

CULTURAL AND SOCIAL ANTHROPOLOGY

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

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

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

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

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

should be made in writing, with the faculty adviser's approval, and filed with the Cultural and Social Anthropology student program coordinator.

UNDERGRADUATE PROGRAMS

BACHELOR OF ARTS

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

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

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

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

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

register for CASA 95A, Research in Anthropology, and CASA 199A, Senior Paper Writing Workshop, during Autumn Quarter; and CASA 95A, Research in Anthropology, and CASA 199B, Senior Paper Writing Workshop, during Winter Quarter; and CASA 95B, Senior Paper, and CASA 199C, Senior Paper Writing Workshop, during Spring Quarter. The senior paper is submitted in the final quarter before graduation. For more information, see the student program coordinator.

8. Departmental honors are awarded to majors who have submitted senior papers of outstanding quality and who meet specific GPA requirements. Honor awards are made by department faculty nomination only. See the student program coordinator for details.
9. Up to 10 units from Introduction to the Humanities (IHUM), Area 1 track 27A and 27B, or 42 may be counted towards the major. Students whose programs require non-English language study as part of a geographical or linguistics focus may ask their faculty adviser to approve up to 10 units from language courses toward the degree if such courses are at the second-year level and above, or are in a second non-English language. No more than 10 units of CASA 96, Directed Individual Study, may be counted towards the major, and may only be included among the 25 “related units” permitted for the major. All required units for the undergraduate program must be passed with a grade of ‘C’ or better, and not more than 10 (maximum of 5 units in Cultural and Social Anthropology and 5 units in related subjects) of the required 65 units may be taken for a “satisfactory/no credit” grade.

Majors are strongly encouraged to develop field research projects. Research course work includes CASA 93, Prefield Research Seminar; CASA 94, Postfield Research Seminar; CASA 95A, Research in Anthropology; and CASA 96, Directed Individual Study. The department has research grants available to support individually designed research projects. Applications for the Michelle Z. Rosaldo Summer Field Research Grants are due by the last day of the fifth week in Winter Quarter. Please contact the student program coordinator for more information.

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

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

MINORS

In addition to declaring on Axxess, prospective Cultural and Social Anthropology minors need to meet with the department’s student program coordinator in order to fill out a Minor Planning Form and Checklist.

Requirements for the minor are:

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

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

SENIOR PAPER AND DEPARTMENTAL HONORS

The senior paper program in Cultural and Social Anthropology provides majors the opportunity to conduct original research under the guidance of a faculty advisor. The senior paper program is open to all majors

in the department. Students must initiate their participation in the senior paper program by filing an application of intent with the student program coordinator. The application must include a description of the proposed project, a program of study, and a letter of approval from a faculty sponsor. Students are encouraged to apply to the senior paper program in their junior year prior to initiating fieldwork or other research. The senior paper application of intent must be submitted no later than the second week of Autumn Quarter in the senior year.

Students participating in the senior paper program must register for CASA 95A, Research in Anthropology, and CASA 199A, Senior Paper Writing Workshop, during Autumn Quarter; CASA 95A, Research in Anthropology, and CASA 199B, Senior Paper Writing Workshop, during Winter Quarter; and CASA 95B, Senior Paper, and CASA 199C, Senior Paper Writing Workshop, during Spring Quarter. No more than 10 units from CASA 95A or CASA 95B combined, may be counted towards the 65 unit degree requirement for the major. No more than 5 units from CASA 199A,B,C combined, may count towards the 65-unit degree requirement for the major. The completed senior paper must be submitted in the final quarter before graduation. For specific due dates see the student program coordinator.

All completed senior papers are reviewed by the department, and those of outstanding quality may be awarded departmental Honors. To receive department Honors, the student must also have at least a 3.5 grade point average (GPA) in the major and a 3.0 GPA overall.

GRADUATE PROGRAMS

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

MASTER OF ARTS

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

COTERMINAL B.A./M.A. PROGRAM

Stanford students interested in the coterminal program and graduate students in other departments or schools at Stanford should review the “Graduate Degrees” section of this bulletin and consult with the student program coordinator in the department. Applications by Stanford students for the coterminal program are reviewed in Winter Quarter if received by January 10 and in Spring Quarter if received by April 15.

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

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

Within the 45 units taken at Stanford, students must take CASA 302, Anthropological Research Methods, CASA 290, History and Theory of Cultural and Social Anthropology (offered during Winter Quarter only,) and two additional graduate-level seminars in the department. The remaining units may be made up of courses selected in consultation with the faculty adviser to meet the needs and interests of the student.

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

A field or library research paper, read and approved by at least two departmental faculty members, must be presented. Ph.D. students in the department may submit the first-year paper in fulfillment of the requirement for the M.A. on the way to the Ph.D. Coterminal students must submit an acceptable project/paper proposal for the master's paper to their faculty adviser for approval no later than the end of the second week in the third quarter of the fifth year of study, or by the end of the second quarter preceding the quarter in which undergraduate units towards the undergraduate degree (180 units) have been completed. An acceptable program proposal must be submitted no later than the end of the first quarter of enrollment in the graduate M.A. program. Coterminal M.A. students should enroll in CASA 399, Masters Research Paper, or CASA 801, TGR Project, in the final quarter in which they will hand in the M.A. paper.

TERMINAL MASTER'S DEGREE PROGRAM

Prospective students should request application materials from Graduate Admissions, the Registrar's Office. Successful applicants for the M.A. program usually enter Autumn Quarter. External applications to the M.A. program are due January 10th, 2003. External applicants must file their scores on the Graduate Record Examination.

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

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

Within the 45 units taken at Stanford, students must take CASA 302, Anthropological Research Methods, CASA 290, History, and Theory of Cultural and Social Anthropology (Winter Quarter only), three additional graduate-level seminars in the department (usually offered at 200-level), and three courses from one of the Department Tracks (listed below)

(a) Feminist Anthropology

- CASA 132. Science, Technology, and Gender
- CASA 138/238. Feminist Practice in Archaeology
- CASA 144/244. Sex, Blood, Kinship, and Nation
- CASA 145. Comparative Feminism
- CASA 146/246. Masculinity
- CASA 154/254. Creation/Procreation: A Comparative Study
- CASA 177A. Sex, Gender, and Sexuality in Japan
- CASA 345. Advanced Feminist Theory
- CASA 346. Feminist Perspectives on Globalization and Transnationalism
- CASA 347. Feminist Methodologies
- CASA 350. Nationalism and Gender

(b) Heritage and the Museum

- CASA 108. History of Archaeological Thought
- CASA 129/229. Ethics and Anthropology
- CASA 134/234. The Archaeology of Architecture
- CASA 136. Anthropology of Consumption
- CASA 311B. Approaches to the Past

- CASA 343. Culture as Commodity
- CASA 354. Narrative, History and Memory
- CASA 373. Introduction to Archaeological Theory

(c) Race and Ethnicity

- CASA 129/229. Ethics and Anthropology
- CASA 130/230. Native Peoples and Anthropology: Theory, Policy, and Practice
- CASA 135. Native Peoples of the Americas: Prehistory and History of Indigenous Societies
- CASA 144/244. Sex, Blood, Kinship, and Nation
- CASA 148. Latino Cultural Citizenship
- CASA 151/251. Comparative Cultural Studies
- CASA 153B. Critical Perspectives on Whiteness
- CASA 349. Seminar on Studying Up
- CASA 351. Cultural Studies
- CASA 351A. Latino Studies
- CASA 355. Cultural Citizenship

(d) Science, Technology, and Medicine

- CASA 82/282. Medical Anthropology
- CASA 132. Science, Technology, and Gender
- CASA 140/240. An Archaeology of Death
- CASA 142/242. Advanced Medical Anthropology
- CASA 181. Car Culture
- CASA 184A. Embodying Ethnography: Research Methods and Analytics in Med Anthro
- CASA 201X. Readings in Science, Technology, and Society
- CASA 358. Current Visions in Medical Anthropology
- CASA 359. Approaches to the Body
- CASA 383. Anthropology of Disasters
- CASA 382. Advanced Topics in Medical Anthropology
- CASA 385X. Culture and Technology

(e) Globalization

- CASA 187/287. Contemporary China
- CASA 323. Seminar on Japanese Anthropology
- CASA 335. Mass Media and Subjectivities
- CASA 343. Culture as Commodity
- CASA 346. Feminist Perspectives on Globalization and Transnationalism
- CASA 349. Seminar on Studying Up
- CASA 351. Cultural Studies
- CASA 356. Strange Dislocations: Africa in Global Debates
- CASA 362. Topics in Political Economy
- CASA 367. Cultural Perspectives on Globalization
- CASA 375. Archaeology and Globalism

The remaining units may be made up of courses selected in consultation with the faculty adviser to meet the needs and interests of the student.

The M.A. program usually requires more than one year of study. However, full-time students entering the program with appropriate background can complete the M.A. program in one calendar year. All requirements for the M.A. degree must be completed within three calendar years (consecutive) after the student's first quarter of enrollment in the graduate M.A. degree program. The University allows no transfer units to the M.A. program. To provide a meaningful M.A. program within a one-year period, advance planning of course work with an adviser is required.

A field or library research paper, read and approved by at least two departmental faculty members, must be presented. Ph.D. students in the department may submit the first-year paper in fulfillment of this requirement. Terminal M.A. students may select a paper, written for one of the courses taken in Cultural and Social Anthropology, and present the extended paper to the faculty member responsible for the course in which the paper was written originally. Terminal M.A. students must submit an acceptable project/paper proposal for the master's paper to their faculty adviser for approval not later than the end of the second week in the third quarter of the M.A. program. An acceptable program proposal must be submitted no later than the end of the first quarter of enrollment in the graduate M.A. program. Terminal M.A. students should enroll in CASA 399, Masters Research Paper, or CASA 801, TGR Project, in the final quarter in which they will hand in the M.A. paper.

DOCTOR OF PHILOSOPHY

Prospective graduate students should request application materials from Graduate Admissions, the Registrar's Office. Applicants must file a report of their scores on the Graduate Record Examination and submit a writing sample in English that demonstrates their ability to produce original analytical work at the graduate level. Successful applicants for

the Ph.D. program may enter only in Autumn Quarter. The deadline for applications is January 10th, 2003.

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

The Ph.D. requirements for students who matriculate beginning 2002-03 are as follows (those matriculating earlier should consult the department's *Ph.D. Handbook* for their entering cohort year). Ph.D. students in Cultural and Social Anthropology must take a minimum of 135 quarter units with a grade point average (GPA) minimum of 'B' or better. The maximum allowable number of transfer units is 45.

1. Pass within the first year, with a grade of 'B+' or better:
 - a) At least three of the graduate-level courses in the department designated by the faculty as theory/evaluation courses, including CASA 300, Reading Theory Through Ethnography, and CASA 301, History of Anthropological Theory.
 - b) CASA 302. Anthropological Research Methods.
 - c) At least 45 units of completed course work overall.
2. Submit an acceptable, substantial research paper (First-Year Paper) in the Spring Quarter. Register for CASA 395A, First Year Paper, during Winter Quarter for 2-3 units and register for CASA 395B, First Year Paper, during Spring Quarter for 2-3 units (no more than 5 units total for both courses over two quarters).
3. By the last day of finals week in Spring Quarter in the first year, recruit two of four special committee members for the qualifying paper and special committees (Qualifying Paper Reading Committees, Oral Examination Committee, and Dissertation Reading Committee).
4. In the second year, pass at a satisfactory level:
 - a) Additional graduate-level theory/evaluation courses in the department to make a total of six such courses with a grade of "B+" or better over the first two years of the program.
 - b) CASA 394. Proposal Writing Seminar (offered Spring Quarter).
 - c) At least 40 units of completed course work overall for a total of at least 85 units of course work at the end of the second year.
5. At the beginning of Autumn Quarter in the second year, attend the teaching apprenticeship workshop.
6. Serve as a teaching assistant for one quarter in the *second* year.
7. By the third week of Autumn Quarter in the second year, declare and submit for one of two qualifying papers, topic or area, the title of the paper and the preliminary bibliography.
8. By the last day of finals week in Winter Quarter in the second year, submit the first of two qualifying papers. During Winter Quarter, register for CASA 391A, Qualifying Paper (Topic), or for 391B, Qualifying Paper (Area).
9. By the last day of finals week in Spring Quarter in the second year, recruit the remaining two of four special committee members for the second qualifying paper, and special committees (Qualifying Paper Reading Committees, Oral Examination Committee, and Dissertation Reading Committee).
10. For those whose native language is English, pass, by the end of Spring Quarter of the second year, an examination in a language other than English in which there is a substantial body of general theoretical literature relevant to anthropology. For those whose native language is not English, demonstrate satisfactory command of English, as evidenced by successful completion of the first two years of graduate study. The examination may be taken through the Stanford Language Center or other Stanford language departments.
11. Upon completion of the above requirements, and upon recommendation of the Cultural and Social Anthropology faculty, petition the University for candidacy by the end of Spring Quarter of the second year.
12. Upon completion of the above requirements, and upon recommendation of the Cultural and Social Anthropology faculty, request the Masters Degree on the way to the Ph.D. degree program by the end of Spring Quarter of the second year.

13. In the third year, complete the following:
 - a) During the Autumn Quarter, submit three dissertation research grant proposals, with human subjects protocols.
 - b) By the third week of Autumn Quarter in the third year, declare and submit for the second of two qualifying papers, topic or area, the title of the paper, and the preliminary bibliography.
 - c) By the last day of finals week in Winter Quarter in the third year, submit the second of two qualifying papers. During Winter Quarter, register for CASA 391A, Qualifying Paper (Topic), or for 391B, Qualifying Paper (Area).
 - d) By the fourth week in Spring Quarter, schedule and pass the University Oral Examination in the form of a dissertation proposal defense. During this exam, file the Dissertation Reading Committee form and confirm the Committee revisions to the dissertation proposal for fieldwork and dissertation research.
14. In the fifth year, complete the following requirements:
 - a) During the fifth year and after returning from fieldwork, complete one teaching assistant quarter (see the department student program coordinator for eligibility requirements) in the department, unless extramural funding for dissertation research has been secured.
 - b) During the year in which the dissertation is submitted, deliver an oral presentation of the dissertation.

Ph.D. MINOR

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

1. Complete 30 units of courses in the Department of Cultural and Social Anthropology (CASA) at Stanford with a grade point average (GPA) of 'B' or better. Course work for a minor cannot also be used to meet requirements for a master's degree.
2. Enlist a faculty member within CASA at Stanford who will provide written consent to serve as the adviser for the minor and serve on the student's oral examination and dissertation committees (see the student program coordinator for a listing of faculty and office hours).
3. In conjunction with the program adviser, determine a coherent course of study related to the Ph.D. program, including CASA 301, History of Anthropological Theory, two additional CASA theory courses, and one CASA course in a geographical area; for a list of current theory/evaluation and methods courses, see the student program coordinator.
4. File the necessary paperwork with the student program coordinator. Please note that the department requirements, listed above, are more extensive than the University requirements.

FINANCIAL SUPPORT

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

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

Department backstopping funds are available only to fourth-year students who are on schedule for dissertation fieldwork and research and who have made all required funding applications during their graduate

program. No financial support is available to students enrolled for the M.A. degree.

TEACHING CREDENTIALS

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

COURSES

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

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

UNDERGRADUATE

GENERAL

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

CASA 1/201. Introduction to Cultural and Social Anthropology—Crosscultural anthropological perspectives on human behavior, including cultural transmission, social organization, sex and gender, culture change, technology, war, ritual, and related topics. Case studies illustrating the basic principles of the cultural process. Films. GER:3b,4a
5 units, Win (Mankekar)

CASA 4. Language and Culture—Language in its relationship to forms of inequality and power relations. Focus is on the roles of linguistic practices in constituting and reproducing social relationships, institutional arrangements, and political interests and identities. How language is implicated in differing contexts of domination and struggle including class, race, gender, and sexuality, using existing empirical studies of the language-power linkage. Student projects involve data collection, transcription, analysis, and consideration of theoretical implications, and connections to the existing literature.
5 units (Inoue) not given 2002-03

CASA 5. Introduction to Linguistic Anthropology—The role of linguistic practice in constructing identities, social relationships, and institutions, as well as in reproducing ideologies and power relations. GER:3b
5 units, Aut (Inoue)

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

CASA 11. Gender in Crosscultural Perspective—Anthropological theories of gender constructions. Recent questions posed to anthropologists about representation, power, and the interpretive authority of ethnographers, drawing on resources such as ethnography, film, fiction, and life stories). How gender is a lens through which other forms of social organization can be illuminated and how given theoretical tools act as framing devices for the kind of crosscultural interpretation one makes.
5 units (Ebron) not given 2002-03

CASA 13. Critical Perspectives on Popular Culture—Topics include Hollywood and Indian films, Latin American and U.S. soap operas, popular music, and videos. Emphasis is on the historical, sociological, anthropological, and cultural studies perspectives on popular culture and mass media in crosscultural contexts. Issues: the relationship between film and nationhood, television sitcoms and racial identity, soap operas and gender, and videos and ethnicity.
5 units (Mankekar) not given 2002-03

CASA 15. Africa and the Diaspora—Debates about Africa and the diasporic communities. The culture and politics of these mapped cultural spaces. Methodological approaches set the context, providing basic analytic tools for research projects. GER:4a
5 units (Ebron) not given 2002-03

CASA 16. Native Americans and Nation Building: Encounters, Identity, and Sovereignty in Contemporary America—What does it mean to be a Native American in the 21st century? Beyond traditional portrayals of military conquests, cultural collapse, and assimilation, the relationships between Native Americans and American society. Focus is on three themes leading to in-class moot court trials: colonial encounters and colonizing discourses; frontiers and boundaries; and sovereignty of self and nation. Topics include gender in native communities, American Indian law, readings by native authors, and Indians in film and popular culture. GER:3b,4b
5 units, Win (Wilcox)

CASA 21Q. Eight Great Archaeological Sites in Europe—Stanford Introductory Seminar. (Enroll in **CLASSART 21Q.**)
3-4 units, Aut (Shanks)

THEORY AND RESEARCH (UNDERGRADUATE/MASTERS)

CASA 90. Theory in Cultural and Social Anthropology—For CASA majors only. Anthropological interpretations of other societies contain assumptions about Western societies. How underlying assumptions and implicit categories have influenced the presentation of data in major anthropological monographs. Emphasis is on Marx, Durkheim, Weber, and anthropological analyses of non-Western societies. GER:3b (WIM)
5 units, Win (Ebron)

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

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

CASA 95A. Research in Anthropology—Independent research conducted under faculty supervision, normally taken junior or senior year in pursuit of an honors project. May be taken more than one quarter for credit. Prerequisite: approved application to the honors program.
1-10 units, any quarter (Staff)

CASA 95B. Senior Paper—Taken in the final quarter before graduation. Independent study and work on senior paper for students in the major. Prerequisite: consent of major adviser and instructor.
1-10 units, any quarter (Staff)

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

1-15 units, any quarter (Staff)

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

5 units, Win (Voss)

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

5 units, Aut (Voss)

CASA 137A. Introduction to Skills In Archaeology—The skills used in archaeology to interpret the material traces of the past. Methods from natural sciences to the humanities. Research design, dating methods, faunal analysis, botanical analysis, soil chemistry, ceramic analysis, geology, geophysics, earth sciences, osteology, genetics, statistics, geography, cartography, and geographic informational systems.

5 units (Staff) not given 2003-03

CASA 137E. Excavation at Catalhoyuk Turkey—Archaeological field experience by participating in Stanford's excavation at Catalhoyuk in summer. Focus is on the unexcavated Hellenistic, Byzantine, and Islamic areas of the dig. Course prepares student for the Summer dig.

5 units, Spr (Hodder, Carter)

CASA 190/290. Theory in Cultural and Social Anthropology—(Undergraduate non-majors register for CASA 190; master's students register for 290.) Anthropology in historical and national contexts. Key theoretical and methodological issues as they inform contemporary theory and practices. Readings include Marx, Weber, Durkheim, and anthropological analyses of non-Western societies.

5 units, Win (Bornstein)

CASA 199/299. Honors, Senior, and Master's Thesis Writing Workshop—For students in the process of writing a senior or master's thesis. Techniques of interpreting data, organizing bibliographic materials, writing, editing and revising. Also preparation of papers for conferences and publications in anthropology.

2-5 units, Aut, Win, Spr (Wilson)

AREA COURSES

CASA 72. Dance and Culture in Latin America—(Same as DANCE 168.) Dance forms of Latin America are viewed as aspects of human behavior. Emphasis is on the cultural influences (European, African, and indigenous) which have shaped the ritual and social dance forms of Argentina, Brazil, Chile, Cuba, Mexico, and Puerto Rico.

3-4 units, Spr (Cashion)

CASA 73. Introduction to Chicano Life and Culture—Chicano culture in historical perspective, including indigenous and African heritages and comparisons with Mexico and other U.S. Latino groups. Emphasis is on the contemporary period and popular culture. GER:3b,4b

5 units (Rosaldo) not given 2002-03

CASA 74. South Asian Culture Through Popular Film—GER:3b

5 units, Spr (Mankekar)

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

5 units (Gupta) not given 2002-03

CASA 77/277. Japanese Society and Culture—Issues in the contemporary study of Japan. Topics: inequality, gender, ethnic minorities, personality theory, popular culture including animation, rap, and music, and the Western imagination of Japan. GER:3b,4a

5 units, Spr (Inoue)

CASA 80. Race and Ethnicity in East Asia

5 units (Staff) not given 2002-03

CASA 81A. Asian American Immigration and Health—Focus is on the experience and meanings of illness for recent Asian immigrants. Immigrants as a feared source of disease and contagion. Power, race, and nationhood in the ideology and practice of biomedicine. The immigrant's navigation of the U.S. health care system and the attribution of culture in the construction of the sick. Topics include post-traumatic stress disorder, AIDS, culture bound syndrome, risk assessment, and preventative health.

5 units, Spr (Lee)

CASA 83. Gender in South Asian Communities at Home and Abroad—The relationship between men and women in S. Asian communities. Gender relations in India, Pakistan, Bangladesh, Sri Lanka, Nepal, and overseas S. Asian communities such as in N. America, Africa, and the U.K. Focus is on the relationship between the practices and ideologies of gender, and other social institutions including religion, family, state, mass media, and ideologies of communalism and nationalism. Prerequisite: 12 or consent of instructor.

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

CASA 83X. Introduction to Asian American Culture—(Enroll in COMPLIT 168.)

3-5 units, Win (Palumbo-Liu)

CASA 84A. Perspectives on Paradise: Race, Place, and Belonging in Hawai'i—Production, performance, and representation of identities in postcolonial Hawai'i where 50,000 indigenous Hawaiians seek the restoration of sovereignty. Hawai'i's sociopolitical landscape and public debates over the rights and historical wrongs of three major racial groups, Kanaka Maoli (native Hawaiians), locals (predominantly Asians), and haole (Whites). How do indigenous claims to place affect notions of belonging? How can non-indigenous populations stake a legitimate claim to local identity without negating the asymmetrical experiences of differently marked racial groups? How might indigenous groups assert their identity as first peoples, especially relating to land restitution, reparations, and recognition in a postcolonial era, while remaining part of a multicultural society?

5 units, Aut (Costanzo-Kapur)

CASA 85X. South Asian Diasporas: History, Culture, and Politics—(Same as ASNAMST 180A) A century of migration from the S. Asian subcontinent. The transformations of S. Asian cultures, identities, and politics taking place through the emergence of diasporas. How migration is shaped by the social, cultural, and historical specificities of the places of departure and arrival. How S. Asian migrants negotiate new forms of identity, belonging, and citizenship, while maintaining real and imagined ties to the homeland.

5 units, Spr (Bakrania)

CASA 110A. Playing Indian: Appropriations of Native American Identity—The appropriation of Native American cultural identity by non-Native Americans who claim to be Indians. Social and subjective contexts within which Native American identities have been conceived

through autobiographies (William Apess, Black Elk, Lame Deer), captivity narratives (Mary Jameson, John Tanner), and biographies (Archibald Bellaney/Grey Owl, Adolf Guttorhein/Hungry Wolf, Reginald and Gladys Laubin). How Native American claims on similar symbols harbored differences in power relations, ethical responsibility, and interpretive frameworks. Linguistic and philosophical theories of indexicality (Husserl, Buhler, Jakobson, Silverstein). How the symbol of the Indian conveyed disparate experiences and contingent meanings within intercultural communication.

5 units, *Aut (Dziebel)*

CASA 115X. Maya Hieroglyphic Writing—(Enroll in ANTHSCI 115/215.)

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

CASA 135/235. Native Peoples of the Americas: Prehistory, Contacts, and Contemporary Debates—Using archaeological, ethnographic, and historical sources, exploration of the distinctive features and cultural traditions of indigenous societies in the Americas. Pre-Columbian religion, arts, and the construction of power, social complexity, official history, and myth. Continuities and changes in those traditions resulting from Spanish conquest, colonial rule, and subsequent global changes in the 20th century. Rise of nationalism, indigenous movements, and the changing roles of anthropologists and archaeologists. GER:3b

5 units, *Spr (Wilcox)*

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

5 units (*Rosaldo*) not given 2002-03

CASA 150C. Introduction to Chicana/o Cultural Studies—(Same as SPANLIT 180E.) Interdisciplinary. Key literary and visual texts and issues in the chicana/o culture. (In English) GER:3a,4b

5 units, *Win (Rosaldo, Yarbrow-Bejarano)*

CASA 163X. Minority Peoples of China—(Enroll in RELIGST 163.)

5 units, *Aut (Armijo-Hussein)*

CASA 75/275. Modern South Asia: History, Societies, Cultures—(Same as HISTORY 186A.) Focus is on the period after the 16th century. The relationship between geography and society. Traditional society, culture, and politics. Mughal India and its culture. The British Raj. Indian response and resistance. Independence movements in S. Asia. The multiethnic Indian state. Pakistan, Sri Lanka, and Nepal in search of national identities, political culture and style, secularism, communalism, development and environment, inter-regional and international relationships. GER:3a,4a

5 units (*Mancall, Gupta*) not given 2002-03

CASA 177A. Sex, Gender, and Sexuality in Japan—Sociohistorical constructions of sex, gender, and sexuality in modern Japan from the mid-19th century to the present. Experiences of Japanese in relation to those constructions. The role of the state, medical science, and the media in producing sexual knowledge and shaping sex roles and gendered practices. Focus is on discourses of normalcy and deviance: dominant categories such as the family, heterosexuality, the salary man, and the good wife and wise mother; and marginalized persons or those deemed pathological including homosexuals, modern girls, and female athletes.

5 units, *Aut (Edwards)*

CASA 187/287. Contemporary China: Social Change, Ruptures of the Everyday—What happened to Maoism? Where have all these karaoke bars and cell phones come from? Seminar examines cultural shifts in contemporary China in order to theorize connections and conflicts between macro-level and micro-level social transformations. In China today, how do macro-level processes of privatization, consumerism, and the restructuring of the party-state relate to changes in everyday

experiences for diverse groups? Focus is on the changing experiences of inequality, body politics, family relations, identity, new media, and spatial mobility. GER:4a

5 units, *Win (Kohrman)*

CASA 190X. Imagining India—The role of India within Western popular culture. How India has been portrayed and imagined in the popular and high cultures of the West. Texts: novels, poetry, films, advertisements, cartoons, art, and art criticism.

5 units, not given 2002-03

TOPIC COURSES

CASA 82/282. Medical Anthropology—Topics and research methods in medical anthropology. Emphasis is on how health, illness, and healing are understood, experienced, and constructed in social, cultural, and historical contexts. Topics: biopower and body politics, gender and reproductive technologies, illness experiences, medical diversity, and social suffering and the interface between medicine and science. GER:3b

5 units, *Spr (Kohrman)*

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

5 units (*Jain*) not given 2002-03

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

5 units (*Gupta*) not given 2002-03

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

5 units, *Win (Yanagisako)*

CASA 111X. Introduction to Language Change—(Enroll in LINGUIST 160.)

4-5 units, *Win (Traugott)*

CASA 130X. Bioethics and Anthropology—(Enroll in ANTHSCI 174/274.)

5 units (*Koenig*) not given 2002-03

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

5 units, *Spr (Jain)*

CASA 133A,B,C. Ethics of Development in a Global Environment—(Same as ENGR 297A,B,C.) Wednesday evening seminars on world affairs, mostly on issues affecting poor nations. Autumn Quarter treats war and peace: the background of current wars and peace negotiations, the UN peace keeping efforts, war and religion, arms trade. Winter

Quarter treats international resources and commerce: the debt crisis, environmental protection, resource depletion, Japan in the world economy, aid and monetary institutions. Spring Quarter treats poverty and prejudice: development models, comparative national health, AIDS, control of wealth, India, China, Africa, S. America today. Speakers from Stanford and other institutions are experts who directly deal with world policy makers through research and advisory activities. One unit credit for attendance of the speaker series; 3 units additional credit for optional workshops treating selected issues in more depth. (Sequential registration not required.)

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

CASA 139. Archaeology in the Modern World—Current issues in archaeological debates. Focus is on the use of archaeological data in public spheres, conflicts over the past and the role of the archaeologist, museums and heritage centers, and the practical relevance of theoretical and methodological debate in the discipline.

5 units (Staff) not given 2002-03

CASA 140/240. An Archaeology of Death—The archaeology of death provokes responses from fascination to anger and contestation. Funerary data provides information on ancient populations and societies, though it often a distorting lens through which to view the identity and status of the deceased. Overview of the questions asked by archaeologists about bodies of evidence. The classic texts on the archaeology of death; what it means to bury, to cremate, to exhume, to manipulate, to commemorate, to fear, and to worship the dead. Readings from archaeology, anthropology and sociology.

5 units, Spr (Carter)

CASA 141A. Democracy, Nationalism, and Science—Debates in science and technology in India over the last 100 years. India as a metaphor and a site for examining controversies in science and technology. Case studies. Issues of equity, ecology, energy, dissent, local knowledge, tradition, and alternative sciences. Indian attempts to absorb and innovate Western science in urban planning, agriculture, education, politics, and medicine. How a colonized country can invent its own version of the West. Emphasis is on autobiographies and careers of dissenting English and Indian eccentrics including Patrick Geddes, Albert Howard, Helena Blavatsky, Gandhi, and Meghnad Saha.

5 units, Spr (Visvanathan)

CASA 143A. Anthropology of Death and Dying—Focus is on the medical and social practices of caring for the ill or aging body throughout the process of dying and after death. How the boundaries between life and death are constructed and negotiated. What is considered a good death. The role of the healer, cultural responses to physician-assisted suicide, and the commodification of body parts.

5 units (Staff) not given 2002-03

CASA 144/244. Sex, Blood, Kinship, and Nation—What do these terms have to do with each other, with belonging, with identity? Against a background of traditional anthropological theories about sex, procreation, and kinship, the transformations in the last 25 years, taking up notions of sex and gender, new reproductive technologies, adoption, and the use of blood to include and exclude certain people and groups. What is the significance of biology, culture, cosmology, and agency in the construction of these concepts and in the implications for practice in everyday life? GER:3b,4c

5 units, Aut (Delaney)

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

5 units (Mankekar) not given 2002-03

CASA 145X. Feminist Theory and Cultural Difference—(Same as FEMST 140Y.) Gender as a category of analysis in feminist cultural theory. Crossdisciplinary approaches in historical and contemporary feminist scholarship. How questions of difference complicate theories about the general oppression of women. Focus is on how the social and political category of woman has been refracted and remobilized through attention to race, sexuality, crosscultural difference, and class.

5 units, Win (Bakrania)

CASA 146X. Language and Gender—(Enroll in LINGUIST 146.)

4 units, Win (Eckert)

CASA 151X. Language in Society—(Enroll in LINGUIST 150.)

4-5 units, Spr (Bender)

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

3-5 units, Spr (Wilson)

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

3-4 units, Spr (McDermott)

CASA 159. Language and Youth Culture

4 units (Staff) not given 2002-03

CASA 165X. Culture and Self—(Enroll in PSYCH 160/226.)

3 units (Markus) not given 2002-2003

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

5 units, Win (Edwards)

CASA 181. Car Culture—(Same as STS 150.) Since at least the 50s, the U.S. has been notorious as a nation in love with the car. An examination of this premise, analyzing new methods of production brought by automobile manufacture, the ways that automobiles shaped urban growth, debates about pollution and environmental degradation, and debates around auto safety. The ways that the car has influenced American practices, including courting, eating out, and suburban living. GER:3b.

5 units, Spr (Jain)

CASA 184A. Embodying Ethnography: Research Methods and Analytics in Medical Anthropology—How anthropologists conduct research on topics such as trauma, violence, disease, suffering, mental illness, spirit possession, and medical practices. What theoretical questions drive research in medical anthropology. How medical anthropologists organize and conduct fieldwork. The ethical, methodological, and theoretical challenges posed by the study of disease, violence, and suffering. Sources include monographs, raw data, and film. Goal is to develop students' research projects, grant proposals, and ethnographic fieldwork in hospitals, clinics, urban neighborhoods, rural villages, and cyberspace. Limited enrollment with priority given to students having taken CASA 82.

5 units, Aut (Barak)

CASA 191X. Boundaries of Disciplines: Literature and Anthropology—(Enroll in HUMNTIES 190B, MTL 190B.)

3-5 units, Win (Ben-zvi)

ADVANCED UNDERGRADUATE AND GRADUATE SEMINARS

AREA SEMINARS

CASA 149/249. South Asian Studies: Globalization—Globalization focusing on the following themes: grassroots search for alternatives; diversity and knowledge; energy and equity; water; diasporas and marginals; sustainability and security; urban waste and the third world city; information technology and the semiotics of desire; biotechnology and third world imagination; the search for alternative futures. Goal is to escape the dominant narratives of globalization and to invent plural worlds in a more pragmatic sense.

5 units, Spr (Gupta, Visvanathan)

TOPIC SEMINARS

CASA 129/229. Ethics and Anthropology: Indigenous Peoples and the State, Representation and Contemporary Debates—The social, symbolic, and geographic positions of indigenous peoples from colonization to the present, and the development of ethics and advocacy within anthropology. Global decolonization, the civil rights movement, and global indigenous movements, have transformed anthropology through political, ethical, and theoretical debates. The invention of the primitive and raciology; anthropologists, colonization, and the development of indigenous policies; indigenous responses to anthropological practice; and postcolonial scholarship. Public anthropology, advocacy, and representation; NAGPRA; the Rigoberta Menchú controversy; Chagnon, the Yanomamo, and Tierney; the Human Genome Project.

5 units, Spr (Wilcox)

CASA 130/230. Native Peoples and Anthropology: Theory, Policy, and Practice—Seminar. The social, symbolic, and geographic positions of native peoples in American society. Throughout the history of American anthropology and archaeology, native peoples have been represented as subjects and objects of social scientific study and public policy. With global decolonization, the civil rights movement, indigenous political activism, and critical movements within anthropology, native peoples have shifted the discourses of representation to include native perspectives. The historical and political relationships among anthropologists, archaeologists, policy makers, and native peoples. Theories of race and postcolonialism. Readings of native authors explore notions of identity, ethnicity, and gender through narratives, artistic expression, and literature.

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

CASA 131/231. Archaeology and Anthropology of Visual Culture—Archaeological and anthropological inquiry into visual images and aspects of cultures.

5 units (Staff) not given 2002-03

CASA 134/234. Archaeology of Architecture—Graduate seminar. How archaeologists have approached the interpretation of architectural remains. Emphasis is on the cultural and social aspects of spatial arrangements in the past and includes ethnographic, ethnoarchaeological, and archaeological case studies. Technical and analytical strategies are integral to the interpretive process. The ways in which archaeological data are identified, analyzed, and deployed in social interpretation of structured space.

5 units (Voss) not given 2002-03

CASA 136/236. Anthropology of Consumption—Ethnographic historical approach to the study of consumption and its related topic, production. The social life of things is traced through interrelated processes addressing questions about the organization of labor that helps produce an object; contingencies of value and the making of consumer distinctions; and the role of advertising.

5 units (Ebron) not given 2002-03

CASA 138/238. Feminist Practice in Archaeology—Graduate seminar. Focus is on theoretical standpoints and analytical strategies in archaeological studies of gender. The history of feminist thought in archaeology, including the relationship between archaeology and femi-

nist inquiries in anthropology, history, and the natural sciences. Case studies that have played a key role in the development of feminist theory and practice in archaeology. The growing influence of third-wave feminist thought and queer theory.

5 units (Voss) not given 2002-03

CASA 142/242. Advanced Medical Anthropology—How do anthropologists organize and conduct inquiry on overlapping topics such as health, disease, medicine, sex, race, and suffering? How do theory and ethics inform such research? Tools to develop student research projects. Priority to those having taken CASA 82/282.

5 units (Kohrman) not given 2002-03

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

5 units, Win (Kohrman)

CASA 151/251. Cultural Studies—Identity, community, and culture, their interactions and formation.

5 units, Aut (Ebron)

CASA 152/252. Symbolic Anthropology—Symbolic anthropology is an approach to the study of human society developed along with the concept of culture as a system of symbols and meanings, a system presumed to be embedded in and expressed by institutions, values, attitudes, structures of everyday life, and social action. The intellectual roots, exemplary texts, and opportunities to do symbolic analysis.

5 units (Delaney) not given 2002-03

CASA 154/254. Creation/Procreation: A Comparative Study—An alternative to the study of religion and reproduction as distinct categories and separate domains. The gendered aspects of cosmological or religious systems and the cosmological significance of gender in terms of their symbolic interrelationships. Anthropological and other literatures examine these relationships in several cultures, including our own. Emphasis is on the ways these beliefs are embedded in practices and structures of social life and on Western categories and meanings, and their implications for theorizing.

5 units (Delaney) not given 2002-03

CASA 157/257. Fundamentalism and Modernity—Why is fundamentalism becoming more popular around the world? Is fundamentalism a reaction against or an integral aspect of modernity?

5 units, Spr (Delaney)

CASA 160/260. McCarthyism: History, Gender, and the Politics of Democracy—Course organized around a lecture series by Marge Frantz, historian and activist. History and analysis of the McCarthy period. Enrollment limited to 15 students. Prerequisite: consent of instructor.

5 units, Win (Jain)

CASA 201X. Readings in Science, Technology, and Society—Contemporary writings in science and technology studies, with focus on anthropological approaches and contributions to the field.

5 units (Jain) not given 2002-03

CASA 228X. Topics in Sociolinguistics—(Enroll in LINGUIST 255.)

1-4 units, Spr (Eckert)

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

own culture and how it influences perception and interpretation of behavior. Techniques of ethnographic research applicable to the study of schooling are demonstrated and applied in field research projects. Research report or proposal for research.

4 units, Win (*Spindler*)

GRADUATE SEMINARS

CASA 300. Reading Theory Through Ethnography—Restricted to first-year doctoral students. Focus is on contemporary ethnography and related cultural and social theories generated by texts. Topics: agency, resistance, and identity formation, discourse analysis, etc. Enrollment limited to 10.

5 units, Aut (*Ebron*)

CASA 301. History of Anthropological Theory—The history of cultural and social anthropology is studied in relation to historical and national contexts and to key theoretical and methodological issues as these continue to inform contemporary theory and practices of the discipline. Enrollment limited to 15. Prerequisite: consent of instructor.

5 units, Win (*Delaney*)

CASA 302. Anthropological Research Methods—Open to all graduate students; priority to Anthropology Ph.D. candidates. Introduces research methods and modes of evidence-building in ethnographic research. Enrollment limited to 10.

5 units, Spr (*Mankaker*)

CASA 311B. Approaches to the Past: Putting Theories In Practices and Useful Categories of Historical Analysis—Texts that have informed theoretically-oriented scholars to show students how their research can incorporate techniques and categories from various disciplines. Theory is fundamental to humanistic studies. Focus is on cross-disciplinary themes. Theory promotes interdisciplinary approaches to research, teaches critical thinking and introduces strategies of interpretation.

3-5 units, Spr (*Domanska*)

CASA 323. Japanese Anthropology—Anthropological issues and problems on Japan.

5 units (*Inoue*) not given 2002-03

CASA 327. Language and Political Anthropology—Theories of language: Saussure, Jakobson, Hymes, Marx, Foucault, Butler, and Derrida. Goal is to explore the theorization of language in its linkages to power, social relations, and history. Prerequisites: either Linguistics or Anthropology course work.

4-5 units, Spr (*Inoue*)

CASA 333X. The Modern Tradition I—(Same as COMPLIT 334A, MTL 334A.) Preference to first-year graduate students in Modern Thought and Literature and Comparative Literature. Basic texts that have formed the foundation for contemporary cultural and social theory including Marx, Weber, Freud, Durkheim, and Boas.

5 units, Aut (*Palumbo-Liu*)

CASA 334X. The Modern Tradition II—(Same as COMPLIT 334B, MTL 334B.) Responses, refutations, elaborations, modifications to basic texts in critical theory such as Western Marxism, Lacan, Klein, Althusser, Geertz, and postcolonial, postmodern, and feminist theory. Prerequisite: 333X.

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

CASA 335. Mass Media and Subjectivities—Mass media and popular culture. Goal is to collaborate in developing methodologies and critiques and to interrogate prevailing theoretical perspectives. Emphasis is on feminist perspectives, national and transnational circulation and reception of popular texts, narrativity, identity, agency, and crosscultural conceptions of subjectivity.

5 units (*Mankekar*) not given 2002-03

CASA 343. Culture as Commodity—Focus is on theories of commodification, interests in tourism, national cultures as marketable objects, and how identities are constituted through production and consumption. The formation of global style and taste.

5 units (*Ebron*) not given 2002-03

CASA 344. Sex, Blood, and Representation—Against a background of traditional anthropological theories about gender, procreation, and kinship, the transformations that have occurred in the past 25 years. What is the significance of biology, cosmology, culture, and agency in the construction of these concepts and in the implications for practice in everyday life?

5 units (*Delaney*) not given 2002-03

CASA 345. Advanced Feminist Theory—Interdisciplinary. Cultural differences and recent feminist theory within dialogues of contemporary social theory. Enrollment limited to 20. Prerequisite: graduate student or advanced undergraduate major in anthropology, or consent of instructor.

5 units (*Ebron*) not given 2002-03

CASA 346. Feminist Perspectives on Globalization and Transnationalism—How women in crosscultural contexts are implicated by globalization and transnationalism, and how gender provides an indispensable lens for studying globalization and transnationalism. Issues: nationalism and citizenship, migration, mass media, circuits of labor in late capitalism, and new regimes of erotica and sexuality.

5 units (*Mankekar*) not given 2002-03

CASA 346A. Sexuality Studies in Anthropology—Current research on sexuality from perspectives including paleoanthropology, archaeology, ethnography, and linguistic anthropology. Readings on sexuality paired with case studies that explore theoretical and methodological issues.

5 units, Win (*Mankekar, Voss*)

CASA 347. Feminist Methodologies—Interdisciplinary. For students with strong knowledge of feminist theories. Focus is on feminist epistemologies and methodologies. The intersection of feminist anthropology and cultural studies in political theory, film theory, history, and literary theory. Feminist negotiations of poststructuralism and postmodernism and concepts such as difference, experience, fieldwork, location, and voice. Students think through readings by doing research, pedagogical, and community projects.

5 units (*Mankekar*) not given 2002-03

CASA 349. Seminar on Studying Up—Issues in cultural theory and methodology through research on people who have greater material and cultural resources than those usually studied by anthropologists. How ideas about ideology, hegemony, identity, power, and practice are altered in studying those considered to be agents of power rather than the subaltern. Topics: global capitalism, masculinity, white racial subjectivity. Enrollment limited to 20.

4-5 units, Spr (*Yanagisako*)

CASA 350. Nationalism and Gender—The co-implication of discourses of nationalism and gender, focusing on nationalist movements and ideologies in newly-independent countries and Third World contexts. Themes: discourses and practices of nationalism in institutions such as the state, mass media, and the family; masculinity, femininity, and militarization; and questions of representation, historiography, location, and strategy.

5 units (*Mankekar*) not given 2002-03

CASA 351. Advanced Cultural Studies—Focus is on the politics of identity and community. Broader topics: questions on nationalism, displaced nationalism, and ethnicity. Interdisciplinary readings in cultural studies provide a theoretical context.

5 units, Win (*Rosaldo*)

CASA 351A. Latino Studies—Latino and indigenous groups in the Americas. Racial formations, migration, nationalisms, and settler colonialism. Readings from ethnography, social history, and personal testimony.

5 units (*Rosaldo*) not given 2002-03

CASA 352. Advanced Symbolic Anthropology—Advanced topics of symbolic structure.

5 units (Delaney) not given 2002-03

CASA 353. Religion and Society—Theoretical and ethnographic material; the complexity of issues involved in the study of religion. In what ways is it useful, or not useful, to talk of religion as a human universal? What is the nature of religion, how is it practiced and by whom, what counts as religious phenomena and what accounts for the persistence of religion and the power of religious movements? What is the relationship between religion and state and what are some issues blurring that distinction? What is the relation between religion, power, and gender? Prerequisite: consent of instructor.

5 units (Delaney) not given 2002-03

CASA 354. Narrative, History, and Memory—Interdisciplinary. The debates surrounding theories of narrative and their relevance to ideas of history and memory. The importance of methodological implications of these approaches and their applicability to the analysis of social research, particularly anthropology and history.

3-5 units, Win (Ebron)

CASA 355. Cultural Citizenship—The right to be different and to be equal, and the political and the cultural issues at stake in this formulation. Readings on the U.S. and the politics of difference.

5 units, Aut (Rosaldo)

CASA 356. Strange Dislocations: Africa in Global Debates—How the culture of late modernity creates distinctive regions leaving certain areas out of the contemporary social debates. Focus is on contemporary social theory and how marginal places help make centers. Africa, moored in the legacies of colonialism and post colonialism, is in too precarious a position to be more than an exceptional space. What it would mean to bring Africa into the center of debates about the worlding of events. The salient conversations about development, modernity, and globalization to engage the range of materials that figure Africa in the political, economic, and cultural debates. Prerequisite: graduate student.

5 units (Ebron) not given 2002-03

CASA 358. Current Visions in Medical Anthropology—Recent ethnographies in medical anthropology. How are anthropologists representing medical intervention, illness, and other modes of bodily suffering in their monographs? What is at stake in these representations? How are recent theoretical shifts, particularly gender, poststructuralism, narrativity, political economy, postcolonialism, transnationalism, and consumerism, influencing the ways medical anthropologists practice their written craft?

5 units (Kohrman) not given 2002-03

CASA 359. Approaches to the Body—The human body has become a focus for debate within many disciplines. The archaeological approach in the materiality on the body and on bodily engagement in social life. The implications of the new understanding of the genetic make-up of the body, the bioethics of reproduction, the idea of cyborg, the historical situating of the body and sexuality, the archaeological excavation of bog bodies and mummies, the forensic analysis of the body and human rights, the body in feminist literature and in art history, and phenomenological accounts of bodily engagement with the material world.

5 units (Hodder) not given 2002-03

CASA 362. Topics in Political Economy—Emphasis is on Marxist approaches. Topics: the development and articulation of capitalism, imperialism, colonialism, dependency, and world systems; 20th-century capitalism, post-Fordism, and postmodernism; the political economy of race, gender, and ethnicity; class relations and productive inequalities in the Third World; the discourse of development; and the cultural mediation of political economic transformation. The ethnographic material that employs these theories is used to examine specific sociohistorical contexts.

5 units, Aut (Gupta)

CASA 363. Political Economy and Poststructuralist Theories of the State—Advanced graduate seminar. Classic and contemporary Marxist, structuralist, and poststructuralist approaches to the state. Readings initiate a dialogue between institutional analysis and those emphasizing processes of representation and the cultural construction of the state. Prerequisite: 362 or consent of instructor.

5 units (Gupta) not given 2002-03

CASA 367. Cultural Perspectives on Globalization—Anthropological investigation of the effects and affects of globalization on individual cultures and their ability to maintain their uniqueness in the global environment.

5 units (Staff) not given 2002-03

CASA 372. Objectification: Study of Material Culture Theory—The history of archaeological thought, focusing on debates that have dominated the discipline in recent decades. Evolutionary theories, behavioral archaeology, processual and cognitive archaeology, and approaches termed feminist and post-processual archaeology in the context of wider debate in adjacent disciplines, focusing on the application and integration of theory in working through archaeological problems and issues.

4-5 units (Hodder) not given 2002-03

CASA 373. Introduction to Archaeological Theory—The history of archaeological thought, concentrating on debates that have dominated the discipline in recent decades. Evolutionary theories, behavioral archaeology, processual and cognitive archaeology, and approaches termed feminist and post-processual archaeology in the context of wider debate in adjacent disciplines, focusing on the application and integration of theory in working through archaeological problems and issues.

5 units (Hodder) not given 2002-03

CASA 375. Archaeology and Globalism—The emergence of archaeology as a discipline in the context of the rise of the nation state. The emergence of global economies and other global issues has created a new context for archaeology. How are archaeology and heritage responding to this new situation? The idea of world heritage. The impact of postcolonialism. The commodification of the past: the past as theme park, as travel tourism or nostalgia, as exotic and other. Conflict between uses of the past for identity and as theme park; between heritage and resource or play. The impact of the Goddess, New Age, and other movements. Archaeology and human rights issues including forensic archaeology.

4-5 units (Hodder) not given 2002-03

CASA 380. Practice and Performance: Bourdieu, Butler, and Giddens—Ethnography and archaeological, poststructuralist theories of iteration and mimesis are used by social scientists to negotiate the tension between social structure and social practice. Readings of three prominent theoretical frameworks in this area: Giddens's structuration theory, Bourdieu's practice theory, and Butler's theories of gender performativity. Ethnographic and archaeological case studies that employ methodologies inspired by these approaches. Intersections and contradictions among these theorists' work. Their use in anthropological practice. Emphasis is on gender, sexuality, and ethnicity.

5 units, Aut (Voss)

CASA 382. Advanced Topics in Medical Anthropology—Graduate seminar. The history and theories of medical anthropology. Focus is on medical anthropology's transformations in the 20th century: how medical anthropology has emerged as a field of inquiry, grown in dialogue with other areas of scholarships, and come to offer a unique array of theoretical positions and modes of ethnographic engagement. Emphasis is on debates within interpretive and critical medical anthropology, and how an understanding of these debates may be used to assess contemporary works within the field.

5 units (Kohrman) not given 2002-03

CASA 383. The Anthropology of Disasters—Throughout the 20th century, natural and technological disasters became a major cultural and scientific preoccupation. The failures of the engineering miracle that was

the Titanic, landslides and ecological havoc resulting from deforestation, and the intergenerational consequences of Chernobyl require students of science and technology to consider the circumstances under which technologies are fallible, how lines are drawn between natural and technological disasters, and how disasters affect segments of the population. Factors: the rise of engineering education and practice, economic needs for technological infrastructures, cultural fantasies about speed and progress, risk and fear.

5 units (Jain) not given 2002-03

CASA 385X. Cultures and Technologies—(Same as EDUC 306C.) Technologies and the ways of learning in specific cultural and social environments. Anthropological perspectives on the rise of information technologies and their relation to 20th-century systems of measurement, modes of thought, and forms of hegemony. Topics: accounting systems, metal, paper, plastic, and electronic currencies, writing systems and literacy, and computerized learning environments.

4 units, not given 2002-03

CASA 391A,B. Qualifying Paper—Required in second-year or third-year of Ph.D. program.

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

CASA 392. Dissertation Writers Seminar—For graduate students in the process of writing dissertations and preparing for professional employment.

1-3 units, Aut, Win, Spr (Yanagisako)

CASA 393. Internship

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

CASA 394. Proposal Writing Seminar—Required of Ph.D. students in anthropology in their second year. The conceptualization of dissertation research problems, the theories behind them, and the methods for exploring them. Participants draft a research prospectus suitable for dissertation proposals and research grant applications. Limited enrollment. Prerequisite: 302 (formerly 212) or consent of instructor.

5 units, Spr (Gupta, Kehrman)

CASA 395. First-Year Paper—Required of first-year Ph.D. students.

2-5 units, Win, Spr (Inoue)

CASA 396. Research Apprenticeship—Supervised work with an individual faculty member on a research project. May be taken for more than one quarter.

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

CASA 397. Directed Individual Study—Opportunities for advanced students to explore special areas of interest.

1-15 units, any quarter (Staff)

CASA 398. Teaching Apprenticeship—Supervised experience as teaching assistant in one undergraduate course.

1-15 units, any quarter (Staff)

CASA 399. Master's Research Thesis—Research in connection with the master's paper.

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

CASA 444. Cultural and Social Anthropology Colloquium

1 unit, Aut, Win, Spr (Staff)

OVERSEAS STUDIES

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

PUEBLA

CASA 71X. Cholula: The Workings of a Sacred City—(Same as LATINAM 104X.)

3-5 units, Win (Knab)

This file has been excerpted from the *Stanford Bulletin, 2002-03*, pages 327-338. Every effort has been made to insure accuracy; late changes (after print publication of the bulletin) may have been made here. Contact the editor of the *Stanford Bulletin* via email at arod@stanford.edu with changes, corrections, updates, etc.