

# University of Massachusetts Boston ANTHROPOLOGY DEPARTMENT

*Hands-on approaches to the past, present, and future*



[www.umb.edu/anthropology](http://www.umb.edu/anthropology)



Understand Humanity

Appreciate World Cultures

Link Past and Present

Challenge Inequalities

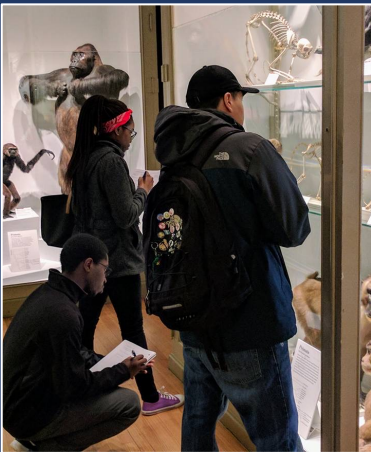
Foster Inclusivity

Practice Empathy

Strive for Sustainability

Participate with Communities

**Seek Change ... Be Changed**



## *Student Guide to Undergraduate Programs*

*Revised, September 2021*

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**Please note: This guide is best viewed online to have access to all links.**

## WHAT IS ANTHROPOLOGY?

The word, “anthropology,” derives from a Greek term translated as “the study of humans.” Anthropology specializes in human diversity and exploring the ways that humans understand and adapt to living in a wide variety of settings, urban and rural, past and present, in all regions of the globe. Anthropology also attempts to understand humans as a whole: as animals, as social actors, and as meaning-making and meaning-seeking beings. As a result, anthropology is poised to offer thoughtful, critical, and well-informed interventions in issues today.

Anthropology is generally divided into four basic fields of study, the first three of which are represented in the curriculum at the University of Massachusetts Boston. **Cultural anthropology** is the study of the traditions, customs, beliefs, and behaviors of different groups and communities of people, as well as the social, economic, political, and environmental problems they face. It often considers these issues in both local and global and comparative ways, typically through an ethnographic lens. **Biological/biocultural anthropology** views humans as biocultural beings and focuses on human evolution, population genetics, health and disease, health disparities, the body itself, nature and nurture, human adaptation to diverse environments, and non-human primates. **Archaeology** studies the human past mostly based on the recovery and analysis of the material record, especially artifacts and environmental remains but also written documents, which are then used to reconstruct past environments and cultures, and it also considers the role of the past in the present in the form of heritage. It can focus on deep time or more recent pasts, and most archaeologists in the Department focus on what is often called “historical archaeology” of the last few centuries. Finally, **linguistic anthropology** studies the interactions between language, thought, culture, and society. To learn more about the discipline, visit [“What is Anthropology?”](#) by the American Anthropological Association.

Anthropology offers critical insights into four major questions of concern to many students:

- 1) **What is humanity?** Anthropology’s cross-cultural and biologically-informed studies illuminate traits that are unique to human beings and that link all of us across arbitrary, but lived, barriers of race and ethnicity. It identifies how we act on, and are acted on by, our physical and social environments.
- 2) **Where did we come from?** Through fossil evidence of human evolution and the archaeological record of human cultural development and geographic spread, anthropology offers a scientific and humanistic understanding of our development as a species and a collection of unique, diverse communities and how we came to populate almost all reaches of the globe.
- 3) **Why do cultures and peoples differ?** With its broad perspective on social and cultural development in time and space, anthropology is uniquely suited to examine cultural difference. Comparative studies illuminate not only the degree to which cultures pose different solutions to similar problems, but also the demographic, political, and economic forces that have shaped cultural change in the past and in the present. It is also particularly attuned to questions of power and inequality. Because it can address this

issue from biological, cultural, and historical perspectives, anthropology is uniquely situated to dispel commonplace misconceptions of racial and cultural superiority. It also helps us realize that despite cultural differences, we all share an affinity as human beings.

4) **What is my place in society?** Anthropology's cross-cultural perspective prompts a critical examination of familiar social roles and an awareness of the cultural and historical underpinnings of current configurations of gender, sexuality, ethnicity, race, class, religion, and nationality.

Our goal as a department is to engage UMass Boston students actively in the search for answers to these fundamental questions about themselves and the world in which they live. It is a world in which traditional boundaries between the local, the regional, the national, and the global are shifting. Anthropology's longstanding attention to issues of cultural diversity and to economic stability in both Western and non-Western regions combines with the discipline's holistic, evolutionary, deeply historical, critical, and cross-cultural approaches to offer students powerful resources for understanding current trends that affect their workplaces and their communities.

Our department's primary research and teaching themes are: (1) cultural preservation and representation, (2) Indigenous people and the state, (3) urbanism, (4) transnationalism and immigration, (5) ethnicity and identity, (6) globalization and the environment, (7) health disparities, and (8) human growth and development. We pursue these in a wide variety of places and on various communities (urban, rural, indigenous, immigrant, and refugee) in the U.S., the Caribbean, Latin America, Pacific Islands, and the North Atlantic. Equally importantly, we conduct our research and teaching with a commitment to those communities – their well-being, their needs, their initiatives, their struggles – with which we work. We invite our students to join these efforts and engage with these themes.

Our fundamental charge as a department is to prepare students for the roles they will play in a highly complex, multi-cultural world. On campus, we seek to reach the broadest undergraduate audience through our multi-layered participation in the University's General Education curriculum, its Diversity curriculum, and in more than a dozen programs and concentrations in interdisciplinary areas across the College of Liberal Arts. For students who wish to pursue anthropology in greater depth, we offer both a Major in Anthropology and three department-affiliated minors.

We expect that majors and minors will graduate with 16 fundamental knowledge areas and useful skills:

1. an appreciation for human cultural diversity,
2. an understanding of our origins as a biological species and the ways in which our capacity for language and culture has shaped our diversity historically,
3. an awareness of how culture shapes the way people view the world and how that world view has consequences for society locally and globally,
4. an appreciation for the ways in which human societies shape their physical and social environments and in turn are affected by them,



5. an understanding of how social categories, especially race, are constructed entities and how those constructions are contingent on historical and cultural variables,
6. an understanding of how post-1500 A.D. forces of globalization have shaped the lives of both indigenous populations and settler groups,
7. an understanding of the relationship between data and theory and at least a modest personal experience conducting empirical research,
8. an understanding of the ethical responsibilities of anthropologists to the individuals and communities whose lives and material remains they document,
9. an awareness of the plight of marginalized and oppressed groups and other human rights and social justice issues,
10. an ability to address issues affecting the world in which we live through an anthropological lens that promotes a holistic and contextual understanding,
11. a capacity to make connections, through anthropology, to multiple disciplines in the humanities and sciences,
12. an ability to read and understand the scholarship on which an anthropological perspective is based,
13. an ability to articulate an anthropological analysis of problems through a clearly organized written or oral argument,
14. an awareness of career options to ensure students learn in their coursework and their time in the department where they might find jobs,
15. a sense of career management to build student capacity to guide their own trajectories, create opportunities, and market themselves, and
16. flexible skills application to recognize, acquire, and deploy anthropological skills in a variety of allied fields and job contexts.

We hold central a commitment to open and critical learning that fosters inquiry and discovery; to training that nurtures diversity, respect, and inclusion; and to our collective obligation to cultural and environmental stewardship. Our approach is based not only on our conception of what kind of preparation will best serve the aspiring professional anthropologist, but on what anthropology has to offer the educated individual in both local and global settings. Anthropology offers useful resources for understanding current trends that affect our workplaces, families, and communities, and this knowledge is applicable to many lines of professional work, including careers in health and science, education, business, social service, and many types of graduate study.



## WHAT YOU CAN DO WITH AN ANTHROPOLOGY DEGREE

UMass Boston Anthropology graduates have gone on to do almost every conceivable sort of work, in the private, non-profit, and governmental sectors, as well as to graduate school in dozens of different professional and scholarly fields. See Appendix 1: “Anthropology Department Fact Sheet and Careers in Anthropology.” UMass Boston graduates have pursued masters and doctoral degrees in anthropology, sociology, geology, religious studies, American Studies, law, medicine, museum studies, social work, business, education, urban planning, library science, and public affairs; taught at the community college, high school, or junior high levels. Many others have taken research, education, and preparation positions in museums; engaged in contract public archaeology and environmental impact assessment; entered foreign service positions in private and public sectors; and joined social service occupations in which an anthropological background can be combined with other social sciences. Many have started their own businesses.



For more information on careers in anthropology and related fields, visit this [employment resource](#) from the American Anthropological Association. Read “[What You Can REALLY Do with an Anthropology Degree](#).” Also, be sure to talk to your professors and advisors about how to make the most of your time in our department and on campus to ensure future success in employment, community, and other pursuits after graduation.

Our undergraduate students have also won major awards and honors at UMass Boston, including most recently the [John F. Kennedy Prize](#) and the [Ryan Award](#).

## MAJORING IN THE ANTHROPOLOGY DEPARTMENT

For those who entered UMass Boston having already declared an Anthropology major, you are already on the right track. For those who want to explore the major and consider declaring it as part of their degree path here, we offer some suggestions. The first step in becoming an Anthropology major is to enroll in the introductory courses. These courses provide an overview of the various subfields of anthropology, and all majors are required to take all three in whatever order suits the student. One or the other of these courses, and in some cases all three, are prerequisites to many upper-level Anthropology courses.

If you are interested in anthropology and decide to become a major, you should speak to our faculty and visit the department office where the Department Administrative Assistant will help you fill out forms, sign your Declaration of Major form for the Registrar, and assign you a faculty advisor according to your interests. Once an advisor has been assigned, you should set up an appointment to meet with that person for an initial discussion of your interests and development of a tentative program. Please consult with your advisor regularly as they will tailor advice and strategies that broader university advisors will not be able to do.

## REQUIREMENTS FOR THE ANTHROPOLOGY MAJOR

The Anthropology major is designed to give students a broad grounding in the field through three introductory courses, while allowing each student wide latitude in choosing a course of study to complete eleven (11) courses for the major, with a minimum GPA of 2.0 required. Students may focus within one subdiscipline or explore a wider range of interests. See the “pathways” tables that follow. At the same time, we seek to ensure that all majors acquire 1) a common base of understanding of anthropological theory and its historical currents, 2) formal exposure to comparative themes in anthropology, 3) a deep engagement with social and cultural diversity represented by at least one non-Euroamerican tradition, and 4) an understanding of methodological approaches within at least one subfield. Our senior capstone course required of all majors, Anth 425 “Contemporary Issues in Anthropology,” is designed with the explicit goal of letting students see how their anthropological training has application to the topical or everyday problems of the world and their communities.

The eleven required courses for the major are distributed as follows. Please note that only some of these may be offered during your time on campus based on instructor availability.

### 1) Subfield introductory courses (3 courses required).

Anth 105	Introduction to Biological Anthropology
Anth 106	Introduction to Cultural Anthropology
Anth 107	Introduction to Archaeology



### 2) Sociocultural theory (1 course required).

Anth 345	Sociocultural Theory in Anthropology
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### 3) Area studies (1 course required). Students may choose from:

Anth 232	The Viking World
Anth 270L	Native Peoples of North America
Anth 272	Peoples and Cultures of Africa
Anth 273	Peoples and Cultures of Mesoamerica
Anth 274	Peoples and Cultures of the Caribbean
Anth 275L	Peoples and Cultures of China
Anth 279	Peoples and Cultures of the Andes
Anth 334	Ancient North America
Anth 336L	Ancient Mesoamerica: The Aztecs and their Predecessors
Anth 338L	Ancient Peru: The Incas and their Predecessors
Anth 374	Cultural Politics and Indigenous Peoples of Latin America
Anth 376	Native Peoples of New England: Contemporary Issues
Anth 476L	Native Americans: Contemporary Issues

### 4) Methodology (1 course required). Students may choose from:

Anth 277	US Immigration: Contemporary Issues and Debates
Anth 316	Nutrition, Growth, and Behavior
Anth 317	Human Epidemiology

- Anth 340 Historical Archaeology
- Anth 341 Archaeological Method and Theory
- Anth 348 Ethnographic Inquiry: Introduction to Qualitative Field Research
- Anth 352 Applied Social Anthropology
- Anth 353 Urban Anthropology
- Anth 412 Issues in Biological Anthropology
- Anth 413 Forensic Anthropology
- Anth 432 Archaeological Science

**5) Comparative analysis (1 course required).** Students may choose from:

- Anth 211 Human Origins
- Anth 230 Archaeological Myth and Mystery
- Anth 238 Exploring Empires and Imperialism
- Anth 247 Ancient Cities and States
- Anth 256 Anthropology of Mass Violence
- Anth 260 Anthropology on Film
- Anth 262 Dreams, Dreaming, and Culture
- Anth 263 Environmental Anthropology
- Anth 264 Shamanisms: Anthropological Perspectives
- Anth 268 Wine and Culture: An Anthropological Perspective
- Anth 269L Anthropology of the Object
- Anth 278L Introduction to Native American & Indigenous Studies
- Anth 295L Introduction to Human Rights
- Anth 301L Childhood in America
- Anth 310 Primate Behavior
- Anth 312 Human Variation
- Anth 313 Developmental Models in Human Evolution
- Anth 324 A Biocultural Approach to the Study of Warfare
- Anth 330 Archaeology of Colonialism in Native North America
- Anth 343L African Diaspora Archaeology
- Anth 346 Culture, Globalization, and the Environment
- Anth 349 Anthropology of Development
- Anth 356 African Diaspora Art in the City
- Anth 357 Culture, Disease, and Healing
- Anth 358 Social Determinants of Health and Health Disparities
- Anth 359 Economies and Cultures in Comparative Perspective
- Anth 360 Gender, Culture, and Power
- Anth 361L Indigenous Film
- Anth 364 Anthropology of Adolescence: Biocultural Interactions
- Anth 365 Indigenous and Tribal Art
- Anth 366 Anthropology of Religion
- Anth 367 Social and Cultural Perspectives on Witchcraft and Sorcery
- Anth 368 Myth in Cultural Context
- Anth 372 Anthropology of Death
- Anth 385 Language and Culture





**6) Capstone seminar (1 course required).**

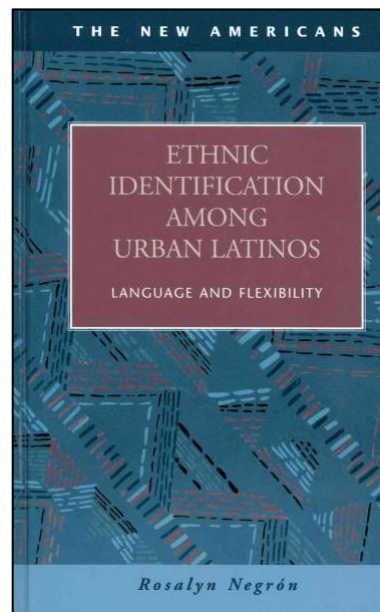
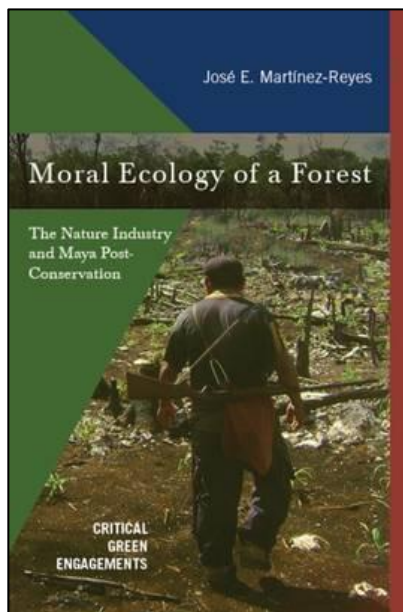
Anth 425 Contemporary Issues in Anthropology

**7) Additional courses for the Major (3 courses required).**

To complete their majors, students may choose any three additional courses from the lists above as well as from the Department's special topics offerings, Anth 280 and Anth 480. Students must complete three departmental courses at the 300-level or above beyond the required Anth 345 and 425 to fulfill the College of Liberal Arts requirement of a minimum of five 300-level courses. Anthropology majors interested in archaeology should consider taking Anth 485 as a summer offering, as it is a foundational experience and often required for employment in archaeology beyond graduation.

Only one of these three additional required courses can be drawn from the courses listed below to meet the eleven-course minimum, but majors are encouraged to take other courses beyond the minimum requirements as appropriate to their interests:

- Anth 22xG Intermediate Seminars (e.g., 220G, 223G)  
\*Note: Only one Intermediate Seminar can be taken for credit.
- Anth 444 Cooperative Education for Anthropology Majors
- Anth 477 Latino Leadership Opportunities Program Seminar
- Anth 478/479 Directed Study
- Anth 483-486 Field Research courses
- Anth 488 Internship
- Anth 490/491 Independent Research (Honors)



## FINDING YOUR WAY THROUGH THE ANTHROPOLOGY MAJOR

After reviewing the requirements for the major, students should see both structure and flexibility. We require all three introductions (Anth 105, 106, 107), a methodology course, a comparative analysis course, an area studies course, the theory course (Anth 345), and the senior capstone (Anth 425). We recommend that students take all three introductions as early as possible to secure the foundation in disciplinary concepts, terminology, and history. We also recommend that students save Anth 345 until their final 2-3 semesters coursework, and students need senior standing to enroll in Anth 425, which we suggest reserving for the last or next-to-last semester.

Beyond these parameters, students have a lot of choice when fulfilling the methodology, comparative analysis, and area studies courses, and they have plenty of opportunities for three electives. Below are a set of pathways through the major for students who want to pursue certain interests or career objectives using those remaining six courses. We intend this only as a series of examples of how one might navigate the major to suit individual students and not as a required set of courses nor any formal degree concentration. Please talk to your faculty advisor to work out a reasonable plan for your individual circumstance. Note: An asterisk (\*) below means the course is offered infrequently, so you should check on its likely appearance before making plans.

If you are mainly interested in **archaeology**, we recommend:

Methods (choose 1)	Comp Analysis (choose 1)	Area Studies (choose 1)	Elective1 (choose 1)	Elective2 (choose 1)	Elective3 (choose 1)	Int Seminar (choose 1)
341	230 238 247 330* 343L	232 334* 336L 338L*	340	Anything not taken in "Comp Analysis" or "Area Studies"	485 <i>or</i> Anything not taken in "Comp Analysis" or "Area Studies"	224G

Note: For students interested in archaeology as a career or graduate studies, we recommend Anth 341 and Anth 485 (summer field school), preferably in that sequence, even if it requires more credits.

If you are mainly interested in **biocultural/biological anthropology**, we recommend:

Methods (choose 1)	Comp Analysis (choose 1)	Area Studies (choose 1)	Elective1 (choose 1)	Elective2 (choose 1)	Elective3 (choose 1)	Int Seminar (choose 1)
316 317 412 413*	310 312 313 324 357 358 364		Anything not taken but listed before	Anything not taken but listed before	Anything not taken but listed before	

If you are mainly interested in **cultural anthropology**, we recommend:

Methods (choose 1)	Comp Analysis (choose 1)	Area Studies (choose 1)	Elective1 (choose 1)	Elective2 (choose 1)	Elective3 (choose 1)	Int Seminar (choose 1)
277	256	270L	Anything not taken but listed before	Anything not taken but listed before	Anything not taken but listed before	220G
348	260	272				223G
352	262	273				
353	263	274				
	264	275L				
	269L					
	278L					
	301					
	348					
	352					
	353					
	359					
	361L					
	364					
	366					
	367					

If you are interested in **health and health disparities**, we recommend:

Methods (choose 1)	Comp Analysis (choose 1)	Area Studies (choose 1)	Elective1 (choose 1)	Elective2 (choose 1)	Elective3 (choose 1)	Int Seminar (choose 1)
316	358		317	357	364	

If you are interested in **Black cultures, history, and diaspora**, we recommend:

Methods (choose 1)	Comp Analysis (choose 1)	Area Studies (choose 1)	Elective1 (choose 1)	Elective2 (choose 1)	Elective3 (choose 1)	Int Seminar (choose 1)
277	343L	272	353	356	274	223G

If you are interested in **Latin America/Caribbean**, we recommend:

Methods (choose 1)	Comp Analysis (choose 1)	Area Studies (choose 1)	Elective1 (choose 1)	Elective2 (choose 1)	Elective3 (choose 1)	Int Seminar (choose 1)
277	343L	273	274	349*	336L	220G
				359*	338L*	223G
						224G

If you are interested in **Indigenous studies and history**, we recommend:

Methods (choose 1)	Comp Analysis (choose 1)	Area Studies (choose 1)	Elective1 (choose 1)	Elective2 (choose 1)	Elective3 (choose 1)	Int Seminar (choose 1)
341	278L	270L	330*	334*	Anything not taken but listed before	220G
348	376*	273	361L	374*		224G
352	476*	279*		376*		

Note: Consider the Native American and Indigenous Studies Minor for a formal degree designation.

If you are interested in **social justice, structural inequality, and activism**, we recommend:

Methods (choose 1)	Comp Analysis (choose 1)	Area Studies (choose 1)	Elective1 (choose 1)	Elective2 (choose 1)	Elective3 (choose 1)	Int Seminar (choose 1)
277	256	270L	Anything not taken in "Comp Analysis"	295L	238	
341	278L	272		324	330*	
353	343L	273		360*	346*	
		274			349*	
		275L				

If you are interested in **environmental anthropology**, we recommend:

Methods (choose 1)	Comp Analysis (choose 1)	Area Studies (choose 1)	Elective1 (choose 1)	Elective2 (choose 1)	Elective3 (choose 1)	Int Seminar (choose 1)
315	263		346	349*	357	
341						

Note: Consider the Environmental Anthropology Minor for a formal degree designation.

If you are interested in **art, imagery, and material culture**, we recommend:

Methods (choose 1)	Comp Analysis (choose 1)	Area Studies (choose 1)	Elective1 (choose 1)	Elective2 (choose 1)	Elective3 (choose 1)	Int Seminar (choose 1)
341	260 361L		356	269L 365*	Anything not taken but listed before	227G*

If you are interested in **religious practices**, we recommend:

Methods (choose 1)	Comp Analysis (choose 1)	Area Studies (choose 1)	Elective1 (choose 1)	Elective2 (choose 1)	Elective3 (choose 1)	Int Seminar (choose 1)
	367		368	366	264	223G



## REQUIREMENTS FOR ARCHAEOLOGY AND HISTORY MAJOR (retired)

*Note: As of Spring 2021, this major is no longer accepting new students.*

The Anthropology Department has phased out this joint major. Those already enrolled can still complete the Archaeology and History degree, and the guidelines below are intended to help current majors finish their degrees rather than to encourage new enrollees. **If you have a strong interest in archaeology and history and had wanted to consider this program, become an Anthropology major and talk with your faculty advisor. Anthropology majors actually can take more archaeology courses to fulfill their degree requirements than Archaeology and History majors could, and they can better tailor their interests to History courses that suit them.** If a student wants both Anthropology and History, we encourage a double major instead with proper advising from both departments.

### Required of all Archaeology and History majors (11 courses)

Anth 106	Introduction to Cultural Anthropology
Anth 107	Introduction to Archaeology
Anth 340	Historical Archaeology
Anth 341	Archaeological Method and Theory
Anth 345	Sociocultural Theory
Anth 425	Contemporary Issues in Anthropology (capstone)
Hist 211	Foundation of Western Civilization
Hist 212/214	Modern Western Civilization/ Modern World History II
Hist 265	American History before 1877
Hist 266	American History since 1877
Hist 480/481	Research & Methods: Seminar in European/American history

**Elective courses:** choose one from each of the groups below (3 courses). At least one of these electives must be at the 300-level.

1. One course in the historical development of US and European society. Choose from:

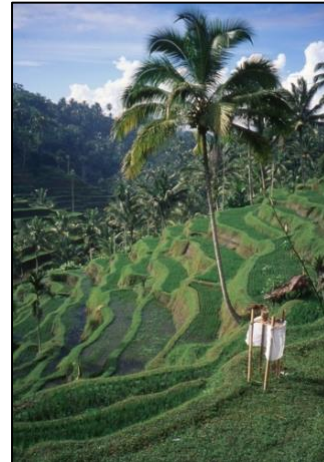
Anth 232	The Viking World
Anth 301L	Childhood in America
Anth 353	Urban Anthropology
Hist 301	Ancient Greek History
Hist 302	Roman History
Hist 303	Classical Archaeology
Hist 304	The Dark Ages
Hist 305	High and Later Middle Ages
Hist 306	Roman Archaeology
Hist 313	19th Century Europe
Hist 315	Europe 1900-1945
Hist 320	Tudor-Stuart England
Hist 324	Russia since 1861
Hist 329	Germany, 1815-1945



Hist 330	The French Revolution
Hist 334	Italy since 1815
Hist 339	Modern Irish History from 1800 to the Present
Hist 370	Colonial America to 1763
Hist 371	American Revolution
Hist 372	The Early Republic
Hist 375	US Civil War and Reconstruction
Hist 377	The American Progressive Era, 1890-1920
Hist 379	The United States, 1900 to 1945
Hist 395	The History of Boston

2. One course in the recent or deeper histories of non-European/Euroamerican societies.  
Choose from:

Anth 222G	Aztecs and Spaniards in the Conquest of Mexico
Anth 224G	Rise and Fall of the Maya
Anth 238	Exploring Empires and Imperialism
Anth 247	Ancient Cities and States
Anth 330	Archaeology of Colonialism in Native North America
Anth 334	Ancient North America
Anth 336L	Ancient Mesoamerica
Anth 338L	Ancient Peru
Anth 343L	African Diaspora Archaeology
Hist 160L	East Asian Civilizations to 1850
Hist 161L	East Asian civilizations since 1850
Hist 352	Topics in African History
Hist 360L	Traditional China
Hist 361L	The History of Modern China
Hist 364	India since 1857
Hist 365	The Middle East 1798-1914
Hist 366	The Middle East since 1914



3. One course in the study of contemporary societies outside the European tradition

Anth 220G	Amazonian cultures
Anth 270L	Native peoples of North America
Anth 272	Peoples and Cultures of Africa
Anth 273	Peoples and Cultures of Mesoamerica
Anth 274	Peoples and Cultures of the Caribbean
Anth 275L	Peoples and Cultures of China
Anth 278L	Introduction to Native American and Indigenous Studies
Anth 374	Cultural Politics and Indigenous Peoples in Latin America
Anth 376	Native People of New England: Contemporary Issues
Anth 476L	Native Americans: Contemporary Issues
Hist 359L	Women in Modern China
Hist 363L	Modern Japan

## ADDITIONAL REQUIREMENTS FOR ALL MAJORS

### Pass/Fail

Courses taken Pass/Fail may not be used to satisfy requirements in the Anthropology or the Archaeology and History majors, except in cases when they were taken prior to the time the student became a major. However, with the exception of a few special courses (Anth 478, 479, 483, 484, 485, 486), any Anthropology course may be taken Pass/Fail for credit toward the B.A. degree. Note that certain Department restrictions were lifted during the Spring 2020 to Spring 2021 semesters due to COVID-19. Please review policies on the university website for more information.

### Directed Study (Anth 478, 479)

Students may take Directed Study for 1-3 credits. Only one Directed Study may be counted for credit toward the major, although students may take additional Directed Studies for graduation credit. Students should be aware that Directed Study may be taken only by students who have completed the appropriate introductory course, are typically juniors or seniors, and have a GPA in the major of 3.0. Waivers of these requirements will be made only under special circumstances.

### Cognate Credit

Cognate credit may be granted, although infrequently, for one course outside the Department upon approval of the Curriculum Committee. Such approval should be sought prior to taking the course by a written request to the chair of the Committee.

### Transfer Credit

At least five of the intermediate and advanced courses required for the Anthropology or Archaeology/History major must be taken at UMass Boston, but additional Anthropology courses may be transferred for general university credit towards the B.A. degree. Students must petition the Department's Curriculum Committee to receive credit toward the major for transferred courses. Permission for transfer of credit should be secured from the Department before a course is taken, except in the case of transfer students who wish credit for courses already taken at their former university. To receive transfer credit for a course, a student should complete a request form from the Department Administrative Assistant. A catalogue description and the syllabus from the course should be submitted as part of the request.

### Policy on Incompletes

Incompletes may be given at the discretion of the instructor if at least two-thirds of the course assignments were completed. To do so, instructor and student both sign a form, available from the [Registrar](#), prior to the end of the semester. This agreement stipulates what the student must do to complete the course and sets a date (within the limits allowed by the University) by which the student must fulfill the terms of the agreement. If the course is not completed by the stipulated date, a grade is submitted based on the existing work in the course. If no action is taken within a year of the end of the semester in which the Incomplete is obtained, the Registrar will automatically turn this grade into a failing IF grade.

## **DEPARTMENT HONORS**

Anthropology Honors involves an intensive, two-semester program of individual research conducted under the direction of a faculty member of the Department and leading to the oral and written presentation of an Honors thesis paper. Honors research will be graded, and the thesis will be evaluated for Honors quality by a committee of three faculty members, including the advisor and two others chosen by the advisor in consultation with the student.

### **Requirements for Honors Candidacy**

Students wishing to be considered as Honors candidates must meet the following qualifications: senior status in the semester in which Honors research will begin, at least four courses completed in Anthropology beyond the introductory level, a 3.5 GPA in the major, and a 3.0 overall GPA. Students whose cumulative averages are slightly below these requirements may petition the Department for permission to register for Anth 490 (Independent Research I -- see below). Such students should understand, however, that by the time of graduation they must have attained a GPA of 3.5 in the major and at least a 3.0 overall GPA to receive Honors.

### **Admissions and Registration Procedures**

Students who meet the above requirements and are interested in pursuing Department Honors research should secure the sponsorship of a Department faculty member willing to supervise the project. Deciding on an appropriate topic for an honors project is a complicated matter, and the initial idea may come from work done in a previous course, some personal experience out of the classroom, or a student's general interest in a problem or question of anthropological relevance. A suitable faculty supervisor for the project should be someone with interests related to this field or problem. Frequently the final choice of research topic is based on a protracted discussion between the student and the faculty sponsor. A final decision about the research topic should be made before the student begins Anth 490 (Independent Research I), a three-credit course taken with the faculty supervisor, normally in the first semester of the senior year. The thesis advisor and the candidate should then choose the remaining two members of the Honors Committee.

### **Continuation of Honors Candidacy at Mid-Year**

The first semester of Honors course work is focused on completing relevant scholarly research on the thesis topic. Depending on the topic, the student may need to secure access to a collection of artifacts or receive permission to interview people off-campus, and these issues may cause delays that should be anticipated. Regular meetings with the faculty supervisor, who may wish to see written progress reports, will help ensure that the research stays on-track during the first term. The second semester of course work is primarily devoted to analysis and writing. At the end of the first term, the supervisor will consult with the other members of the Honors Committee to determine if the student has made sufficient progress on the thesis



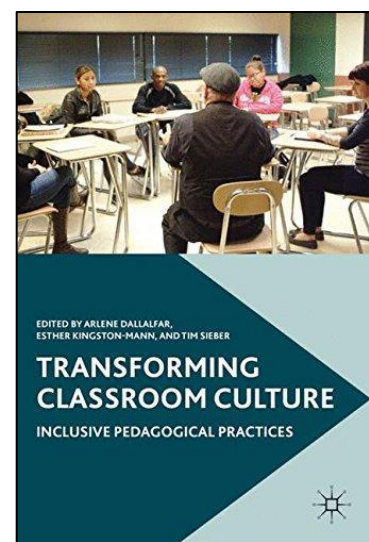
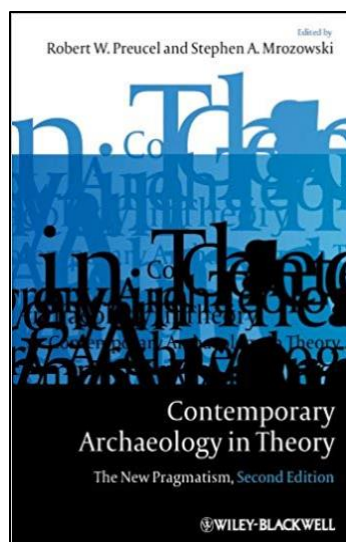
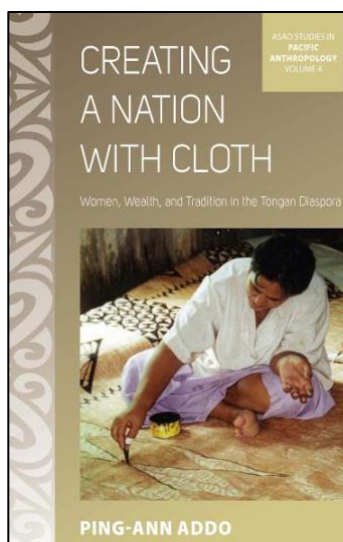
project to warrant continuation of Honors candidacy. If the student is allowed to proceed, a grade of Y will be assigned for Anth 490, and the student will take the second semester of course work, enrolling in Anth 491 (Independent Research II). If not, a letter grade will be assigned for Anth 490, based on the student's work up to that time.

### Completion of Honors Thesis Paper and Department Honors Determination

Students continuing with Anth 491 are expected to submit their completed Honors papers prior to the end of classes. The Honors Committee will then grade the student's work in Anth 490 and 491 and determine if the submitted paper merits Honors designation. To receive a grade of A or A- and the designation of Anthropology Honors on the student's University transcript and diploma, the final thesis paper should be 40-50 pages in length and demonstrate substantial original research and critical analysis on an anthropological question or problem. Additionally, Honors students are expected to make an oral presentation of their work in a department colloquium.

### University Honors

The University Honors College also requires that students complete a senior thesis. The two-semester project for Anthropology Honors meets the criteria for the Honors Program as well, but not every University Honors Anthropology major chooses to do Anthropology Department Honors. Please note that a one-semester independent study course and a literature review paper of approximately 30 pages length may be an appropriate and sufficient senior project for one of our majors to receive University Honors, but to receive Department Honors as well, the student must satisfactorily complete Anth 490/491 as detailed above.



## ANTHROPOLOGY DEPARTMENT AFFILIATED MINORS

### MINOR IN ANTHROPOLOGY

The minor in Anthropology provides students who major in another discipline with an anthropological perspective to complement their major area of study. This holistic, evolutionary, and comparative viewpoint can be applicable to many disciplinary and pre-professional majors that focus on aspects of human culture, history, and biology.

Students wishing to minor in Anthropology must take a minimum of 6 courses (18 or more credits, depending on electives).

All students must take at least two of the following three introductory courses:

- Anth 105 Introduction to Biological Anthropology
- Anth 106 Introduction to Cultural Anthropology
- Anth 107 Introduction to Archaeology

Students must also take four additional courses in Anthropology above the introductory level. Only one of these courses may be a Directed Study or Internship or Cooperative Education course and a minimum of two of these courses must be at the 300-level or above. No Pass/Fail courses may be counted. At least four of the six courses must be taken at UMass Boston. Students must achieve a minimum GPA of 2.0 in the program for successful completion.



### MINOR IN ENVIRONMENTAL ANTHROPOLOGY

An interdisciplinary minor in Environmental Anthropology is open to both Anthropology majors and students from other programs. See the [program website](#) for more information. The minor consists of 6 courses (18 credits), including core requirements, electives, and a capstone.

All students must take three required courses (totaling 9 credits):

*Environmental Science Core (select one)*

- EnvSty 101 Nature of Environmental Problems
- EnvSty 120 Introduction to Environmental Science

*Anthropology Core (both required)*

- Anth 106 Introduction to Cultural Anthropology
- Anth 263 Environmental Anthropology



All students must take two electives (totaling 6 credits) from the following choices:

- Anth 315 Human Epidemiology
- Anth 341 Archaeological Method and Theory
- Anth 346 Culture, Globalization, and the Environment
- Anth 349 Anthropology of Development
- Anth 357 Culture, Disease, and Healing

All students must take one Environmental Capstone or Directed Study (totaling 3 credits) from the following choices:

- EnvSty 301 Internship in Environmental Studies
- EnvSty 401 Environmental Problem Analysis and Policy Formulation
- EnvSci 476 Capstone in Environmental Science
- Anth 478 Directed Study

Students must maintain a minimum 2.75 GPA in the program for successful completion. No Pass/Fail courses may be counted. At least four of the six courses must be taken at UMass Boston. Only one course equivalent to Anth 106 and one elective can be accepted for transfer. Students majoring or minoring in Anthropology may only count one course toward both the Anthropology major/minor and the Environmental Anthropology minor. Normally that course will be Anth 106.

For information, contact Professor José Martínez-Reyes ([Jose.Martinez-Reyes@umb.edu](mailto:Jose.Martinez-Reyes@umb.edu)).

### **MINOR IN NATIVE AMERICAN AND INDIGENOUS STUDIES**

Native American and Indigenous Studies is a rapidly expanding, multidisciplinary academic field. A vast and growing body of scholarly literature in this field has made major contributions to current analyses and debates concerning indigenous histories and ways of remembering, indigenous literary traditions, human rights, globalization, social movements and political activism, indigenous nation building and economic development, and environmental justice and resource sustainability.

The minor engages students with this expanding academic field through a structured series of 6 courses (18 credits), comprising 3 required courses and 3 electives. Not more than one 300-400 level course can be counted toward fulfilling both the NAIS minor and an Anthropology major or any other major or minor. For further information consult the program's director or the [program website](#).

All students must take three required courses:

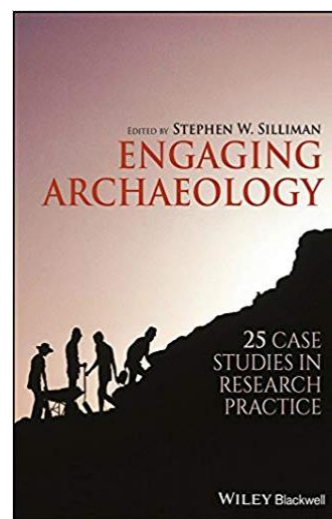
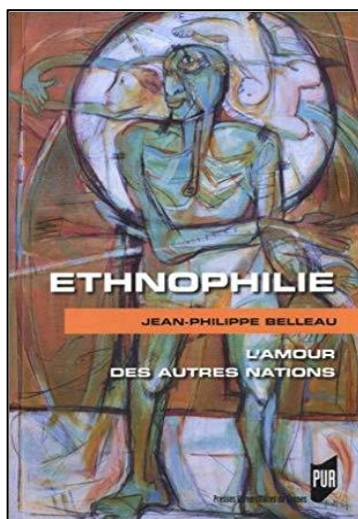
- NAIS/Anth/Hist 278L Introduction to Native American and Indigenous Studies
- NAIS 401 Practicum in Native American and Indigenous Studies I
- NAIS 402 Practicum in Native American and Indigenous Studies II

All students must take three elective courses from the following list of courses. Please check with the Director of the NAIS program for any additions or removals from this list. Additional courses might count per approval of the Director.

- Anth 220G Indigenous Peoples & Culture Change in Amazonia
- Anth 222G Aztecs & Spaniards in the Conquest of Mexico
- Anth 224G Rise & Fall of the Maya
- Anth 263 Environmental Anthropology
- Anth 264 Shamanisms
- Anth 270L Native Peoples of North America
- Anth 273 Peoples & Cultures of Mesoamerica
- Anth 330 Archaeology of Colonialism in Native North America
- Anth 334 Ancient North America
- Anth 336L Ancient Mesoamerica
- Anth 338L Ancient Peru: The Incas & Their Ancestors
- Anth 374 Cultures & Politics of Indigenous Peoples in Latin America
- Anth 376 Native New England: Contemporary Issues
- Anth 476L Contemporary Issues in Native North America
- Eng 348 Native American Literature
- Hist 262 American Indian History to 1783
- Hist 385 American Indians & the Environment
- Honors 290 Land Law and Indigenous Rights
- Honors 290 Place and Identity
- LATAM 100 Native Peoples of South America
- SOC 220 Sociology of Native Americans
- WGS 270 Native American Women in North America



For more information, contact Professor Chris Fung ([christopher.fung@umb.edu](mailto:christopher.fung@umb.edu)) or Professor Blaire Topash-Caldwell ([blaire.morseau@umb.edu](mailto:blaire.morseau@umb.edu)) in Anthropology or Professor Maria John ([maria.john@umb.edu](mailto:maria.john@umb.edu)) in History.





## WORKING WITH YOUR FACULTY ADVISOR

The requirements for the major in Anthropology have been planned for flexibility and adaptability to a broad spectrum of student needs. We feel that this is necessitated by both the rapid changes occurring within the discipline, the variety of paths that lead a student into anthropology, and the wide choice of interests within the field. When you declare a major, you will be assigned a faculty advisor whose interests and expertise are closely aligned with your own. You should meet with your department advisor at least once a semester during pre-registration to go over your plans for the next term and to remove the advising hold. Your advisor will help you select courses that best meet your interests and your career goals.

Your advisor is one of many potential faculty resources for you to count on, not just for planning your undergraduate career but also for discussing your post-graduation goals.

Depending on the career area involved, an Anthropology major should be combined with training in specialized skills (e.g., drafting, foreign languages, business accounting, computer science, alcohol studies, GIS, statistics). We offer several archaeology field schools each summer that are important resources for students who wish to pursue graduate or professional work in archaeology (see below). Doing internships and carefully chosen volunteer and paid work experiences while an undergraduate can also help students to gain invaluable work skills and contacts that can complement what they learn in university-based classes. We have a Program Coordinator on staff to help you find good placement in such opportunities. In addition to our department-based internships and field schools, the [Career Services Office](#) has updated listings of internships and provides important career information.



## RESOLVING ISSUES AND FINDING RESOURCES

Updated September 7, 2021

We provide this information to assist and advocate for our students in their academic lives on three fronts: (1) academic matters, (2) anti-harassment and anti-discrimination concerns, and (3) mental, emotional, and physical health.

### I) Academic concerns

The Department of Anthropology and its instructors are committed to the highest quality of education and a learning environment that is inclusive, responsive, transparent, and fair. However, undergraduate students occasionally wish to have a minor or major concern heard and reviewed by the Department. Concerns may be about a professor, a faculty advisor, a staff member, a teaching assistant, or a fellow classmate. In most cases, you should follow these steps. Note that if you have issues with another department, it is likely that you would follow a similar protocol but with different people.

**Step 1:** Talk to your professor or staff supervisor in the class, laboratory, or advising capacity where you feel an issue is present. Usually, many issues can be resolved with some open communication.

**Step 2:** If you feel uncomfortable speaking with such an individual or if you feel the issue is unresolved even after doing so, you should communicate with the Department Chair, currently [Professor Ping-Ann Addo](#). The Department Chair:

- is the next in the supervisory reporting line for Department faculty members and staff;
- is equipped to handle a wide variety of student concerns and complaints;
- may be able to mediate on behalf of the affected parties to resolve the issue;
- may have additional information to contextualize the perceived issue;
- will be able to advise on subsequent steps;
- may or may not be able to keep concerns or complaints anonymous, depending on the issue and students' wishes;
- will always strive to protect the student and ensure that they face no retribution faculty, staff, or students.

**Step 3:** If the Department Chair, student, and faculty or staff member involved cannot reach a reasonable resolution, then the Department Chair may convene a Department Grievance Committee to hear the student's concerns and help to seek resolution. Such a committee may work for certain situations involving professor-student interactions, but it may be inappropriate for others if the case needs to move upward or elsewhere.

**Step 4:** If a student or the Department feels that the issue has not been resolved in a satisfactory manner, or if convening a Grievance Committee is not deemed appropriate, then either the Department Chair or you may convey the case to the office of the Dean of the College of Liberal Arts for further review and action. This is the supervisory office for all departments in the College of Liberal Arts.

Always try to follow steps 1 through 4 in order. If you skip previous steps, the next level may refer the case back down the line for resolution. However, students may, at any time, contact the [Dean of Students](#) for assistance with difficult or unresolved situations or to seek basic advice on procedure and resources. This office is not one that supervises departments (unlike the collegiate dean), but instead is, as stated in their mission, “a central resource for students, staff, faculty, and families. We assist our community in navigating academic, personal, and social challenges through support, advocacy, and accountability.”

## **II) Gender and sexual discrimination, harassment, or assault**

You are encouraged to speak to anyone in the Department if you have any concerns or issues related to any aspect of your university experience, and they can advise you on potential options. However, for issues clearly related to gender or sexual discrimination and harassment or sexual misconduct and assault, cases will be handled by the **Title IX Office** on campus. Title IX, read as the Roman numeral “9”,

- refers to federal anti-discrimination law applied to educational institutions to ensure that students have equal and safe academic environments,
- deals with reports by or against *any* employee or student at the university, and
- can be initiated directly by the student, faculty member, or Department Chair at any time, on a relevant issue.

If you or someone you know has such a case, please review the resources offered by the [Title IX Office](#), along with the specific [Title IX grievance procedures](#). The latter document also includes a variety of resources available on- and off-campus that students have at their disposal. There are several key privacy and confidentiality clauses in there, and you can ask a professor or the Title IX Office for help with understanding those:

Brigid Harrington  
Director, Office of Civil Rights and Title IX, and Title IX Coordinator  
Phone: 617-287-7391      Email: [Brigid.Harrington@umb.edu](mailto:Brigid.Harrington@umb.edu)

Ashlee Carter  
Interim Associate Dean of Students and Deputy Title IX Coordinator  
Phone: 617-287-5800      Email: [Ashlee.Carter@umb.edu](mailto:Ashlee.Carter@umb.edu)

## **III) Health, wellness, and personal crises**

You may wish to talk to faculty or staff in the Department of Anthropology or to the [Dean of Students](#) (noted above) about personal circumstances such as health, mental health, domestic issues, housing, and economic hardships. In fact, we encourage it, as part of our commitments to the university being a health-promoting institution. All of us can serve as resources for you – the university and its employees are not just here solely for your “academic” experiences.

As part of practicing care for our students, a professor, staff member, or Department Chair may report serious concerns about a student through the University's reporting system, which is designed to bring more skilled personnel to bear on issues that might have mental, emotional, or physical health implications. This does not require student permission. Our department members are not trained mental health professionals or major conflict mediators, and we want you to receive the best treatment possible if the situation warrants this particular action. The Department member may also be able to refer students to the [Counseling Center](#) in University Health Services, or students may turn to them as needed. We highly recommend taking advantage of that campus resource.

If you feel like you might harm yourself, you should call the [Counseling Center](#) *immediately* at 617-287-5690 (regular hours) or 617-287-5660 (after hours). If you don't reach someone right away, call the Suicide Prevention Hotline at 1-800-273-8255.

University Resources for Behavioral and Educational Skills Training, or [UMB-UR-BEST](#), is another valuable resource available to you and other campus community members to promote learning and success on our inclusive, diverse campus. As stated on their website,

“Our mission is to assist students and the campus community in creating a positive learning environment for the diverse student population at UMass Boston. We strive to promote student mental health, wellbeing, and academic success through a range of culturally sensitive and inclusive services. We are dedicated to helping our students with the intersection of their academics and wellness in ways that recognize the whole person, including all of the complexities of their identities, cultural values, and aspirations. This includes actively resisting systemic inequities, creating resources to increase access for marginalized students, and constantly reassessing the ways in which we and our services equitably meet the needs of our diverse campus community. Our focus is on wellness promotion and preventative services; however, we aspire to create proactive resources that help students thrive both personally and academically.”

They have compiled and offer support and workshops in mental health and wellness, basic needs insecurity, academic success and remote learning, and the needs of vulnerable and marginalized groups. You can visit their “[Resources](#)” for more information and assistance.

One of those resources is the Office of Urban and Off-Campus Support Services, known as [U-ACCESS](#). They are set up to help students facing chronic poverty, food insecurity, temporary homelessness, domestic violence, and financial hardship. They even have a food and supply pantry that you may be eligible to access. You can reach them at [u-access@umb.edu](mailto:u-access@umb.edu) or 617-287-3190 or 781-951-2724. You will need to fill out an intake form to have access to these services and items.



## EXTRACURRICULAR ACTIVITIES

### **The Anthropology Club**

The Anthropology Club is an active, academically- and professionally-oriented student group that works closely with the Department. Besides social events, it sponsors films, guest speakers, information sessions, field trips, and trips to regional and national meetings for the benefit of students and faculty. For further information check out the club's [Facebook page](#).

### **Lambda Alpha**

[Lambda Alpha](#) is the national honors organization for anthropology. The Beta of Massachusetts Chapter at UMass Boston was founded in 2006 and includes undergraduate students, graduate students, and faculty members. In order to join our chapter you must be a junior or senior or graduate student with a minimum of twenty hours of Anthropology classes and have a minimum of a 3.0 cumulative overall GPA. The lifetime membership fee is \$25.00, and you may list this among your honors/affiliations indefinitely. Members are eligible for several scholarships provided by the national office and may also submit their work to the national Lambda Alpha Journal. Please contact the faculty sponsor (Professor Lauren Sullivan, [lauren.sullivan@umb.edu](mailto:lauren.sullivan@umb.edu)) for more information.

### **Department Research Resources**

The Department has superb laboratory facilities for archaeology and biological anthropology. Faculty members conduct a wide variety of research projects and encourage student participation in these projects. Many of these offer opportunities for undergraduates to work with graduate student mentors. The Department has an internationally-recognized graduate program, the [M.A. in Historical Archaeology](#), that draws graduate students from across the U.S., from New England to Florida to Puerto Rico to California, and other countries (e.g., Canada, Panama, Brazil).

### **Andrew Fiske Memorial Center for Archaeological Research**

The [Fiske Center](#) was established in 1999 through the generosity of the late Alice Fiske and her family. The Fiske Center staff members conduct a wide range of multifaceted archaeological projects both in the United States and internationally, with special focus on cultural and biological dimensions of colonization, urbanization, and industrialization over the past thousand years. The Center maintains a program of local archaeology with a special emphasis on research that meets the needs of cities, towns, federal and state agencies, and tribal nations in New England and the greater Northeast. Through internships, summer field schools, and more informal arrangements, undergraduate students interested in archaeology may find opportunities for laboratory and fieldwork experiences through the Fiske Center. Follow their [blog](#)!

## **Anthropology Department Field Schools**

During the summer, members of the Anthropology Department and the Fiske Center regularly conduct archaeological field schools, offered as Anth 485 for six credits. Professor Lauren Sullivan offers a field school on prehistoric Maya archaeology in Belize, Central America. Professor Stephen Silliman conducts a field school in conjunction with his ongoing archaeological project with the Eastern Pequot Tribal Nation, based in North Stonington, Connecticut. Professor Stephen Mrozowski has a long-standing project with the Nipmuc Nation in Grafton, Massachusetts. Most recently, Fiske Center staff members Dr. David Landon and Dr. Christa Beranek have worked on a multiyear project to uncover the earliest colonial and indigenous histories of Plymouth, Massachusetts. Please contact the project directors for more information on these educational and professional opportunities. Or check the [summer field school listings](#) for the College of Advancing and Professional Studies.



## **Colloquia and Other Special Events**

The Department sponsors speakers throughout the year to talk about current research or subjects of interest to anthropologists and the broader university community. Some speakers may be candidates for faculty positions, and in such cases students as well as faculty are invited to evaluate these anthropologists as potential members of our faculty. Speakers in these symposia have included internationally eminent anthropologists. The Department also sponsors speakers jointly with other departments and programs (e.g., Native American and Indigenous Studies; Transnational, Cultural and Community Studies; Department of Conflict Resolution, Human Security, and Global Governance; Consortium on Gender, Security and Human Rights), and routinely collaborates with the Anthropology Club in sponsoring a colloquia and social events.

## **Internship Opportunities for Majors and Minors**

Please check with your faculty advisor or with the Anthropology Department Manager for current information regarding internship opportunities.

## DEPARTMENT FACULTY AND STAFF

\*Please follow links in individual listings for access to websites, videos, or recent news coverage\*

### Anthropology Faculty

Ping-Ann Addo (PhD Yale University 2004; Associate Professor and Department Chair)  
Cultural Anthropology: Material culture and women's arts, migration and diaspora;  
Geographical Area: Tonga, New Zealand, and Polynesia. [ping-ann.addo@umb.edu](mailto:ping-ann.addo@umb.edu)

Daniela Balanzátegui (PhD Simon Fraser University 2017; Assistant Professor) Archaeology:  
Archaeology of the African Diaspora; community-based and collaborative  
archaeology; Critical Race Theory; Afro-Descendent women and gender studies,  
politics of cultural heritage. Geographical Area: Latin America, Ecuador.  
[daniela.balanzategui@umb.edu](mailto:daniela.balanzategui@umb.edu)

Jean-Philippe Belleau (PhD Institut des Hautes Etudes d'Amérique Latine, Université Paris-  
III Sorbonne Nouvelle 2007; Associate Professor) Cultural Anthropology: Lowland  
South America, ethnophilia, mass violence, human rights. Geographical Area: Brazil,  
Haiti, India. [jeanphilippe.belleau@umb.edu](mailto:jeanphilippe.belleau@umb.edu)

Douglas Bolender (PhD Northwestern 2006; Research Assistant Professor and Senior  
Lecturer) Archaeology: Property and social inequality, households, Viking Age, North  
Atlantic, landscape archaeology, geographic information systems. Geographic Area:  
North Atlantic. [douglas.bolender@umb.edu](mailto:douglas.bolender@umb.edu)

Patrick Clarkin (PhD Binghamton University 2003; Associate Professor) Biological  
Anthropology: Biocultural perspectives on nutrition, growth, and health.  
Geographical Area: Hmong and Southeast Asian refugee communities, North and  
South America. [patrick.clarkin@umb.edu](mailto:patrick.clarkin@umb.edu) [\\*Blog\\*](#)

Christopher Fung (PhD Harvard University 1995; Senior Lecturer) Cultural Anthropology,  
Archaeology: Race, nationalism, hybridity, museums, settler societies, social  
complexity, art and politics, indigenous identity and politics, diasporas. Geographical  
Area: USA, Mesoamerica, Hawai'i, China and Sub-Saharan Africa.  
[christopher.fung@umb.edu](mailto:christopher.fung@umb.edu)

Eric Michael Kelley (MA Brandeis University 2005; Senior Lecturer) Cultural Anthropology:  
Sociocultural anthropology of ritual, religion, politics, shamanisms; Guaraní  
ethnography, linguistic and semiotic anthropology, ethnomusicology. Geographical  
Area: Indigenous Latin America, especially Paraguay. [eric.kelley@umb.edu](mailto:eric.kelley@umb.edu)



- Nedra K. Lee (PhD University of Texas-Austin 2014; Assistant Professor) Archaeology: Historical archaeology, African Diaspora, gender, critical race and social theory. Geographical Area: Southern US and New England. [nedra.lee@umb.edu](mailto:nedra.lee@umb.edu)
- José Martínez-Reyes (PhD UMass Amherst 2004; Associate Professor) Cultural Anthropology: political ecology, ethnoecology, globalization, environment and development. Geographical Area: Latin America, Mesoamerica, Caribbean, Latinos in the US. [Jose.martinez-reyes@umb.edu](mailto:Jose.martinez-reyes@umb.edu) [\\*Media\\*](#)
- Stephen A. Mrozowski (PhD Brown University 1987; University Professor) Archaeology: Historical archaeology, ethnoarchaeology, urban archaeology, complex societies, environmental archaeology. Geographical Area: North America, Britain. [stephen.mrozowski@umb.edu](mailto:stephen.mrozowski@umb.edu) [\\*Media\\*](#)
- Rosalyn Negrón (PhD University of Florida 2007; Associate Professor) Cultural and Linguistic Anthropology: Ethnic flexibility, urban diversity, urban anthropology, linguistics, international migration, social network analysis, research methods. Geographical Area: North America, Caribbean. [rosalyn.negron@umb.edu](mailto:rosalyn.negron@umb.edu) [\\*Media\\*](#)
- James Pasto (PhD Cornell University 1999; Senior Lecturer) Cultural Anthropology: Religion, society, dreams, culture, and Italian-American Boston. [james.pasto@umb.edu](mailto:james.pasto@umb.edu)
- Meredith Reiches (PhD Harvard University 2012; Associate Professor) Biological Anthropology: Reproductive ecology, life history, growth and development, human evolution, evolutionary and literary narrative. Geographical Area: Argentina, The Gambia. [meredith.reiches@umb.edu](mailto:meredith.reiches@umb.edu) [\\*Media\\*](#) [\\*Media\\*](#) [\\*Blog contributions\\*](#)
- John Schoenfelder (PhD UCLA 2003; Senior Lecturer) Archaeology: Prehistoric and historical archaeology, ethnoarchaeology, complex societies, agriculture, ideology, GIS, aerial photography; Geographical Area: Indonesia, Pacific, North Atlantic. [john.schoenfelder@umb.edu](mailto:john.schoenfelder@umb.edu)
- Rita Shepard (PhD UCLA 1997; Senior Lecturer) Archaeology: Arctic and subarctic archaeology, ethnohistory, historical archaeology, colonialism and culture contact, households, gender issues. Geographical Area: North America, Iceland. [rita.shepard@umb.edu](mailto:rita.shepard@umb.edu)
- R. Timothy Sieber (PhD New York University 1976; Professor) Cultural Anthropology: Urban anthropology, anthropology of education, complex organizations, ethnicity. Geographical Area: U.S., Portugal, Brazil. [tim.sieber@umb.edu](mailto:tim.sieber@umb.edu) [\\*Interview\\*](#)
- Stephen W. Silliman (PhD University of California, Berkeley 2000; Professor and Associate Chair) [Faculty website](#) Archaeology: Historical archaeology, indigenous archaeology, colonialism and postcolonialism, collaborative and community archaeology, material culture, identity. Geographical Area: Northeastern North America, Western North America. [stephen.silliman@umb.edu](mailto:stephen.silliman@umb.edu) [\\*Film\\*](#) [\\*Field school\\*](#)
- Steve Striffler (PhD New School for Social Research 1998; Professor and Director of Labor Resource Center) Cultural Anthropology: Labor history, Latin American studies, immigration, human rights, anthropology. [steve.striffler@umb.edu](mailto:steve.striffler@umb.edu)
- Lauren Sullivan (PhD University of Texas-Austin 1997; Senior Lecturer II and Intermediate Seminar Coordinator) Archaeology: Mesoamerican archaeology, ceramic analysis. Geographical Area: Mesoamerica. [lauren.sullivan@umb.edu](mailto:lauren.sullivan@umb.edu)



- Elizabeth Sweet (PhD Northwestern University 2008; Associate Professor) Biological Anthropology: Social disparities in health, biocultural anthropology, stress, embodiment, economic inequality, race, mixed research methods. Geographical Area: United States. [elizabeth.sweet@umb.edu](mailto:elizabeth.sweet@umb.edu) [\\*Media\\*](#) [\\*Media\\*](#)
- Amy Todd (PhD Brandeis University; Senior Lecturer II) Cultural and Biological Anthropology: Urban anthropology, marketplace systems in Oaxaca, Mexico. Geographical area: Mesoamerica. [amy.todd@umb.edu](mailto:amy.todd@umb.edu)
- Blaire Topash-Caldwell (PhD University of New Mexico 2020; Assistant Professor) Cultural Anthropology: ethnography, critical Indigenous studies, Indigenous science fiction and futurisms, space and place, counter-mapping, traditional knowledge, digital heritage. Geographical Area: Native North America. [blaire.morseau@umb.edu](mailto:blaire.morseau@umb.edu)
- Alan Waters (MA University of Chicago 1983; Senior Lecturer II) Cultural Anthropology: Ethnomusicology, social theory, anthropology of art and religion. Geographical Area: Africa, Caribbean, North America. [alan.waters@umb.edu](mailto:alan.waters@umb.edu)
- J. Cedric Woods (PhD University of Connecticut 2007; Lecturer; Director, Institute for New England Native American Studies; Graduate Program Director, Critical Ethnic and Community Studies) Cultural Anthropology: Tribal governance, Native people of Eastern US, community development. [cedric.woods@umb.edu](mailto:cedric.woods@umb.edu) [\\*Video interview\\*](#)
- Barbara Worley (PhD Columbia University 1991; Senior Lecturer II) Cultural Anthropology: Social performance, contested identities, pastoral nomads, gender, linguistics. Geographical Area: Africa, Islamic societies. [barbara.worley@umb.edu](mailto:barbara.worley@umb.edu)

### Recently Retired Faculty

- Maria Idalí Torres (PhD University of Connecticut 1993; Associate Professor) Cultural Anthropology: Medical anthropology, applied anthropology, community-based participatory action research, health promotion interventions, sexual health; Geographical Area: Puerto Ricans in the US and Caribbean. [idali.torres@umb.edu](mailto:idali.torres@umb.edu) [\\*Recent media\\*](#)
- Judith Francis Zeitlin (PhD Yale 1978; Professor Emerita) Archaeology: Prehistoric and historical archaeology, ethnohistory, complex societies, New World colonialism. Geographical Area: Mesoamerica; Andean South America. [judith.zeitlin@umb.edu](mailto:judith.zeitlin@umb.edu)





## Professional Staff of the Andrew Fiske Memorial Center for Archaeological Research

Christa Beranek (PhD Boston University 2007; Research Scientist I) Historical archaeology, material culture analysis, vernacular architecture, identity, and individuality. Geographical area: Eastern North America. [christa.beranek@umb.edu](mailto:christa.beranek@umb.edu) \*Media\*

David B. Landon (PhD Boston University 1991; Associate Director and Research Scientist II; Graduate Program Director for the M.A. in Historical Archaeology) Historical and industrial archaeology, zooarchaeology, environmental archaeology, archaeometry. Geographical area: Eastern North America. [david.landon@umb.edu](mailto:david.landon@umb.edu) \*Media\* \*Media\*

Dennis Piechota (MA Brown University, 1986; Archaeological Conservator) Archaeological conservation, deep-water archaeology. Geographical Area: Mediterranean, northeastern US. [dennis.piechota@umb.edu](mailto:dennis.piechota@umb.edu)

Virginia Popper (PhD University of Michigan, 1995; Research Associate) Paleoethnobotany. Geographical Area: Mesoamerica, California, China, Andes. [virginia.popper@umb.edu](mailto:virginia.popper@umb.edu)

John Steinberg (PhD UCLA 1997; Research Scientist II) Prehistoric and historical archaeology, economic anthropology, methodology, regional analysis, remote sensing. Geographical Area: Northern Europe, Iceland, Northeast US. [john.steinberg@umb.edu](mailto:john.steinberg@umb.edu) \*Media\*

Heather Trigg (PhD University of Michigan, 1999; Research Scientist II) paleoethnobotany, historical archaeology. Geographical Area: Southwest and Northeast US. [heather.trigg@umb.edu](mailto:heather.trigg@umb.edu)



## Office and Laboratory Staff

Melody Henkel (MA UMass Boston, 2001; Laboratory Coordinator) historical archaeology, archaeological photography, public archaeology. [melody.henkel@umb.edu](mailto:melody.henkel@umb.edu)

Riva Milloshi (MA Northeastern University 2008; Program Coordinator and Department Manager) sociology, education, immigration. [riva.milloshi@umb.edu](mailto:riva.milloshi@umb.edu)

## UNDERGRADUATE COURSE DESCRIPTIONS

From time to time, new courses are added, and existing courses may have their pre-requisites changed or General Education status enhanced, but the descriptions here will serve as a planning guide. Be sure to consult WISER for an up-to-date source of Anthropology offerings and your degree audit to check your progress on completing the major. Not all upper-level courses are offered on a regular rotation, so ask your faculty advisor or our department administrator for more information and help in planning your course of study.

### **ANTH 105 INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY**

**Instructor: Clarkin, Reiches, Shepard, Sweet, Todd, Worley**

The study of human biological evolution and human population variation. This course introduces the history, theory, and methods of research in biological anthropology through lectures and hands-on exercises. Major topics include geological time, classification, and the place of humans in the animal world; evidence for primate and human evolution; evolutionary theory and genetics; and discussion of the evolutionary forces involved in producing human population variation. This course addresses, in assignments and during class time, the following general education capabilities: critical thinking; using technology to further learning; quantitative reasoning; collaborative work; and effective communication. *Distribution: Natural Sciences. 3 Credits*

### **ANTH 106 INTRODUCTION TO CULTURAL ANTHROPOLOGY**

**Instructor: Addo, Belleau, Fung, Kelley, Negrón, Sieber, Topash-Caldwell, Waters**

An introduction to the anthropological study of cultures, based on ethnographic descriptions and analyses of tribal, developing, and modern state societies. The course explores a variety of concepts and approaches to the study of culture, and participants acquire experience in critical reading, critical thinking, and analytic writing. *Distribution: Social and Behavioral Sciences. 3 Credits*

### **ANTH 107 INTRODUCTION TO ARCHAEOLOGY**

**Instructor: Balanzátegui, Bolender, Lee, Mrozowski, Schoenfelder, Shepard, Silliman, Sullivan**

The study of the past through scientific analysis of the traces left behind by humans. This course introduces the history, theory, and methods of archaeological research through lectures and hands-on projects. Archaeological data are then used to examine such major transformations of human cultural evolution as the domestication of plants and animals and the origins of complex civilizations. Students prepare a paper suitable for the Writing Proficiency Requirement. *Distribution: Social and Behavioral Sciences. 3 Credits*

### **ANTH 112G FIRST YEAR SEMINAR: UNDERSTANDING HUMAN BEHAVIOR**

**Instructor: Sieber, Waters**

The course is, in its broadest sense, an introduction to culture and human behavior. The course will explore from the perspective of cultural anthropology contemporary issues such as science and technology, family, gender, race, and class. This course may not count for credit toward the Anthropology Major. THIS COURSE IS ONLY OPEN TO STUDENTS WITH 29 OR FEWER CREDITS. ONLY ONE FIRST YEAR SEMINAR (A 100G COURSE IN ANY DEPARTMENT) MAY BE TAKEN FOR CREDIT. *Diversity Area: International. 4 Credits.*

### **ANTH 113G FIRST YEAR SEMINAR: FOOD AND SOCIETY**

**Instructor: Shepard, Sullivan, Todd**

This course revolves around food - a topic that is important to all of us. Throughout the semester we will explore how food is related to culture. Discussion topics include the origins of agriculture, food taboos, and the social organization of eating, festivals, and feasting. This course may not count for credit toward the Anthropology Major. THIS COURSE IS ONLY OPEN TO STUDENTS WITH 29 OR FEWER CREDITS. ONLY ONE FIRST YEAR SEMINAR (A 100G COURSE IN ANY DEPARTMENT) MAY BE TAKEN FOR CREDIT. *4 Credits.*

### **ANTH 211 HUMAN ORIGINS**

**Instructor: Staff**

An introduction to the study of man's biological origins with emphasis on the fossil record, primate analogues of human behavior, and the variety and diversity of modern man including the adaptive significance of this variability. *PREREQUISITE: Anth 105 or permission of instructor. Distribution: Natural Sciences. 3 Credits*

### **ANTH 220G INTERMEDIATE SEMINAR: INDIGENOUS PEOPLES AND CULTURE CHANGE IN AMAZONIA**

**Instructors: Kelley, Sieber**

We focus on indigenous peoples of South America's Amazon region, and persistence and change in their cultures and histories, from 1500 to the present -- especially in response to European colonizers, missionaries, modern states, and contemporary rainforest development. We consider the human rights issues involved, and critique conventional European representations of the Amazonians, in ethnography, literature, and film. The course may be counted toward the Latin American Studies Program. ONLY ONE INTERMEDIATE SEMINAR (A 200G COURSE IN ANY DEPARTMENT) MAY BE TAKEN FOR CREDIT. *PREREQUISITES: English 101, 102, and a 100G course or 30 transfer credits. 3 Credits.*

### **ANTH 221G INTERMEDIATE SEMINAR: CONTROVERSIES IN ANTHROPOLOGY**

**Instructor: Waters**

This course focuses on two current controversies in anthropology in order to understand how controversies develop, how to evaluate various positions in a controversy, and the grounds for taking a stand in a controversy. It will also introduce some basic concepts and methods of anthropological research. ONLY ONE INTERMEDIATE SEMINAR (A 200G COURSE IN ANY DEPARTMENT) MAY BE TAKEN FOR CREDIT. *PREREQUISITES: English 101, 102, and a 100G course or 30 transfer credits. 3 Credits.*

### **ANTH 223G INTERMEDIATE SEMINAR: AFRO-CARIBBEAN RELIGIONS**

**Instructor: Waters**

This course examines African-derived religious movements from the Caribbean region. The course focuses on the Santeria tradition of Cuba, Rastafarian movement of Jamaica, and Vodou religion of Haiti, with an emphasis on the historical and political background of these modern, diasporic religious movements. The class uses ethnographic, historical, musical, and literary sources to investigate rituals and beliefs associated with these traditions. ONLY ONE INTERMEDIATE SEMINAR (A 200G COURSE IN ANY DEPARTMENT) MAY BE TAKEN FOR CREDIT. *PREREQUISITES: English 101, 102, and a 100G course or 30 transfer credits. 3 Credits.*

### **ANTH 224G INTERMEDIATE SEMINAR: THE RISE AND FALL OF THE MAYA**

**Instructor: Sullivan**

This Intermediate Seminar will focus on the rise and fall of the Maya civilization in Central America. We will consider their origins, political, economic, and social organization, religion and ideology, their eventual "collapse", as well as the contemporary Maya. Discussions will include the latest theories and controversies in Maya studies. **ONLY ONE INTERMEDIATE SEMINAR (A 200G COURSE IN ANY DEPARTMENT) MAY BE TAKEN FOR CREDIT. PREREQUISITES: English 101, 102, and a 100G course or 30 transfer credits. 3 Credits.**

### **ANTH 227GL (AsAmSt 227GL) INTERMEDIATE SEMINAR: MULTICULTURAL EXPRESSION AND CELEBRATIONS**

**Instructor: Addo**

In this course we use the lens of celebrating different communities' ethnicities to explore ideas of transnational belonging as they relate to diaspora, ethnicity, and race in the contemporary United States. Using critical race theory, discussion about art and display, contemporary performance studies, culture history and anthropological theories about cultural migration, we examine the politics of ethnicity, racialized identity, and national belonging. We also assess the current goals for U.S. multiculturalism and its practical connections to multi-vocality. We end the course by discussing how effective the modern nation state is for peoples of apparently different cultural backgrounds. In all of our discussions we remain interested in the diversity of voices women, men, the poor, children, the disabled, gay, lesbian, and bisexual people who may speak within, or for, a community. **ONLY ONE INTERMEDIATE SEMINAR (A 200G COURSE IN ANY DEPARTMENT) MAY BE TAKEN FOR CREDIT. PREREQUISITES: English 101, 102, and a 100G course or 30 transfer credits. Diversity Area: US. 3 Credits.**

### **ANTH 230 ARCHAEOLOGICAL MYTH AND MYSTERY**

**Instructor: Schoenfelder, Shepard, Silliman**

This course introduces students to the myths, mysteries, frauds, and fantasies of archaeology and the human past, such as Atlantis, alien visitations, Stonehenge, pyramids, astronomical alignments, pre-Columbian visits to the North American continent, anachronistic artifacts, and outright hoaxes. These claims - some real, some false, some misunderstood, some intriguing - will be examined closely to see how well the explanations use evidence and how valid the assumptions are that uphold them. Students will learn how to critically evaluate these claims in their empirical, political, historical, and cultural contexts as well as try to understand the agendas, personalities, motives, and politics behind some of the more unsupportable claims. Students may not receive credit for both ANTH 230 and ANTH 230G. *3 Credits.*

### **ANTH 232 THE VIKING WORLD**

**Instructor: Bolender**

The Viking Age (c. 793-1050 AD) is best known for Scandinavian raids throughout coastal Europe. This course examines the archaeology of the societies behind the Viking raids from their origins in Late Iron Age Scandinavia, to their expansion into Europe and the British Isles, and on to the discovery of North America and the colonization of Greenland. In addition to covering the archaeology and history of Viking Age societies, the course presents and critically evaluates several anthropological themes which have been exemplified by

Norse society: Germanic mode of production, gift exchange and reciprocity, proto-world systems, gender and class identity, pagan religious systems and mythology, the archaeology of religious conversion, and cultural contact in the preindustrial world. *Distribution: World Cultures. Diversity Area: International. 3 Credits.*

### **ANTH 238 EXPLORING EMPIRES AND IMPERIALISM**

***Instructor: Mrozowski***

This class examines the way empires and imperialism have influenced the course of human history and continue to shape the present. Tracing cultural histories of empires of the ancient world, through colonialism, and to the neo-imperialist modern world, this class links past and present as a way of understanding the materiality, rhetoric, hybridity and diversity that are common elements of imperial political formations. Students are challenged to view today's world within a deeper historical and cultural context in which imperial rhetoric has sought to characterize indigenous and colonized societies as backward and brutal. Through examination of documentary and archaeological evidence, students gain an in-depth understanding of the way imperial conquest has played and continues to play a critical role in shaping contemporary conflicts. Through class readings and a series of writing exercises students will gain competencies in the use of analytical concepts such as materiality, hybridity, and cross-cultural analysis. *3 Credits*

### **ANTH 247 ANCIENT CITIES AND STATES**

***Instructor: Schoenfelder, Sullivan***

This course compares the processes of state formation in major civilizations, including Mesopotamia, Early Dynastic Egypt, Shang China, Aztecs of Mesoamerica, and Inca of Peru. Recent archaeological and historical data are used to explore cross-cultural themes such as the provisioning of cities, role of religious ideology, social organization of land and labor, and gendered dimensions of power and social identity. *Distribution: World Cultures. PREREQUISITE: Anth 107 recommended; or permission of instructor. 3 Credits*

### **ANTH 256 ANTHROPOLOGY OF MASS VIOLENCE**

***Instructor: Belleau***

Using an anthropological perspective on culture, race, representation, and power, this course examines the deliberate measures and actions aimed at the annihilation of specific racial, ethnic, religious, political, and cultural groups. It focuses primarily on the causes of mass violence: the intellectual histories of societies where mass violence has occurred; how the 'enemy' is invented; why mass killings are carried out; and the psychology and motivations of perpetrators. This course concentrates on the 20th century but includes also other historical events for topical purposes. *Distribution: World Cultures; Diversity Area: International. 3 Credits.*

### **ANTH 260 ANTHROPOLOGY ON FILM**

***Instructor: Addo, Belleau, Topash-Caldwell, Waters***

Film has become an important medium for recording and conveying information about human behavior. To what extent do ethnographic films present a complete and accurate record of cultural reality and to what extent do they project a filmmaker's romantic vision of 'message'? Examples of ethnographic film are viewed and discussed in light of these questions. *PREREQUISITE: Anth 106 or permission of instructor. Distribution: World Cultures. Diversity Area: International. 3 Credits.*



## **ANTH 262 DREAMS, DREAMING, AND CULTURE**

**Instructor: Pasto**

A cross-cultural exploration of dreams and dreaming across cultures, with general attention to the western Pacific, and the Mekeo people of Papua New Guinea in particular; review of the anthropology of dreams in the context of theoretical works by Freud and Jung, and recent neurobiological studies; and, the relationship of dreams to notions of the self, person, and individual. *PREREQUISITE: Sociocultural Anthropology course recommended. 3 Credits*

## **ANTH 263 ENVIRONMENTAL ANTHROPOLOGY**

**Instructor: Bolender, Martínez-Reyes, Topash-Caldwell**

This course focuses on people's complex relationships to their environment. It examines different anthropological approaches to analyze human adaptive strategies to diverse ecosystems around the world from a historical and cross-cultural perspective. It will also examine the different strategies and knowledge systems that humans develop for managing their resources. Finally, the course looks at the rise of political ecology as a perspective to analyze the role of power relations, institutions, and ideas of nature in environmental change and conservation. *PREREQUISITE: Anth 106 or other introductory social science recommended. 3 Credits*

## **ANTH 264 SHAMANISMS: ANTHROPOLOGICAL PERSPECTIVES**

**Instructor: Kelley**

This course examines the varieties of religious experience, ritual, and practice that fall under the rubric of 'shamanism' and 'shaman'. Originally a Tungus (Siberian tribal people) word, 'shaman' has been extended to include diverse group of specialists: from midwives to Shamans, Priests, Sorcerers, Prophets, and New Shamans. All these religious practitioners use their skills to achieve direct communication with the spiritual realm. The course focuses on the shamanism that is integral to many indigenous religions, and how it aims to fortify relations between humans and the spiritual world in order to validate cultural knowledge, regulate human relations with the natural environment, diagnose and heal human suffering, and build community solidarity. *Diversity Area: International. 3 Credits*

## **ANTH 268 WINE AND CULTURE: AN ANTHROPOLOGICAL PERSPECTIVE**

**Instructor: Belleau**

This course approaches wine, a cultural and traditional product, from an anthropological perspective. It explores how wine has contributed powerfully to human cultures. Topics considered include the construction of territories and local identities through wine, and the relation between wine and religion, family structures, social institutions, gender, identity, power, class, and heritage. The course's organization is both topical and geographic. Wine is not just the product of history but an anthropological matrix with significant impact on human social relations, identities, and world views. *Distribution: World Cultures. Diversity Area: International. 3 Credits*

## **ANTH 269L (Art 269L) ANTHROPOLOGY OF THE OBJECT**

**Instructor: Addo**

We have all heard of, or used, the term "object" to refer to things outside ourselves: "the object of one's desires," "the objectification of other cultures and peoples," "works of art vs. ethnographic objects." In this course we deconstruct familiar discourses about things by examining the world of material possessions, places, people, ideas, and space in cross-

cultural perspective. Our aim is to gain more nuanced understandings about the apparent human tendency to create our identities through assigning personal and cultural significance to “objects” around us. Course readings draw from anthropology, art history, art criticism, cultural studies, and curatorial/museum studies. We also share our observations, experiences, and reflections of particular object worlds through museum site visits, class discussions, and individual projects. Our own milieu of the Western museums offer valuable case studies about the historical and political implications of particular histories of collecting, classifying, displaying and interpreting the wider world as a collection of objects. *PREREQUISITE: Anth 106 or permission of instructor. Diversity Area: International. 3 Credits*

### **ANTH 270L (AMST 270L) NATIVE PEOPLES OF NORTH AMERICA**

***Instructor: Topash-Caldwell, Woods***

An introductory survey of Native American societies and cultures. Emphasis is given to the descriptive comparison of selected Native American societies, their histories, and problems in cross-cultural understanding. The course focuses on pre-twentieth century cultures and history. *Distribution: World Cultures. Diversity Area: United States. 3 Credits*

### **ANTH 272 PEOPLES AND CULTURES OF AFRICA**

***Instructor: Fung, Worley***

An in-depth study of selected African societies, examining traditional institutions, the colonial situation, and modernization. *Distribution: World Cultures. Diversity Area: International. 3 Credits*

### **ANTH 273 PEOPLES AND CULTURES OF MESOAMERICA**

***Instructor: Martínez-Reyes, Todd***

A survey of Mesoamerican (Mexico and Guatemala) ethnology including an introduction to cultural and linguistic regions through comparisons of ethnographic materials. Emphasis is given to acculturation, during the colonial period, among indigenous and Spanish-speaking populations, and, in the contemporary period, on social change among rural and urban sectors. *Distribution: World Cultures. Diversity Area: International. 3 Credits*

### **ANTH 274 PEOPLES AND CULTURES OF THE CARIBBEAN**

***Instructor: Belleau, Martínez-Reyes***

An ethnographic and historical overview of the Caribbean, examining the impact of external forces on local economic organization, domestic life, religion, and migration, with attention to the importance of transnational communities and migrations that link the islands with the North American mainland. *Distribution: World Cultures. 3 Credits*

### **ANTH 275L (ASIAN 275L) PEOPLES AND CULTURES OF CHINA**

***Instructor: Fung***

This course describes and analyzes China and Chinese society through the perspective of culture. By looking at the ways in which Chinese people lead their lives, the beliefs and ideas they place importance upon and the ways in which these ideas are manifested in people's actions, we hope to gain a more thorough understanding of China as a social, political and economic entity, and a more nuanced and analytical understanding of China's diverse peoples. Some of the themes we will address include the following: unity and diversity in Chinese society, the role of the family, the place of the state, food and eating, gender

relations, ritual and religion, popular culture (particularly movies and opera), economic and social change, nationalism and international relations. *Distribution: World Cultures. Diversity Area: International. 3 Credits*

### **ANTH 277 US IMMIGRATION: CONTEMPORARY ISSUES AND DEBATES**

**Instructor: Negrón**

Large-scale post-1965 immigration to the U.S. has significantly reshaped national life. Immigrants from the Caribbean, Latin America, Asia, Africa, and Europe have radically altered the way we think about cities, race, ethnicity, nation, and politics. Key themes covered include history, politics, and processes of immigration; class and race dimensions; transnationalism; immigrants in the economy; and comparative group experiences. *PREREQUISITE: Sophomore standing, or permission of instructor. Distribution: Social and Behavioral Sciences. Diversity Area: US. 3 Credits*

### **ANTH 278L (NAIS 278L) INTRODUCTION TO NATIVE AMERICAN & INDIGENOUS STUDIES**

**Instructor: Fung, Topash-Caldwell**

This course is an introduction to key issues and themes in Indigenous Studies and to issues of concern to native peoples today. The majority of the case studies used will refer to Native American/Indigenous Nations from North America, as these nations have the closest relationships with the modern U.S. and are those to whom we have the greatest responsibilities. Other case studies will be drawn from South and Central America, the Pacific (particularly Hawaii, Aotearoa/New Zealand, and Australia) and Asia. *Diversity Area: US. 3 Credits*

### **ANTH 279 PEOPLES AND CULTURES OF THE ANDES**

**Instructor: Belleau**

This course is an introduction to the diverse cultures of the Andean region, which comprises the following countries: Colombia, Ecuador, Peru, Bolivia and Chile. Topics considered include the significance of heritage, belief systems and religions, family structures, race relations, social and political institutions, and modes of production -- all considered from an anthropological perspective. The course's timeframe covers the entire modern era, from the 16th century to today. *Distribution: World Cultures. Diversity Area: International. 3 Credits*

### **ANTH 280 SPECIAL TOPICS**

**Instructor: Staff**

The study of special topics in anthropology. Consult department's description of current offerings to find out about the topics being explored this semester. May be repeated for credit. *PREREQUISITE: Varies with topic; usually the appropriate introductory-level anthropology course (Anth 105, 106, or 107); or permission of instructor. 3 Credits*

### **ANTH 301L (AMST 301L) CHILDHOOD IN AMERICA**

**Instructor: Sieber**

An interdisciplinary treatment of conceptions and practices of child nature and nurture in the United States, viewed in the context of American culture and history. The course begins with an historical overview of child life in America, with special attention to Puritan New England, nineteenth century industrialization and urbanization, and twentieth century trends. In treating contemporary childhood, the course examines mainstream patterns of the middle and working classes, both rural and urban; African-American child and family

life; Hispano-American child and family life; enculturation among selected American Indian groups; the importance of gender as a variable in childhood experience; and the growing importance of formal institutions—such as schools, youth organizations, and medical institutions—as environments for young people. Children’s own cultural constructions, in the form of games and folklore, are also considered. The course concludes with an examination of selected policy issues affecting children, such as child abuse, medical intervention, day care, and the Children’s Rights Movement. *PREREQUISITE: Sophomore standing. Previous course work in American studies, cultural anthropology, or social history is desirable. Diversity Area: US. 3 Credits*

### **ANTH 310 PRIMATE BEHAVIOR**

***Instructor: Todd***

A broadly-based survey of non-human primates as found in their natural habitats. The course includes discussion and practice in the techniques of observation, description, and analysis of behavior, as well as informed consideration of the use of primates as human models in behavioral and biomedical research. *PREREQUISITE: Anth 105 or permission of instructor. 3 Credits*

### **ANTH 312 HUMAN VARIATION**

***Instructor: Clarkin***

A consideration of the factors involved in the production and maintenance of biological variability within and between human populations. *PREREQUISITE: Anth 105 or permission of instructor. Distribution: Natural Sciences. 3 Credits*

### **ANTH 313 DEVELOPMENTAL MODELS IN HUMAN EVOLUTION**

***Instructor: Staff***

An adaptive approach to human growth and development. Physical change in the regional anatomy of the human organism from conception to death is studied. This information is used to construct a developmental counterpart to the fossil, comparative, and experimental evidence used to understand the evolution of human beings. *PREREQUISITE: Anth 105 or an introductory biology course or permission of instructor. 3 Credits*

### **ANTH 316 NUTRITION, GROWTH AND BEHAVIOR**

***Instructor: Clarkin***

An evaluation of the influence of nutrition on growth and development in human populations. Particular emphasis on malnutrition and its effects on physical growth, neurological development and behavioral capacity. A model is developed which outlines the relationship between nutritional stress, the behavioral variation produced as a consequence of the stress, and the sociocultural characteristics of human communities. *PREREQUISITE: sophomore standing; or permission of instructor. Distribution: Natural Sciences. 3 Credits*

### **ANTH 317 HUMAN EPIDEMIOLOGY**

***Instructors: Clarkin, Sweet***

This course deals with the distribution and frequency of disease in human populations and stresses the role of social scientists and sociocultural data in epidemiological studies. Topics include measures of disease frequency, changing patterns of disease throughout human history, population variation in disease experience, types of epidemiological

studies, and environmental and occupational factors that present health risks. *PREREQUISITES: Junior standing and an introductory course in the social or biological sciences; or permission of instructor. 3 Credits*

### **ANTH 324 A BIOCULTURAL APPROACH TO WARFARE**

***Instructor: Clarkin***

This course takes a biocultural approach to the study of warfare by taking a broad view of humans as evolved biological organisms and as cultural beings with complex behavior. This course will critically examine a variety of proposed causes for human warfare (evolutionary, materialism, historical contingency), looking at the evidence for conflict and cooperation in humans (and other species) in the archaeological and ethnographic records. Second, this course will explore the epidemiological evidence for the effects of war on human health across the globe, including case studies on its effects on psychological health, nutrition, child growth, infection, and other sequelae. *PREREQUISITES: Anth 105 and sophomore standing; or permission of instructor. Distribution: Natural Sciences. 3 Credits*

### **ANTH 330 ARCHAEOLOGY OF COLONIALISM IN NATIVE NORTH AMERICA**

***Instructor: Silliman***

This course introduces students to the archaeological and anthropological study of colonialism and North America's indigenous people who confronted its various forms during the last 500+ years. The course focuses on how archaeologists use material culture, architecture, food remains, landscapes, and oral histories- -as well as a variety of historical documents- -to understand Indigenous responses to, engagements with, struggles within, and survival through these complex periods. Examples will be drawn from across the diverse regions, Native peoples, and colonial fronts (e.g., English, Spanish, Russian, French) that characterize the past few centuries of North America's history. *Distribution: World Cultures. 3 Credits*

### **ANTH 334 ANCIENT NORTH AMERICA**

***Instructor: Silliman***

An archaeological survey of North American prehistory, from Paleo-Indian times to contact with Europeans, and focusing on subsistence, mobility, migration, trade, settlement, material culture, ideology, inequality, and gender in Native North America. The course uses case studies from several regions in the US and Canada, including the Northeast, Southwest, Northwest Coast, and Arctic. *PREREQUISITE: Anth 107 or permission of instructor. Distribution: World Cultures. 3 Credits*

### **ANTH 336L (LATAM 336L) ANCIENT MESOAMERICA: THE AZTECS AND THEIR PREDECESSORS**

***Instructor: Sullivan***

This course uses archaeological and ethnohistorical data to chart the prehistoric transformation of Mesoamerica into the setting for several of the ancient world's most intriguing urban civilizations, including those of the Maya and the Aztecs. Emphasis is given to the common social patterns and ideological premises underlying the region's long-term cultural and political diversity. *PREREQUISITE: Anth 107 or permission of instructor. Distribution: World Cultures. Diversity: International. 3 Credits*



### **ANTH 338L (LATAM 338L) ANCIENT PERU: THE INCAS AND THEIR ANCESTORS**

**Instructor: Balanzátegui**

This course uses ethnohistorical and archaeological data to examine the foundations of complex society in Andean South America; and stresses, as an underlying theme, human adaptation to the constraints and possibilities of the diverse Andean environments. Special emphasis is given to the accomplishments, both real and idealized, of the last of Peru's prehistoric civilizations, the Inca Empire. *PREREQUISITE: Anth 107 or permission of instructor. Distribution: World Cultures. Diversity: International. 3 Credits*

### **ANTH 340 HISTORICAL ARCHAEOLOGY**

**Instructor: Lee, Mrozowski**

An introduction to historical archaeology, from its initial development to future directions. Topics include the subfields which comprise historical archaeology and their interrelationships; the contributions, both substantive and methodological, of historical archaeology to the field of archaeology; and industrial and historic sites in North America. *PREREQUISITE: Anth 107, or Hist 265 or permission of instructor. Distribution: Social and Behavioral Sciences. 3 Credits*

### **ANTH 341 ARCHAEOLOGICAL METHOD AND THEORY (WITH LAB)**

**Instructors: Schoenfelder, Silliman**

A combined lecture and laboratory course focusing on archaeological method and theory and how archaeologists combine those to produce actual research. What questions matter, and how have they changed over time? Which theories help to frame questions? Which methods produce useful information, and how much do archaeologists rely on techniques from fields such as chemistry, geology, biology, genetics, and geophysics? How do archaeologists acquire and use qualitative and quantitative data? How do archaeologists make interpretations from fragments of evidence? How do archaeologists know when one interpretation is better than another? Who benefits from or is harmed by archaeological research, and what ethical issues are at stake? This course is a step-by-step guide to start answering these questions. *PREREQUISITE: Anth 107 or permission of instructor. Distribution: Natural Sciences. 4 Credits*

### **ANTH 343L (AFRSTY 343L) AFRICAN DIASPORA ARCHAEOLOGY**

**Instructor: Balanzátegui, Lee**

This course is an introduction to African Diaspora archaeology, a burgeoning area of study within historical archaeology. Students explore the concept of diaspora as a means to critically understand factors underlying the forced dispersal of African people. Participants consider how archaeological studies of the African diaspora have yielded alternative interpretations of the black past. Throughout the semester, students examine how archaeologists have investigated the physical and culture landscape, foodways, ritual and religion and objects from everyday life to reveal the ways the black people have resisted and responded to enslavement and other forms of racial oppression. *Distribution: World Cultures. Diversity: International. 3 Credits.*

### **ANTH 345 THEORY IN SOCIOCULTURAL ANTHROPOLOGY**

**Instructors: Addo, Belleau, Martínez-Reyes, Todd**

A selective comparative, historical review of major schools of thought in anthropological theory, with special attention to alternative theories of culture, in relation to society,

history, ecology, and political economy; and the application of such theories to the analysis of particular ethnographic cases. *PREREQUISITE: Anth 106 or permission of instructor. 3 Credits*

### **ANTH 346 CULTURE, GLOBALIZATION, AND THE ENVIRONMENT**

***Instructor: Martínez-Reyes***

This course will focus on the interrelation between globalization and the environment in a cross cultural perspective. It will examine the rise of globalization from its colonial antecedents to the modern global era and its multiple effects on local populations and their environment. Topics include environmental institutions, global discourses of environmentalism, environmental movements, media, climate change, and finally, understanding the complex and dynamic nature of engagements between 'the local' and 'the global'. *PREREQUISITE: Anthropology 106 or other introductory social science course recommended or permission of instructor. 3 Credits*

### **ANTH 348 ETHNOGRAPHIC INQUIRY: INTRODUCTION TO QUALITATIVE FIELD RESEARCH**

***Instructor: Negrón***

An introduction to the methods and tools used in qualitative research, including important anthropological techniques such as participant-observation, life histories, and interviewing within an historical, social, and political context. Ethical issues surrounding qualitative research will be addressed. Students will also conduct their own ethnographic fieldwork projects during the semester, learning through practice how to utilize particular methods of qualitative research. *PREREQUISITE: One previous course in cultural anthropology, or permission of instructor. 3 Credits*

### **ANTH 349 ANTHROPOLOGY OF DEVELOPMENT**

***Instructor: Martínez-Reyes***

This course examines the contributions made by anthropology to the analysis of development in the Third World. It assesses two contrasting perspectives: 'development anthropology', which focuses on the dynamics of working on practical projects, and the 'anthropology of development', which makes a series of critiques of development theory and practice. Topics include planning and policy; indigenous traditional knowledge, aid, health, and sustainable development. *PREREQUISITES: Anth 106 or other introductory social science recommended. 3 Credits*

### **ANTH 352 APPLIED SOCIAL ANTHROPOLOGY**

***Instructor: Negrón, Sieber***

How is social anthropology used to solve human problems? This course considers anthropological research and intervention in such fields as business management, communications, health care, parks and recreation, urban development, education, and mental health. Special attention is given to the ethical dilemmas encountered by practicing anthropologists. This course helps students assess the relevance of social science training to later career choices. *PREREQUISITE: Anth 106 recommended or permission of instructor. 3 Credits*

### **ANTH 353 URBAN ANTHROPOLOGY**

**Instructor:** Negrón, Sieber

A comparative study of the form and quality of urban life in the contemporary United States and in selected non-Western cultures. Through an examination of selected case studies, the course assesses the varying theories, methodological strategies, and research techniques that have been employed in anthropological analyses of cities; and considers their significance in the broader field of urban studies. Attention is also given to the cultural evolutionary processes leading to the origin and spread of cities and urbanized society, in both the ancient and modern worlds. *PREREQUISITE: Anth 106 or permission of instructor. Distribution: Social and Behavioral Sciences. 3 Credits*

### **ANTH 356 AFRICAN DIASPORA ART IN THE CITY**

**Instructor:** Addo

For anthropology and other disciplines, the concept of diaspora helps us understand the role of forced and voluntary dispersal of African people in terms of experience, interpretation, and activism. In this course, the arts are our lens onto diverse experiences of people of African descent, including how Black people live histories of movement and have responded to and resisted racial oppression as they have been rooted and routed across space and time. The course examines different forms of art (primarily visual and performing arts), what they mean to artists, how they are categorized in institutions and communities, and how they illuminate ways of anchoring community and identity to place. The course takes us comparatively across global, national, and local (Boston) spaces to illuminate how people(s) use arts to express aesthetic, moral, spiritual, and philosophical dimensions of what it means to be human. The overall approach is drawn from anthropology, but we also draw from history, art history, activism, and community development/empowerment. Geographic areas covered include Africa, North America, and the Caribbean. *Distribution: Art. Diversity Area: International. 3 Credits.*

### **ANTH 357 CULTURE, DISEASE, AND HEALING**

**Instructors:** Clarkin, Sweet

Human adaptations to disease and illness in prehistory and history, and across cultures. Medical systems considered as social and cultural systems related to social structure, religion, economics, and power. Topics include medical anthropology as a field of study, paleopathology, ecology and epidemiology of disease, theories of disease and healing, sorcery and witchcraft, public health and preventive medicine, anatomy and surgery, obstetrics and population control, pain and stress, emotional states, status and role of healers and patients. *PREREQUISITE: Anth 105 or 106 recommended; or permission of instructor. 3 Credits*

### **ANTH 358 SOCIAL DETERMINANTS OF HEALTH AND HEALTH DISPARITIES**

**Instructor:** Sweet

The social environment is widely recognized to play a critical role in shaping patterns of health and disease within and across populations. Understanding the processes through which the social environment “gets under the skin” to influence health has become an important question across medical and social science fields, including anthropology. This course will explore key social determinants of health being explored by medical and bio-cultural anthropologists, including: socioeconomic status, race/ethnicity, gender, sexuality, neighborhood environments, social relationships, and political economy. Mechanisms

through which these factors are hypothesized to influence health, such as stress and access to health resources and constraints, will be discussed, as well as the ways in which these mechanisms operate within communities and across the life-course. An overarching theme of the course will be how social factors that adversely affect health are inequitably distributed, contributing to marked health disparities. *3 Credits.*

### **ANTH 359 ECONOMICS AND CULTURES IN COMPARATIVE PERSPECTIVE**

***Instructor: Martínez-Reyes, Todd***

This course approaches economic behavior, ideas and institutions using two of the hallmarks of anthropology: field-based methods of data collection and cross-cultural comparison. Through ethnographic case studies, anthropological theory and first-hand observation, we will consider the embeddedness of the economy in complex socio-cultural systems, ideological and institutional. A range of systems of production, distribution and consumption in contemporary and past economies will allow students to systematically critique familiar economic ideas and institutions. Topics will include reciprocity and redistribution, traditional markets, notions of scarcity, affluence and fairness, the regulation of economic behavior by formal and informal institutions, the economic division of labor and the interface between modern and traditional economies. *PREREQUISITE: ANTH 106. 3 Credits.*

### **ANTH 361L (CINE 361L) INDIGENOUS FILM AND CRITICAL VISUAL STUDIES**

***Instructor: Addo, Fung, Topash-Caldwell***

This course explores the ways in which filmmakers have engaged with the notion of ingenuousness primarily through feature film and documentary forms over the last 40 years. The course will look at films directed, produced and written by indigenous and non-indigenous film-makers. We will examine films from a number of different geographical areas, concentrating on North America (the United States and Canada), Aotearoa/New Zealand, Australia, and Southern Africa. We will also be looking at a select number of films from other areas in relationship to specific issues, these include Tuvalu, Kazakhstan and Guatemala. As part of the course structure, we will also be engaging with a number of specific issues. These include colonialism, identity, the importance of land, environmental destruction, gender, coming of age, new media platforms, the impact of commercial media, and commodification and appropriation of indigenous peoples. A select number of film-makers will also be joining the course as guest lecturers. *3 Credits.*

### **ANTH 364 ANTHROPOLOGY OF ADOLESCENCE: BIOCULTURAL INTERACTIONS**

***Instructor: Reiches***

This course takes an anthropological, biological, and phylogenetic approach to questions about adolescence, including: What elements of growth and maturation define adolescence, and is this life stage unique to humans? How do the body's priorities change, and what can we learn about the selective pressures that shaped human evolution when we examine those changes in the context of ecological and cultural variation? How, at the threshold of adulthood, is gender newly constructed, and what commonalities and cultural variations in the gender inculcation process exist across the globe? Texts will include literature on human growth and development; comparative data from non-human primates; anthropological literature on rites of passage viewed cross-culturally; and literary dramatizations of coming of age. *Diversity: International. 3 Credits*

### **ANTH 365 INDIGENOUS AND TRIBAL ART**

**Instructor: Belleau**

This course focuses on the visual and artistic cultures of small-scale societies, starting with prehistoric cave paintings and stretching to tribal and peasant communities to today's postcolonial societies. *3 Credits*

### **ANTH 366 THE ANTHROPOLOGY OF RELIGION**

**Instructor: Pasto, Waters**

A comparative study of religion and spirituality from an anthropological perspective. Topics include belief, ritual, mythology, symbolism, prayer, magic and sacred texts. The course focuses on traditional and indigenous spiritual systems, as well as global religions. The course examines religion in relation to other dimensions of culture, including political systems, economic structures, family life and the arts. Attention is also given to theoretical developments in the anthropology of religion and to research methodologies developed by anthropologists for the analysis and interpretation of religion. The course will examine traditional religions of sub-Saharan Africa, Christianity in Western Europe, and indigenous spiritual systems of Native North America, among others. *PREREQUISITE: Anth 106, or 30 credits, or permission of instructor. Distribution: World Cultures. 3 Credits*

### **ANTH 367 SOCIAL AND CULTURAL PERSPECTIVES ON WITCHCRAFT AND SORCERY**

**Instructor: Worley**

Beliefs about people with extraordinary powers to cause harm or good are found in societies of different types and in different periods in history. This course examines such beliefs in a number of different cultural, geographical, and historical contexts in order to demonstrate ways in which anthropologists and other social scientists approach the more general problem of understanding the function of belief systems in human society. The course does not teach techniques of witchcraft or sorcery. *PREREQUISITE: Sophomore standing or permission of instructor. Distribution: World Cultures. 3 Credits*

### **ANTH 368 MYTH IN CULTURAL CONTEXT**

**Instructor: Waters**

An anthropological analysis and interpretation of myth, using texts from a variety of world cultures, including African, ancient Middle Eastern, Native American, Amazonian, Mediterranean and other traditions as primary materials. The course offers an overview of central problems and issues in the anthropological study of myth, and emphasizes the importance of examining myths within their socio-cultural settings. The course also considers some of the important theoretical perspectives that have been developed within anthropology for the study of myths and folklore. *PREREQUISITE: Sophomore standing or permission of instructor. Distribution: World Cultures 3 credits*

### **ANTH 372 ANTHROPOLOGY OF DEATH**

**Instructor: Waters**

Although human mortality occurs in all societies, it is understood and defined differently within various cultural settings. This course examines how culture influences the way people respond to the fact of death. Key themes include: the analysis of funeral rituals; religion and art in relation to death; cultural dimensions of mourning; and the relationship between social organization and death. *PREREQUISITE: Sophomore standing; or permission of instructor. Distribution: World Cultures. 3 Credits*



## **ANTH 374 CULTURE AND POLITICS OF INDIGENOUS PEOPLES OF LATIN AMERICA**

**Instructor: Belleau, Martínez-Reyes**

This course introduces students to the historical and ethnographical world of indigenous populations in Latin America. It provides theoretical tools necessary to conduct a critical analysis of the trajectory of indigenous groups from pre-Columbian to contemporary times in their changing position and struggles to situate themselves in their respective nation-states. We pay special attention to events, as well as intellectual debates that have had a profound impact on these groups beginning with colonization and later with subsequent processes such as independence, nation-state formation, *indigenismo* and several responses by native populations. We also analyze how indigenous ontologies influence knowledge, identity, and the role that they play when confronted with Western modernity as development policies, land and agrarian reform, neoliberal economic reforms, environmental struggles, gender, democratization, autonomy, migration, and political reform. *PREREQUISITE: Anth 106 or PolSci 101 or Sociol 101; or permission of Instructor. Distribution: World Cultures. Diversity Area: International. 3 Credits.*

## **ANTH 376 NATIVE PEOPLES OF NEW ENGLAND: CONTEMPORARY ISSUES**

**Instructor: Woods**

This course will engage students in an examination of the current political, cultural, and economic issues important to Native Americans in New England. Among the major topics to be explored are sovereignty, land rights, federal acknowledgment, and identity. The course provides an overview of major events and legal cases of the 20<sup>th</sup> century, and will include guest lectures by Native leaders, scholars, and activists. *PREREQUISITE: Anth/Amst 270L or permission of instructor. Diversity Area: US. 3 Credits*

## **ANTH 385 LANGUAGE AND CULTURE**

**Instructor: Negrón**

The study of language and culture as systems of shared symbols and meanings in which verbal and nonverbal social interaction takes place. Special emphasis is given to the relationship of language to culture and on the social role of language in human life. Students are introduced to methods for analyzing social behavior and its underlying cultural principles. *PREREQUISITE: Anth 106 or permission of instructor. 3 Credits*

## **ANTH 412 ISSUES IN BIOLOGICAL ANTHROPOLOGY**

**Instructor: Clarkin, Reiches, Sweet**

An in-depth discussion of current research in biological anthropology based on the reading of primary material from the recent literature. The course is oriented toward the study of human populations and focuses on important controversies and major research trends in a variety of areas including skeletal biology, nutrition, genetics, epidemiology, and evolutionary theory. *PREREQUISITE: Permission of instructor. 3 Credits*

## **ANTH 425 CONTEMPORARY ISSUES IN ANTHROPOLOGY**

**Instructor: Staff**

A capstone seminar for anthropology majors, this course uses the lens of anthropological analysis to address a different topical theme each semester concerning the community and the world in which we live. The seminar encourages students to apply their previous classroom experience in the discipline to a multidimensional view of contemporary issues

through individual and small group research projects. *PREREQUISITES: Senior standing and major in anthropology; or permission of instructor. 3 Credits*

### **ANTH 432 ARCHAEOLOGICAL SCIENCE**

#### **Instructor: Silliman**

This course applies the methods and techniques of the sciences to the problems and issues of archaeology. The course is part of the teaching program of the Center for Materials Research in Archaeology and Ethnology, a Boston-area consortium of universities and museums. Course is taught on the campus of MIT by an MIT instructor. The instructor listed serves only as a campus liaison. *PREREQUISITE: Permission of instructor. Advanced standing and experience in laboratory science courses is expected. 3 Credits.*

### **ANTH 444 COOPERATIVE EDUCATION FOR ANTHROPOLOGY MAJORS**

#### **Instructors: Staff**

Anthropology majors may be placed in paid work situations either directly related to the field of anthropology or where anthropological concepts, theories, and/or methods can be explored. In conjunction with the work experience, students undertake a learning project under the direction of a faculty member. This project is based on a prospectus approved by the advisor, which should include appropriate readings, field observation, and written work equivalent to a 3-credit, classroom-based course. *PREREQUISITES: Sophomore standing; minimum GPA of 2.5; satisfactory completion of introductory and two upper-level anthropology courses in the field most closely related to placement; and permission of instructor. 3 or 6 Credits*

### **ANTH 476L (AMST 476L) NATIVE AMERICA: CONTEMPORARY ISSUES**

#### **Instructor: Topash-Caldwell, Woods**

This seminar focuses on the lives of modern Native Americans, on reservations and off. Topics for reading, discussion, and original research include law, politics, economic development, public health, education, and the arts. Each student in the seminar will compile and present a comprehensive case study on a subject relevant to one of the seminar themes. *PREREQUISITE: Anth/AmSt 270L or permission of instructor. Diversity Area: US. 3 Credits.*

### **ANTH 477 LLOP RESEARCH SEMINAR**

#### **Instructor: Negrón, Staff**

Instruction in how to develop a comprehensive plan for research on a Latino Studies topic with significant public policy implications. Review of research design procedures, literature assessment, problem definition, use of a range of qualitative and quantitative research methods drawn broadly from the social sciences. *PREREQUISITE: Permission of LLOP program and department. 3 Credits*

### **ANTH 478/479 DIRECTED STUDY I/DIRECTED STUDY II**

#### **Instructor: Staff**

Advanced students may conduct independent research under the supervision of the faculty. ANTH 478 is offered in fall semesters; ANTH 479 in spring terms. *PREREQUISITES: Anth 105, 106, or 107 (as appropriate). This course may not be used to satisfy the distribution requirement in the major. Permission of instructor must be obtained before registering for this course. Hrs by arrangement, 1-3 Credits.*

### **ANTH 480 SPECIAL TOPICS SEMINAR**

**Instructor: Staff**

Intensive study of special topics, varying each year according to the instructor. *PREREQUISITE: Depends on topic; usually the appropriate introductory level course (Anth 105, 106, or 107) and junior standing, or permission of instructor. 3 Credits.*

### **ANTH 483 FIELD RESEARCH IN CULTURAL ANTHROPOLOGY**

**Instructor: Staff**

Supervised sequence of field research within cultural anthropology. This research involves continuous study in a field situation directed by a professional anthropologist. The course may include attendance at field schools directed by qualified faculty outside the University, with permission of the department. *PREREQUISITE: Permission of instructor. 3-10 Credits.*

### **ANTH 484 FIELD RESEARCH IN BIOLOGICAL ANTHROPOLOGY**

**Instructor: Staff**

A supervised sequence of field research within biological anthropology. This research involves continuous study in a field situation directed by a professional anthropologist. The course may include attendance at field schools directed by qualified faculty outside the University, with permission of the department. *PREREQUISITE: Permission of instructor. 3-10 Credits.*

### **ANTH 485 FIELD RESEARCH IN ARCHAEOLOGY**

**Instructors: Beranek, Landon, Lee, Mrozowski, Silliman, Sullivan, Trigg**

A supervised sequence of field research within archaeology. This research involves continuous study in a field situation directed by a professional anthropologist. The course may include attendance at field schools directed by qualified faculty outside the University, with permission of the department. *PREREQUISITE: Permission of instructor. 3-10 Credits.*

### **ANTH 488 INTERNSHIP IN ANTHROPOLOGY**

**Instructor: Staff**

Part-time work experience (8 hours per week) in an appropriate business, governmental, laboratory, clinical, museum, or non-profit institution, supervised by an on-site supervisor and an Anthropology faculty sponsor. Conferences with the course instructor and appropriate written work are required. *PREREQUISITES: Anth 105, 106, and 107; 3 upper-level courses in the subdiscipline in which the internship will be taken; junior or senior standing; permission of instructor. 3 Credits.*

### **ANTH 490 INDEPENDENT RESEARCH I (Honors)**

**Instructor: Staff**

Independent research in Anthropology conducted under the supervision of members of the faculty. *PREREQUISITES: Senior standing, 4 upper-level courses in Anthropology, 3.5 GPA in the major, 3.0 GPA overall, and permission of an Honors Advisor. This course may not be used to satisfy the distribution requirement in the major. Hours by arrangement, 3 Credits.*

### **ANTH 491 INDEPENDENT RESEARCH II (Honors)**

**Instructor: Staff**

See Anth 490. *PREREQUISITES: Anth 490 and permission of Honors Committee.*

# Department of Anthropology

## Fact Sheet



What is humanity?

What is my place in society?

Where did we come from?

Why do cultures differ?

Our department goal is to engage UMass Boston students actively in the search for answers to these questions about themselves and the world in which they live. For anthropologists, human activities reflect the changing cultural, social, ecological, and historical contexts in which they live or have lived. We ask questions about why people do, think, remember, and believe what they do, and offer interpretations embracing cultural, biological, and historical frameworks. Anthropology helps students understand the cultural, political, environmental, and economic connections that link neighborhoods, cities, nations, and the global system. We seek to find order in and promote respect for the amazing diversity that characterizes people all over the globe and within our own society, both past and present. We try to understand how social and cultural environments "get under the skin" to affect health and well-being. Importantly, we do all of these with holistic, evolutionary, deeply historical, critical, cross-cultural, and community-based approaches – frequently via fieldwork and laboratory research – to offer students powerful resources for understanding (and acting on) current and historical trends that affect their workplaces, their communities, and the wider world.

### **This is why *you* should consider majoring, or double majoring, in Anthropology!**

Combining **archaeology**, **cultural anthropology**, and **biological anthropology**, our research and teaching themes include: (1) cultural preservation and representation, (2) Indigenous people and the state, (3) urbanism, (4) transnationalism and immigration, (5) ethnicity and identity, (6) globalization and environment, (7) health disparities, and (8) human growth and development. We pursue these in a variety of places, including working with and on various communities (urban, rural, indigenous, immigrant, and refugee) in New England, the Caribbean, Latin America, Pacific Islands, East/Southeast Asia, and the North Atlantic. In this context, our students prepare for many career and graduate school options (*see other side*) with a wide range of marketable and useful skills.



#### Degrees Offered

*Major:* Anthropology

*Minor:* 1) Anthropology, 2) Environmental Anthropology, 3) Native American and Indigenous Studies

#### Learning Opportunities

Our faculty includes dedicated teachers who enjoy sharing their passion for anthropology with students inside and outside the classroom. In addition to a wide range of archaeology, cultural anthropology, and biological anthropology courses suited for our majors, many department course offerings are specifically designed to meet General Education requirements (e.g., International and US Diversity, World Cultures, Social and Behavioral Sciences, Natural Sciences). Our courses and our major pair well with other undergraduate programs on campus, such as History, American Studies, Criminal Justice, Sociology, Biology, Africana Studies, Latino Studies, Latin American and Iberian Studies, Environmental Studies, and Women's, Gender, and Sexuality Studies. We also regularly offer summer archaeological field schools in New England and Belize, as well as research opportunities with faculty on-campus and internships off-campus.

# Careers in Anthropology

## What jobs do anthropologists find?

## What can I do with an Anthropology degree?

**Community development**, as community organizers, community outreach workers and coordinators for community-based or grassroots initiatives.

**Education**, as teachers and administrators at the elementary, secondary, and collegiate level.

**Environmental and cultural resource management**, as guides, assistants, and researchers in the preservation of the environment, heritage, and the arts; and as consultants in ensuring compliance with both national law and local community desires in educating the public about sites and objects of historic, architectural, and archaeological interest.

**Field archaeology**, as field or laboratory technicians for private companies, public agencies, and universities in New England, throughout the United States, and in other countries.

**Museums and heritage tourism**, as researchers, curators, conservators, and guides at institutions such as the Boston Museum of Science, Colonial Williamsburg Foundation, JFK Presidential Library and Museum, Plimoth Plantation, and Peabody Museum of Anthropology and Ethnology at Harvard.

**Public health**, as epidemiologists, health promoters, and researchers, whose training in biocultural processes, the body, and the health consequences of global phenomena such as war makes them uniquely qualified to study disease from biocultural perspectives and communicate information about disease prevention and management.

**Public policy and law**, as policy analysts, legislative assistants, attorneys, and coordinators of policy change interventions, especially on topics such as human rights, immigration, rights, research and biomedical ethics, and cultural property.

**Journalism**, as reporters, videographers, and writers for documentaries and publications such as *Cultural Survival Voices*, *Cultural Survival Quarterly*, *Boston Globe*, *Boston Parents Magazine*, and *Columbia Journalism Review*.

**Social service and advocacy/justice**, as youth workers, health educators, nurses, international relief specialists, and supporters of Cultural Survival and similar organizations.

**Business administration and management**, as operations managers, programmers, senior accountants, warehouse managers, senior test engineers, project managers, and hospital inventory controllers. Many of our graduates own and operate businesses, such as bookstores, internet commerce firms, sporting goods outlets, restaurants, and landscape design companies.

**Graduate study**, as alumni with master's or doctoral degrees in anthropology and other fields at 50+ universities, including UMass Boston, University of Chicago, Duke University, Syracuse University, Cornell University, Brown University, Yale University, Rutgers University, New York University, Boston University, UMass Amherst, Harvard University, University of Pennsylvania, University of Vermont, Brandeis University, University of Southern Maine, University of California at Berkeley, University of California at Irvine, Arizona State University, University of Illinois, New Mexico State University, Columbia University, and (in the U.K.), Bristol University and Sussex University.



## CONTACT US

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