation and use of heritage sites as representations of a nation. The ways touring, itself, and heritage sites are involved in the construction and affirmation of a national identity.

*5 units (Delaney) not given 2001-02*

**271. Feminist Practice in Archaeology**—Graduate seminar explores the growing arena of feminist practice in archaeology, focusing on the theoretical standpoints and analytical strategies used in archaeological studies of gender. The history of feminist thought in archaeology, including the relationship between archaeology and feminist inquiries in anthropology, history, and the natural sciences. Case studies that have played a key role in the development of feminist theory and practice in archaeology. The growing influence of third-wave feminist thought and queer theory in archaeology.

*5 units, Spr (Voss)*

**273. Introduction to Archaeological Theory**—The history of archaeological thought, concentrating on debates that have dominated the discipline in recent decades. Evolutionary theories, behavioral archaeology, processual and cognitive archaeology, and approaches termed feminist and post-processual archaeology in the context of wider debate in adjacent disciplines, focusing on the application and integration of theory in working through archaeological problems and issues.

*5 units, Aut (Hodder)*

**275. Archaeology and Globalism**—The emergence of archaeology as a discipline in the context of the rise of the nation state. The emergence of global economies and other global issues has created a new context for archaeology. How are archaeology and heritage responding to this new situation? The idea of world heritage. The impact of postcolonialism. The commodification of the past: the past as theme park, as travel tourism or nostalgia, as exotic and other. Conflict between uses of the past for identity and as theme park; between heritage and resource or play. The impact of the Goddess, New Age, and other movements. Archaeology and human rights issues (including forensic archaeology).

*5 units, Spr (Hodder)*

**278. The Archaeology of Architecture**—Graduate seminar on the ways archaeologists have approached the interpretation of architectural remains. Emphasis is on the cultural and social aspects of spatial arrangements in the past and includes ethnographic, ethnoarchaeological, and archaeological case studies. Technical and analytical strategies are integral to the interpretive process. The ways in which archaeological data are identified, analyzed, and deployed in social interpretations of structured space.

*5 units, Spr (Voss)*

**280. Ethnographic Approaches to Cultural Diversity in Schooling**—(Same as Education 280.) How to learn about culture and to analyze education-relevant situations such as the culturally diverse classroom. The cultural process is approached by acquiring techniques of observation, interview, and interpretation of behavior in context, and soliciting and recording the native explanations of their own behavior; developing an internally consistent conceptual structure that orients observation and

elicitation productively; and being sensitized to one's own culture and how it influences perception and interpretation of behavior. Techniques of ethnographic research applicable to the study of schooling are demonstrated and applied in field research projects. Research report or proposal for research.

*4 units, Win (Spindler)*

**283. Anthropology of Disasters**—Throughout the 20th century, natural and technological disasters became a major cultural and scientific preoccupation. The failures of the engineering miracle that were the Titanic, landslides and ecological havoc resulting from deforestation, and the intergenerational consequences of Chernobyl require students of science and technology to consider the circumstances under which technologies are fallible, how lines are drawn between natural and technological disasters, and how disasters affect segments of the population. Factors: e.g., the rise of engineering education and practice, economic needs for technological infrastructures, cultural fantasies about speed and progress, risk and fear.

*5 units (Jain) not given 2001-02*

**285. Culture and Technology**—Technologies and the ways of learning in specific cultural and social environments. Anthropological perspectives on the rise of information technologies and their relation to 20th-century systems of measurement, modes of thought, and forms of hegemony. Topics: accounting systems, metal, paper, plastic, and electronic currencies, writing systems and literacy, and computerized learning environments.

*3-4 units (McDermott) not given 2001-02*

**291A. Qualifying Paper: Topic**—Required for second-year Ph.D. graduate students.

*2-5 units, Aut, Win, Spr (Staff)*

**291B. Qualifying Paper: Area**—Required for second-year Ph.D. graduate students.

*2-5 units, Aut, Win, Spr (Staff)*

**292. Dissertation Seminar**—For graduate students in the process of writing dissertations and preparing for professional employment.

*0-3 units, Aut, Win, Spr (Jain)*

**293. Internship**

*1-15 units, any quarter (Staff)*

**294. Proposal Writing Seminar**—Required of Ph.D. students in anthropology in their second year. The conceptualization of dissertation research problems, the theories behind them, and the methods for exploring them. Participants draft a research prospectus suitable for dissertation proposals and research grant applications. Limited enrollment. Prerequisite: 212 or consent of instructor.

*5 units, Spr (Gupta)*

**295. First-Year Paper**—Required of first-year students.

*2-5 units, Win, Spr (Delaney)*

**296. Research Assistantship**—Supervised work with an individual faculty member on a research project. May be taken for more than one quarter.

*5 units, any quarter (Staff)*

**297. Directed Individual Study**—Opportunities for advanced students to explore special areas of interest.

*any quarter (Staff)*

**298. Teaching Assistantship**—Supervised experience as assistant in one undergraduate course.

*5 units, any quarter (Staff)*

**299. M.A. Project**—Research in connection with the master's paper.

*any quarter (Staff)*

## AFFILIATED DEPARTMENTAL OFFERINGS

### AFRICAN AND AFRICAN AMERICAN STUDIES

**105. Introduction to African and African American Studies**

*5 units, Spr (McCants)*

### ANTHROPOLOGICAL SCIENCES

**111. Language and Prehistory**

*5 units, Spr (Fox)*

**115. Maya Hieroglyphic Writing**

*5 units, Spr (Fox)*

**212. Linguistic Anthropology**

*5 units (Fox) not given 2001-02*

### FRENCH AND ITALIAN

**253E. French Social Thought from Durkheim to Bourdieu**

*3-5 units, Spr (Dupuy)*

### LINGUISTICS

**159. Language and Youth Culture**

*5 units (Heath) not given 2001-02*

**247. Ethnography of Communication**

*4-5 units (Heath) not given 2001-02*

### PSYCHOLOGY

**160. Culture and Self**

*3 units (Markus) alternate years, given 2002-03*

**161. Cultural Psychology**

*5 units (Markus) alternate years, given 2002-03*

This file has been excerpted from the *Stanford Bulletin*, 2001-02, pages 322-333. Every effort has been made to ensure accuracy; late changes (after print publication of the bulletin) may have been made here. Contact the editor of the *Stanford Bulletin* via email at arod@stanford.edu with changes, corrections, updates, etc.