ANTHROPOLOGICAL SCIENCES

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Courses given in Anthropological Sciences have the subject code ANTHSCI. For a complete list of subject codes, see Appendix B.

The Department of Anthropological Sciences (ANSI) takes as its subject matter the nature and evolution of our species. The department offers students training in archaeology, cultural anthropology, demography, ecology, environmental anthropology, evolutionary theory, genetics, linguistic anthropology, medical anthropology, paleoanthropology, and primatology. Specialties and interests of individual faculty members include curing systems in western and non-Western societies, demography, ethics, ethnic identity, gender, genetic and cultural evolution, historical linguistics and linguistic anthropology, human environments and adaptations, human origins, hunters and gatherers, resource management, community-based conservation, materialism, molecular anthropology, social and psychological anthropology, and tools and technology. The department is united by a common interest in the interrelations of biology, culture, and environment, and by a commitment to a scientific approach to anthropology.

The departmental curriculum includes courses at three levels. These courses are designed to: (1) expose undergraduates to the theories, methods, and substance of the anthropological sciences; (2) provide undergraduate majors and minors with a program of work leading to the Bachelor's degree; and (3) prepare candidates for advanced degrees in the discipline. Students are also encouraged to pursue ethnographic area studies building on existing faculty research in Asia, Latin America, and North America.

The department offers an undergraduate Bachelor of Arts degree. Undergraduates may elect to specialize in any one of four concentration tracks: (1) Culture, Social Relations, and Language; (2) Archaeology and Evolutionary Studies; (3) Population and Environment; and (4) Medical Anthropology and Genetics. Within each of these concentration tracks, students work with their faculty adviser to design a course of study that includes at least one course from each of five areas of a "Human Evolution Framework" (described in detail below): human nature and variation; human history and prehistory; human evolutionary processes and their interactions; cultural systems and cultural transmission; and laboratory and field methods. The framework is designed to ensure that students of all specializations receive a solid grounding in evolutionary thinking and analysis.

The department offers three graduate degrees: Master of Science, Master of Arts, and the Doctorate of Philosophy. The graduate curriculum encourages students to pursue both breadth across the anthropological sciences and individual interests and projects under the supervision of a faculty committee. The backbone of the graduate program is a department-wide Core Seminar devoted to ongoing discussion of issues and approaches in the anthropological sciences. An active Teaching Assistant Training Program, focused on students in the second year of the Ph.D. program, is an integral part of graduate training. The graduate program offers students a wide range of opportunities for training in theoretical and practical skills, including model building, ethnographic methods, archaeological and osteological techniques, data analysis, computer imaging, laboratory methods in genetics, and a variety of field training options. At both the undergraduate and graduate levels, the curriculum emphasizes the use of scientific methodology.

The department also offers a variety of hands-on research and training opportunities, including research assistantships, internships on- and off-campus, an active undergraduate honors program, and a series of field seminars with scholarships in the Amazon, the Andes, the American Southwest, Middle America, and Galapagos. Undergraduate and graduate students are encouraged to work with various members of the faculty at their field sites each summer. The department maintains teaching and research collections in the Iris & B. Gerald Cantor Center for Visual Arts at Stanford University, featuring materials from the Americas, the Pacific Rim, and Africa. Under the Pritzker Summer Scholars Program and an anonymous program of a similar nature, the department also awards a number of summer grants each year to undergraduates who are planning specialized study in Anthropological Sciences. The grants are of three kinds: (1) Training Grants, to help with costs of summer field schools and training programs (application in Spring Quarter); (2) Mentored Research Grants, to enable students to gain research experience by working on faculty research projects (application in Spring Quarter); and (3) Independent Research Grants, to facilitate summer research projects leading to honors in Anthropological Sciences (application in Winter Quarter). The department also selects undergraduate recipients for Stanford's annual "Beagle II Awards," which provide generous funds for a summer expedition of scientific discovery anywhere in the world (application in Winter Quarter). In addition, students have the opportunity to participate in ongoing historical archaeology conducted on campus.

In summer 2004, the department will offer an undergraduate summer field school in Chavín de Huantar, Peru, and an associated field trip in midsummer to archaeological, ethnographic, and natural points of interest in highland and Amazonian Peru. Courses will be offered in several subfields of anthropological sciences. It is anticipated that the field school will continue every other year thereafter. For more information, consult the department's web site at http://www.stanford.edu/dept/anthsci, the publications of the Summer Session for 2004 as they appear, and the Stanford Alumni Association.

Note—The degree programs in the Department of Anthropological Sciences became available in the Autumn Quarter of 1999-2000. Current students who enrolled in any previous year have the option of finishing their degrees under the guidelines and requirements of the former Department of Anthropology, or they may opt for the new guidelines and requirements outlined here. The choice of these options should be made in writing, with the faculty adviser's approval, and filed with the Student Services Coordinator in the Anthropological Sciences office.

UNDERGRADUATE PROGRAMS

The Department of Anthropological Sciences offers a Bachelor of Arts degree together with an Honors program and a minor. The Anthropological Sciences programs include active undergraduate advising (described below).

BACHELOR OF ARTS

The B.A. degree program in Anthropological Sciences gives students an understanding of the breadth and depth of anthropological knowledge, as well as a series of intellectual and practical tools. Majors choose from one of four concentration tracks: Culture, Social Relations, and Language; Archaeology and Evolutionary Studies; Population and Environment; and Medical Anthropology and Genetics. The B.A. in Anthropological Sciences provides solid preparation for careers in anthropology, business, economic development, education, environmental conserva-

tion, foreign service, health professions, international relations, law, or public policy.

With the addition of courses from the natural, physical, and mathematical sciences, the B.A. degree also provides preparation for further study in a broad variety of scientific areas, including earth sciences, ecology and evolutionary biology, environmental sciences, human genetics, medicine, and psychology. The department is developing a Bachelor of Science degree; and, currently provides guidance for undergraduate students who want to ensure a strong background in the natural and quantitative sciences as they earn an undergraduate Anthropological Sciences degree (see the student services coordinator for details).

REQUIREMENTS

The department offers considerable flexibility in structuring an Anthropological Sciences major. In consultation with a faculty adviser, students develop a program that reflects their individual interests and needs. Majors in anthropological sciences meet with their advisers at least once every quarter. Each student's progress toward fulfilling the major requirements is recorded in a departmental file. It is the student's responsibility to see that this file is kept up to date.

All B.A. majors in the Department of Anthropological Sciences (ANTHSCI) must fulfill the following requirements:

1. Course work equivalent to 65 units, with at least 45 units in Anthropological Sciences. The remaining 20 units may be taken in any of the related humanities, social science, and science departments and programs. Outside courses must form a coherent program of study and must be approved by the student's adviser. Up to 10 of the 65 units may be in Directed Individual Study.
2. Complete ANTHSCI 2A and 2B (HUMBIO 2A and 2B), *or* three other "Introductory Courses" listed below, each in a different Concentration Track.
3. A letter grade of 'B' or better in the theory course, Social Theory in the Anthropological Sciences (ANTHSCI 190A). This course fulfills the University's Writing in the Major Requirement (WIM) and should be taken no later than the junior year.
4. Declare a concentration track and complete at least 25 units in that track.
5. Complete at least one course from each of the five Human Evolution Framework (HEF) areas below. Note that some courses satisfy multiple areas of the HEF.
6. Complete at least one foreign language course at the second-year level with a letter grade of 'B' or better. This requirement may also be met by special examination, presentation of superior foreign language placement scores, or certification in writing from an appropriate department.
7. Complete at least one course in statistics (ANTHSCI 192, BIOSCI 141, STATS 60, PSYCH 60, or equivalent).

CONCENTRATION TRACKS

Concentration tracks are designed to encourage students to acquire in-depth knowledge and training. Undergraduates in the major program may elect to specialize in one of the four tracks described below. Alternatively, students may design their own specialization(s) with the guidance of a faculty adviser. Each student is required to complete 25 units within the chosen track. With consent of their faculty adviser, students may replace one course with a relevant course offered by another department. The 25 units count towards the total of 65 units required for the major.

Culture, Social Relations, and Language (Track 1)—Emphasizes the unity and diversity of contemporary social, cultural, and linguistic systems. Course offerings include culture and social theory, family, gender, kinship, linguistic anthropology, and political economy. Ethnographic or linguistic area studies are strongly encouraged for students who choose this track.

Archaeology and Evolutionary Studies (Track 2)—Features primate evolution, human origins and prehistory, and the development of human societies from early hunter-gatherers through complex civilizations. Students choose from courses in anthropological genetics, archaeology, evolutionary theory, historical linguistics, paleoanthropology, and primatology.

Population and Environment (Track 3)—Explores mutual relationships between human populations and their environments. Biocultural adaptations of human societies to diverse environments are examined, as are the causes and consequences of human impact upon local and global environments. Students choose from courses in behavioral ecology, demography, ecological and environmental anthropology, and selected area studies.

Medical Anthropology and Genetics (Track 4)—Examines human biological and cultural variation from a variety of perspectives. Within medical anthropology, the focus is on the social, cultural, and genetic correlates of physical and mental health, as well as disease. In anthropological genetics, students explore the extent, origins, and impact of variation among human genomes. Students choose from courses in epidemiology, genetics, and medical anthropology.

HUMAN EVOLUTION FRAMEWORK (HEF)

Crossing-cutting these concentration tracks is an evolutionary framework designed to familiarize students with the tools of analysis in anthropological sciences. The department divides this framework into five essential components (HEF I-V) as outlined below. Regardless of the concentration track, students are required to take at least one course in each of these component areas. Many courses offered by the department satisfy one or more of these requirements as shown by the HEF designations under "Courses" below.

Human Nature and Variation: Past and Present (HEF I):

Biological nature and variation
Cultural nature and variation
Language capability and linguistic variation
Human universals, human differences

Human History and Prehistory: Inferring Events of the Past (HEF II):

Population events: movements, splits, admixture, extinctions
Environmental events: changes in climate, resources, disease
Species events: adaptation, speciation, species extinction
Social and cultural events: changes in technology, settlement, language, and social organization

Evolutionary Processes and their Interactions (HEF III):

Molecular evolution, population genetics, and speciation
Cultural and linguistic evolution, ethnogenesis, social evolution
Causes and consequences of environmental change
Interactions of genetic, cultural, and social evolution

Cultural Systems and Cultural Transmission (HEF IV):

Systemic properties of culture and language
Transmission of culture in space and time
Cultural ontogeny and socialization
Relationship between individual, society, and culture

Lab and Field Methods: Tools for the Anthropological Sciences (HEF V):

Laboratory and field methods
Ethnographic methods
Data analysis
Computational models and methods

Declaring a Major—To declare an Anthropological Sciences major, students should first discuss their ideas and plans with one or more department faculty, and with at least one peer adviser. When they have a good working plan on paper (forms are available from the student affairs coordinator) for their course of study, they must then fill out the Declaration of Major form in the Registrar's Office, obtain the signature of their student and faculty advisers, and contact the department's student services coordinator who will review the degree requirements and give general guidance. It may be helpful for students to meet with the chair of the department's Student Affairs Committee for initial academic advising and assistance in choosing an appropriate adviser in the department. Students must complete the declaration process (including the signature of their

Anthropological Sciences adviser) no later than the last day of the quarter, two quarters prior to degree conferral (Autumn Quarter if Spring graduation is planned).

Undergraduates are actively encouraged to take advantage of funding opportunities to carry out independent research. Funding for undergraduate research is available from Undergraduate Research Opportunities (URO) grants, affiliated area studies programs (for example, Latin American Studies), the Beagle II Awards, and the department's own Pritzker Summer Scholars Program and anonymous summer program described above. Information and applications for the latter are available from the Academic and student services coordinator in the department office.

Advising Program—The department puts high priority on undergraduate advising. Each student works with one or more peer advisers, as well as a faculty adviser, to design and carry out their Anthropological Sciences major or minor. The advising program is built on a faculty mentoring approach, and to help students develop a good working relationship with at least one faculty member. Students are expected to meet regularly, and for at least two hours per quarter, with their faculty adviser to discuss their progress and to review course selection, research opportunities, graduate or professional schools, and career planning. Peer advisers are often the first step in seeking advice; they keep regular hours in the peer advising office in the department.

MINORS

Declaring a Minor—The department offers flexibility in structuring an Anthropological Sciences minor. In consultation with both peer and faculty advisers, students develop a minor that reflects their individual interests and needs. Prospective Anthropological Sciences minors should request an Anthropological Sciences Minor Planning Form and Checklist from the department's Academic and Student Services Coordinator. All minors in the Department of Anthropological Sciences must fulfill the following four requirements:

1. Selection of an Anthropological Sciences faculty adviser and approval of the minor courses by both peer and faculty advisers.
2. Completion of 30 units of course work in Anthropological Sciences with a grade point average (GPA) of 'B-' or better. With the adviser's approval, up to 10 of the required 30 units may be taken in other social science departments at Stanford. No more than 10 of the 30 units may be taken for an instructor-elected Satisfactory/No Credit grade. Student-elected Satisfactory/No Credit units are not allowed.
3. Completion of ANTHSCI 2A and 2B (HUMBIO 2A and 2B) *or* three "Introductory Courses" as listed below, each in a different Concentration Track.
4. Completion of at least one course at the 100 level or higher. Please note: Human Biology majors who minor in ANTHSCI may use HUMBIO 2A and 2B to fulfill requirement 3, but may not use it towards requirement 2. That is, students are not required to take an additional 3 introductory courses, but they must take 30 units of ANTHSCI coursework other than 2A and 2B.

HONORS

The Honors Program in Anthropological Sciences provides students the opportunity to conduct original research under the guidance of a faculty adviser. During the Winter and Spring quarters of each year interested anthropology majors of sophomore or junior standing may apply for admission to the honors program by submitting to the Undergraduate Committee a transcript, a description of their proposed research topic, a short paper, and a letter of recommendation from the professor who will supervise the student's honors program. The application form (available from the Student Services Coordinator) must be completed and turned in with supporting materials no later than May 15 of the candidate's junior year. Applications are reviewed by the Undergraduate Committee, which selects the students who become candidates for honors. Throughout honors work, students work closely with their advisors to plan and conduct the research and then to write the honors paper. An honors candidate may enroll in ANTHSCI 95 for as many as 15 units, but may not count more than 5 of these units toward fulfilling the 60-unit requirement for the major. The honors paper is to be completed no later than May 1 of the student's senior year. The paper is read and evaluated by the advisor and by one other faculty member. Papers that are judged to be of honors quality (letter grade of A or A-, from both readers) are awarded honors.

Students interested in honors are especially encouraged to apply for summer research funding through the department, through the office of Undergraduate Research Opportunities (URO), and through various of the area studies centers on campus (for example, Latin American Studies, African and African American Studies, and so on). In most cases, honors students apply for such funding no later than Spring Quarter of their junior year.

COTERMINAL BACHELOR'S AND MASTER'S DEGREES

The Department of Anthropological Sciences accepts applications from Stanford undergraduate students to work toward coterminal M.A. or M.S. degrees. Undergraduate students with a grade point average (GPA) of 3.0 or higher may apply between their seventh and eleventh quarters, by submitting with their application a statement of purpose, at least one writing sample (preferably a research paper), and three letters of reference. The GRE is not required. Requirements for coterminal degrees are described under "Graduate Programs" below.

GRADUATE PROGRAMS

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

The department offers three graduate degrees: Master of Arts, Master of Science, and Doctorate of Philosophy. The graduate curriculum encourages students to pursue individual interests and projects under the supervision of a faculty committee. Specific details of the graduate programs in Anthropological Sciences are outlined in the departmental *Graduate Handbooks* (available in the department office).

MASTER OF ARTS

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

REQUIREMENTS

1. Graduate enrollment at Stanford for at least three quarters of full tuition.
2. At least 45 units of course work for a letter grade (in addition to any pertinent undergraduate courses), with at least 30 units in Anthropological Sciences. The remaining 15 units may be taken from related humanities, social science, and science departments and programs. Outside courses must be approved by the student's adviser and must form a coherent program of study. No more than 10 of the 45 units may be in Directed Individual Study. Students must maintain a grade point average (GPA) of 'B' or better.
3. The three graduate "fundamentals courses" (ANTHSCI 290A, 290B, and ANTHSCI 292), each for a letter grade, plus any two 200-level courses. Units earned in these courses count toward the 45-unit M.A. requirement. (Students who took ANTHSCI 190A as an undergraduate need not take 290A.)
4. Enroll in the departmental Core Seminar (ANTHSCI 291) while in residence, for at least 1 unit each quarter.
5. Submit a Masters-level field or library research paper to be read and approved by at least two department faculty members. For students in the Ph.D. program, the required first-year paper meets this requirement.

MASTER OF SCIENCE

The Department of Anthropological Sciences offers the M.S. degree to four groups of students: Stanford undergraduate science majors who enroll in the coterminal program; Stanford graduate students taking advanced degrees in other departments or schools at Stanford; Ph.D. students in Anthropological Sciences who fulfill the M.S. requirements in the course of their work toward the Ph.D. degree, and students who apply from outside of Stanford for entry into the terminal M.S. program. Students applying to the M.S. program must have a B.S. degree.

REQUIREMENTS

1. Graduate enrollment at Stanford for at least three quarters of full tuition.
2. At least 45 units of course work for a letter grade (in addition to any pertinent undergraduate courses), with at least 30 units in Anthropological Sciences. The remaining 15 units must be taken from earth or natural science, statistics, computer science, chemistry, engineering, math, or physics. Outside courses must be approved by the student's adviser and must form a coherent program of study. No more than 10 of the 45 units may be in Directed Individual Study. Students must maintain a GPA in master's work of 'B' or better.
3. The three graduate "fundamentals courses" (ANTHSCI 290A, 290B, and ANTHSCI 292), each for a letter grade, plus any two 200-level courses. Units earned in these courses count toward the 45-unit M.A. requirement. (Students who took ANTHSCI 190A as an undergraduate need not take 290A.)
4. Enroll in the departmental Core Seminar (ANTHSCI 291) while in residence, for at least 1 unit each quarter.
5. Submit a Masters-level field or library research paper to be read and approved by at least two department faculty members. For students in the Ph.D. program, the required first-year paper meets this requirement.

DOCTOR OF PHILOSOPHY

Prospective graduate students should request application materials from Graduate Admissions in the Registrar's office. The deadline for applications is January 1. The Graduate Record Exam (GRE) is required. Successful applicants for the Ph.D. program may enter only in Autumn Quarter.

REQUIREMENTS

Requirements 1-9 must be completed within the first two years:

1. Within the first two years, complete 67 units of course work for a letter grade of 'B+' or better. Of these 67 units, at least 40 units must come from graduate-level courses within the department. The remaining 27 units may include advanced undergraduate courses as well as courses from related humanities, social science, and science departments and programs. Outside courses must form a coherent program of study and be approved by the student's adviser.
2. Enroll in ANTHSCI 200 during Autumn Quarter of the first year. This course must be taken for a letter grade.
3. Enroll in the departmental Core Seminar (ANTHSCI 291) each quarter while in residence (except for students in the second year of the program, who are working as TAs or RAs and thus have a 9-10 unit course limit). Units for ANTHSCI 291 count toward the unit requirements for the Ph.D.
4. Complete 3 "fundamentals courses," each for a letter grade: ANTHSCI 290A, Social Theory in Anthropological Sciences; ANTHSCI 290B, Evolutionary Theory in Anthropological Sciences; and ANTHSCI 292, Data Analysis in the Anthropological Sciences.
5. Complete, for a letter grade, one designated 200-level course from each of the following three "distribution areas" of anthropological sciences:
   a. Ethnography/Ecological Anthropology/Linguistics (DA-A)
   b. Archeology/Paleoanthropology/Primatology (DA-B)
   c. Medical Anthropology/Anthropological Genetics/Demography (DA-C)

   Courses that fulfill this requirement are shown by the distribution areas (DA) designation in the course listings that follow. Courses that fulfill DA-A must have significant ethnographic content.
6. Submit a substantial research paper of acceptable quality for the Master's degree in the Spring Quarter of the first year. To be considered acceptable, the paper must receive an average grade of 'B+' or better from three readers designated by the instructor of the spring paper course.
7. Enroll in a methods course in chosen area of specialization. This course must contain an ethics component and must be taken for a letter grade.
8. Serve as a teaching assistant for three undergraduate courses. In preparation for this responsibility, students are expected to take part in the departmental Teaching Assistant Training Program organized each year. (Students can petition to substitute an internship or research assistantship for one quarter as a TA.)
9. For those whose native language is English, pass an examination in a language other than English that will either serve as a field or research language. The language exam is normally given in the third quarter of the second year. For those whose native language is not English, satisfactory command of English must be demonstrated by successful completion of the courses and other requirements of the first two years of graduate study.

After successful completion of the first two years of the program, and after an accepted petition for doctoral candidacy, advanced graduate students are required to complete the following:

1. Take at least one quarter of Proposal Writing (ANTHSCI 294) and prepare a dissertation proposal. If necessary, obtain Human Subjects clearance.
2. Pass a Prospectus Examination by the end of Winter Quarter of the third year, and petition for candidacy. To pass the examination, a student is required to complete the following within a 6-week period: (a) submit a thesis proposal and obtain committee consent to proceed; (b) present the thesis proposal pulicly; and (c) pass the University Orals exam consisting of *both* a review of the proposal *and* a test of knowledge in a chosen subfield (e.g., archaeology, medical anthropology, anthropological genetics) and/or geographic area as appropriate.
3. Submit the Doctoral Dissertation Reading Committee form no later than the end of the third year and before approval of TGR.
4. Take at least one quarter of Dissertation Writing (ANTHSCI 298) and complete an approved dissertation based on independent research.
5. Give a public presentation of the dissertation in the department.

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 progress. First-year students in the Ph.D. program who have not entered with outside funding are required to apply for such funding during their first quarter. See *Guide to the Ph.D. Program in Anthropological Sciences* and the department web site http://www.stanford.edu/dept/anthsci for details.

Ph.D. MINOR

The requirements for a Ph.D. minor in Anthropological Sciences are the following:

1. Enlist a faculty member of Department of Anthropological Sciences who will consent to serve as the adviser for the minor.
2. Submit an application for admission to the Ph.D. minor to the Department of Anthropological Sciences. The completed application must include the written consent of the adviser. The application and any associated instructions should be obtained from the student program coordinator of the Department of Anthropological Sciences.
3. Complete 27 units of courses in the Department of Anthropological Sciences at Stanford, for letter grades (in courses for which letter grades are offered), each with a grade of B or better. The University Ph.D. minor requirements state that 20 of these units must be in courses numbered 200 or above, and that course work for the minor cannot also be used to meet the requirements for a master's degree. Of the

additional 7 units, 2 must come from the Department's Core Seminar (ANTHSCI 291, see below); the additional 5 units are not restricted as to course number.

4. In conjunction with the adviser, determine a coherent course of study related to the student's interests. Among the 27 units of required Anthropological Science courses, the student must take ANTHSCI 290A, Social Theory in Anthropological Sciences or ANTHSCI 290B, Evolutionary Theory in Anthropological Sciences, and must enroll in the department's Core Seminar (ANTHSCI 291), for at least two quarters, at a minimum of 1 unit per quarter. No more than 10 of the 27 units can be Individual Study or Independent Research. No more than 15 of the 27 units can be counted from courses taken before submission of the application for admission to the Ph.D. minor, and these 15 or fewer only with the approval of the adviser.
5. It is expected that the student's adviser will participate as a representative of the Department at the student's University Ph.D. oral examination. The student is responsible for this arrangement with the major department.
6. For graduation, complete all necessary paperwork with the student program coordinator of the department.

COURSES

(WIM) indicates that the course meets the Writing in the Major requirements.

Undergraduate Anthropological Sciences courses 130 and above are organized by concentration tracks, 1 to 4 (see above). (HEF) designations indicate the given course satisfies requirement I, II, III, IV, or V of the Human Evolution Framework, also described above. A course may satisfy more than one HEF requirement.

NUMBERING SYSTEM

Anthropological Sciences courses are numbered according to the following scheme:

1-99 Introductory Courses
- 1-19 General Introductory Courses
- 20-29 SIS Courses (freshmen)
- 30-39 SIS Seminars and Dialogues (sophomore)

100-129 Culture, Social Relations, and Language
- 100-109 Culture and Social Relations
- 110-119 Language
- 120-124 Area Studies: The Americas
- 125-129 Area Studies: Asia

130-149 Archaeology and Evolutionary Studies
- 130-139 Evolutionary Studies
- 140-149 Archaeology

150-169 Population and Environment
- 150-159 Population/Demography
- 160-169 Environment/Ecology

170-189 Medical Anthropology and Genetics
- 170-179 Medical Anthropology
- 180-189 Anthropological Genetics

190-199 Special Courses

200-299 Graduate-level Courses

INTRODUCTORY

Intended to serve as an introduction to the methods, theories, and substance of Anthropological Sciences, introductory courses are for both majors and non-majors. ANTHSCI 2A and 2B (HUMBIO 2A and 2B) provide a good introduction to the major; alternatively, a student may take three other introductory courses numbered from 3 to 40.

ANTHSCI 2A. Genetics, Evolution, and Ecology—(Enroll in HUMBIO 2A.)
5 units, Aut (Durham)

ANTHSCI 2B. Culture, Evolution, and Society—(Enroll in HUMBIO 2B.)
5 units, Aut (Klein)

ANTHSCI 3. Introduction to Prehistoric Archaeology—Aims, methods, and data in the study of human society's development from early hunters through late prehistoric civilizations. Archaeological sites and remains characteristic of the stages of cultural development are examined for selected geographic areas, emphasizing methods of data collection and analysis appropriate to each. (HEF II) GER:3b,4a
3-5 units, Aut (Rick)

ANTHSCI 4. Language and Culture—(Enroll in CASA 4)
5 units, Spr (Fox)

ANTHSCI 5. The Biology and Evolution of Language—(Graduate students register for 214.) Language as an evolutionary adaptation of humans. Comparison of communicative behavior in humans and animals, and the inference of evolutionary stages. Structure, linguistic functions, and the evolution of the vocal tract, ear, and brain, with associated disorders (stuttering, dyslexia, autism, schizophrenia) and therapies. Controversies over language centers in the brain and the innateness of language acquisition. Vision, color terminology, and biological explanation in linguistic theory. (HEF III) GER:2a
4-5 units (Fox) not given 2002-03

ANTHSCI 6. Human Origins—The human fossil record from the first non-human primates in the late Cretaceous or early Paleocene, 80-65 million years ago, to the anatomically modern people in the late Pleistocene, between 100,000 to 50,000 B.C. Emphasis is on evolutionary trends and on the natural selective forces behind them. (HEF III) GER:2a
5 units, Win (Klein)

ANTHSCI 7. Marriage and Kinship—Variation in human kinship systems; whether or not they can be understood as evolutionary products and the contribution to be made by a Marxist perspective. Eurasia and Africa are contrasted with Europe and E. Asia. (HEF I) GER:3b,4c
4-5 units, Win (Wolf)

ANTHSCI 9. Human Environments and Adaptations—The relationship between human populations and their environments. Theories on how environments influence human behavior and culture, and how human populations shape their environments. Emphasis is on present-day environmental problems and the human dimensions. How social and cultural processes can cause and help to solve environmental problems including deforestation, soil erosion, and habitat degradation. (HEF II, III)
3-5 units (Staff) not given 2002-03

ANTHSCI 10. Plagues and Peoples—The unnatural history of human diseases from the Paleolithic to the present day from evolutionary, ecological, and socioeconomic perspectives. (HEF I, IV)
5 units, Spr (R. Barrett)

STANFORD INTRODUCTORY SEMINARS (SIS)

The SIS program within the Department of Anthropological Sciences provides opportunities for first- (N) and second-year (Q) students to work closely with faculty. Units for these courses count towards the Anthropological Sciences major requirements.

ANTHSCI 20N. Modern Human Origins—Stanford Introductory Seminar. Preference to freshmen. Analysis of the data and theories bearing on the origins of anatomically modern humans between 1000,000 and 50,000 years ago. Emphasis is on the two major contending theories: that modern humans originated more or less simultaneously from non-modern humans in many regions of Africa and Eurasia; or that modern humans originated exclusively in Africa and spread from there. How paleoanthropologists test these theories against the empirical data of genetics and the fossil record.
3 units (Klein) not given 2002-03

ANTHSCI 23N. Maya Mythology Multimedia Project—Stanford Introductory Seminar. Preference to freshmen. Lectures, discussions, and hands-on work in the development of a worldwide web project on the mythology of the ancient and modern Maya, emphasizing the relationships between the Quiche mythological text, *Popol Vuh*, and ancient

Maya art and archaeology, hieroglyphic texts, colonial documents, modern ethnography, modern Maya narrative language, and mythological theory.

3 units (Fox) not given 2002-03

ANTHSCI 31Q. Earthquakes and Archaeology in the Eastern Mediterranean—(Enroll in GEOPHYS 50Q.) Stanford Introductory Seminar.

5 units (Nur) alternate years, given 2003-04

CULTURE, SOCIAL RELATIONS, AND LANGUAGE

In addition to the courses listed directly below, ANTHSCI 121, 165, and 170, listed in other concentration tracks, also count towards the Track 1 concentration.

CULTURE AND SOCIAL RELATIONS

ANTHSCI 102. Women, Fertility, and Work—Is gender culturally or biologically determined or both? The arguments for sociobiological and cultural determinist explanations of the differences between women and men are compared, emphasizing their intersection in work. Case studies: hunter/gatherer, horticultural (Melanesian), southern Chinese, and Anglo American societies. (HEF I, IV) GER:3b,4c

5 units (Brown) not given 2002-03

ANTHSCI 104X. Modernization and Culture in Latin America—(Same as SPANLIT 290Z, LATINAM 120X.)

5 units, Aut (Subercaseaux)

ANTHSCI 105. Race, Gender, and Biology—Biological arguments for race and gender inequality in human societies. The history of the issues, examining the arguments of proponents that race and sex role differences are rooted in biology, and the arguments of their critics. (HEF I, III) GER:3b,4a

5 units (Durham) not given 2002-03

ANTHSCI 106. Human Origins in Science and Myth—A comparison of peoples' accounts of their own and others' origins, with inferences made from comparative biological, linguistic, and cultural data. Functional, psychological, historical, folkloristic, and literary interpretations of myths and other narratives of origin. The scientific account as narrative. The intellectual accomplishments of supposedly primitive and advanced cultures, asking whether their cognitive models of time, space, and the cosmos justify such differentiation. (HEF IV) GER: 3b, 4a

5 units (Fox) not given 2002-03

ANTHSCI 108. Models and Imaging in Archaeological Computing—(Graduate students register for 208.) Hands-on seminar covering digital photography, mapping, and modeling methodology. Emphasis is on sharing skills between participants and instructor. Working with digital data and imagery relevant to archaeology using computers. (HEF V)

3 units, Spr (Rick)

LANGUAGE

ANTHSCI 110. Introduction to Language Change—(Enroll in LINGUIST 160.)

4-5 units, Win (Traugott)

ANTHSCI 111. Language and Prehistory—Language classification and its implications for human prehistory. The role of linguistic data in analyzing prehistoric populations, cultures, contact, and migrations. Comparison of linguistic and biological classifications. Semantic reconstruction, proto-vocabularies, and culture. Archaeological decipherment, the origins and evolution of writing, and the relationships between writing, culture, and civilization. (HEF II, III)

5 units, Aut (Fox)

ANTHSCI 112. Human Diversity: A Linguistic Perspective—(Enroll in HUMBIO 118.)

3 units, Spr (Ruhlen)

ANTHSCI 115. Maya Hieroglyphic Writing—(Graduate students register for 215.) Deciphering the hieroglyphic writing of the classic Maya. Principles of archaeological decipherment. Analysis of Maya calendrical, astronomical, political, and religious/mythological texts on stone, wood, bone, shell, ceramic vessels, and screenfold books. Ancient Maya scribal practice and literacy. The origins of Maya writing and related Mesoamerican writing systems. The impact of epigraphy on the archaeology and linguistics of the Maya. (HEF II, IV)

5 units (Fox) not given 2002-03

ANTHSCI 116. Research in Maya Hieroglyphic Writing—(Graduate students register for 216.) Workshop on current issues in the decipherment and analysis of Maya hieroglyphic writing and literacy. Prerequisite: ANTHSCI115 or consent of instructor. (HEF II, IV)

1-2 units (Fox) not given 2002-03

ANTHSCI 119. Linguistic Field Methods—(Graduate students register for 219.) Practical training in the collection and analysis of linguistic data from native speakers. Research goals, ethics, working in the community, technical equipment, and analytical strategies. Emphasis is on the use of computers in the collection, analysis and preparation of materials useful to the subject community. Prerequisite: introductory linguistics course. (HEF II, V)

3-5 units (Fox) not given 2002-03

ANTHSCI 121. Indigenous Languages of the Americas—The classification, history, structural variation, and sociocultural aspects of the indigenous languages of N. and S. America, with attention to linguistic evidence for the settlement of the Americas, the effects of European contact, indigenous writing systems and literacy, and the relationship between these languages and the development of anthropological and linguistic theory. (HEF I, IV)

4-5 units, Spr (Fox)

AREA STUDIES: THE AMERICAS

ANTHSCI 122. The Ancient Maya—(Graduate students register for 222.) Archaeology and culture of the ancient Maya of Mesoamerica. The natural world of the Maya, languages and writing, and origins of Maya culture. Archaeological and historical dating and classification of periods. Life cycle, daily life, food, agriculture, technology, and medicine. Power, social structure, gender, and the origins of the state. Mythology, time, astronomy, art, and religion. Maya sites, their relations with each other and other Mesoamerican states and peoples. The classic Maya collapse, the Spanish conquest, and today's Maya . Changes of archaeological focus and issues as exemplified in the study of the Maya. Optional spring break field trip to Maya country (at extra expense, limited capacity). (HEF II, IV)

2-5 units (Fox) not given 2002-03

ANTHSCI 123. Environmental Issues in the Americas—Focus is on the local impacts of major environmental problems in the Americas. Case studies of tropical rainforest in the Amazon; co-management of marine fauna in the Arctic; forestry management in Mexico and N. America; and pollution, toxic waste, and environmental justice in the U.S. (HEF III)

5 units (Staff) not given 2002-03

ANTHSCI 124. Perspectives on Sustainable Development in Latin America—(Graduate students register for 224A; same as LATINAM 195.) Crossdisciplinary examination of perspectives for sustainable development in rural areas of Latin America. Interactions among poverty, development, environmental degradation, and approaches to growth and stability in agroecology, agroforestry, small farm development, and conservation biology. Limited enrollment. (HEF III)

5 units, Win (Staff)

AREA STUDIES: ASIA

See also ANTHSCI 165.

ANTHSCI 125A. 20th-Century Chinese Societies—Nationalist China, the Peoples' Republic of China, Taiwan, and the loosely knit networks of the overseas Chinese are examined through the anthropological

methods used in exploring complex societies. Emphasis is on political-economic, demographic, social organizational, gender/kinship, ideological, and transformative aspects of Chinese populations after the 1949 revolution. (HEF IV) GER:4a

3-5 units, Spr (Brown)

ANTHSCI 125B. Late Imperial China—(Graduate students register for 225B.) Chinese civilization in the late imperial era (960-1911) in its spatial, temporal, structural, institutional, and ideational complexity. Frontiers and empire building, the making of Han Chinese and barbarians, migrations, colonization, urban and rural living, imperial state and local government, commerce and petty capitalism, kinship and family, gender and marriage, food, money, population and religion.(HEF IV) GER:4a

5 units, Win (Wolf)

ANTHSCI 126. Formosa: Introduction to Taiwanese History, Culture, and Society—History, cultures, and society of Taiwan from the Dutch period through the Japanese colonial era until the present day using social scientific, especially anthropological, scholarship done on Taiwan in the past few decades. Topics include migration, trade, colonization, Han Chinese and the Taiwanese Aborigines, social movements, nationalism, political culture, family, and kinship. (HEF IV)

5 units (Brown) not given 2002-03

ANTHSCI 128B. Globalization and Japan—Globalization theories in anthropology and sociology. Japan's globalization 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.

3-5 units, Spr (Befu)

ARCHAEOLOGY AND EVOLUTIONARY STUDIES

In addition to the courses listed directly below, 110, 111, 112, 115, 116, 122, 180, and 181, listed in other concentration tracks, count towards the Track 2 concentration.

EVOLUTIONARY STUDIES

ANTHSCI 130. Modern Human Origins—Data and theories bearing on the origins of anatomically modern humans between 100,000 and 50,000 years ago. Emphasis is on the two major competing theories: that modern humans originated simultaneously from non-modern humans in many regions of Africa and Eurasia; or that modern humans originated exclusively in Africa and spread from there, replacing non-modern humans elsewhere. (HEF II)

5 units (Klein) not given 2002-03

ANTHSCI 131A. Primate Evolution—The fossil, molecular, and anatomical data on primate origins, from their mammalian ancestors to the origin of the hominids. The adaptive radiations of lemurs, lorises, tarsiers, new world monkeys, old world monkeys, lesser apes, and great apes. The functional anatomy of primates in relation to habitat and social ecology. (HEF I, II) GER:2a

5 units (Jablonski) not given 2002-03

ANTHSCI 131B. Primate Societies—(Graduate students register for 231B.) Introduction to primatology. Survey of the living primates, primate evolution, distribution, and taxonomy. Life history patterns, dominance hierarchies, reproductive strategies, and social structures. Focus is on cultural behaviors, including tool manufacture and use, language and communication, hunting and warfare, and political behavior. Current conservation issues. (HEF III, IV) GER:2a.

5 units, Spr (Maggioncalda)

ANTHSCI 131C. Evolution of Primate Intelligence—Upper level seminar. Evolution of cognitive abilities in primates. Selective forces increasing intelligence from ecological factors impacting early prosimian primates to social and cultural factors affecting hominid evolution. Hypotheses about relationships between brain morphology and intelligence in humans, nonhuman primates, and hominid ancestors. Prerequisite: ANTHSCI 131B or consent of instructor. (HEF II, III)

3 units, Win (Maggioncalda)

ANTHSCI 132. Hormones and Behavior—Seminar. Human and nonhuman primate behavioral endocrinology. The endocrine correlates of behavior and the behavioral correlates of changes in hormone levels. Investigation of the evolutionary significance of relationships between social behavior and endocrine physiology in primates. Focus is on women and hormonal influences on emotions and behavior, from menarche to menopause. Prerequisites: 2A, 2B, 102, or BIOSCI 150. (HEF I, III) GER:2a

5 units, Spr (Maggioncalda)

ANTHSCI 133A. Beginning Osteology—(Graduate students register for 233A; same as HUMBIO 180.) Introduction to the study of human skeletal remains. Basic bone nomenclature, biology and anatomy, growth and development, and methods for assessing age and sex. Emphasis is on hands-on study and identification of human skeletal material. (HEF I, V)

5 units, Aut (Weaver)

ANTHSCI 133B. Advanced Osteology—(Graduate students register for 233B.) Analysis of human skeletal remains from archaeological and paleontological contexts. Advanced topics in human osteology including bone microstructure, growth, and mechanical adaptation; assessment of age, sex, weight, stature, and biological affinity; pathology and trauma; standard and geometric morphometric analysis. (HEF II, V)

5 units, Win (Weaver)

ANTHSCI 133C. Human Evolutionary Anatomy—(Graduate students register for 233C.) Seminar. Focus is on the skeletal evidence for reconstructing the body forms, behaviors, and life histories of human fossil ancestors and relatives. Anatomical features within an evolutionary framework based on comparative primate anatomy. Musculature, body size, posture, brain structure, activity patterns, sexual dimorphism, birth, and speech.

5 units, Spr (Weaver)

ANTHSCI 134. Human Behavioral Biology—(Enroll in BIOSCI 150/250.)

2-6 units (Sapolsky) alternate years, given 2003-04

ANTHSCI 135. Human Nature in Evolutionary Perspective—Human behaviors such as incest avoidance, aggression, attachment, color symbolism, and interpretation of facial expression and the extent to which they are products of our evolutionary heritage. Prerequisites: 2A, 2B, upper-division standing. (HEF I)

5 units (Wolf) not given 2002-03

ANTHSCI 136. Evolution and Aggression—Seminar. Aggression in human and non-human primates. Primate and early hominid origins of aggression, the place of aggression in the evolution of complex societies, and critiques of theories of aggression. (HEF I, II)

5 units (Staff) not given 2002-03

ANTHSCI 137. Darwin, Evolution, and Galapagos—Seminar. Darwinian theory as applied to the evolution of flora and fauna on the Galapagos Islands. Darwin's observations in Galapagos, and their role in the formulation of his theory of evolution; recent research in Galapagos and its implications for our understanding of evolution today. The impact of human activity in Galapagos and emerging conservation issues. Optional field trip to Galapagos (at extra expense, limited capacity). Enrollment limited to 20. (HEF III)

5 units (Durham) not given 2002-03

ANTHSCI 139B. Undergraduate Course in Anatomy: Head and Neck—(Enroll in SURG 101.)

5 units, Win, Spr (Dolph, Gosling)

ARCHAEOLOGY

ANTHSCI 140. Stone Tools in Prehistory—(Graduate students register for 240.) Archaeologists rely on an understanding of stone tools to trace

much of what we know about prehistoric societies. How to make, illustrate, and analyze stone tools, revealing the method and theory intrinsic to these artifacts. Prerequisites: 3 or 6 or other instructor-approved archaeology course work. (HEF II)

5 units (Rick) not given 2002-03

ANTHSCI 141. Hunter-Gatherers in Archaeological Perspective—(Graduate students register for 241.) Methods and data used to reconstruct the organization and subsistence of band-level hunter-gatherers. Studies of modern hunter-gatherers provide background for interpreting prehistoric groups, and the archaeological record of Africa, Europe, and the New World contribute examples of how archaeological data are used to reconstruct the life ways of extinct hunter-gatherers. (HEF I, II; DA) GER:3a,4a

5 units, Win (Rick, Steele)

ANTHSCI 142. Incas and their Ancestors: Peruvian Archaeology—The development of high civilizations in Andean S. America from hunter-gatherer origins to the powerful, expansive Inca empire. The contrasting ecologies of coast, sierra, and jungle areas of early Peruvian societies from 12,000 to 2,000 B.C. The domestication of indigenous plants which provided the economic foundation for monumental cities, ceramics, and textiles. Cultural evolution, and why and how major transformations occurred. (HEF II, III) GER:4a

3-5 units, Spr (Bandy)

ANTHSCI 145A. Evolutionary Theory in Archaeology—(Graduate students register for 245.) The ability of scientific evolutionary theory to explain human behavior as represented in the archaeological record. Past attempts to apply evolutionary theory in archaeology reviewed and compared to more recent Darwinian efforts, as are current evolutionary approaches to human behavior in related fields. The ontological underpinnings and methodological requirements of a Darwinian archaeology and its potential contribution to archaeology as an explanatory system. (HEF I)

3-5 units (Truncer) not given 2002-03

ANTHSCI 145B. Evolution of Civilizations—How archaeology contributes to understanding prehistoric civilizations. How and why complex social institutions arose, and the conditions and processes behind their collapse. The development of monumental architecture, craft specialization, trade and exchange, and social stratification using examples from the archaeological record.

3-5 units, Win (Truncer)

ANTHSCI 146. Archaeological Ceramics—(Graduate students register for 246.) Treatment of archaeological ceramics, with emphasis on practical applications. What these objects can tell us about the lives of ancient peoples and the larger scale systems in which they lived. Ceramic technology. Methodological (chronology, seriation), economic (production, exchange, consumption), and social (style, signaling) aspects of ceramic analysis. (HEF V)

4 units (Bandy) not given 2002-03

ANTHSCI 147. The Archaeology of Contemporary Issues—Archaeological theory, method, and data are used to arrive at a better understanding of an issue of contemporary public concern. Issues include resource and energy management strategies such as the electricity situation in California, biodegradation and solid waste management, "they don't make 'em like they used to," the relationship between humans and dogs, ethnic wars in the Balkans and elsewhere, and Bill Gates' strategies in the rise of Microsoft. (HEF IV)

5 units, Win (Rathje)

ANTHSCI 148. Introduction to Scientific Methods in Archaeology—Scientific methods used in archaeology to interpret the material traces of the past: research design, dating, methods, faunal analysis, botanical analysis, ceramic analysis, geology, geophysics, earth science, soil chemistry, osteology, genetics, statistics, geography, cartography, and geographic information systems. (HEF V; DA)

5 units, Aut (Truncer)

ANTHSCI 149. Archaeological Field Methods—Hands-on archaeological field research in the local area. The practical working methodology of the archaeologist through excavation and site survey, with training in registration, preservation, and analysis of archaeological data. (HEF V)

5 units, Spr (Bandy)

POPULATION AND ENVIRONMENT

In addition to the courses listed directly below, ANTHSCI 123, 124, 133B, and 141, listed in other concentration tracks, also count towards the Track 3 concentration.

POPULATION/DEMOGRAPHY

ANTHSCI 150. Population and Society—The relationship between social structure (marriage, kinship, and political organization) and population dynamics (fertility, mortality, and migration) in various societies. The differences between hunter/gatherers and agriculturists, and between peoples of Europe and Asia. (HEF I, IV)

5 units, Spr (Wolf)

ANTHSCI 151. Demography in Anthropology—Vital rates in human populations and their social and cultural contexts. Population dynamics in small, non-state societies as contrasted with population dynamics in large industrial states. Emphasis is on the cause of high rates of fertility, mortality, and migration. Introduction to demographic methods. (HEF II, V)

5 units (Staff) not given 2002-03

ANTHSCI 153. The Population Question: From Malthus to Rio—Relationship between the vital rates of human populations (fertility, mortality and migration) and the social and ecological problems of poverty, hunger and environmental degradation. To what extent is population growth (and attendant vital rates) the cause of social ills? To what extent is population growth their consequence? What are the main interactions among social, cultural, ecological and demographic variables?

3-5 units (Staff) not given 2002-03

ANTHSCI 154. The Limits of Growth—The past, present, and future of human population growth. Estimates of global and regional carrying capacity and their assumptions, including food, water, energy, and security considerations. Issues raised by inequity, over-consumption, and the role of culture in the history of human populations. The major choices humanity faces in the decades ahead. (HEF II)

3-5 units (Staff) not given 2002-03

ANTHSCI 156. Population Studies—(Enroll in BIOSCI 146.)

1 unit, Win (Feldman)

ANTHSCI 158. Theories of Demography—The main theories that shape demography as an intellectual discipline. Demographic transition, from theory to policy. Fertility transition theories. Perspectives from anthropology and political economy. Post-transitional fertility; Malthus and Boserup; homeostasis and the interplay of individual versus group interests; carrying capacity and optimum population size; population and environment; epidemiological transition and health transition; famine; migration; urbanization and development. (HEF I, V)

4 units (Staff) not given 2002-03

ENVIRONMENT/ECOLOGY

ANTHSCI 160. Development and Environment—The cultural and environmental impacts of development projects, focusing on the local impact of government initiatives to encourage economic development. The role of NGOs in negotiating development priorities and environmental protection. (HEF II)

5 units (Staff) not given 2002-03

ANTHSCI 161A. Conservation and Community Development in the Amazon—(Same as HUMBIO 136.) The prospects for achieving the dual goals of biodiversity conservation and community development in

Amazonia. Case studies of recent efforts at biodiversity conservation, including national parks, biosphere reserves, pharmaceutical prospecting, ecotourism, extractive reserves, and agroforestry projects. The costs and benefits of conservation. To whom do these costs and benefits accrue? Critically evaluates Integrated Conservation-Development Projects (ICDPs) in the Amazon today. Optional field trip over Spring Break (at added expense, limited capacity) to selected ICDPs in the Peruvian Amazon. (HEF II)

5 units (Durham) not given 2002-03

ANTHSCI 161B. Human Ecology of the Amazon—Ecosystems of the Amazon and their human inhabitants. The biotic and antibiotic factors shaping human adaptation to the region. Ethnographic literature is used to explore subsistence patterns and the resource use of Native Amazonians. Current changes in these economics and lifeways due to acculturation and market forces, and the implications for conservation. (HEF IV)

5 units, Win (Irvine, Lu Holt)

ANTHSCI 162. Indigenous Peoples and Environmental Problems—(Graduate students register for 262; same as HUMBIO 171.) The social and cultural consequences of contemporary environmental problems. The impact of market economies, development efforts, and conservation projects on indigenous peoples, emphasizing the Amazon, E. Africa, Alaska, and Central America. The role of indigenous grass roots organizations in combating environmental destruction and degradation of homeland areas. (HEF II, IV) GER:3b

3-5 units (Durham, Irvine) not given 2002-03

ANTHSCI 163. Community-Based Conservation—Community-based participatory models for conservation that represent alternatives to conventional top-down approaches. Case studies: pollution control in the U.S., wildlife conservation in Africa, and protection of tropical rainforests in Latin America. The strengths and weaknesses of alternative approaches to conservation, and the potential for community-based models to make a difference. (HEF II)

5 units (Staff) not given 2002-03

ANTHSCI 164. Ecological Anthropology—The relationships between human social systems and their environments. How do environments influence the nature and form of human social systems found within them? How do human social systems influence the properties and dynamics of their environments? How can we best conceptualize and understand human social systems, environment, and the links between them? Case studies of human societies in the Arctic, Amazon, E. Africa, the Alps, and Papua New Guinea. (HEF III)

3-5 units (Staff) not given 2002-03

ANTHSCI 165. South Asia: Environment, Development, and Security—Parallel movements and activities in environmental protection, economic development, and security in India and Pakistan since 1947, with focus on this decade. Environmental issues include air, water, and land pollution, population growth, equity issues, and the Narmada dam controversy. Development issues include new programs for economic and energy growth and their environmental consequences. (HEF III)

5 units (Staff) not given 2002-03

ANTHSCI 165B. Central America: Environment, Sustainable Development, and Security—(Same as IPER 265.) Interrelationships among environmental stress, poverty, and security in Central America, with focus on Costa Rica. The legacy of the Cold War in Central America as manifested in the Contra War and U.S. policy. Current development schemes and their impact on environment and security in the region. Dilemmas between population growth in the developing world and consumption patterns in the industrial world. Some years, the course includes an optional field trip to Costa Rica over Spring Break at added expense; limited capacity. (HEF III)

5 units, Win (Hoagland)

ANTHSCI 166A. Indigenous Forest Management—(HEF IV)

5 units, Aut (Irvine)

ANTHSCI 166C. Ocean Policy: Marine Stewardship and the Law—(Graduate students register for 266C; same as EARTHSYS 167.) Introduction to the formulation and implementation of ocean policy with regard to a variety of issues across a range of spatial scales: U.S., foreign, and international efforts to regulate ocean uses such as fishing, mineral extraction, and pollution. Emphasis is on problem solving, using case studies to encourage creative thinking about new tools to improve ocean use management, including economic and regulatory options. A multidisciplinary approach to thinking about ocean policy, with readings in science, economics, anthropology, and law.

4 units, Aut (Eagle)

ANTHSCI 167. Social Policy for Sustainable Resource Use—(Graduate students register for 267.)

5 units (Irvine) not given 2002-03

ANTHSCI 168A. Ecology and Equity—Comparative crosscultural perspective on the global environmental debate. The origins, articulations, and resolutions of environmental conflicts, drawing on cases and movements from a wide variety of societies. Strategies and limits of deep ecology, ecofeminism, alternative technology, Gandhism, and other approaches. (HEF II)

5 units (Staff) not given 2002-03

ANTHSCI 168B. Environmental Justice in the U.S.—(Graduate students register for 268B.) The social movement uniting environmentalism and social justice into one framework. People of color, and people who are socially, economically, and politically disenfranchised often bear the burden of environmental problems. Examples mostly from the U.S., including hazardous waste landfills, petroleum exploitation, and exposure to pesticides and toxic chemicals in the workplace. History of environmental justice movement, evidence for its claims, its challenges and contributions. (HEF II, IV)

5 units, Win (Kosek)

ANTHSCI 168C. Environmental Politics in Latin America—Environmental problems in Latin America from a political ecology framework. The main sociopolitical actors, the power dynamics among them, and the history of environmental policy making. Focus is on Brazil, Ecuador, Peru, Chile, Costa Rica, Mexico, Bolivia, and Argentina. Social inequality, political authoritarianism, consumerism, market integration, technological change, population dynamics, and societal values.

5 units, Spr (Lu Holt)

ANTHSCI 169A. People and the Environment

2 units (Staff) not given 2002-03

ANTHSCI 169B. Conservation Anthropology

1 unit (Staff) not given 2002-03

ANTHSCI 169C. Conservation Biology

1 unit (Staff) not given 2002-03

ANTHSCI 169D. Conservation and Colonialism—Interdisciplinary seminar. How colonial ideas and policies are manifest in contemporary efforts at conservation and environmental protection. Western concepts of ecology, evolution, population, and pollution, and the influence of these cultural formulations on environmental debates and everyday lives of people around the world. (HEF II, IV)

5 units, Win (Kosek)

MEDICAL ANTHROPOLOGY AND GENETICS

In addition to the courses listed directly below, ANTHSCI 133B and 151, listed in other concentration tracks, also count towards the Track 4 concentration.

MEDICAL ANTHROPOLOGY

ANTHSCI 170. Medical Anthropology—Introduction to the crosscultural study of health beliefs and healing systems around the world. How social processes shape human health. (HEF IV) GER:3b,4a

5 units, Win (R. Barrett)

ANTHSCI 171. Aging: From Biology to Social Policy—What can people expect when we join the ranks of the elderly? What are the biological processes that contribute to aging and are they the same across all populations and cultures? What are the cultural, social, and economic consequences of a large elderly population? What implications do they have for social policy? Films. Students are assisted in research and working with the elderly. (HEF I) GER:3b

5 units, Spr (Barnett)

ANTHSCI 174. Bioethics and Anthropology—(Graduate students register for 274.) The relevance of moral and ethical issues in health and illness, the development of scientific knowledge, and applications of biomedical technology from an anthropological perspective. The ways moral problems in science and technology are culturally situated, defined, and resolved in specific historical, political, social, and economic contexts. Research ethics for anthropologists studying health and illness. Focus is on cultural production of moral dilemmas in biomedicine and healing practices in diverse cultures. (HEF IV)

5 units (Koenig) not given 2002-03

ANTHSCI 175. Anthropology of Death and Dying—Examines death as a biocultural process as well as funerary practices and attitudes toward dying in different societies. Topical issues such as hospice care, palliative care and euthanasia will also be discussed. Instructor is an anthropologist and registered nurse with hospice experience.

5 units, Spr (R. Barrett)

ANTHSCI 176A. Anthropological Perspectives on Child Welfare—Practices at the core of child welfare debates, including corporal punishment, neglect, male and female circumcision, gender discrimination, emotional abuse, child labor, and sexual abuse. Legal and ethical issues surrounding global definitions of maltreatment. Literature on child growth and development.

5 units, Spr (K. Barrett)

ANTHSCI 177. Health and Healing in South Asia—Healing systems and their relationship to the religious beliefs, political ecology, and public health of the countries of the Indian subcontinent.

5 units (R. Barrett) not given 2002-03

ANTHROPOLOGICAL GENETICS

ANTHSCI 180. Introduction to Anthropological Genetics—The extent and pattern of variation among human genomes, the origin of these patterns in human evolution, and the social and medical impact of recent discoveries. Topics include: the Human Genome Project; human origins; ancient DNA; genetic, behavioral, linguistic, cultural, and racial diversity; the role of disease in shaping genetic diversity; DNA forensics; genes and reproductive technology. Prerequisites: 2A, 2B, or consent of instructor. (HEF I, II) GER:2A

5 units, Win (DeGusta)

ANTHSCI 181. Genes and Culture Through Time and Space—Parallels and interactions among human history, genes, and culture, through the use of computer modeling. When do similarities between genetic and cultural patterns occur? What are the uses of models? Does greater complexity always improve a model? What are the advantages and disadvantages of simulation? Is it easier to predict genetic or cultural patterns? When do they influence one another? Students generate hypotheses, run simulations necessary to test these hypotheses, and analyze the output of the simulations. Prerequisites: 2A, 2B, or consent of instructor.

5 units (Mountain) not given 2002-03

ANTHSCI 188. Research in Anthropological Genetics—(For undergraduates; see 288.)

1-5 units (Mountain) not given 2002-03

ANTHSCI 189. Research Methods in Anthropological Genetics—(Graduate students register for 289.) Practical training and experience in the molecular biology and data analysis techniques currently applied in anthropological genetics. Collection of samples; DNA extractions; polymerase chain reaction (PCR); gel electrophoresis; DNA sequencing. Basic techniques in the analysis of population genetic data. Prerequisites: 2A, 2B, or consent of instructor. (HEF V)

5 units (Mountain) not given 2002-03

SPECIAL COURSES

ANTHSCI 190A. Social Theory in the Anthropological Sciences—Required of all majors. Seminar on foundational texts in anthropology, from Darwin and Marx to Geertz and Foucault. Emphasis is on the theoretical divide between science and postmodernism. (HEF IV) GER:3b (WIM)

5 units, Win (Brown)

ANTHSCI 192. Data Analysis in the Anthropological Sciences—(Graduate students register for 292.) The univariate, multivariate, and graphical methods used for analyzing quantitative data in anthropological research. Archaeological and paleobiological examples illustrate various methods. Recommended: knowledge of algebra. (HEF V) GER:2c

5 units, Spr (Klein)

ANTHSCI 193. Prefield Research Seminar—Preparation for field or laboratory research. Students develop testable hypotheses and realistic data collection procedures, reviewing common data collection techniques including participant observation, interviewing, surveys, and sampling procedures as appropriate. Emphasizes theory guided empirical work. Prerequisites: 2A, 2B, or equivalents; and declared concentration track. (HEF V)

5 units, Spr (Lu Holt)

ANTHSCI 194. Post Field Seminar—Undergraduates analyze and write about material gathered during summer fieldwork. Emphasizes writing and revising as key steps in analysis and composition. Students critique classmates' work and revise their own writing in light of others' comments. Limited enrollment. (HEF V)

5 units, Aut (Staff)

ANTHSCI 195. Research Project—Independent research conducted under faculty supervision, normally taken junior or senior year in pursuit of an honors project. May be taken for more than one quarter for credit. Prerequisite: completed application to the honors program.

1-10 units, any quarter (Staff)

ANTHSCI 196. Honors and Master's Writing Workshop—For students in the process of writing honors or master's papers. Techniques for interpreting data, organizing bibliographic material, writing, editing, and revising. Preparation of papers for conferences and publications in anthropology.

2-6 units, any quarter (Staff)

ANTHSCI 197. Internship in Anthropological Sciences—Provides undergraduates with the opportunity to pursue their area of specialization in an institutional setting such as a laboratory, a clinic, a research institute, or a government agency.

4-5 units, any quarter (Staff)

ANTHSCI 198. Museum Method—Individually directed work on anthropology collections. Introduction to the computerized storage and retrieval system, cataloging, exhibit techniques. May be taken for one or two quarters by arrangement with instructor. (HEF V)

1-4 units, any quarter (Rick)

ANTHSCI 199. Directed Individual Study—(Graduate students register for 299.) Opportunity for advanced students to explore special areas of interest.
1-10 units, any quarter (Staff)

GRADUATE

These courses are intended for graduate students. However, advanced undergraduates may be admitted with consent of the instructor.

ANTHSCI 200. Introduction to the Anthropological Sciences—Themes and topics of lasting heuristic value in the anthropological sciences. Combines the lecture content of ANTHSCI 2A and 2B with a discussion section for graduate students. Must be taken in the Autumn Quarter of a student's first year in the graduate program.
7 units, Aut (Durham, Klein)

ANTHSCI 201A. Social Theory in the Long 19th Century—Comparative analysis of the major 19th-century social theorists and a historical examination of their contributions to the rise of anthropology. (HEF IV)
5 units (Brown, Wolf) not given 2002-03

ANTHSCI 201B. Social Theory in the 20th Century—Continuation of 201A. Comparative analysis of major 20th-century social theories as they relate to anthropology. (HEF IV)
5 units, Win (Brown)

ANTHSCI 204. Culture and Politics in South Asia—Seminar. The ethnographies of S. Asia, a region unparalleled in its ecological and cultural diversity, in its range and intensity of social conflict, and in its cultural expressions. Themes: nationalism, religious violence, class conflict, and the fate of indigenous peoples. A close look at S. Asia ethnographies and exemplary models, to guide future student research. (HEF IV)
5 units (Staff) not given 2002-03

ANTHSCI 206. Human Origins—(Graduate section; see 6.)
3-5 units, Win (Klein)

ANTHSCI 208. Models and Imaging in Archaeological Computing—(Graduate section; see 108.)
3 units, Spr (Rick)

ANTHSCI 210. Examining Ethnographies—Eight or nine important ethnographies, including their construction, their impact, and their faults and virtues. (HEF IV; DA)
5 units, Aut (Wolf)

ANTHSCI 211. Language and Prehistory—(Graduate section; see 111.)
5 units, Aut (Fox)

ANTHSCI 213. Topics in Linguistic Anthropology
5 units (Staff)

ANTHSCI 214. The Biology and Evolution of Language—(Graduate section; see 5.)
4-5 units (Fox) not given 2002-03

ANTHSCI 215. Maya Hieroglyphic Writing—(Graduate section; see 115.)
5 units (Fox) not given 2002-03

ANTHSCI 216. Research in Maya Hieroglyphic Writing—(Graduate section; see 116.)
1-2 units (Fox) not given 2002-03

ANTHSCI 222. The Ancient Maya
2-5 units (Fox) not given 2002-03

ANTHSCI 222B. Maya Hieroglyphics Workshop
1-2 units (Staff)

ANTHSCI 224A. Perspectives on Sustainable Development in Latin America—(Graduate section; see 124.)
5 units, Win (Staff)

ANTHSCI 225A. 20th-Century Chinese Societies—(Graduate section; see 125A.)
5 units, Spr (Brown)

ANTHSCI 225B. Late Imperial China—(Graduate section; see 125B.)
5 units, Win (Wolf)

ANTHSCI 230. Genetics and Modern Human Origins—Graduate seminar. Focus is on when and where modern humans originated. Did the most recent common ancestors of modern humans exist 1 million or 50,000 years ago? Where did they live, and what other hominid groups existed? Does the available genetic data enable us to distinguish between the competing theories of the origin of modern humans? What kinds of data are necessary for testing these hypotheses? How much can genetic data tell us about our origins? What is the impact of conclusions regarding our origins?
5 units (Mountain) not given 2002-03

ANTHSCI 231A. Primate Evolution
5 units (Jablonski) not given 2002-03

ANTHSCI 231B. Primate Societies—(Graduate section; see 131B.)
5 units, Spr (Maggioncalda)

ANTHSCI 232. Hormones and Behavior—(Graduate section; see 132.)
5 units, Spr (Maggioncalda)

ANTHSCI 233A. Beginning Osteology—(Graduate section; see 133A.)
5 units, Aut (Weaver)

ANTHSCI 233B. Advanced Osteology—(Graduate section; see 133B.)
5 units, Win (Weaver)

ANTHSCI 233C. Human Evolutionary Anatomy—(Graduate section; see 133C.)
5 units, Spr (Weaver)

ANTHSCI 235. Human Anatomy and Development—(Enroll in SURG 219.) (HEF I, V)
13 units, Aut (Maggioncalda, Mathers)

ANTHSCI 236. Evolution and Aggression—(Graduate section; see 136.)
5 units (Staff) not given 2002-03

ANTHSCI 237. Climate and Human Evolution—Patterns of human morphological diversity and adaptive response to climate have played a pivotal role in human evolution. The role of technology and cultural buffering in climatic adaptation, especially in the later phases of human evolution. The impact on our understanding of modern human emergence. (HEF III)
5 units (Staff) not given 2002-03

ANTHSCI 238. Evolutionary Psychology
1-5 units (Staff)

ANTHSCI 240. Stone Tools in Prehistory—(Graduate section; see 140.)
5 units (Rick) not given 2002-03

ANTHSCI 241. Hunter-Gatherers in Archaeological Perspective—(Graduate section; see 141.)
5 units, Win (Rick, Steele)

ANTHSCI 242. Beginnings of Social Complexity—Models and examples of the social evolution of stratification and political centralization in prehistoric human societies. Inferences from the archeological record concerning the forces and mechanisms behind the rise and fall of complex societies, particularly in S. America.
5 units (Rick) not given 2002-03

ANTHSCI 243. Introduction to Prehistoric Archaeology
3-5 units (Staff) not given 2002-03

ANTHSCI 245. Evolutionary Theory in Archaeology—(Graduate section; see 145.)
3-5 units (Truncer) not given 2002-03

ANTHSCI 246. Archaeological Ceramics—(Graduate section; see 146.)
4 units (Bandy) not given 2002-03

ANTHSCI 247. Animal Bones for the Archaeologist (Faunal Analysis)—Seminar. Focus is on the vertebrate skeleton and methods for reconstructing past environments and ecology from assemblages of fossil bones. Emphasis is on how bones from ancient archaeological sites are used to reconstruct their human environments and ecology. Limited enrollment. (HEF II, V)
5 units (Staff) not given 2002-03

ANTHSCI 248. Dating Methods in Archaeology and Paleoanthropology—Seminar. The primary geochronological methods used to date archaeological and human fossil sites and to calibrate major transitions in human evolutions. Fundamental principles of radiometric, paleomagnetic, and thermoluminescence techniques; extensive use of real archaeological samples. Field trips to U.S. Geological Survey and Lawrence Livermore Laboratory. Prerequisite: algebra. Recommended: basic chemistry. (HEF V)
5 units (Klein, Bischoff) not given 2002-03

ANTHSCI 249. Archaeological Field Methods
3-5 units, Spr (Bandy)

ANTHSCI 250. Population and Society—(Graduate section; see 150.)
5 units, Spr (Wolf)

ANTHSCI 250A. Advanced Ecological Anthropology Seminar—Seminar. The role of ecological models in the analysis of culture and social systems. Early efforts linking environments and social systems, such as cultural ecology, neofunctionalism, systems ecology. Current research trends, including evolutionary ecology, indigenous resource management, and historical ecology. Case studies: agricultural involution in Java, ritual regulation in New Guinea, demographic change in the Swiss Alps, peasant ecology in Central America, and indigenous resource management in Amazonia.
5 units (Durham) not given 2002-03

ANTHSCI 252. Political Ecology—Seminar. The causes and consequences of environmental degradation in social and ecological settings. Emphasis is on the role of political and economic forces in ecological change, including forces that promote differential access to resources within and between local populations. Case studies: tropical deforestations, rangeland degradation, soil erosion, drought, and famine. (HEF IV)
5 units (Durham) not given 2002-03

ANTHSCI 260. Anthropological Solutions to Environmental Problems—Actual and potential role of anthropology in helping solve major environmental problems. Case studies of anthropologists and human rights in Central America, indigenous peoples in Brazilian rainforests, development interests in Indonesia, Australia, and subsand aharan Africa. Emphasis is on the role of culture and social variables in the design of successful solutions to environmental problems. (HEF IV)
5 units (Staff) not given 2002-03

ANTHSCI 262. Indigenous Peoples and Environmental Problems—(Graduate section; see 162.)
3-5 units (Durham, Irvine) given 2003-04

ANTHSCI 263. Indigenous People, Resources, and Self Determination in Latin America—Focus is on the organization of indigenous communities in defense of traditional resource rights and political autonomy. Case studies such as Miskitu people of Nicaragua, the Kuna of Panama, and the Shuar of Ecuadorian Amazon to explore pathways and potentials for indigenous self-determination in contemporary Latin America.
5 units, Spr (Durham)

ANTHSCI 265B. Central America: Environment, Sustainable Development, and Security—(Graduate section; see 165B.)
5 units, Win (Hoagland)

ANTHSCI 266. Human Evolutionary Ecology—How theories and models from evolutionary ecology can elucidate patterns of human adaptation and behavior. Analysis of prey and patch choice, mobility, group size, and subsistence risk. Case studies on human populations living in arctic, tropical, and arid environments.
5 units (Lu Holt) not given 2002-03

ANTHSCI 266A. Indigenous Forest Management—(Graduate section; see 166A.)
5 units, Aut (Irvine)

ANTHSCI 266C. Ocean Policy: Marine Stewardship and the Law—(Graduate section; see 166C.)
4 units, Aut (Eagle)

ANTHSCI 267. Social Policy for Sustainable Resource Use—(Graduate section; see 167.)
5 units (Irvine) not given 2002-03

ANTHSCI 267A. Social Entrepreneurship through Sustainable Tourism—Prospects for a transition in the tourism industry toward environmental and social objectives. Case study approach to investigate nature-based destinations around the world and tourism companies and business partnerships with local communities. Competitive implications of certification and labeling.
5 units, Spr (W. Barnett, Durham)

ANTHSCI 268B. Environmental Justice in the U.S.—(Graduate section; see 168B.)
5 units, Win (Kosek)

ANTHSCI 269D. Conservation and Colonialism—(Graduate section; see 169D.)
5 units, Win (Kosek)

ANTHSCI 270. Advanced Medical Anthropology—Students work on a research problem of their choice in medical anthropology and present their work for discussion and assistance. Prerequisite: 140 or consent of instructor. GER:3b,4a
5 units (R. Barrett)

ANTHSCI 274. Bioethics and Anthropology—(Graduate section; see 174.)
5 units (Koenig) not given 2002-03

ANTHSCI 275. The Anthropology of Death and Dying—(Graduate section; see 175.)
5 units, Spr (R. Barrett)

ANTHSCI 280. Introduction to Anthropological Genetics—(Graduate section; see 180.)
5 units, Win (DeGusta)

ANTHSCI 282. Colonization and Migration in Human Evolution
5 units (Mountain) not given 2002-03

ANTHSCI 285. Advanced Issues in Health Law and Policy: Genetics and Law—(Enroll in LAW 649, HRP 211.)
3 units, Spr (Greely)

ANTHSCI 286. Advanced Andean Archaeology
3-5 units (Staff)

ANTHSCI 288. Research in Anthropological Genetics—(Undergraduates register for 188.) Seminar. Current research at Stanford and beyond. Presentations by instructor, guests, and class participants. May be repeated for credit. (HEF V)

1-5 units (Mountain) not given 2002-03

ANTHSCI 289. Research Methods in Anthropological Genetics—(Graduate section; see 189.)

5 units (Mountain) not given 2002-03

SPECIAL COURSES

ANTHSCI 290A. Social Theory in the Anthropological Sciences—(Graduate section; see 190A.)

5 units, Win (Brown)

ANTHSCI 290B. Evolutionary Theory in the Anthropological Sciences—History of evolutionary theory from the 19th century to present, emphasizing anthropological applications. Three major sections: theory and concept in evolutionary biology; evolutionary theories of culture; and interactions of genetic and cultural evolution and their implications. Emphasis is on tools of analysis and the value of evolutionary thinking for formulating research questions in anthropology today. Prerequisite: graduate standing or consent of the instructor. (HEF II, III)

5 units, Aut (Durham, Pocklington)

ANTHSCI 291. Graduate Core Seminar—Required of all graduates students in residence. Year-long seminar on topics and issues in anthropological sciences. First-quarter emphasis is on the current and future research efforts of departmental faculty. Topics for subsequent quarters include: aggression; race, gender, and inequality; anthropology and evolutionary theory; disease; and demography.

1-5 units, Aut, Win, Spr (Staff)

ANTHSCI 292. Data Analysis in the Anthropological Sciences—(Graduate section; see 192.)

5 units, Spr (Klein)

ANTHSCI 293. First-Year Paper, M.A. Writing Seminar—Assistance and guidance with first-year paper and master's thesis.

2-3 units, Win, Spr (Rick)

ANTHSCI 294. Proposal Writing Seminar—Required of all ANSI Ph.D. students. Hands-on practical training in grant writing methods. Students draft a research prospectus based on their own interests and proposed projects, and work closely with their advisers and other faculty.

5 units, any quarter (Staff)

ANTHSCI 295. Research in Anthropological Sciences—Supervised work with an individual faculty member on the student research project. May be taken for more than one quarter.

3-5 units, any quarter (Staff)

ANTHSCI 296. Graduate Internship—Provides graduate students with the opportunity to pursue their area of specialization in an institutional setting such as a laboratory, clinic, research institute, or government agency.

4-5 units, any quarter (Staff)

ANTHSCI 297. Teaching Assistantship—Supervised experience as assistant in one undergraduate course.

3-5 units, any quarter (Staff)

ANTHSCI 298. Dissertation Writing Seminar—Required of all ANSI Ph.D. students. Students work closely with their advisers and committee members to write a draft of their dissertation.

5 units, any quarter (Staff)

ANTHSCI 299. Directed Individual Study—(Graduate section; see 199.)

1-10 units, any quarter (Staff)