Anthropology Courses Spring 2018

Course# 102  Title  Archaeology & Prehistory  Gen Ed  SB G  Credits 4
Instructor  Maxine Oland

Course Description
Lecture and Discussion
Introduction to the method and theory of archaeology. Topics include concepts of space, time, and culture, preservation, stratigraphy, survey and excavation techniques, dating and the analysis and interpretation of archaeological data. The course also includes a survey of human prehistory up to the rise of complex societies.

Course# 103  Title  Human Origins and Variation  Gen Ed  BS  Credits 4
Instructor  Lynnette Sievert

Course Description
Lecture and Discussion
This course will introduce you to the field of biological anthropology and the theories and methods used to understand human evolution and human variation. The course fulfills a Biological Science requirement, and as such, it is designed to broaden and sharpen your critical thinking skills. The course is divided into 4 major areas: genetics, primatology, human evolution and bio-cultural interactions.

Course# 103H  Title  Human Origins and Variation (Honors)  Gen Ed  BS  Credits 4
Instructor  Stacey Matarazo

Course Description
Lecture, CHC students only
In "Human Origins and Variation" we will explore the field of Biological Anthropology. This course examines the evolutionary origins of humans and the ways in which culture has effected our lives and development. While presented from anthropological and bio-cultural perspective, this course is in many ways a biological course. In addition to looking at modern human development and behaviors of our closest living relatives, the primates.

The field of biological anthropology is very broad and this is considered a survey course, so there is a lot of material to be digested during the semester. However, it is also an honors course, so we will delve more deeply into the material and critically examine hypothesis related to evolution and modern human biology and behavior.
### Course 104
**Title:** Culture, Society & people  
**Instructor:** Jean Forward  
**Days:** TuTh  
**Times:** 8:30 AM  
**Gen Ed:** SB G  
**Credits:** 4  

**Course Description**

Lecture and discussion  
Cultural anthropology is the study of human life-ways, including our own. Using anthropological methods, theories, critical thinking and a holistic perspective, this Gen.Ed. Course explores the broad range of cultural diversity throughout the world, broadening the collegiate experience and understanding of class, gender, “race”, ethnicity, inequality and the entire scope of human societies. Anthropology 104 is a large lecture course with discussion sections. The lecture meets twice a week for 75 minutes. The discussion section is 50 minutes with 22 students per section. Videos, dvd’s, and internet sources augment both lectures and sections.

### Course 105
**Title:** Language, Culture & Society  
**Instructor:** Ge Jian  
**Days:** MW  
**Times:** 11:15 AM  
**Gen Ed:** SB G  
**Credits:** 4  

**Course Description**

Lecture  
What is an accent? Should each nation have an official language? Should bilingual education be outlawed? Is text messaging ruining the English language LOL? This GenEd course takes up such questions by introducing students to key concepts in Linguistic Anthropology, one of Anthropology's four primary subfields. We explore insights from language-focused disciplinary orientations, such as Linguistics, Sociallinguistics, and Applied Linguistics, as well as a range of methodological approaches, such as Conservation Analysis, Discourse Analysis, Ethnography of Communication, and Semiotics. The broader goal is to develop a distinctly anthropological view of what has been called the total linguistic fact: structure, ideology, context, and domain. The interplay among these realms will come to be seen as the very process through which communication practices become central sites of social action that simultaneously (re)produce and (trans)forms language in/and culture.

### Course 150H
**Title:** Ancient Civilizations  
**Instructor:** Maxine Oland  
**Days:** MW  
**Times:** 2:30 PM  
**Gen Ed:** HS G  
**Credits:** 4  

**Course Description**

Lecture CHC Students  
The emergence and character of the world’s first civilizations: Mesopotamia, Egypt, Indus Valley, Shang China, the Olmec and Maya of Mesoamerica, and the Chavin of Peru. Topics include the Neolithic background to the rise of civilizations and theories on the rise and fall of civilizations. A defining project of the course will be a research paper that will help them integrate and reflect on the coursework through an investigation of the primary theoretical underpinning-"archaeology and ancient civilizations". This project will be structured with the help of the UMass librarians; students will learn how to access anthropology databases, work with citations, and organize and structure their own thoughts in relation to scholarship in the field.
### Art in Cross-Cultural Perspective

**Instructor:** Rae Gould  
**Days:** MW  
**Times:** 10:10 AM

**Course Description**

Lecture  
This course provides cross-cultural perspectives on arts of various forms. It explores anthropological approaches to the study of art and the intersections of Anthropology and art in numerous mediums across cultures. The course examines "art" as a universal cultural manifestation and as expressions of both individual creativity and contextualized social processes, such as specific institutions and particular cultural heritages. The focus is primarily on the arts of “non-Western” cultures but also explore issues related to Western interpretations and appropriations of non-Western art and related power structures, in particular. Museums and their connections to art from various cultures, as well as the various forms that museums themselves can take, are also addressed in this course.

### Research Methods in Anthropology

**Instructor:** Jason Kamilar  
**Days:** MW  
**Times:** 11:15 AM

**Course Description**

Lecture, Anthro Majors Only R2 requirement  
We apply the principles used in statistics to quantitative anthropological data. The course examines the construction of research designs and research questions in anthropology. Students learn the basics of quantitative data structuring and analysis using tools of descriptive and inferential statistics. This anthropology class is required for and limited to anthropology majors. The class meets twice per week with an additional discussion group once per week in a computer classroom.

### Anatomy of the Human Body

**Instructor:** Brigitte Holt  
**Days:** TuTh  
**Times:** 10:00 AM

**Course Description**

Lecture and Lab  
The Anatomy of the Human Body is designed to give the student a thorough understanding of human gross anatomy from embryological, functional and evolutionary perspectives. The course is divided into 4 Units (Thorax and Abdomen, Back and Upper Limb, Pelvis and Lower Limb, Head and Neck), each of which covers specific anatomical regions and introduces the major systems of the human body. Each unit will integrate anatomy with evolutionary and functional approaches on various aspects of anatomical complexes specific to that unit (e.g. Lower limb anatomy and bipedal locomotion, larynx and evolution of language, pelvis and evolution of rotational birth). This course is targeted at students who aim to pursue health-related professions (medical/dental graduate programs, nursing, PT/OT, PA, etc?), anthropology majors who want to build a solid background in human evolutionary anatomy into their training, as a component of the anthropology? The Human Body? And Evolutionary Anthropology tracks, and the Culture, Health, and Science program.
**Course## 297DM** | **Title** | Dragon Mythology: Global Symbols of Power  | Gen Ed | Credits 3  
---|---|---|---|---  
**Instructor** | Jean Forward  
**Days** | TuTh  
**Times** | 1:00 PM  
**Course Description**  
**Lecture**  
This course will analyze dragon myths in their specific cultural, historical, ecological contexts. Dragon myths exist globally as creation myths and ways for people to understand the world around them including shifts in religious orientation, natural disasters, and military conflicts. Students will research oral traditions, written literature, archaeological evidence and ecological changes to interpret the ongoing evolution of dragon mythology and their place in specific cultural systems on every continent where there are humans.

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**Course## 312** | **Title** | Medical Anthropology | Gen Ed | Credits 3  
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**Instructor** | Sarah Reedy  
**Days** | MWF  
**Times** | 10:10 AM  
**Course Description**  
**Lecture**  
This course is designed to introduce you to the concepts, approaches, methods, and goals of medical anthropology. We will discuss how different cultures define health and treat illnesses, as well as concepts from inequality to Indigenous medicine. Instead of a textbook, this course will utilize various readings and will be heavily based on discussions and writing assignments.

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**Course## 344** | **Title** | Italy: Fascism to Fashion  | Gen Ed | Credits 3  
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**Instructor** | Elizabeth Krause  
**Days** | TuTh  
**Times** | 10:00 AM  
**Course Description**  
**Lecture**  
This course complements the Department of Anthropology’s strength in the anthropology of Europe and is part of the undergraduate concentration in Culture, Power, and History in Europe and the Mediterranean. The course offers a plurality of perspectives as it builds on the department's cultural curriculum (cross-cultural diversity, research methods, communicating anthropology). This course uses Italy as a case study to investigate four key themes: 1) the state, civil society, and hegemony; 2) kinship, gender, and reproduction; 3) culture and economy; and 4) immigration, race and globalization. Throughout, we will consider symbolic as well as materialist approaches to grasping experiences of everyday life as they play out in one of Europe's southern territories. The final assignment allows students to interact with original materials related to disaster relief and heritage as well as immigrant narratives through the following materials: a) interview transcripts from migrants into Italy; b) archival documents related to the watershed 1966 Florentine flood; or c) a fashion brand’s production chain.
### Course# 364  Title Problems in Anthropology  Gen Ed JYW  Credits 4
**Instructor** Leyla Keough  **Days** MW  **Times** 2:30 PM

**Course Description**

Lecture, Discussion Anthro Majors Only JYW requirement
Introduction to major issues in anthropological theory. Focus on key concepts in the discipline, important authors, and development of and debates over theoretical issues and their relationship to contemporary issues. An underlying theme of "culture and power" provides the intellectual thread to the course and guides our critical thinking endeavors. In the process, we take social writing, and specifically anthropologists writing for different purposes, to be a central object of analysis and practice. Required for and limited to anthropology majors; satisfies the JYW requirement for anthro majors.

### Course# 367  Title Archaeological Survey Methods & Practice  Gen Ed  Credits 4
**Instructor** Eric Johnson  **Days** Wed  **Times** 2:30 PM

**Course Description**

Lecture: prereq. Of Anthro 102 or 150
The fundamentals of archaeological survey and excavation. Students learn and practice skills and tasks associated with archaeological field research including but not limited to the development of archaeological research designs, archival research, map reading and making, artifact recognition and basic analysis, and excavation methods. Students will participate in archaeological fieldwork. Laws, regulations, ethics, and community engagement in archaeological research are covered. Students develop a research design for an archaeological research project of their choosing.

### Course# 370  Title Contemporary Issues in Native Americans of  U  Credits 4
**Instructor** Rae Gould  **Days** Mon  **Times** 2:30 PM

**Course Description**

Lecture
This course focuses on issues facing Native American communities in the Northeast today through readings, discussions, and directly from Native American community scholars and leaders actively working to address these issues. Topics explored in the course may include Indian law and sovereignty; decolonization; linguistic and cultural revitalization; land and repatriation claims; climate change and the environment; education; health and well being; protection of sacred places; traditional ecological and cultural knowledge; commercialization of knowledge and imagery; economic development; and more. The course emphasizes native strategies of political and cultural survival and community well-being.
### Course Description

**Lecture**
In this class, we will focus on human phenotypic variation through an evolutionary and biocultural lens. We will discuss and analyze how our genetics and environment (including our culture!) shape our heritability and variation around the world. We will cover topics such as human evolutionary adaptations to various environments, race as a biological fallacy, variation in growth, aging, sex, diet & nutrition, as well as genetic disorders. The goal at the end of this course is for you to have a broadened understanding of human variation, to critically analyze popular misconceptions about variation, and to put human differences into perspective by learning from the past and present.

This will be a discussion based class with some quizzes and writing assingments. There is no pre-requisite for this course, though some introductory courses from biology and anthropology would be beneficial. This course may be particularly helpful for anthropology, nursing, and pre-health majors.

### Course # 372
#### Title: Human Variation

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<td>Sarah Reedy</td>
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### Course Description

Permission of Instructor required, "Doing course"

**Grassroots Community Organizing** is the core academic course of UACT. Applications due Nov. 15

Grassroots Community Organizing (GCO) is an advanced undergraduate course that introduces students to the theory, diverse practices, and hands-on experience of bottom-up social change based on critical solidarity across difference. Students study how diverse communities build power to address complex systems of marginalization, violence, and inequity. This course involves structured, peer-facilitated small sections in which students learn from diverse texts, personal reflection, one another, and local and regional community organizers. This hands-on course requires simultaneous enrollment in Anthro 397S, which is an Alternative Spring Break course working with community organizers over spring break, as well as other requirements. Admission to this class is by application only, and applications are due November 15th. Email uact@umass.edu or contact professor for application and details of course requirements.

### Course # 380
#### Title: Grassroots Community Organizing

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### Course Description

**Anthropological research methods, including ethnography, provide essential tools for applied, client-based research. Today's public institutions and community organizations operate in complex societies and serve an increasingly diverse set of constituents and stakeholders. Anthropological research provides tools for understanding diverse perceptions, practices, and social problems in cultural and historical context.**
Lecture has a required CSL Learning component (must register for Anthro 397S 02) #61009. Massachusetts is replete with economic experimentation, organizing, and transformation. Community groups and networks of organizers, activists, and developers coalesce around efforts to create cooperative, democratic, and socially just ways of being in the world involving "alternative" economies: things like cooperatives, land-trusts, community-owned finance, fair trade networks, and so on. These projects are both grounded in local communities and linked into global networks including the solidarity economies movement aimed at creating economies that put people and planet before profit.

This class will work with two solidarity economy networks in Massachusetts. Our aim is to do work—a combination of engaged service, research, and community dialogues—that helps to perform, inform, and strengthen local efforts and the solidarity economy movement more broadly. We approach this work from the perspective of Community Based Participatory Research (CBPR); a research process in which communities guide the work at hand.

In addition to the collaborative projects, our research will be supported with class readings and discussions, reflection exercises, and final papers. In the first portion of the class, we will familiarize ourselves with the history of the Solidarity Economy movement in Latin America, Europe, Canada, and more recent developments in the United States. We read case studies of Solidarity Economy efforts in order to better understand the politics and theoretical frames underpinning and giving rise to economic possibility. We then turn to Massachusetts in particular, focusing on the contemporary conditions surrounding the organizations and initiatives that we will be working with. During the second half of the semester, we work closely with community activists and organizations on shared projects that can advance their/our work and solidarity economies scholarship. Throughout this process, students will also have the opportunity to learn and practice qualitative methods that support the research including interviews, workshops, and mapping.

Course Description

Lecture
This course focuses on heritage, in both its tangible and intangible forms. Using three themes, we critically consider why the past matters. In section one we focus on heritage policy, examining how certain places or practices are recognized as "heritage" under US laws such as the National Register of Historic Places or international guidelines such as UNESCO's World Heritage List. The second section focuses on sustainability, exploring the increasingly common use of heritage tourism as a form of sustainable economic development. In section three we focus on heritage of difficult or painful pasts, such as slavery or genocide, considering ethical issues associated with commodifying violence for tourism. Students will complete a project in each section to gain experience with heritage policies and practices. A common theme between the three sections is material culture, or how we use the "stuff" of the past to understand and communicate its significance in the present.
Leadership and Activism is an advanced facilitation training and support class for students who are simultaneously facilitating ANTHRO 380, Grassroots Community Organizing. ANTHRO 380, ANTHRO 397CR, and ANTHRO 597 are prerequisites.

Course Description

Permission of Instructor

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Course Description

Lecture

China has long been a cradle and host to a variety of the most enduring religio-philosophical traditions of the world. In popular discourse, Confucianism and Taoism, later joined by Buddhism, are seen to constitute the "three teachings" that have shaped Chinese culture. Little is discussed of the 1400 years of history of Islam in China and its 23 million Muslims that include at least ten ethnic groups. They not only have a great influence on China's history, culture, and finance, but also populate geopolitically strategic territories that border Central Eurasia and play a big role in the global Islamic politics. This course is an interdisciplinary introduction to Islam and Muslim cultures in China. It examines Islam as lived experience, focuses on the everyday lives of Muslims in contemporary China and asks the question how Islam informs culture and creates social and spiritual meaning for individuals and communities. We look at Chinese Muslims' understanding of faith, their relationships to the state, their role in the Chinese nation building and ethnic formation, Islamic education, identity and living space, architecture, martial arts, Islamic dietary practice, as well Muslim women and ideologies of gender from anthropological, historical and sociological perspectives. Ethnographic monographs and blogs, journal articles, photo-essays, documentaries, and sound recordings will together enrich students' understanding of the unity of Islamic faith and diverse cultures and practices of Muslim communities in China.
Located at the nexus of important trade routes as well as being the home of rich oil reserves, Kurdistan, the ancestral homeland of the Kurds, has seen many restructuring efforts (often by means of war). Kurdish people today find themselves living across different nation-states (Iraq, Iran, Turkey and Syria) as well as Europe and the United States. What led to this dispersion and what is their situation today? Why do many Kurds seek an independent nation-state? Why are they often politically persecuted? This course will help students understand the contemporary political situation of Kurdish people and the Kurdish Regional Government of northern Iraq within the larger context of the Middle East and international politics today.

The course will integrate readings from Political Science, History, Sociology, and Anthropology as well news reports from different outlets. There are no pre-requisites. It is intended for all students interested in the Middle East as well as contemporary international politics. This course qualifies for the Middle Eastern Studies Major or Minor.

This course combines readings in the history of anthropology with scholarship in postcolonial studies. From its inception, the discipline of anthropology has both framed and interrogated questions of 'otherness,' race, imperialism, time and development. These are all questions that have been raised by scholars of postcolonialism as well, as they critique projects of nation building in places that were ruled by colonial powers for centuries. As the literature on 'postcolonialism' largely addresses Asian and African countries that experience European colonialism, these readings will focus on these regions to a degree. Other readings will cover questions of race in anthropological research, the production of knowledge of places that were the objects of this kind of research, and how these questions informed colonialism and its aftermath.
Seminar
Organizing is critical to building sustained movements and community change. Yet the culture of organizing is often plagued by fragmentation, isolation, extreme stress, and competition. This course was designed to increase the capacity of organizers in Western Massachusetts to work in relational, collaborative ways that build ongoing power. Co-facilitated by student organizers and alumni, the course brings diverse emerging student leaders together with leaders in community organizations so that they are better able to build leadership within their organizations, build strong bases, work compassionately and effectively across differences, and show up for one another.

Collaborative Research and Learning for economic possibility in Massachusetts. 2 credit community service aspect to Anthro 397EC, student must be enrolled concurrently for a total of 5 credits. The CSL portion consists of 2 Saturdays and 2 full weekends.

Permission
This is the Alternative Spring Break component required of, and open only to students enrolled in Anthro 380 (Grassroots Community Organizing)
Course Description

Lecture, meets with 697BA/ need Instructor permission

A stateless nation, the Basque Country is a site for fascinating cultural politics and social activism around issues of language, identity, nation, sustainability, and self-governance. Each year, UMass Anthropology's Douglass Chair in Basque Cultural Studies hosts a visiting expert on Basque culture and politics. This year, our guest is the former president of the Basque Autonomous Community, Juan Jose Ibarretxe. This one credit seminar will meet 6 times over the course of Feb- April to prepare for Mr. Ibarretxe's visit in April. Mr. Ibarretxe will share his experiences as a political leader of the “right to decide” movements, the recovery of the Basque language, and discuss the legacy of the Mondragon cooperatives, and new projects in economically sustainable growth. Readings will include excerpts from Ibarretxe's book, The Basque Experience: constructing sustainable human development (2015).

This course is intended for graduate students in any Department. The class will be in English. Interested undergrads should contact the instructor for permission to enroll. Requires attendance at meetings, readings, and short response papers.

Meetings to be held on Fridays Feb. 15- April 15, 2:30-4:30 pm. Pass/Fail.

Course Description

Conquest By Law: The Use of Law to Subjugate and Marginalize in the U.S.

This course is the second part of a 2-semester sequence that fulfills Commonwealth Honors College’s Capstone Experience requirement. I will register students for Anthro 499D in the spring only if they successfully completed Anthro 499C in the fall. NOTE: If you are interested in this course and you'll be completing your Senior Honors Thesis in AY2018-19, please contact me soon about possibly enrolling next year. Enrollment is limited to 10 and the spaces fill up quickly.

This senior honors thesis course looks at current and past legal structures that have marginalized certain groups in the U.S. - including American Indians, immigrants, African Americans, and the poor - while perpetuating inequality. It also looks at how state and federal laws have been used over the centuries to perpetuate inequalities while addressing the potential to legislate equality and social justice. From the time Europeans first arrived on this continent, there was competition for resources and control. First the colonies, then the U.S. government, enacted laws to ensure that resources and control remained in the hands of a select few. Even today, the top 1% of Americans own 40% of the wealth in this country while the bottom 80% owns just 7%. However, marginalization affects more than just wealth. Its effects are also evident in social justice issue such as access to quality health care, access to a healthy space to live and work, and access to clean air and water. While there are state and federal laws in place that address some of these issues, not every aspect of social justice can be addressed simply by legislation. In addition to looking at the legal aspects of social justice, this course considers the potential for other means of leveling the playing field.
Course# 578  Title  Theory & Method in Archaeology  Gen Ed  Credits 3
Instructor  Whitney Battle-Baptiste  Days  Tu  Times  10:00 AM

Course Description
Seminar
This is a seminar for advanced undergraduate and graduate students. This course considers recent developments in the theories and methods of 21st century archaeology, assessing their logical character, and putting them in their historical and contemporary cultural contexts. Students are expected to actively participate in class and develop a semester project. This course is especially helpful for graduate students in anthropology seeking an anthropology course to fulfill their MA requirements.

Course# 597BB  Title  Anthropology of Violence  Gen Ed  Credits 3
Instructor  Ventura Perez  Days  Tu  Times  2:30 PM

Course Description
Lecture

Course# 597CR  Title  Critical Race Theory  Gen Ed  Credits 3
Instructor  Amanda Walker Johnson  Days  TuTh  Times  1:00 PM

Course Description
Lecture
In this course, we will examine the genealogy of works in "critical race theory," including foundational texts defining "racism" and the contexts of racial inequality. We will consider works challenging commonsense and scientific constructions of race, those recognizing the embeddedness of race in state and social institutions, and those mapping the intersections of race with other subjectivities, particularly gender and class. In the course, we will examine the contradictions, tensions, and silences in critical race theory, while honoring its intention to not only develop a vocabulary for understanding race and racism, but also employ scholarship for the cause social justice.
Course# 670  Title  Contemporary Issues Native Americans of th  Gen Ed  Credits 4
Instructor  Rae Gould  Days  M  Times  2:30 PM

Course Description
Lecture, meets with Anthr 370
This course focuses on issues facing Native American communities in the Northeast today through readings, discussions, and directly from Native American community scholars and leaders actively working to address these issues. Topics explored in the course may include Indian law and sovereignty; decolonization; linguistic and cultural revitalization; land and repatriation claims; climate change and the environment; education; health and well being; protection of sacred places; traditional ecological and cultural knowledge; commercialization of knowledge and imagery; economic development; and more. The course emphasizes native strategies of political and cultural survival and community well-being.

Course# 697BA-NEW  Title  Basque Cultural Politics  Gen Ed  Credits 1
Instructor  Jackie Urla  Days  Fri  Times  2:30 PM

Course Description
Seminar, meets with 497BA
A stateless nation, the Basque Country is a site for fascinating cultural politics and social activism around issues of language, identity, nation, sustainability, and self-governance. Each year, UMass Anthropology’s Douglass Chair in Basque Cultural Studies hosts a visiting expert on Basque culture and politics. This year, our guest is the former president of the Basque Autonomous Community, Juan Jose Ibarretxe. This one credit seminar will meet 6 times over the course of Feb- April to prepare for Mr. Ibarretxe’s visit in April. Mr. Ibarretxe will share his experiences as a political leader of the “right to decide” movements, the recovery of the Basque language, and discuss the legacy of the Mondragon cooperatives, and new projects in economically sustainable growth. Readings will include excerpts from Ibarretxe’s book, The Basque Experience: constructing sustainable human development (2015).
This course is intended for graduate students in any Department. The class will be in English. Interested undergrads should contact the instructor for permission to enroll. Requires attendance at meetings, readings, and short response papers.

Meetings to be held on Fridays Feb. 15- April 15, 2:30-4:30pm pm. Pass/Fail.
Anthropology has long emphasized an integrative, holistic approach. Biocultural anthropology provides one example of this integration by examining the interrelationships among society, culture, and biology to better understand the human experience. The purpose of this class is to review past and current developments in biocultural anthropology, and to explore various lines of inquiry that might link biology and culture in new and interesting ways. A primary focus of a biocultural approach is to understand how lived realities become embodied as human biology, and biocultural anthropology draws on evolutionary, ecological, political-economic and cognitive perspectives to examine this process. We will use a biocultural approach to explore a range of issues linking social inequalities and human biology, including: health inequalities, environmental problems, armed conflict, racial and gender discrimination, nutrition transition and obesity, and other dimensions of vulnerability, stress and resilience in human groups. Students will supplement the readings and topics by introducing other topics through class readings and research papers.
Seminar, cross-listed with Public Policy 636

Qualitative research methods, including ethnography, provide essential tools for applied anthropology and policy research. Today’s policymakers operate in complex societies and serve an increasingly diverse public. Ethnographic research helps policymakers reach the public by providing tools for understanding diverse cultural perceptions, practices, and social problems in context. The centerpiece of the course is an actual ethnographic project here at UMass: together, students will design a client-based qualitative research project, conduct field research, analyze qualitative data, and write up research findings in a final report that explores applications for policy and/or administration. Students will learn key concepts, research design, methods, and ethics of applied qualitative research. In Spring 2017, the client for our class project is the UMass DuBois Library. For our class project, students will learn and use ethnographic research methods to investigate students’ perceptions and use of Library spaces. We will explore the social scientific literature on the anthropology of organizations, library ethnography, and analyses of how demographic, social, and technological changes are affecting higher education libraries. At the end of the semester, students will prepare a multimedia presentation to communicate their research findings to library staff and present a research portfolio that documents their research process and includes their contributions to our final report with recommendations.

Seminar - Anthro Grads
This upper-level graduate seminar provides a forum for students to undertake directed writing projects under the guidance of the instructor. The structure of the seminar enables participants to pursue individualized goals in close dialogue with each other and offers a framework for structured mentoring. Class will meet weekly and follow a seminar format. We use a writer’s group format to devote ourselves to workshop writing products. During class time, we will engage in both in-class writing and pre-writing exercises. By the end of the semester, participants will be expected to have completed a full draft of their target text (statement/prospectus/dissertation chapter/article). This seminar is appropriate for advanced graduate students who are working with a body of research data.