SPRING 2016
COURSE DESCRIPTION BOOKLET

Andrew Orta, Head
109B Davenport Hall
Ellen Moodie, Assoc. Head and Director of Graduate Studies
395 Davenport Hall
Brenda Farnell, Director of Undergraduate Programs
209H Davenport Hall
Karla Harmon, Courses & Scheduling
109C Davenport Hall
Liz Spears, Graduate Coordinator
109E Davenport Hall

CALENDAR OF EVENTS

Instruction Begins  January 19, 2016
Spring Vacation Begins  March 19, 2016
Instruction Resumes  March 28, 2016
Last Day of Instruction  May 4, 2016
Reading Day  May 5, 2016
Final Examinations Begin  May 6, 2016

Undergraduate Degree Requirements

General Anthropology: ANTH 220, 230, 240, 270; 12 hours 300+; 6 Elective ANTH hrs; 3-6 hrs Senior Capstone project; 15 hours supporting coursework, 9 hours of which must be at the 300 level or above.

Minor: The Anthropology Minor consists of 18 hours including: 6 hours from ANTH 220, 230, 240, or 270/271; 6 hours of ANTH electives at any level; and 6 hours of ANTH advanced coursework 300 level or above.

Departmental Distinction: To be eligible for distinction, a student must maintain a 3.6 average in 30 hours of anthropology courses, including at least 2 hours of ANTH 391 and 2 hours of ANTH 495, and submit a thesis for judgment by the student's thesis director and an additional reader.
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<th>Class</th>
<th>Sect</th>
<th>Day</th>
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<th>Professor</th>
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<td>Lucero</td>
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**MUSEUM STUDIES**

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101 INTRODUCTION TO ANTHROPOLOGY

Dr. Lisa Lucero  Office: 396C Davenport Hall
ljluce@illinois.edu

This course introduces the field of anthropology, the study of humankind, and the four major subfields of anthropology: physical anthropology, archaeology, cultural anthropology, and linguistics. The study of humankind attempts to answer questions about where humans came from, how societies live and communicate, and why human cultural groups are both similar and unique. Also, this course introduces to the student how and why anthropologists study humans.

*Non-Western Cultures, UIUC Social Sciences, and Western Compartv Cult course

102 HUMAN ORIGINS AND CULTURE

Dr. Laura Shackelford  Office: 209J Davenport Hall
llshacke@illinois.edu

This class explores the origin and evolution of humans with an emphasis on reconstructing and interpreting fossil evidence. It provides an introduction to the fundamentals of biological anthropology and draws on a diverse range of other disciplines that contribute to the study of human evolution – evolutionary biology, population genetics, comparative anatomy, primatology, archaeology, geology and paleoecology. We examine the fossil and artifact record of the last several million years in order to develop an understanding of why we are interesting animals and a somewhat unique species.

UIUC Social Sciences course

103ONL ANTHROPOLOGY IN A CHANGING WORLD

103 ANTHROPOLOGY IN A CHANGING WORLD

Dr. Gilberto Rosas  Office: 386B Davenport Hall
grosas2@illinois.edu

Anthropology is the study of human culture and meaning. From the moment human beings are born, they are embedded in social worlds, forms of language, and relations of power. Through the systematic study of other societies, we aim to see the world through the eyes of others – to make the strange familiar and the familiar strange. The aim of this course is to present an overview of cultural anthropology focusing on the discipline’s central concept: culture. Readings, lectures, assignments and exams will expose students to a broad range of societies around the world. They will also reveal often taken for granted cultural practices closer to home. Beyond pursuing enduring questions of how people in different places and times find meaning in their lives and in their communities, cultural anthropology provides a uniquely informed perspective on a set of very pressing topics, including: globalization, multiculturalism, racial and ethnic conflict, gender relations, and social class. For students interested in pursuing further work in cultural anthropology or other social sciences, this course will provide an introduction to terms and concepts useful for continuing work in these fields. For all students the course will present a glimpse of a range of human societies and the contemporary challenges they confront, and encourage a comparative and critical awareness of other societies, of our own, and of the complex connections and histories that link us together.

*Non-Western Cultures, UIUC Social Sciences, and Western Compartv Cult course

105 WORLD ARCHAEOLOGY

Dr. Alison Carter  Office: 393 Davenport Hall

This course is a general introduction to archaeology and world prehistory. Using archaeological data, we survey archaeological discoveries in the Near East, Africa, Asia, Europe, and the Americas. We also discuss the methods and practices archaeologists use to understand how change happened during periods without written records. The course begins with the earliest *Homo sapiens* and examines the processes that lead to the development of agriculture, settled villages, and complex societies. This course is planned for non-Anthropology majors, and is meant to appeal to students who have an interest in archaeology and the past.

UIUC: Hist&Philosoph Perspect course

175 ARCHAEOLOGY AND POP CULTURE
Dr. Helaine Silverman
Office: 295 Davenport Hall
Helaine@illinois.edu

In his book, *Frauds, Myths and Mysteries*, Kenneth Feder cautions that we get the past we deserve. He says that throughout history, “thinkers, writers, scholars, charlatans, and kooks” have attempted “to cast the past in an image either they or the public desire or find comforting.” This course explores the manner in which archaeologists and others have reconstructed and conversed about the past – their own past and that of others. This course is about *the past in the present* in terms of the social and political context of archaeology. Through multiple case studies we examine the ways in which the ancient past has been interpreted, appropriated, represented, used and manipulated in the present for a variety of reasons by people, political parties, national governments and others.

UIUC: Hist&Philosoph Perspect course

199 EXPLORING CAREERS WITH A BACHELOR’S DEGREE IN ANTHROPOLOGY
Dr. Brenda Farnell
Office: 209H Davenport Hall
bfarnell@illinois.edu

This course is intended both for Anthropology majors and non-majors who want to explore a variety of career options with a degree in Anthropology. We will explore your career interests and skills, read about and discuss career options, and meet with professionals in a variety of disciplines (such as medicine, education, forensics, law, museums, non-profit and social justice organization, media and communication, international diplomacy, government and policy, and more). We will explore how the anthropological imagination prepares you to work in a variety of careers.

209 FOOD, CULTURE, AND SOCIETY
Dr. Martin Manalansan
Office: 387 Davenport Hall
manalans@illinois.edu

(3 hrs)
“As American as apple pie!”

“Let’s have a coffee break.”

“I can’t eat any more – I have to fit into a bikini this summer.”

“What? A Thanksgiving dinner without turkey? Impossible!”

“You have not eaten French haute cuisine? Oh you poor thing!”

“You can’t be friends with them – they eat dogs!”

These statements illustrate how food is an intrinsic part of our everyday life. Furthermore, they demonstrate how food goes beyond providing nutrition and biological sustenance. Food is a symbolic and material medium for establishing social relationships, creating meanings and sustaining practices that revolve around family, kinship, religion, gender, class, ethnic, national and other collective identities. It defines banal routines and important life events such as birthdays and weddings. Food influences how we see ourselves in relation to others. It is a vehicle for creating intimacy between people or a marker of difference and inequality.

The course introduces students to the anthropological and sociological study of food to better understand how food practices, culinary cultures and dietary rules are embedded in our individual and collective memories, desires, and everyday struggles. Some of the themes to be explored in this class include: cookbooks and cooking shows; diet and gender; ethnic foods; haute cuisine and class inequalities; religion and food taboos; cannibalism, fast-food: globalization; and world hunger.

UIUC Social Sciences course

230 SOCIOCULTURAL ANTHROPOLOGY (3 hrs)
Dr. Virginia Dominguez Office: 193 Davenport Hall
vdomingu@illinois.edu

This is an advanced introduction to the field of social/cultural anthropology, its past and present work, the issues it has long cared about, and the ways in which it relates ideas to the world around us. The course draws on knowledge of the diversity of human societies, experiences, and histories to shed light on people’s understandings of the social world, including thinking about world problems, especially those that reflect, promote, hide, or reproduce violence (and not just cultural difference). It emphasizes analytic skills, debated concepts, and ethical implications.

240 BIOLOGICAL ANTHROPOLOGY (3 hrs)
Dr. Petra Jelinek Office: jelinek@illinois.edu

Past and present evolution of the human species and population and individual biological variation; topics include genetic principles relevant to human evolution, primate phylogeny and behavior, fossil evidence for human evolution, and the origin and significance of biological diversity in modern humans. Prerequisite: ANTH 102 or ANTH 143; or an introductory life sciences course; or consent of instructor.

242 HISTORY OF HUMAN EVOLUTION (3 hrs)
Dr. Stanley Ambrose Office: 381 Davenport Hall
ambrose@illinois.edu

How has the study of human origins and human evolution and its socio-political setting developed during recorded human history? Conceptions of our evolutionary history – how we have become modern humans
– influence our understanding of what it means to be human. Recognizing this is essential for developing a critical approach to the interface between science and society. This course will trace the history of human evolution from Antiquity to Darwin to the debates taking place today in public schools, courtrooms, college campuses and laboratories about creation and intelligent design versus evolution. We will compare and contrast the explanation for origins of humans and the world in different cultures including those of western and eastern religions, and early and modern scientific theories. We will explore the history of the controversies of our human evolution, within anthropology and in wider society, and how they have affected each other. Special emphasis will be placed on scientific and public interpretations of the fossil record, scientific versus popular conceptions of race, and the Nature versus Nurture debate.

Grading and evaluation of student performance will be based on participation in class discussions, three in-class exams, and three short essays.

Prerequisite: An understanding of biology is very useful. ANTH 102, 143, or a similar biological anthropology or biology course is recommended.

TEXT:


Additional required reading assignments will be available through the Compass web site.

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**246 FORENSIC SCIENCE**

Dr. Chris Hughes  
Office: 185 Davenport Hall  
hughesc@illinois.edu

Forensic science is the application of science to the law and encompasses a wide variety of scientific disciplines. This course reviews the history and theory underlying methods used in forensic science. Topics to be discussed include the courtroom, the units of a crime laboratory, methods of securing and investigating a crime scene and the analysis of evidence collected from a crime scene such as blood, hair, bones and fingerprints.

* UIUC: Life Sciences course

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**249 EVOLUTION AND HUMAN DISEASE**

Dr. Jessica Brinkworth  
Office: 389 Davenport Hall  
jfbrinkw@illinois.edu

Immune systems are mandatory for life. They stand as host’s defense against invaders and are deeply involved in physiological systems key to reproductive fitness. As such immune systems are under powerful natural selection, cope with invasion/stress differently across species and populations, and, therefore, need to be understood in the context of their evolution and ecology in both basic research and medicine. This
seminar discusses the evolution and ecology of immune systems in the context of evolutionary and anthropological theory and applied research, with attention paid to the primate order. It is designed for senior and graduate students with a basic background in biology, biological anthropology, medical or veterinary sciences, with interests in immunity, disease and evolution.

UIUC: Life Sciences course

270 LANGUAGE IN CULTURE (3 hrs)
Dr. Elise Kramer Office: 383 Davenport Hall
  eakramer@illinois.edu

This course examines dynamic intersections between culture and language. We explore language and identity; how different linguistic systems guide speakers to think differently about the world; how ideologies about language relate to beliefs about nation, race, and gender, and how discourse (talk) shapes power and politics in social interaction. Students will be introduced to a variety of theoretical approaches; learn basic analytical procedures, and have opportunities to apply these to intellectual and social problems that interest them. This course can be taken as a standard offering or for Advanced Comp (271). Credit is not given for both ANTH 271 and ANTH 270.

271 LANGUAGE IN CULTURE-ACP (3 hrs)
Dr. Elise Kramer Office: 383 Davenport Hall
  eakramer@illinois.edu

Course is identical to ANTH 270 except for the additional writing component. Credit is not given for both ANTH 271 and ANTH 270.

THIS COURSE SATISFIES THE ADVANCED COMPOSITION (ACP) GEN. ED. REQ.

278 CLIMATE CHANGE & CIVILIZATION (3 hrs)
Dr. Lisa Lucero Office: 396C Davenport Hall
  ljlucero@illinois.edu

This course examines how climate change impacts society, past and present. We address crucial questions about how lessons from the past can inform on present problems. The last part of the course focuses on current trends and solutions on how to deal with the consequences of climate change. What are the political and social roadblocks to addressing global climate change? Will we, through technology or other means, overcome the dramatic changes taking place (e.g., melting glaciers, rising sea levels, increasing drought/flooding, and so on)? Students will come away from this course better informed about the current state of climate change and what it portends for our future.

280 PERSONAL ANTHROPOLOGY (3 hrs)
Dr. Alma Gottlieb Office: 386 Davenport Hall
  ajgottli@illinois.edu

In this course, we’ll apply anthropological approaches and methods to your own daily life, enabling you to develop a more critical understanding of contemporary North American society and your position in it. Short readings are complemented by a series of auto-ethnography exercises that will guide you to conduct fieldwork in your own life and write short papers analyzing these exercises. Concepts of time, assumptions about gender, experiences of race and class, preferences for food, choices about clothes, and our place in the global economy are all grist for the ethnographic mill.
Humans evolved during an era of increasingly variable ice age climates and environments. Did this environmental variation influence how we have become human? This course explores a vast period of human prehistory, from five million to 10,000 years ago, before people domesticated plants and animals and first cities arose. The first part of the course will be dedicated to understanding the discovery, causes and consequences of ice ages, how past climates are reconstructed, and future climate change. Archaeological, paleoanthropological, fossil and ethnographic data will be used to understand past lifeways in Africa, Europe, Asia, Australia, and the Americas. The course emphasizes an integration of both theory and data for understanding the role of climate change in human biological and cultural evolution, lifeways, and changes in cultures during the Pleistocene ice ages.

Prerequisite: Anth. 101, 102 or equivalent, or permission of the instructor.


Other assigned readings will be available through the Compass web site.

How does a nation and its inhabitants render their complex notions belonging? This course introduces students to the issues and methodologies of the emerging field of performance studies as a mode of analysis by focusing on contemporary U.S. cultures. We analyze how people construct their social and cultural worlds through performative practices (that is, what people actually say and do) both on the stage, in the arts, and in the experiences of everyday life. Topics include popular entertainments like music, dance, festivals, public rituals such as holiday celebrations, tourist productions, sports, religious rituals, theater, political protests, political campaigns and presidential speeches, and the activities of daily life including work, leisure, and the practice of politics, law and religion.

While our focus will be on the contemporary U.S, comparative studies from other parts of the world as well as historical materials will be introduced, including, for example, a study of comparative hip-hop practices in the U.S., Japan. Key terms are: embodiment, community, national identity, social difference, daily life, and the arts. Interdisciplinary readings, outside events, guest speakers, and in-class videos supplement discussions. Students will explore individual research topics to complement class discussions.

From Facebook to Twitter, World of Warcraft to Tinder/Grindr, new media and digital communication technologies are pervasive globally, but not universal in their distribution, use, or implications. This course
will draw heavily on ethnographic examples and contemporary theory to explore anthropological inquiries of language, media, and digital domains in order to examine how these technologies are tied up in the construction of identities, virtual communities, and new forms of political participation and protest. In addition, we will discuss the methodological and ethical considerations specific to ethnographic research in virtual worlds, media, and digital domains and what such research brings to the larger field of Anthropology.

372 TALKING RACE
Dr. Krystal Smalls
Office: 385 Davenport Hall
ksmalls@illinois.edu

What does it mean to say that someone “sounds black” ... or to admiringly remark that Spanish is "a sexy language"... or to accuse someone of “pulling the race card?” What structures of meaning are affirmed when we refer to certain humans as “illegal aliens?” Who, if anyone, can say “the n-word" without triggering hurt and outrage? How is the term "terrorism" raced? Can words really be violent? Can words transform racial ideology? These kinds of questions reflect the spirit of this transdisciplinary course and help us get to the undercarriage of race and racisms in different national contexts. Most of us ‘get’ that race and racism are constructed phenomena that are diligently maintained by structural processes of all sizes, but we rarely consider how tiny everyday occurrences, and seemingly neutral and natural practices, might be connected to the larger and more scandalous phenomena that tend to capture our attention. This course explores how white supremacy, antiblackness, Islamophobia, Hispanophobia, hipster racism, post-intentional racism, microaggressions, “people-of-color-blindness,” and other forms of racism can be produced simultaneously on multiple scales. We will focus on the ways language – from international political discourses, to how we name ourselves and one another, to phone conversations between squabbling lovers – help give life to race and assorted racisms, and how these race and racisms condition the ways we communicate. Together, we’ll take on past and present social issues and headlines by welding race theory and linguistic anthropological theory to better understand how we ideologically and quantifiably sort one another via language.

393 THE WORLD OF JEWISH SEPHARAD
Dr. Mahir Saul
Office: 309J Davenport Hall
m-saul@illinois.edu

Sephardic Jews are part of Europe and the Middle East, and have also migrated in large numbers to North and South America. This course traces the origins of Sephardic identity from its historic beginnings in Iberia (Spain and Portugal), including a brief glance at pre-Christian Al-Andalus. The expulsion from Spain, migration to Mediterranean countries and Western Europe, the rise of a popular literature in Judeo-Spanish will be covered. One central unit focuses on the 19th century Ottoman Empire and the period of modernization. The course ends with migration to the US and South America.

UIUC: Non-Western Cultures course , and UIUC: Hist&Philosoph Perspect course , and UIUC: Western Compartv Cult course

399 ASIAN MARTIAL ARTS
Dr. Jeffrey Martin
Office: 209G Davenport Hall
jmart@illinois.edu

This class is about Asian martial arts, a set of practices that have become globally familiar as repositories of a uniquely “Asian” approach to human conflict. We will examine these practices from an
anthropological perspective, thinking through them to consider the role of violence in human life more broadly. Violence exists simultaneously as an embodied fact, as an aestheticized (or moralized) ideal, and as a social reality constituted at the intersection of its material and meaningful dimensions. Treating the practice of violence as an aesthetic or philosophical undertaking raises a number of profound questions. Among the questions we will consider: Is violence related to sex? Is violence intrinsically gendered? Can violence be sacred? How does the body carry history? What kind of discipline transforms individual mortality into a vehicle of hope for the future? And how have all these issues become tangled up in the formation of modern Asian nations?

399 INVESTIGATING INTL SUSTAINALBLE DEVELOPMENT (3 hrs)
Dr. Andrew Orta Office: 382 Davenport Hall
aorta@illinois.edu

This course will bring together faculty from Anthropology, Engineering, Urban and Regional Planning, and other programs for an interdisciplinary examination of international sustainable development. The focus will be on a specific case: a proposed irrigation project in the highlands community of Lumbisi, Ecuador. Please see the instructor for more information about the course and about possible (optional) summer research experiences connected with this course.

420 CASE STUDIES GLOBAL HERITAGE (3 or 4 hrs)
Dr. Helaine Silverman Office: 295 Davenport Hall
helaine@illinois.edu

This course analyzes a selection of World Heritage Sites and other major sites around the world, each chosen because it represents a particular issue. Some of the WHS are ancient, some are historic, some are modern. Some cases exemplify contentious heritage claims. Other cases show the marketing of cultural heritage for the tourism industry where community/social sustainability becomes a key concern. Some of these sites are used to assert national prestige on the competitive global stage. In other cases the sites exemplify narratives of originality and exclusive ownership. All of the case studies illustrate the increasing intersections of local, national, international and transnational interests.

438 PRIMATE LIFE HISTORY EVOLUTION (3 or 4 hrs)
Dr. Kate Clancy Office: 187 Davenport Hall
kclancy@illinois.edu

Life history seeks to explain why differences exist in the pathways that organisms follow from conception to death. Examination of the diversity in the evolution of primate (including human) life histories.

466 CLASS, CULTURE, AND SOCIETY (4 hrs)
Dr. Faye Harrison Office: 205 African Amer Studies
fvharrsn@illinois.edu

This course examines the recent revival of interest in class and its intersections with other salient dimensions of inequality and identity formation (e.g., gender, race, age/generation) in contemporary societies. Focus is on class’ multiple forms, its reproduction and mobilities (upward and downward); the effects this distinction of stratification has on everyday life and on dynamics of culture and power within
and across national boundaries; and the impact of globalization, particularly its neoliberal logics and crises, on realignments within and among the state, market, civil society, and the interrelated sphere of social movements. Ethnographic examination of the meanings, positionalities, and conflicts of class will draw on bodies of research undertaken in an array of national and transnational contexts.

467 CULTURES OF AFRICA (3 or 4 hrs)
Dr. Mahir Saul Office: 309J Davenport Hall
m-saul@illinois.edu

Contemporary ethnography of sub-Saharan Africa, based largely on a set of publications of the last two decades, selected for their inherent interest as well as to provide examples of the social, political, historical, and economic diversity of the continent.

481 ANDEAN ETHNOGRAPHY (3 or 4 hrs)
Dr. Andrew Orta Office: 382 Davenport Hall
aorta@illinois.edu

This course examines the histories and cultures of the peoples of the Andean region of Latin America. As a site of early colonial encounter, a setting for complex processes of racialization, a set of instructive cases of pioneering post-colonial nation building, a core example of regional area studies, a site of transformative indigenous social movements, and a region reeling from the effects of neoliberal and anti-neoliberal reforms of recent decades, the Andean region serves as a case study of pressing contemporary interest and broad comparative relevance to scholars of other parts of the world. Our readings will range from classical works of ethnography and ethnohistory to a set of recent works selected to reflect current issues confronting Andean societies as well as new directions in anthropology.

499 ARCH OF GLOBALIZATION (4 hrs)
Dr. Alison Carter Office: 393 Davenport Hall
akcarter@illinois.edu

Chickens in South America, the worship of Hindu gods in ancient Cambodia, the Silk Road linking China and Rome, and Mississippian shell gorgets in the southeastern United States are all examples of long distance connectivity, but can we also consider them ancient examples of globalization? Although many scholars might consider globalization as a uniquely modern phenomenon, archaeological research is increasingly showing that that long distance connectivities extend back thousands of years, and that these “complex connectivities” had transformative effects on ancient cultures. In this advanced undergraduate/graduate seminar, we will examine the archaeology of globalization considering examples from around the world and from the prehistoric and historic periods. We will also explore related topics, such as world systems theory, and the archaeology of colonialism, and capitalism. We will ask how studies of globalization in our contemporary world can influence archaeological thinking and if archaeological research can make contributions to contemporary globalization studies.

499 LANGUAGE AND HUMOR (4 hrs)
Dr. Elise Kramer  
Office: 383 Davenport Hall  
eakramer@illinois.edu

Course description: Humor is a ubiquitous element of human life, yet it has proven a somewhat intractable object of study. Though scholars have long tried to distill “humor” to a static, universal formula, the anthropological approach to humor emphasizes that it is a culture- and context-specific phenomenon that must be studied in action. In this course we will read many different scholarly perspectives on humor, including psychoanalysis, sociology, philosophy, and anthropology, as we consider the social and communicative dimensions of joking and laughter.

**499 EVOLUTION, ECOLOGY OF IMMUNE SYSTEM**  
(4 hrs)  
Dr. Jessica Brinkworth  
Office: 389 Davenport Hall  
jfbrinkw@illinois.edu

Immune systems are mandatory for life. They stand as host’s defense against invaders and are deeply involved in physiological systems key to reproductive fitness. As such immune systems are under powerful natural selection, cope with invasion/stress differently across species and populations, and, therefore, need to be understood in the context of their evolution and ecology in both basic research and medicine. This seminar discusses the evolution and ecology of immune systems in the context of evolutionary and anthropological theory and applied research, with attention paid to the primate order. It is designed for senior and graduate students with a basic background in biology, biological anthropology, medical or veterinary sciences, with interests in immunity, disease and evolution.

**499 ACTIVIST ANTHROPOLOGY**  
(4 hrs)  
Dr. Kora Maldonado  
Office: 396D Davenport Hall  
korintam@illinois.edu

This course explores the legacies of racism, sexism, classism and colonialism that shaped the discipline in order to understand contemporary impulse to create a more engaged anthropology in some cases articulated through the idea of decolonization. We will likewise explore the disciplines the distinct contemporary perspectives on engaged, public, and activist anthropology, and explore their respective ethical, political, and theoretical questions. Provided that we have IRB approval we will have an activist research project to be carried out throughout the semester.

**499 NEUROANTHROPOLOGY**  
(4 hrs)  
Dr. Petra Jelinek  
Office: 309C Davenport Hall  
jelinek@illinois.edu

This course provides an introduction to evolutionary and biocultural approaches within anthropology to the central and peripheral nervous systems and their interconnections. Topics include the how evolution has shaped the brain; how culture and social structure shape the brain, its development, and its activity; and anthropological perspectives on connections among behavior, brain, mind and body.

**499 PALEOGENOMICS SEMINAR**  
(4 hrs)  
Dr. Ripan Malhi  
Office: 209F Davenport Hall  
malhi@illinois.edu

This seminar will review the birth of the field ancient DNA studies in the 1980s through its development into the burgeoning paleogenomics field that exists today. We will read, review and critique key studies and associated articles in the field over the past 30 years.
511 RESEARCH PROPOSAL SEMINAR (4 hrs)
Dr. Alma Gottlieb Office: 386C Davenport Hall
ajgottli@illinois.edu

Designing a doctoral research project and writing a grant proposal to secure funds that will enable you to carry out that project can be an exhilarating/terrifying experience. This workshop helps you through this rite-of-passage stage in your graduate training by providing you with written guides to the process, a rigorous timetable for the production of proposal drafts, and helpful feedback from your peers.

Defining and sharpening the conceptual focus of your project . . . covering relevant bodies of scholarly literature (ethnographic, regional, historical, theoretical, and methodological alike) . . . communicating your ideas effectively – these are all skills that we will work to develop. Toward the end of the semester, we will also start thinking about professionalization issues—life BEYOND fieldwork--by having you envision future publications that might result from your eventual doctoral research.

To get a sense of how well-planned projects are conceived, organized, and described, we will read a selection of successful doctoral grant proposals covering a wide variety of topics and approaches. During our class time, we will "workshop" grant proposals produced by each student.

515IA ILLINOIS ANTHROPOLOGY (2 hrs)

This course meets once a week to help prepare first-year graduate students for their training and future careers in Anthropology. Activities may include grant preparation as well as reading selections from faculty members’ work.

515 SCI SOCIAL THEORY & ETHNOGRAPHY (4 hrs)
Dr. Jessica Greenberg Office: 389 Davenport Hall
jrgreenb@illinois.edu

This course is the second semester of a sequence initiated with Social Theory/Ethnography I. As a complement to the preceding semester’s focus on the historical and philosophical foundations of our discipline, and the intellectual genealogies and historical and political contexts out of which contemporary social theory has emerged, our task this semester will be to examine these theoretical roots through the disciplinary practice of ethnography. We will examine a set of classic and contemporary works that reflect specific theoretical orientations in our field. In reading ethnography, we will also investigate the integral relationship between ethnographic method, genres of writing and the production of anthropological theory. We will further interrogate anthropology’s identity as a discipline and its relationship to theory and method in critical and normative social scientific traditions and the humanities. By the end of the course, students should begin to recognize the epistemological assumptions that allow anthropologists to root analysis in contextual specificity and have comparative conversations across disparate areas of field research.

515VD INTERDISCIPLINARY APPROACH TO EVIDENCE (4 hrs)
Dr. Virginia Dominguez Office: 193 Davenport Hall
vdomingu@illinois.edu
This graduate course examines the role of ideas and ideologies of evidence in the production of knowledge across the disciplines. Interdisciplinary explorations will concentrate on (1) ideas of evidence, (2) their role in the production and testing of knowledge, (3) a range of sociopolitical sites in which evidence is privileged as an idea, (4) a range of sociopolitical sites in which it does not appear privileged, (5) claims made in terms of “evidence,” (6) ideologies of knowledge in terms of evidence and of evidence in terms of knowledge, and (7) the legal range of experience with “evidence,” including jurisprudential debates. Students will explore their own assumptions about evidence in their current and past work as well as in non-work areas of life, and they will explore the consequences different stances on evidence would have in their own dissertation research and writing.

Materials for the course are drawn from selected scholarly debates across a range of disciplines including anthropology, history, feminist psychology, law, statistics, literary theory, psychiatry, political science, sociology, and science studies.

523 DYNAMIC EMBODIMENT (4 hrs)
Dr. Brenda Farnell
Office: 209H Davenport Hall
bfarnell@illinois.edu

‘Dynamic Embodiment’ refers to a shift in the ‘anthropology of the body’ toward a conception of persons as not only embodied agents, but as moving, active and interactive embodied agents. In this seminar we examine anthropological theories and methods for understanding systems of body movement and performance in their socio-cultural contexts. We explore systematic connections between concepts of the body, movement, and space/time as they apply to the study of everyday skills as well as the expressive complexities of dances, gestural systems, sacred and secular ritual, sign languages, sports, theater, and martial arts. The seminar will include active exploration as well as discussion and how best to apply the concepts and approaches to student research interests.

MUSEUM STUDIES

MUSE 250/Anth 250 THE WORLD THROUGH MUSEUMS (3 hrs)
Dr. Susan Frankenberg
Office: 309A Davenport Hall
PH: 244-1984
sfranken@illinois.edu

Although many scholars trace their origin to the European Renaissance, public museums are now a worldwide phenomenon. And while most of us conjure up specific images (that we assume are shared) when we hear the term museum, museums across the globe are incredibly diverse in what they present and how they operate. This course examines contemporary museums around the world, evaluating their roles as social institutions and communicators of heritage in global contexts. In the first half of the course we develop a framework for museum literacy (how to read museums) based on anthropological, globalization, media and critical theories. Museums are seen not just as representations of the world but as evolving mediators in social, political and economic contexts. During the second half of the course we will virtually tour and evaluate museums using this analytical skill set.

The class is taught as combined lecture-discussions, with online collaborative work during the second half of the semester. Students virtually visit six museums outside class time, and contribute their results and analysis to group projects. Friday class times during the eighth to thirteenth weeks are set aside for
collaborative (group/team) work, and include help sessions to allow more individual contact with the instructor. Readings for the course are posted online (no required textbook).

This course satisfies the General Education Criteria for a UIUC Social Sciences and Western Comparative Culture course.

MUSE 389/589  SPECIAL TOPICS IN MUSEUM STUDIES  (3 UG/4 G hrs)
Dr. Susan Frankenberg  Office: 309A Davenport Hall
sfranken@illinois.edu
PH: 244-1984
MWF 11-11:50
Grad F 12-12:50

This year the undergraduate and graduate special topics seminars in museum studies will explore the Organizational Behavior of Museums. MUSE 389 and MUSE 589 will meet concurrently on Mondays and Wednesdays, but will have separate discussion/collaborative work sessions on Fridays (undergraduates will meet Fridays during the regular class time; graduates will meet one hour later on Fridays at noon).

Organizational Behavior of Museums examines the ways in which museum operations depend on the behavior of people as individuals and as groups at multiple levels. The course examines historic and current administrative and organizational structures of museums around the world, and attempts to understand the constraints and challenges imposed on museums by both external and internal circumstances. Museums will be conceptualized as variably successful collaborative communities, and the circumstances impacting them will be framed in terms of environments. Emphasis will be placed on the roles that innovative, creative or entrepreneurial behaviors have on defining resources, creating value and achieving a museum’s mission and vision. Topics include: theories and models of organizational behavior, nonprofit management and glocalization; innovation and sustainability in museums; the roles of resource identification, definition and development in museum operations; and case studies of successes and failures in museum innovations. Class meetings will include combined lecture-discussions of readings drawn from recent research articles, professional practice literature and policy publications, and small-group work on applied projects. Students should expect to spend time outside class on team projects as well as on reading and research.

MUSE 420  COLLECTIONS MANAGEMENT  (3 UG/4 G hrs)
Christa Deacy-Quinn  Office: 16 Spurlock Museum
c-deacy@illinois.edu
PH: 244-5944

1. Collections Management is designed to introduce you to the preservation, documentation, and maintenance of the physical integrity of museum collections. This course begins with agents of deterioration and how to mitigate their damage to collections. Students will be introduced to chemical and physical properties of inorganic, organic, composite, and textile materials. The course then turns to the study of collections packing, shipping, and storage methods as well as collections hazards, safety and emergency planning. The course includes practical museum experience and standard practices of collection care and decision-making as they apply at the Spurlock Museum. Readings for the course are posted on E-Reserve (no required textbook).

2. Students must enroll in a combined lecture and laboratory section. The Tuesday lecture sections meet concurrently; the two Thursday laboratory sections meet separately. Students, especially graduate students, should anticipate using additional open laboratory times to complete assigned projects. Open laboratory times, offered between 9:00am and 5:00 pm Mondays, Tuesdays, Thursdays or Fridays, will be posted at the beginning of the semester. Students should meet at the
reception desk in the lobby of the Spurlock Museum on the first day of class. Students are expected to have a working knowledge of museum institutions by having completed another museum studies course (preferably MUSE 200, MUSE 500 or ANTH 462) before taking collections management.