

# CULTURAL AND SOCIAL ANTHROPOLOGY

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Courses given in Cultural and Social Anthropology have the subject code CASA. For a complete list of subject codes, see Appendix.

The courses offered in CASA 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 issues in the comparative study of society and culture, including race, class, national origin, gender, sexual orientation, and religion as they are shaped by experiences of education, history, and migration through which people in past and contemporary societies have defined themselves in relation to others. The scope of the field includes American society and culture as well as those of other parts of the world, especially as they are drawn together and shape one another in increasingly transnational and global interactions.

The department offers approaches to the subfields and topics in anthropology that include 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 qualitative and quantitative approaches. Training is offered in: ethnographic research; collection and interpretation of oral histories, surveys, and archival materials; analysis of material culture, including mapping, cataloguing, and interpretation of material objects; and methodologies in the performative arts, including visual and performance studies. The department provides students with 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 should consult the Department of Anthropological Sciences.

## 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. The department checklist for the major can be downloaded in pdf format from <http://www.stanford.edu/dept/anthroCASA/programs/undergrad.html>. Submit the checklist to the student program coordinator and apply for the major in Axess. The checklist must be approved by the faculty chair of the CASA committee on undergraduate degrees. Requirements for the major include:

1. A faculty adviser in Cultural and Social Anthropology.
2. A program of 65 units, with at least 40 units of Cultural and Social Anthropology course work. 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 faculty adviser.
3. A grade of 'B-' or better in CASA 90, Theory in Cultural and Social Anthropology. 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.
4. The 40 units of Cultural and Social Anthropology course work required for the major must include at least one course from four of the six topical categories listed below:
  - a) Archaeology
  - b) Gender and Feminism
  - c) Globalization and Transnationalism
  - d) Linguistic and Symbolic Anthropology
  - e) Race and Ethnicity
  - f) Science, Technology, or Medicine
5. 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 such as Japan, Europe, or South Asia. A student's area of concentration must be approved by the major adviser.
6. A minimum of 15 units must be in CASA seminars numbered 100 or above.
7. Competence in a foreign language beyond the first-year level. Such competence is usually demonstrated by completing a 5 unit 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.
8. 10 units from IHUM 27A,B (Introduction to the Humanities) 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 faculty adviser to approve up to 5 units from 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 CASA 96, 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 the undergraduate degree program must be passed with a grade of 'C' or better, and not more than 10 (maximum of 5 units in Cultural and Social Anthropology and 5 units in related subjects) of the required 65 units may be taken for a "satisfactory/no credit" grade.

*Deadline for Declaring the Major*—Students must complete the declaration process, including planning form submission and ACESS declaration, upon completion of 90 units or upon achieving junior class status.

Majors are encouraged to develop field research projects under the supervision of a CASA faculty member. The department offers research grants to support individually-designed summer field research in cultural and social anthropology. The CASA research grant should be used to support field research as a supplement to other field research grants such as the UAR research grants. Eligibility for application to the research grants program requires that a student has completed a minimum of two CASA courses with a grade point average of 3.3 (B+) or better. One of the two courses may be completed in the quarter in which the grant application is submitted to the department. Michelle Z. Rosaldo grant applications for individually-designed summer field research projects are due by the end of the fifth week in Winter Quarter.

Prospective majors may meet with the chair of the Undergraduate Committee 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. Required course work for the research grants program includes CASA 93, Prefield Research Seminar, and CASA 94, Postfield Research Seminar. Suggested course work for the research grants program includes CASA 92, Research Writers Workshop, CASA 95A, Research in Anthropology, and CASA 96, Directed Individual Study. Contact the student program coordinator for more information.

Majors are required to meet with their faculty advisers at least once each 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 accurate and up to date.

## MINORS

To declare a minor in Cultural and Social Anthropology, students should contact the department's student peer adviser or student program coordinator. The department checklist for the minor can be downloaded in pdf format from <http://www.stanford.edu/dept/anthroCASA/programs/undergrad.html>. Submit the checklist to the student program coordinator and apply for the minor in ACESS. The checklist must be approved by the faculty chair of the CASA committee on undergraduate degrees. Requirements for the minor include the following:

1. A faculty adviser in Cultural and Social Anthropology.
2. 30 units of CASA course work. IHUM 27A,B may be applied to the 30 units. Only 5 units of directed individual study may apply towards the 30 units in the minor. All units for the minor must be passed with a grade of 'C' or better.
3. Up to 10 of the 30 units may be taken for instructor-elected, satisfactory/no credit grade.
4. At least 15 of the 30 units must be from CASA courses numbered 70 or above.
5. A minimum of 5 of the 30 units must be taken in a cultural area course approved by the program adviser on the undergraduate minor checklist.

*Deadline for Declaring the Minor*—Students must complete the declaration process, both planning form submission and ACESS 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.

## SENIOR PAPER AND DEPARTMENTAL HONORS

The senior paper program in Cultural and Social Anthropology provides majors the opportunity to conduct original research under the guidance of a faculty advisor. The senior paper program is open to all majors in the department. Students must initiate their participation in the senior paper program by filing an application of intent with the student program coordinator. The application must include a description of the proposed

project, a program of study, and a letter of approval from a faculty sponsor. Students are encouraged to apply to the senior paper program in their sophomore or junior year prior to initiating fieldwork or other research. The senior paper application of intent must be submitted no later than the second week of Autumn Quarter in the senior year.

All CASA majors are encouraged to write a senior paper. Majors should begin research for a senior paper during their junior year with guidance from their CASA faculty adviser. At the latest, department majors must submit an application of intent to write a senior paper to the student program coordinator no later than the end of the second week of Autumn Quarter in the senior year. Enrollment in CASA 95A, Research in Anthropology, is recommended during Autumn and Winter quarters. The Senior Paper Checklist must be completed, signed by the program adviser, and handed in to the student program coordinator by the end of the second week in Autumn Quarter in the senior year. Students must enroll in CASA 95B, Senior Paper, in the final quarter in the undergraduate degree program before graduating. The senior paper is submitted in the final quarter before graduation. For more information, see the student program coordinator.

All CASA majors are encouraged to write an honors paper. Majors should begin research for an honors paper prior to the last quarter of the junior year with guidance from their CASA faculty adviser. At the latest, department majors must submit an application of intent to write an honors paper to the student program coordinator no later than the end of Spring Quarter (or the third quarter) in the junior year. Department majors are eligible to apply for honors candidacy with a 3.5 GPA in the department major and a 3.0 GPA in overall course work. Enrollment in CASA 95A, Research in Anthropology, is recommended during Autumn and Winter quarters. The Honors Checklist and Timeline must be completed, signed by the program adviser, and handed in to the student program coordinator by the end of the second week in Autumn Quarter in the senior year. Students must enroll in CASA 95B, Senior Paper, in the final quarter in the undergraduate degree program before graduating. A senior paper to be considered for departmental honors is submitted in the final quarter before graduation. Senior papers with a letter grade of 'A-' or better may be awarded departmental honors. For more information, see the student program coordinator.

## 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 are admitted to the coterminal program; (2) Stanford graduate students taking advanced degrees in other departments or schools at Stanford who are admitted to the terminal M.A. program; (3) Ph.D. students in Cultural and Social Anthropology who fulfill the M.A. requirements on the way to the Ph.D. degree; and (4) students who apply from outside Stanford for entry into the terminal M.A. program.

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*.

### COTERMINAL B.A./M.A. PROGRAM

The deadline for graduate applications to the coterminal M.A. degree program is March 13, 2007. Prospective applicants should refer to the department's web site for information about application for graduate admission. Successful applicants for the M.A. program usually enter in Autumn Quarter. Applicants must submit a writing sample in English that demonstrates the ability to produce original analytical work at the graduate level. Applicants should also submit three letters of reference,

recent original transcripts, and a statement of purpose.

The department prerequisites for application to the coterminal M.A. program are listed below. Stanford undergraduates who are currently enrolled and interested in applying to the department's coterminal graduate M.A. degree program are required to pass CASA 90, Theory in Cultural and Social Anthropology, and a minimum of 10 additional units of CASA course work with a grade of 'A-' or better. An overall undergraduate GPA of 3.3 (B+) or better is required.

Graduate enrollment at Stanford for at least three quarters of full tuition for a minimum of 45 units is required of all candidates for the master's degree, including coterminal students. Coterminal M.A. students in Cultural and Social Anthropology must take a minimum of 45 quarter units in Cultural and Social Anthropology course work beyond the undergraduate degree with a grade point average (GPA) of 3.0 (B) or better. 45 units constitute the University minimum for the M.A. degree. However, the department requires 60 units of course work for the coterminal M.A. degree. Of the required 60 units, 15 units may be accepted from previous undergraduate or other course work. Course work must be at or above the 100-level. 18 of the 45 units required from Cultural and Social Anthropology course work must be in courses designated primarily for graduate students (typically at least at the 200 level). Course work applied to the coterminal M.A. degree may not also be applied to the requirements for the undergraduate degree, or any other degree program.

Within the 45 units taken at Stanford, students must take CASA 290, History and Theory in Cultural and Social Anthropology or, if not given, CASA 301, History of Anthropological Theory, and two additional graduate-level seminars in the department. The remaining units may be made up of departmental courses selected in consultation with the faculty adviser to meet the needs and interests of the student.

The coterminal program may require more than one year of study. However, full-time students entering the program with appropriate background should complete the coterminal 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. All requirements for the master's program must be completed within three years after the student's first quarter of enrollment in the degree program.

A field or library research paper, read and approved by at least two departmental faculty members, must be presented. Coterminal students must submit an acceptable project/paper proposal for the master's paper to their faculty adviser for approval no later than the end of the fourth week in the first quarter of the graduate degree program. In addition, an acceptable master's degree program proposal, approved and signed by the program adviser and department chair, must be submitted no later than the end of the fourth week in the first quarter of the graduate degree program. Coterminal students should enroll in CASA 399, Masters Research Paper, or CASA 801, TGR Project, in the final quarter during which they will submit the M.A. paper.

For University coterminal degree program rules and University application forms, see <http://registrar.stanford.edu/shared/publications.htm#Coterm>.

## TERMINAL MASTER'S DEGREE PROGRAM

The deadline for graduate applications to the terminal M.A. degree program is March 13, 2007. Prospective applicants should refer to the department web site for information about application for graduate admission. Successful applicants to the M.A. program may enter only in the following Autumn Quarter. Applicants must file a report of their Graduate Record Examination score electronically, and submit a writing sample in English that demonstrates the ability to produce original analytical work at the graduate level. Applicants should also submit three letters of reference, recent original transcripts, and a statement of purpose.

Graduate enrollment at Stanford for three consecutive quarters of full tuition for at least 45 units is required of all candidates for the master's degree. M.A. students in Cultural and Social Anthropology must take a minimum of 45 units in social and cultural anthropology course work beyond the undergraduate degree with a grade point average (GPA) of 3.0 (B) or better. 45 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 302, Anthropological Research Methods, and CASA 290, History and Theory in Cultural and Social Anthropology or, if not given, CASA 301, History of Anthropological Theory; three additional graduate-level seminars in the department (usually offered at the 200 level or above); and three courses from one of these department tracks:

1. Feminist Anthropology
2. Heritage and Museum
3. Race and Ethnicity
4. Science, Technology, and Medicine
5. Globalization and Transnationalism

The remaining units may be made up of departmental courses chosen 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 should complete the M.A. program in one calendar year. All requirements for the M.A. degree should be completed within three calendar years (consecutive) after the student's first quarter of enrollment in the graduate M.A. degree program. The University allows no transfer units to the M.A. program. 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. For current Ph.D. students in the department who are pursuing a master's degree on the way to the Ph.D., a paper completed for a department evaluation course may be submitted in fulfillment of this requirement. Terminal M.A. students may select a paper, written for one of the courses taken in Cultural and Social Anthropology, and present the extended paper to the faculty member responsible for the course in which the paper was written originally. Terminal M.A. students must submit an acceptable project/paper proposal for the master's paper to their faculty adviser for approval not later than the end of the fourth week in the first quarter of the graduate degree program. In addition, an acceptable master's degree program proposal, approved and signed by the program advisor and the department chair, must be submitted no later than the end of the fourth week of the first quarter of enrollment in the graduate degree program. Terminal M.A. students should enroll in CASA 399, Master's Research Paper, or CASA 801, TGR Project, in the final quarter during which they will submit the M.A. paper.

## DOCTOR OF PHILOSOPHY

The deadline for graduate applications to the Ph.D. degree program is January 9, 2007. Prospective applicants should reference the department web site for information about application for graduate admission. Successful applicants for the Ph.D. program may enter only in Autumn Quarter. It is department policy not to defer graduate admission. Applicants must file a report of their Graduate Record Examination score electronically and submit a writing sample in English that demonstrates the ability to produce original analytical work at the graduate level. Applicants should also submit three letters of reference, recent original transcripts, and a statement of purpose. In addition to a clear statement of research interests in the statement of purpose, it is especially important for applicants choosing the Archaeology track to provide a detailed description of the area of specialization as well as the topical interests for dissertation research.

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 matriculate beginning 2006-07 are as follows. Those matriculating in earlier academic years should consult the department's *Ph.D. Handbook* or previous editions of this bulletin for their entering cohort year. Ph.D. students in Cultural and Social Anthropology must take a minimum of 135 quarter units with a minimum grade point average (GPA) of 3.0 (B). The maximum allowable number of transfer units is 45.



1. Pass in the first year, with a grade of 'B+' or better:
  - a) at least three of the graduate-level courses in the department designated by the faculty as theory/evaluation courses, including CASA 301, History of Anthropological Theory, during Autumn Quarter; CASA 300, Reading Theory Through Ethnography (Anthropology track only), or CASA 373, Introduction to Archaeological Theory (Archaeology track only), during Winter Quarter.
  - b) CASA 302, Anthropological Research Methods (Anthropology track only), or CASA 360, Archaeological Methods and Research Design (Archaeology track only), during Spring Quarter; or for the Archaeology track, a primary-level methods survey or advanced-level methods course relevant to research interests.
  - c) for the Archaeology track: a course, to be decided on in consultation with the faculty adviser, that satisfies the department specialization requirement in a topical interest required of graduate Ph.D. students. Although it is suggested that the topical interest course requirement be completed during the first year in the Ph.D. degree program, it may also be completed at any time until the end of the third year.
  - d) at least 45 units of completed course work overall.
2. Satisfy the department ethics requirement for review of ethics in Cultural and Social Anthropology. Courses approved this year follow. This list is subject to updating. See <http://www.stanford.edu/dept/anthro-CASA/forms.html> for updates after the publication of this bulletin.
  - CASA 203. Laboratory Methods in Archaeology
  - CASA 285. Environmental Ethics
  - CASA 302. Research Methods
  - CASA 325. Ethics and Anthropology
  - CASA 360. Archaeology Methods and Research Design
3. Enroll in CASA 395, Introduction to Cultural and Social Anthropology: Faculty Research, during Autumn, Winter, and/or Spring quarters for 1-2 units for a total of no more than 5 units over the three quarters.
4. In the second year, pass with a grade of 'B+' or better:
  - a) additional graduate-level theory/evaluation courses in the department for a total of six such courses with a grade of 'B+' or better over the first two years of the program.
  - b) CASA 394, Proposal Writing Seminar (offered Spring Quarter).
  - c) CASA 310, Intersections (offered Winter Quarter). This course requirement is usually completed during the second year in the Ph.D. program, but it may also be completed by the end of the third year.
5. At least 40 units of completed course work in the second year for a total of at least 85 units of course work by the end of the second year.
6. At the beginning of Autumn Quarter in the second year, attend the teaching assistantship training workshop.
7. Serve as a teaching assistant for one quarter, of a required minimum of two quarters, in the second year.
8. By the first day of finals week in Winter Quarter of the second year, recruit a total of four committee members for the qualifying written examinations for topic (two committee members made up of an adviser and a reader) and for area (two committee members made up of an adviser and a reader).
9. By the first day of finals week in Spring Quarter of the second year, confirm the qualifying written examination schedule. The written exam must be completed by the first day of finals week in the Winter Quarter of the third year and the oral exam must be completed no later than the beginning of the fourth week of Spring Quarter in the third year.
10. 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, other Stanford language departments, or by appointment with the department's language coordinator. The examination format must be approved in advance of the examination by the department's language coordinator.
11. During Spring Quarter, enroll in CASA 394, Proposal Writing Seminar.
12. Upon completion of the above requirements, and upon recommendation of the CASA faculty, petition the University for candidacy by the end of Spring Quarter of the second year.
13. Upon completion of the above requirements, and upon recommendation of the Cultural and Social Anthropology faculty, request the Master's Degree on the way to the Ph.D. degree program by the end of Spring Quarter of the second year.
14. In the third year, complete the following requirements:
  - a) during the Autumn Quarter, by December 8, 2006, submit three dissertation research grant proposals, including the approved dissertation proposal, the grant application, and the approved non-medical human subjects protocol, to the faculty adviser.
  - b) provide a statement to the departmental committee on higher degrees declaring the date planned for the oral examination and submit a declaration of the oral examination committee, inclusive of the external committee chair, the committee adviser, and the three committee members, to the student program coordinator by the first day of finals week in Autumn Quarter of the third year.
  - c) complete the qualifying written projects examinations for topic and area (two separate exams) by the first day of finals week in Winter Quarter, in the third year. The examinations may be scheduled as two separate four-hour exams scheduled approximately two days apart in a given week, or as two separate week-long exams (seven days for each examination) to be scheduled approximately one week apart in a given month.
  - d) by the end of the fourth week in Spring Quarter, schedule and pass the University oral examination in the form of an area/topic examination. During this exam, file the dissertation reading committee form and confirm the committee's revisions for the dissertation proposal to begin fieldwork and dissertation research. Secure approval for the revised dissertation proposal before leaving for dissertation fieldwork.
15. In the fourth year, complete the following requirements:
  - a) conduct 9-12 months of dissertation field research with an approved and current non-medical human subjects protocol.
  - b) submit frequent field status reports to the dissertation reading committee.
16. In the fifth year, complete the following requirements:
  - a) during the fifth year and after returning from fieldwork, complete one or more teaching assistant quarters in the department. During each of Autumn, Winter and Spring quarters of the fifth year, students must attend a minimum of four of five class meetings of CASA 392, Dissertation Writers Seminar. Each quarter, chapter drafts of the dissertation must be handed in to the dissertation reading committee for review.
  - b) after submission of the penultimate draft of the dissertation and before the quarter preceding the quarter in which the dissertation will be submitted for Ph.D. degree, Ph.D. students may schedule and deliver an oral presentation of the dissertation in the department.

## PH.D. MINOR

Prospective Ph.D. minors in Cultural and Social Anthropology should request an application from the student program coordinator. The requirements for a minor in Cultural and Social Anthropology are as follows:

1. Complete 30 units of courses in the Department of Cultural and Social Anthropology (CASA) at Stanford with a grade point average (GPA) of 3.0 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 301, History of Anthropological Theory, two additional CASA theory or methods courses, and one CASA course in a geographical area. For a list of current theory courses, see the student program coordinator.
4. File the necessary paperwork with the student program coordinator. Please note that the department 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 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. Second-year students in the Ph.D. program are required to perform one teaching assistantship quarter. Second-year students who have not secured funding for the second year summer of pre-dissertation field research are advised to make at least two pre-dissertation field research funding applications for summer support. 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 a department application for funding as a predoctoral research affiliate before leaving for fieldwork. Fifth-year students in the Ph.D. program are required to perform at least one quarter of teaching assistantship. Depending upon department need, fifth-year students may be asked to provide a second quarter of teaching assistantship. Fifth-year students in the Ph.D. program who have not secured extramural funding for the sixth year and beyond are advised to make at least two dissertation write-up funding applications and secure extramural funding for dissertation write-up from the sixth year and beyond.

In order to be eligible for department funding of summer fieldwork and research, usually taken in either the first or second-year and again in the third-year of the Ph.D. degree program, first- through fifth-year students must submit the department's application establishing eligibility for summer funding. 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

Undergraduates register in courses numbered in the 100s or below. Graduate students register in courses numbered in the 200s or above.

WIM indicates that the course satisfies the writing in the major requirements.

## UNDERGRADUATE

### INTRODUCTION TO THE HUMANITIES (IHUM)

The following Introduction to the Humanities courses are taught by Cultural and Social Anthropology department faculty members. IHUM courses are typically available only to freshmen seeking to fulfill GER: IHUM requirements; see the "Introduction to the Humanities" section of this bulletin for further information. Prospective Cultural and Social Anthropology majors are advised to consider satisfying their GER: IHUM2,3 requirements by registering for the following IHUM courses.

**IHUM 27A,B. Encounters and Identities**—The formation of ideas about individual and collective identities in S. Africa, W. Europe, and the U.S. Contemporary ideas about identity, including national, racial, ethnic, and gender identity; historical encounters and social transformations linking these areas. Challenging popular assumptions about the origins of identities through similarities and differences among ideas of individual and collective identity in different regions of the world. GER:IHUM-2,3

**IHUM 27A:** 5 units, *Win (Ferguson, J)*

**IHUM 27B:** 5 units, *Spr (Burce, A)*

## INTRODUCTORY

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.

**CASA 1/201. Introduction to Cultural and Social Anthropology**—Crosscultural anthropological perspectives on human behavior, including cultural transmission, social organization, sex and gender, culture change, technology, war, ritual, and related topics. Case studies illustrating the principles of the cultural process. Films. GER:DB-SocSci, EC-GlobalCom  
5 units, *Win (Wilcox, M), Sum (Staff)*

**CASA 4. Language and Culture**—Language in relation to inequality and power. Focus is on the roles of linguistic practices in constituting and reproducing social relationships, institutional arrangements, and political interests and identities. How language is implicated in differing contexts of domination and struggle including class, race, gender, and sexuality, using existing empirical studies of the language-power linkage. Student projects involve data collection, transcription, analysis, theoretical implications, and connections to existing literature. GER:DB-SocSci  
5 units, *not given this year*

**CASA 8N. The Anthropology of Globalization**—Stanford Introductory Seminar. Preference to freshmen. Anthropological approach to how cultural change, economic restructuring, and political mobilization are bound up together in the process of globalization. Is this a new world of planet-wide interconnections and prosperity and democracy, or a grim world of exploitative transnational corporations that exploit labor and markets to produce culturally homogeneous consumer goods? How new forms of social and political organization are restructuring a world that is culturally diverse, interconnected, and increasingly unequal. GER: DB-SocSci  
3-4 units, *Aut (Ebron, P)*

**CASA 9N. Anthropology of Food**—Stanford Introductory Seminar. The production, consumption, and distribution of food, emphasizing culture as a means to examine topics such as ecological history, class, poverty, hunger, ethnicity, nationalism, capitalism, gender, race, and sexuality. Food as the most obvious and least explored window into the shaping of identities, desires, and needs in the contemporary world. GER:DB-SocSci  
3-4 units, *Spr (Gupta, A)*

**CASA 14. Anthropology and Art**—Modernity. How the concept of art appears timeless and commonsensical in the West, and with what social consequences. Historicizing the emergence of art. Modernist uses of primitive, child art, asylum, and outsider art. GER:DB-Hum  
5 units, *Aut (Malkki, L)*

**CASA 16. Native Americans in the 21st Century: Encounters, Identity, and Sovereignty in Contemporary America**—What does it mean to be a Native American in the 21st century? Beyond traditional portrayals of military conquests, cultural collapse, and assimilation, the relationships between Native Americans and American society. Focus is on three themes leading to in-class moot court trials: colonial encounters and colonizing discourses; frontiers and boundaries; and sovereignty of self and nation. Topics include gender in native communities, American Indian law, readings by native authors, and Indians in film and popular culture. GER: DB-SocSci, EC-AmerCul  
5 units, *Aut (Wilcox, M)*

**CASA 17. Anthropological Approaches to Rights**—What are rights? How did people come to believe that they have them? Is the idea of rights a Western cultural concept; can it be the foundation of a universal or global politics? The relation between rights and equality. GER:DB-SocSci  
5 units, *not given this year*

**THEORY AND RESEARCH (UNDERGRADUATE AND MASTER'S)**

**CASA 88. Theories in Race and Ethnicity**—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:DB-SocSci

*5 units, not given this year*

**CASA 90. Theory of Cultural and Social Anthropology**—Preference to CASA majors. Anthropological interpretations of other societies contain assumptions about Western societies. How underlying assumptions and implicit categories have influenced the presentation of data in major anthropological monographs. Emphasis is on Karl Marx, Emile Durkheim, Max Weber, and anthropological analyses of non-Western societies. WIM

*5 units, Win (Ebron, P)*

**CASA 92. Undergraduate Research Proposal Writing Workshop**—Practicum. Students develop independent research projects and write research proposals. How to formulate a research question; how to integrate theory and field site; and step-by-step proposal writing.

*1-3 units, Aut, Win (Roque, A)*

**CASA 93. Prefield Research Seminar**—For CASA majors only; non-majors register for 93B. Preparation 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. Prerequisites: two CASA courses or consent of instructor.

*5 units, Spr (Inoue, M)*

**CASA 93B. Prefield Research Seminar: Non-Majors**—Preparation 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 for successful entry into the community, research ethics, interpersonal dynamics, and the reflexive aspects of fieldwork.

*5 units, Spr (Burce, A)*

**CASA 94. Postfield Research Seminar**—Goal is to produce an ethnographic report based on original field research gathered during summer fieldwork, emphasizing writing and revising as steps in analysis and composition. Students critique classmates' work and revise their own writing in light of others' comments. Ethical issues in fieldwork and ethnographic writing, setting research write-up concerns within broader contexts.

*5 units, Aut (Burce, A)*

**CASA 95A. Research in Anthropology**—Independent research conducted under faculty supervision, normally taken junior or senior year in pursuit of a senior paper or an honors project. May be taken more than one quarter for credit.

*1-10 units, Aut, Win, Spr, Sum (Staff)*

**CASA 95B. 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 and instructor.

*1-10 units, Aut, Win, Spr, Sum (Staff)*

**CASA 96. Directed Individual Study**—Prerequisite: consent of instructor.

*1-15 units, Aut, Win, Spr, Sum (Staff)*

**CASA 103/203. Laboratory Methods in Archaeology**—What do archaeologists do with the things they dig up, and how can they use artifacts to learn about past cultures? Hands-on experience cataloging, analyzing, and interpreting an archaeological collection. Students are exposed to standard methods in cataloging and curation, and in analysis of different types of artifacts, animal bone, and botanical remains. Individual or group analysis projects with reports that communicate the research findings. GER:DB-SocSci

*5 units, Win (Voss, B)*

**CASA 108. History of Archaeological Thought**—(Same as ARCHLGY 103.) Introduction to the history of archaeology and the forms that the discipline takes today, emphasizing 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 theoretical approaches. GER:DB-SocSci

*5 units, Aut (Meskell, L)*

**CASA 150. Archaeological Methods**—Methodological issues related to the investigation of archaeological sites and objects. Aims and techniques of archaeologists including: location and excavation of sites; dating of places and objects; analysis of artifacts and technology and the study of ancient people, plants, and animals. How these methods are employed to answer the discipline's larger research questions. GER:DB-SocSci

*5 units, Spr (Hodder, I)*

**GENERAL****AREA COURSES**

**CASA 36. Life on the Streets: Anthropology of U.S. Urban Life**—Focus is on the U.S. How race, ethnicity, and class shape cities; structural inequalities based on gender, sexuality, and age. Readings from geography, literature, philosophy, and anthropology.

*5 units, Sum (Staff)*

**CASA 74. South Asian Histories and Cultures through Popular Film: Bollywood and Beyond**—Indian cinema has been a site for the articulation of ideas about nation, class, caste, gender and sexuality, community, and diaspora. Focus is on Bollywood films, and Indian cinema in general, as social, cultural, and political phenomena. How cinematic form, production and distribution networks, and audience reception mediate the emergence of postcolonial forms of identity and consciousness. Film screenings. GER:DB-SocSci, EC-GlobalCom

*5 units, Win (Mankekar, P)*

**CASA 77/277. Japanese Society and Culture**—Focus is on power, identity, and the politics of knowledge production. How transnational interactions influence Japanese identity. How anthropological knowledge has contributed to understanding Japanese culture and society. Gender, race and class; contemporary ethnographies. Modernity and globalization. Cultural politics, domestic work, labor management, city planning, ad images, anime, martial art, fashion, theater, leisure, and tourism. GER:DB-SocSci, EC-GlobalCom

*5 units, not given this year*

**CASA 82/282. Medical Anthropology**—Emphasis is on how health, illness, and healing are understood, experienced, and constructed in 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:DB-SocSci, EC-GlobalCom

*4-5 units, Spr (Kohrman, M)*

**CASA 100Q. Ethnographies of North America: An Introduction to Cultural and Social Anthropology**—Stanford Introductory Seminar. Preference to sophomores. Ethnographic look at human behavior, including cultural transmission, social organization, sex and gender, culture change, and related topics in N. America. Films. GER:DB-SocSci

*3-4 units, Win (Wilcox, M)*



**CASA 106. Tales of Cannibalism and Capital in Latin America**—How agrarian, proletarian, and hunter-gatherer populations in Latin America have envisioned elements of capitalist modernity in terms of cannibalism, vampirism, and other violations of the bodies of the poor. Focus is on ethnographic research.

5 units, Aut (*Armstrong Fumero, F*)

**CASA 120/220. Archaeology of Early China**—The current rapid pace of unearthing remains of ancient societies. The formation of Chinese civilization from sites of early human occupation through the Chinese Bronze Age which display elements of Chinese civilization such as writing, architecture, warfare, philosophy, art, and cuisine. Sources include non-Chinese texts and Chinese archaeological sources. How archaeology sheds light on the past and present. Chinese language not required.

5 units, Aut (*Reinhart, K*)

**CASA 127. Tibetan Ritual Life**—(Same as RELIGST 217A.) The human life cycle, the calendar year, and pilgrimage as organizing principles to examine Buddhist and lay rituals that mark important occasions, bless people and places, ward off danger, heal wounds, alleviate suffering, predict the future, affirm Tibetan identity, and inspire political activism. Material culture of rituals including butter sculpture, thangka painting, and costumes; performance including monastic dance, chanting, instrumental music, song, and opera; and the meanings of rituals to those who participate in them. The role of ritual in human culture. GER:DB-Hum, EC-GlobalCom

5 units, not given this year

**CASA 128. Cultural History of Japan**—(Same as ANTHSCI 24/228.) Since WWII. Transformation of religion, kinship, gender, education, work, leisure, ideology, and national identity as interconnected institutions. Tokugawa and prewar Japan as antecedents to postwar developments. GER:DB-SocSci

3-5 units, Spr (*Befu, H*)

**CASA 128B. Globalization and Japan**—(Same as ANTHSCI 128B/228B.) Globalization theories in anthropology and sociology, and Japan in the context of these theories. Ethnographic cases of Japan's global presence from the 15th century to the present. Processes of globalization in business management, popular culture, and expatriate communities. Japan's multiculturalization through its domestic globalization. GER:DB-SocSci, EC-GlobalCom

3-5 units, Spr (*Befu, H*)

**CASA 158. Sex, Death, and the Body in Ancient Egypt**—The Egyptian life course from conception to death and burial focusing on New Kingdom materials. Egyptian ideology pertaining to the self, in which the individual is multifaceted and whose embodiment transcended death. Their concerns with questions about being and non-being, the meaning of death, the constitution of the body, the nature of the cosmos and humanity, and the basis of human society. Recent theoretical developments in anthropology, feminist theory, and studies of the body which explore hierarchies of difference in age, sex, class, ethnicity, and sexuality. GER:DB-SocSci

5 units, Win (*Meskell, L*)

**CASA 171. Mythology, Folklore, and Oral Literature of Central Asia**—Central Asian cults, myths, and beliefs from ancient time to modernity. Life crisis rites, magic ceremonies, songs, tales, narratives, taboos associated with childbirth, marriage, folk medicine, and calendrical transitions. The nature and the place of the shaman in the region. Sources include music from the fieldwork of the instructor and the Kyrgyz epoch *Manas*. The cultural universe of Central Asian peoples as a symbol of their modern outlook. GER:DB-SocSci

3-5 units, Spr (*Kunanbaeva, A*)

**CASA 180. Ethnography of Africa**—The politics of producing knowledge in and about Africa through the genre of ethnography, from the colonial era to the present. The politics of writing and the ethics of social imagination. Sources include novels juxtaposed to ethnographies. GER:DB-SocSci

5 units, Spr (*Malkki, L*)

## TOPIC COURSES

**CASA 114. The Crusades and Their Legacies**—Interdisciplinary. How Pope Urban II helped inaugurate and define an East/West dichotomy which still echoes discursively and literally today. The production of the divisions between East and West in the Crusade era, as seen by Europeans and Middle Easterners; the legacies of such divisions in the present.

5 units, not given this year

**CASA 115. Race and the American City**—How contemporary American notions of race and urban life intersect with and define one another. Contesting notions of identity, citizenship, inequality, multiculturalism, and difference. Readings in anthropology, sociology, social geography, and theory. Sites include Chicago, Los Angeles, and San Francisco.

5 units, Spr (*Roque, A*)

**CASA 132. Science, Technology, and Gender**—Why is engineering often seen 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, childbirth practices), how the household became a site of consumerism and technology, and the cultural issues at stake as women join the ranks of scientists. GER:DB-SocSci, EC-Gender

3-5 units, Spr (*Jain, S*)

**CASA 133. City and Sounds**—How do people experience modern cities and urban public cultures through auditory channels? How does sound mediate and constitute urban space? How to listen to and write about culture through sound. Students carry out narrative interviews and sound fieldwork in the Bay Area. Readings include urban anthropology, semiotics, art history, social studies of science and technology, media studies, and musicology.

5 units, Spr (*Inoue, M*)

**CASA 135X. Pilgrimage and Sacred Landscapes**—(Same as RELIGST 235.) Perspectives include cultural, spiritual, psychological, medical, economic, and political. Christianity, Buddhism, Hinduism, Islam, Native American and secular; sources include Europe, Tibet, India, Native America, and the Middle East. Why do pilgrims often make their journeys as difficult and painful as possible? How do landscapes become sacred? What happens when places such as Jerusalem are intersections for groups with different belief systems? Contemporary U.S. destinations such as Graceland and the Vietnam Memorial; journeys of personal or non-parochial cultural significance. GER:DB-Hum

4 units, not given this year

**CASA 158X. Culture and Learning**—(Same as EDUC 287.) Learning in 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, not given this year

**CASA 172/272. Object Lessons**—Human-object relations in the processes of world making. Objectification and materiality through ethnography, archaeology, material culture studies, and cultural studies. Interpretive connotations around and beyond the object, the unstable terrain of interrelationships between sociality and materiality, and the cultural constitution of objects. Sources include: works by Marx, Hegel, and Mauss; classic Pacific ethnographies of exchange, circulation, alienability, and fetishism; and material culture studies. GER:DB-SocSci

3-5 units, Aut (*Meskell, L*)

**CASA 174. Cultures of Disease: Cancer**—History, politics, science, and anthropology of cancer; political and economic issues of disease and health care in the U.S., including the ethics and economics of health care provision, the pharmaceutical industry, carcinogen production, and research priorities.

5 units, Win (*Jain, S*)

**CASA 188. South Asian American Experiences in Cultural and Historical Perspective**—Interdisciplinary. How narratives and histories about communities from the S. Asian subcontinent are constructed and situated within scholarly literature in Asian American studies. Transnational feminist perspectives on categories such as homeland and diaspora. Sources include literary texts, film, historical narrative, anthropological analyses, immigration histories, and state policy. GER:DB-SocSci

*5 units, Spr (Mankekar, P)*

## ADVANCED UNDERGRADUATE AND GRADUATE SEMINARS

### AREA SEMINARS

**CASA 113/213. Women in Islam: The Central Asian Case**—Roles of women in the Central Asian independent states in historical and modern perspectives. Traditional family and religious rituals, keeping an appropriate household, and women's lore, craft, and art. Sources include instructor's field data. GER:DB-SocSci

*5 units, Win (Kunanbaeva, A)*

**CASA 117/217. Archaeology of the American Southwest: Contemporary Peoples, Contemporary Debates**—Cultural diversity and archaeology from paleo-indians to the present. Focus is on cultural florescences in areas such as the Mimbres Valley, Chaco Canyon, Mesa Verde, the Rio Grande, and the Hohokam in the Phoenix Basin. The development of agriculture, theories of social complexity and political economy, and the relationships between contemporary Native Americans, archaeologists, and the production of the past. GER:DB-SocSci

*5 units, Aut (Wilcox, M)*

**CASA 118/218. Literature, Politics, and Gender in Africa**—Intersections of gender, power, and desire; the politics of colonialism and Christianity; and nationalism and postcoloniality. Emphasis is on the politics of writing and critical imagination in historical and social context. Readings include novels and other texts by African writers. GER:DB-SocSci, EC-Gender

*5 units, not given this year*

**CASA 119/219. The State in Africa**—Postcolonial African states in historical and ethnographic context. Focus is on contemporary African states not as failures, but as the products of distinctive regional histories and political rationalities. GER:DB-SocSci

*5 units, not given this year*

**CASA 135/235. Native Peoples of the Americas: Prehistory, Contacts, and Contemporary Debates**—Using archaeological, ethnographic, and historical sources, exploration of the distinctive features and cultural traditions of 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. GER:DB-SocSci, EC-AmerCul

*5 units, not given this year*

**CASA 137E/237E. Excavation at Catalhoyuk, Turkey**—Archaeological field experience by participating in Stanford's excavation at Catalhoyuk in Summer. Focus is on the urban character of this earliest of towns. Prepares students for the Summer dig. Prerequisite: consent of instructor.

*3-5 units, Spr (Staff)*

**CASA 163/263. The Politics of Humanitarianism**—Anthropological approaches to contemporary practices of humanitarian intervention. How social theory can inform the politics of humanitarianism, charity, and philanthropy. Focus is on Africa from the colonial era to the present. GER:DB-SocSci

*5 units, not given this year*

**CASA 173/273. Nomads of Eurasia**—The nomads of the Eurasian steppes, their lifestyles, and cultural history, including Mongolia, Kazakhstan, Kyrgyzstan, and Turkmenistan. Languages, traditional economics, art, the relationships between sedentary and nomadic peoples, and the early

background and gradual Turkification and Islamization of Central Asia and Lamaization of S. Siberia. Regional trade networks (the Silk Road) where nomads were the mediators in innovations, the Mongol empire and its fate, Imperial Russian expansion, and the incorporation of inner Asia into the USSR. GER:DB-SocSci

*4-5 units, not given this year*

**CASA 178/278. Archaeology of the Middle East**—The roles of memory, archives, and deep time in the periods before writing in the Middle East and Europe. Prehistoric societies and their relationships with their own pasts. These societies constructed complex histories well in advance of writing. GER:DB-SocSci

*5 units, not given this year*

**CASA 179/279. Anthropology of the Middle East**—The roles of memory, archives, and deep time in the periods before writing in the Middle East and Europe. Prehistoric societies and relationships with their own pasts. These societies constructed complex histories well in advance of writing. GER:DB-SocSci

*5 units, not given this year*

### TOPIC SEMINARS

**CASA 112/212. The Archaeology of Modern Urbanism**—Case study approach. The archaeological evidence of urban life from first cities formed nearly 8,000 years ago through the archaeological remains of urban life in the San Francisco Bay Area. Focus is on the material and spatial aspects of urban cultures. Field trips to Bay Area archaeological sites and collections. GER:DB-SocSci

*5 units, Aut (Voss, B)*

**CASA 134/234. Archaeology of Architecture**—How 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 interpretation of structured space. GER:DB-Hum

*5 units, not given this year*

**CASA 146/246. Masculinity: Technologies and Cultures of Gender**—What is masculinity? How are masculinities invested with power and meaning in cultural contexts? How is anthropological attention to them informed by and extending inquiry across the academy in spheres such as culture studies, political theory, gender studies, history, and science and technology studies? Limited enrollment. GER:DB-SocSci

*5 units, not given this year*

**CASA 151/251. Cultural Studies**—Identity, community, and culture; their interactions and formation. GER:DB-SocSci

*5 units, not given this year*

**CASA 152/252. Archaeology: World Cultural Heritage**—Focus is on issues dealing with rights to land and the past on a global scale including conflicts and ethnic purges in the Middle East, the Balkans, Afghanistan, India, Australia, and the Americas. How should world cultural heritage be managed? Who defines what past and which sites and monuments should be saved and protected? Are existing international agreements adequate? How can tourism be balanced against indigenous rights and the protection of the past? GER:DB-SocSci

*5 units, Win (Hodder, I)*

**CASA 155/255. Virtual Communities: Online Technologies and Ethnographic Practice**—Theoretical and practical approaches to ethnographic projects involving online technologies. Focus is on virtual communities. The methodological implications of online ethnographic research: researcher roles, the notion of identities, human subject issues, distributed collaboration, and alternative representations. Conceptual implications such as interpreting online technologies as virtual environments for human interaction versus a cultural artifact, and the nature of the Internet as setting and technology for ethnography. GER:DB-SocSci

*5 units, Aut (Engel, C)*



**CASA 157/257. Fundamentalism and Modernity**—Why is fundamentalism becoming more popular around the world? Is fundamentalism a reaction against or an integral aspect of modernity? GER:DB-SocSci  
3-5 units, not given this year

**CASA 161/261. Modern Material Culture**—How social experience is impacted by material culture from toys to theme parks. How consumers perceive themselves and others through commodities. The historical development of the relationship between goods and identity from the 18th century; how systems of inequality are reproduced and subverted through material consumption. How archaeological techniques can probe the technological, social, and ideological meaning of everyday minutiae. GER:DB-Hum  
5 units, not given this year

**CASA 185/285. Environmental Ethics**—Crosscultural perspective. Application of environmental ethics to contentious or incommensurable beliefs or values. GER:DB-SocSci  
3-5 units, Win (Gupta, A)

**CASA 201X. Readings in Science, Technology, and Society**—Focus is on anthropological approaches and contributions to the field.  
5 units, not given this year

## GRADUATE SEMINARS

Courses in this section numbered 300 through 380, except 302, satisfy the department's evaluation course requirement.

**CASA 300. Reading Theory Through Ethnography**—Required of and restricted to first-year CASA Ph.D. students. Focus is on contemporary ethnography and related cultural and social theories generated by texts. Topics include agency, resistance, and identity formation, and discourse analysis.  
5 units, Win (Gupta, A)

**CASA 301. History of Anthropological Theory**—Required of CASA Ph.D. students. The history of cultural and social anthropology in relation to historical and national contexts and key theoretical and methodological issues as these inform contemporary theory and practices of the discipline. Enrollment limited to 15. Prerequisite: consent of instructor.  
5 units, Aut (Ferguson, J)

**CASA 302. Anthropological Research Methods**—Required of CASA Ph.D. students; open to all graduate students. Research methods and modes of evidence building in ethnographic research. Enrollment limited to 10.  
5 units, Spr (Ebron, P)

**CASA 310. Intersections**—Themes of materiality and visibility, aesthetic and other forms of cultural production, and the meanings of creativity and convention. Ethnographic and archaeological material and case studies from worldwide cultural contexts. Prerequisite: consent of instructor.  
5 units, Win (Malkki, L; Meskell, L)

**CASA 313. Anthropology of Neoliberalism**—How is the recent worldwide restructuring under the name neoliberalism understood as a social, cultural, and economic phenomenon? Focus is on interrogation of analytic categories, and ethnographic explorations of social and political processes.  
5 units, not given this year

**CASA 322. From Biopolitics to Necropolitics and Beyond**—Scholarship produced and informed by Michel Foucault. Focus is on the final period of Foucault's life; how his discussions of biopolitics, subjectification, governmentality, and death have served as touchstones for recent empirical research. Key interventions initially made under these rubrics; how anthropologists and others have applied, challenged, and extended them.  
5 units, Win (Kohrman, M)

**CASA 325. Ethics and Anthropology: Contemporary Debates**—Anthropology as multidisciplinary: archaeological, biological, linguistic, and sociocultural. The historical development of ethics within anthropology and changes in epistemological frameworks. Topics include: theories of race and gender; human genomics and the new raciology of DNA; development and poverty; cultural evolution and the primitive; and rational choice theory and economic modeling. How these controversial topics are dealt with in the profession and how this information is disseminated in the public sphere. Case studies.  
5 units, Win (Wilcox, M)

**CASA 326. Continental Philosophy and the Human Sciences: The Self and the Oppressive Other**—(Same as FRENGEN 326.) Research seminar. Students work on papers for other classes, theses, and individual projects. Approaches to the self and the other; how to draw on and combine approaches for analyzing students' own research materials. Students choose an epistemology and integrate approaches according to intellectual goals and field of study.  
5 units, Spr (Domanska, E)

**CASA 327. Language and Political Economy**—Theories of language: Saussure, Jakobson, Hymes, Marx, Foucault, Butler, and Derrida. The theorization of language in its linkages to power, social relations, and history. Prerequisites: Linguistics or Anthropology course work.  
5 units, Win (Inoue, M)

**CASA 329. Image, Art, Power**—The social imagination of beauty and ugliness, the good and the bad, the moral and the immoral, art and not-art; how people have engaged with art and the image in different parts of the world. Sources include anthropology, art history, and philosophy.  
5 units, Aut (Malkki, L)

**CASA 331. The Anthropology of Technology**—Iconic discipline-building works of the last three decades; readings that lay out and intervene in contemporary debates.  
5 units, Win (Jain, S)

**CASA 334B. The Modern Tradition II: Gramsci, Lacan, and Derrida as Cultural Critique**—(Same as MTL 334B.) Responses, refutations, elaborations, modifications to texts in critical theory such as Gramsci, Lacan, and Derrida, and postcolonial and feminist theory. Prerequisite: consent of instructor.  
3-5 units, Win (Mankekar, P)

**CASA 336. Anthropology of Rights**—Ideas of rights at the center of contemporary politics around the world. An anthropological perspective on how rights are invoked, claimed, and translated into institutional policies in ethnographic cases. The limitations of liberal notions of rights and innovative forms of politics emerging within and against rights talk.  
5 units, Spr (Ferguson, J)

**CASA 337. Violence**—How violence has been understood, bounded, and interpreted in anthropology.  
5 units, Spr (Jain, S)

**CASA 341. Food and Globalization**—Globalization through the history of food and cuisine. Commodities and cuisines, the movement of plants, technologies of production, and the mechanisms of distribution.  
5 units, Spr (Gupta, A)

**CASA 343. Culture as Commodity**—Focus is 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, not given this year

**CASA 346A. Sexuality Studies in Anthropology**—Current research on sexuality from perspectives including paleoanthropology, archaeology, ethnography, and linguistic anthropology. Readings paired with case studies that explore theoretical and methodological issues.  
5 units, Spr (Mankekar, P; Voss, B)

**CASA 349. Anthropology of Capitalism**—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 in studying those considered to be agents of power rather than the subaltern. Topics: global capitalism, masculinity, white racial subjectivity. Enrollment limited to 20.

*4-5 units, not given this year*

**CASA 350. 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, not given this year*

**CASA 352. Foucault: The Question of Method**—Foucault as methodological exemplar for historical and social research. Emphasis is on his historical studies of clinical medicine, prisons, and sexuality, and on applying his methods to empirical studies of topics such as colonialism, race, and liberal governmental rationality.

*5 units, not given this year*

**CASA 355. Cities in Global Perspective**—Interdisciplinary approach to examining global cities. The concept of the global city, and the interdependent processes that help produce urban spaces. Situating the transformation of urban spaces within globalization and its differential effects; current explanatory frameworks that pay attention to multiple scales of spatial and economic articulation. Prerequisite: graduate standing.

*5 units, Aut (Ebron, P)*

**CASA 360. Archaeological Methods and Research Design**—Methodological aspects of field and laboratory practice from traditional archaeological methods to the latest interdisciplinary analytical techniques. The nature of archaeological data and inference; interpretive potential of these techniques.

*5 units, Spr (Hodder, I)*

**CASA 362. Topics in Political Economy**—Emphasis is on 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 used to examine sociohistorical contexts.

*5 units, not given this year*

**CASA 364. The Anthropology of Development**—Multidisciplinary. Topics vary annually. Areas include Africa, S. Asia, and Latin America.

*5 units, not given this year*

**CASA 367. Advanced Topics: Medical Anthropology**—Ad hoc reading group. May be repeated for credit. Prerequisite: consent of instructor.

*2 units, not given this year*

**CASA 372. Materiality**—The relationships between people and things. The world of objects plays a major role in materialism and the anthropology of material culture. Approaches that break down subject-object opposition. New social and psychological approaches that explore the mutual constitution of people and things, and object and subject. Approaches in which objects are seen to have agency, and people are seen as entangled in object worlds. Authors include Hegel, Marx, Benjamin, Miller, Gell, and Latour.

*5 units, not given this year*

**CASA 373. Introduction to Archaeological Theory**—The history of archaeological thought emphasizing recent debates. 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. The application and integration of theory on archaeological problems and issues.

*5 units, Win (Hodder, I)*

**CASA 375. Archaeology and Globalism**—The emergence of archaeology as a discipline in the context of the rise of the nation state. Global economies and other issues have created a new context for archaeology. How are archaeology and heritage responding? 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.

*4-5 units, not given this year*

**CASA 391A,B. Qualifying Project**—Required of second- and third-year Ph.D. students writing the qualifying paper or the qualifying written examination.

*2-5 units, A: Topic, B: Area, Aut, Win, Spr (Staff)*

**CASA 392. Dissertation Writers Seminar**—Required of fifth-year Ph.D. students returning from dissertation field research and in the process of writing dissertations and preparing for professional employment.

*1-3 units, Aut, Win, Spr (Voss, B)*

**CASA 393. Internship**—Prerequisite: consent of instructor.

*1-15 units, Aut, Win, Spr, Sum (Staff)*

**CASA 394. Proposal Writing Seminar**—Required of second-year Ph.D. students in Cultural and Social Anthropology. The conceptualization of dissertation research problems, the theories behind them, and the methods for exploring them. Participants draft a research prospectus suitable for a dissertation proposal and research grant applications. Limited enrollment. Prerequisite: 212 or consent of instructor.

*5 units, Spr (Inoue, M)*

**CASA 395. Introduction to Cultural and Social Anthropology: Faculty Research**—Required of first-year CASA Ph.D.. May be repeated for a total of 5 units of credit over three quarters.

*1-2 units, Aut, Win, Spr (Staff)*

**CASA 396. Research Apprenticeship**—Supervised work on a research project with an individual faculty member.

*1-15 units, Aut, Win, Spr (Staff)*

**CASA 397. Directed Individual Study**—Supervised work for a qualifying paper, examination, or project with an individual faculty member.

*1-15 units, Aut, Win, Spr, Sum (Staff)*

**CASA 397A. Directed Individual Tutorial**—Supervised study with an individual faculty member.

*1-15 units, Aut, Win, Spr, Sum (Staff)*

**CASA 397B. Directed Individual Field Research**—Supervised work for CASA Ph.D. students conducting pre-dissertation or dissertation field research with an individual faculty member.

*1-15 units, Aut, Win, Spr, Sum (Staff)*

**CASA 398. Teaching Apprenticeship**—Supervised work for a teaching mentor participating in an undergraduate course; not the same as teaching assistantship.

*1-15 units, Aut, Win, Spr, Sum (Staff)*

**CASA 399. Master's Research Thesis**—Supervised work for terminal and coterminal master's students writing the master's project in the final quarter of the degree program.

*1-15 units, Aut, Win, Spr, Sum (Staff)*

**CASA 444. Cultural and Social Anthropology Colloquium**—Required of CASA graduate students.

*1 unit, Aut, Win, Spr (Staff)*

**CASA 445. Cultural and Social Anthropological Symposium**—Current topics and trends in cultural and social anthropology, cultural archaeology, and archaeology.

*1 unit, Aut, Win, Spr (Staff)*

## **COGNATE COURSES**

See respective department listings for course descriptions and General Education Requirements (GER) information. See degree requirements above or the program's student services office for applicability of these courses to a major or minor program.

**AMSTUD 183. Border Crossings and American Identities**

*5 units, Aut (Duffey, C)*

**CSRE 145A. Caribbean Women's Literature**

*5 units, Win (Duffey, C)*

**DANCE 168. Dance and Culture in Latin America**

*4 units, Spr (Cashion, S)*

**FEMST 120. Introduction to Queer Studies**

*4-5 units, Win (Rivers, D)*

**FRENGEN 256E. Political Anthropology from Rousseau to Freud**

*3-5 units, Spr (Dupuy, J)*

**HISTORY 277F/377F. Marranos, Conversos, and Crypto-Jews in Latin America, 16th-20th Centuries**

*5 units, Win (Staff)*

**LINGUIST 156. Language and Gender**

*4 units, Win (Eckert, P)*

**RELIGST 207. Gender in Islamic Scripture**

*4 units, Spr (McLarney, E)*

## **OVERSEAS STUDIES**

Courses approved for the Cultural and Social Anthropology major and taught overseas can be found in the "Overseas Studies" section of this bulletin, or in the Overseas Studies office, 126 Sweet Hall.

### **FLORENCE**

**CASA 101. Investigating Culture: An Introduction to Cultural Anthropology**

*5 units, Win (Yanagisako, S)*

### **KYOTO**

**CASA 149. An Enduring Kyoto**—(Same as ANTHSCI 125X.)

*2 units, Aut (Befu, H)*