Master of Arts Program in the Social Sciences

Courses

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Executive Director and Assistant Dean

- `Chad Cyrenne`

Director of MAPSS

- `Darcy Heuring, History`

Assistant Director and Assistant Senior Instructional Professor

- Tori Gross, Anthropology

Associate Instructional Professor

- Ella Wilhoit, Anthropology

Assistant Instructional Professor

- Damien Bright, Anthropology
- Amanda Ceniti, Psychology
- Yasmin Cho, Anthropology
- Maximilian Cuddy, Sociology
- Natalie Dowling, Psychology
- Hannah Hamilton, Psychology
- Alex Hoffmann, History
- Marshall Jean, Sociology
- Deirdre Lyons, History
- John McCallum, History
- Dehua Sun, Political Science
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- Sparkle Dalphinis

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General Information

The MA Program in the Social Sciences (MAPSS) is an intense, intellectually transformative one-year program. Students concentrate in Anthropology, Economics, History, Political Science, Psychology, or Sociology. Some pursue interdisciplinary work in Comparative Human Development, Social Thought, or Conceptual and Historical Studies of Science. Many students also pursue a graduate certificate in Education and Society, Gender and Sexuality Studies, Latin American Caribbean Studies, or Race, Diaspora and Indigeneity.

MAPSS students take nine graduate courses, selected from all University of Chicago departments and professional schools. Each student works closely with the program directors, our senior academic staff, and an assigned preceptor, designing a customized curriculum and defining an area of scholarly research. They work closely with their preceptor on their MA research project. If they complete a master's thesis, they work closely with a faculty member outside of the program.

Students must take MAPS 30000 Perspectives in Social Science Analysis, our core course, in the Autumn Quarter. In addition, students must satisfy a methods requirement by selecting among dozens of graduate alternatives in ethnography, historical methods, involved interviewing, network analysis, survey analysis, content analysis, game theory, rational choice, causal inference, statistics, interpretive methods, comparative case study, and others.

MAPSS offers outstanding training for those aspiring to go on to funded PhD study in the social sciences. In the last five years, 79% of MAPSS graduate who applied to PhD programs received fully funded offers, with the help of our individually tailored support system. Because students are most successful in securing a PhD placement when they have completed a year of graduate study at UChicago, students typically apply to PhD programs the fall after they graduate from MAPSS.

For those interested in careers outside of the academy, MAPSS has an in-house Career Services team that offers highly specialized guidance to our students, with individual advising, weekly workshops, and visits by leading alumni who provide mentorship in a variety of fields. MAPSS students pursue an extraordinary range of careers, but more graduates go on to careers in data and research, in both for-profit and not-for-profit sectors, than any other fields. In a survey of the Class of 2024 (with 85% known outcomes), 94% of graduates accepted full or part-time employment or were accepted into doctoral programs within 9 months of graduation.

Joint BA/MA Program

Students who wish to pursue a joint BA/MA degree should review the requirements (https://socialsciences.uchicago.edu/admissions/ba-ma-applicants/) and consult with their College adviser. They should also meet with the Assistant Dean of Students (Lindsey Weglarz, lweglarz@uchicago.edu) in the Autumn Quarter of their third year.

Please see the BA/MA Degree Requirements (https://socialsciences.uchicago.edu/admissions/ba-ma-applicants/) to review the eligibility requirements for the joint degree.

The dual BA/MA program is a four-year program and is distinct from the UChicago Advanced Scholars (4+1) program, which takes five years to complete.

Program Requirements and Course Work

MAPSS students must complete our core course, satisfy our methods requirement, and earn a minimum B as their cumulative grade over their nine graduate courses. Students must also fulfill the program's research requirements by completing a MA thesis or a MA capstone

Course Work

Our core course, "Perspectives in Social Science Analysis," examines the theoretical and methodological approaches that have been broadly influential across the social sciences, and helps students develop their MA thesis projects.

Because Perspectives is offered only in the Autumn Quarter, students may not begin the MAPSS program at any other time of year.

Students must also fulfill a methods requirement. MAPSS offers courses in historical, ethnographic, statistical, and interpretive methods. Dozens of other methods courses, including network analysis, game theory, involved interviewing, comparative case study, rational choice, comparative historical analysis, experimental methods, organizational analysis, survey research, and statistical methods are offered across campus each year.

Courses are selected with the guidance of a MAPSS preceptor. Students register for three graduate classes per quarter, beginning in the Fall and continuing through the Winter and Spring. They take graduate courses in all departments and professional schools at the University.

The Research Requirement

MAPSS students fulfill the program's research requirement by completing a MA thesis or a MA capstone. The thesis is an independent project completed under the supervision of a primary faculty reader. The capstone

is a course paper or project revised into a capstone the following quarter, under the supervision of the MAPSS preceptor.

Admission

MAPSS applicants must meet the formal requirements of the Graduate Social Sciences Division which are listed here (https://socialsciences.uchicago.edu/admissions/application-materials/).

Please see this page (https://mapss.uchicago.edu/apply/application-requirements/) for current GRE policy in the Division. For those disciplines that require them, GRE scores are important but play a small role in our review. There are wide variations in the students we admit, and we are more forgiving than the typical PhD program.

MAPSS offers tuition scholarships at the time of admission. Some financial need-based scholarships may be available through an application process after prospective students are admitted.

Joint BA/MA applicants pay graduate tuition rates, and are eligible to receive the same aid they had in College.

Applicant to the Division of the Social Sciences and the University of Chicago who do not meet waiver criteria must submit proof of English language proficiency. Please contact our Dean of Students Office with any questions: ssd-admissions@uchicago.edu

Part-time study is possible, but part-time students are not eligible for financial aid.

How to Apply

The application with instructions and deadlines, is available online on the Division of the Social Sciences website (https://socialsciences.uchicago.edu/admissions/how-to-apply/). Current students in the University of Chicago College may be eligible to apply through UChicago Advanced Scholars (https://careeradvancement.uchicago.edu/student-opportunities/uchicago-advanced-scholars-program/) instead.

Qualified students in the College who wish to pursue a joint BA/MA degree should consult first with their College Adviser, then with the Associate Dean of Students for Admissions and Data Reporting in the Division of the Social Sciences (Lindsey Weglarz).

Prospective BA/MA students must receive the approval of their College major(s) as part of the application process. As part of the online application, applicants will send their major(s) a form which will confirm their eligibility for the BA/MA, to specify how many of the 9 graduate courses they would take will be double-counted to satisfy their BA requirements, and to assure that all BA requirements will be met no later than June convocation of their fourth year.

For additional information about our program, please contact our Student Affairs Administrator, at 773-702-8312.

Please also visit our website, at:https://mapss.uchicago.edu/

Courses MA in Social Sciences

MAPS 30000. Perspectives in Social Science Analysis. 100 Units.
Perspectives in Social Science Analysis is an introduction to interdisciplinary social theory which aims to teach you how to read social science research at the graduate level and develop your ability to formulate and execute a successful master's thesis.
Instructor(s): Amanda Ceniti, Damien Bright, Yasmin Cho, Maximilian Cuddy, Natalie Dowling, Tori Gross, Hannah Hamilton, Alex Hoffman, Marshall Jean, Deirdre Lyons, John McCallum, Max Smith, Dehua Sun, Ella Wilhoit, Weijun Yuan Terms Offered: Autumn

MAPS 30005. Graduate Practicum in the Social Sciences. 100 Units.
Students interested in gaining applied experience in a specific pathway or completing a capstone should consider taking the Graduate Practicum in the Social Sciences course. The practicum is a hands-on experiential course designed to enable students to apply and expand their knowledge and skills based on their unique interests and improve their technical and applied writing skills, project management abilities, business communication and acumen, with a focus on client deliverables all while providing a useful service to a Chicago-based community partner. During the course, students work individually or in small teams to identify and address issues/needs faced by a local community partner of their choice. Each student or team receives guidance from their instructor and community partner throughout the project. The experience culminates in a final project (report and formal presentation to the community partner and/or class). Past projects have centered on non-profit administration, policy analysis, grant writing and philanthropy, impact reports, training and development, museum exhibitions, and user/patient experience.
Instructor(s): Shelly Robinson Terms Offered: Winter
Equivalent Course(s): INRE 30005, MACS 30005

MAPS 30124. Computational Analysis of Social Processes. 100 Units.
How does the human social and cultural world develop and change? The focus of this course is on introducing computational methods for studying the evolution of phenomena over time, alongside relevant theories for interpreting these processes from fields such as History, Anthropology, and Sociology. Students will gain hands-on experience using the Python programming language to harness a diverse set of digital data sources, ranging from satellite images to social media posts. Additionally, they will learn to employ computational approaches, such as simulation and dynamic topic modeling, to study social processes over a variety of different time scales: from the short term (changes in social media network structures over the course of the past week), to longer term (the evolution of English language discourse over the past 100 years), to deep time scales (long-term settlement pattern dynamics over the past 10,000 years).
Instructor(s): Jon Clindaniel Terms Offered: Autumn
Equivalent Course(s): MACS 30124

MAPS 30125. Foundations of Statistical Methods for Psychological Science. 100 Units.
This course will introduce students to statistical analyses commonly used in psychology. Students will learn about the logic of hypothesis testing, how to conduct statistical analyses, and how to read and write about statistical results and the conclusions they support. Students will learn when it is appropriate to use each statistical analysis, review the mathematical formulas behind the analyses and how to calculate relevant statistics by hand, how to conduct analyses using R, how to interpret statistical results, and how to report results in APA format.
Instructor(s): Hannah Hamilton Terms Offered: Autumn
Equivalent Course(s): PSYC 38825

MAPS 30200. Readings: Social Sciences. 100 Units.
Individualized and independent reading course with selected faculty.
Instructor(s): Jon Rogowski Terms Offered: Autumn Spring Winter
Note(s): Open only to MAPSS students.

MAPS 30205. Public Opinion Research in Practice. 100 Units.
This seminar provides an introduction to the evolving landscape of public opinion research in the digital age. It combines foundational theories and methods with an emphasis on how computational techniques have transformed the field. The goal is to equip students with a robust understanding of public opinion research, along with practical skills in data gathering, analysis, and interpretation, and insight into recent developments in data collection methodologies. We will focus on experimental methods, especially survey experiments, and on utilizing social media as a source of data and as a medium for recruiting respondents. Throughout the course, students will have the opportunity to produce an original public opinion research project, applying the techniques and methods discussed.
Instructor(s): Ali Sanaei Terms Offered: Spring Winter
Equivalent Course(s): MACS 30205

MAPS 30210. UX Research Foundations. 100 Units.
User Experience ("UX") is a professional field and practice that aims to understand the core needs of users to positively impact the experience and successful adoption of a product. How we define "product" in UX has great variation and can be physical, digital, or omnichannel-this makes the field of study highly nuanced, complex, and engaging. UX practitioners are present in a variety of industries including Tech, Automotive, Healthcare, Travel, and CPG (consumer packaged goods). UX Researchers specifically contribute to this field by deeply understanding and measuring user outcomes. We report both findings and actionable insights for product, design, insights, engineering, marketing, and business stakeholders. To do so successfully, many user research methodologies are leveraged (both qualitative and quantitative) and findings are socialized in a way that makes product (rather than pedagogical) impact. This course aims to lay a theoretical and methodological foundation for user experience research and reporting. The goal of this course is to equip students who are curious about UXR with the basic foundation needed to enter the job market. Students will gain a deep theoretical and historical understanding of the field of User Experience and its methods, learn basic design principles to help them communicate with colleagues in an applied context, and produce a final project (and supplementary research materials) that can serve as a professional portfolio piece/case study.
Instructor(s): Megan McLean Terms Offered: Autumn
Equivalent Course(s): SOSC 20210

MAPS 30220. Exploratory Research Design. 100 Units.
Outside the walls of academia, social science research methods are deployed in a wide variety of contexts with different end goals in mind. In general, organizations want to use these methods to get closer to the customer in some way-either to understand a problem, assess the desirability of potential products and services, or to measure how an existing solution is doing out there in the world. As social scientists, we are well equipped to help organizations achieve these goals by delivering insights into human attitudes and behavior. This course will provide an introduction to exploratory design research, which includes the techniques used at the beginning of the product and services innovation process. These techniques are qualitative in nature, and uniquely suited to discovering the customer needs critical for human-centered design. The Design Research techniques covered in this class are widely used in UX teams in the technology sector, and other for-profit, not-for-profit, and government contexts. This course will provide students with foundational understanding of and experience in

each step of the design research process as it is practiced at IDEO, a leading global design and innovation firm best known for popularizing design thinking. At its core, this is a hands-on course that offers practical training for students entering applied research roles. Students are expected to get out into the field and complete a design research project from start to finish.
Instructor(s): Will Notini Terms Offered: Winter

MAPS 30230. Contemporary Democratic Theory: Realism, Deliberative Democracy, and Agonism. 100 Units.
What is democracy? Is democracy a matter of finding consensus or regulating dissensus? How might we go about making our own society more democratic? Should we strive for more democracy or is democracy merely a means to an end? What is the relationship between democratic theory and practice? This course will consider leading attempts in contemporary democratic theory to grapple with these questions and many more. We will consider both the foundational texts of contemporary democratic theory including Hannah Arendt, Carl Schmitt, Jurgen Habermas, and Robert Dahl, and then build from those texts to see how contemporary theorists have attempted to rearticulate, redefine, redesign, and revolutionize democracy in the past 25 years.
Instructor(s): Smith, Max Terms Offered: Winter
Equivalent Course(s): PLSC 20406, PLSC 30230, DEMS 20235

MAPS 30233. Race in Contemporary American Society. 100 Units.
This survey course in the sociology of race offers a socio-historical investigation of race in American society. We will examine issues of race, ethnic and immigrant settlement in the United States. Also, we shall explore the classic and contemporary literature on race and inter-group dynamics. Our investigative tools will include an analysis of primary and secondary sources, multimedia materials, photographic images, and journaling. While our survey will be broad, we will treat Chicago and its environs as a case study to comprehend the racial, ethnic, and political challenges in the growth and development of a city.
Instructor(s): S. Hicks-Bartlett Terms Offered: Autumn Spring. Autumn quarter offered at the Undergraduate level only and Spring quarter offered at the Graduate level only
Equivalent Course(s): CRES 20233, RDIN 20233, SOCI 30233, RDIN 30233, SOCI 20233

MAPS 30245. Infrastructure: Meanings and Politics. 100 Units.
Ubiquitous in our daily lives and global society, infrastructure serves as a vital lens for examining the increasingly entangled relationships between humans, built environments, and the more-than-human world. Drawing on scholarship from Anthropology, Science and Technology Studies (STS), and Urban Studies, this course mobilizes infrastructure as a powerful analytical framework for understanding the state, society, and planetary life. While infrastructure is often defined as underlying material structures, we will also investigate infrastructure as a deeply affective, symbolic, and sensorial phenomenon. Students will be introduced to ongoing scholarly debates and will develop their own critical insights to produce a comprehensive literature review on a chosen topic. This course is designed for graduate students, with limited enrollment available for interested junior or senior undergraduates.
Instructor(s): Yasmin Cho Terms Offered: Spring
Equivalent Course(s): MAPS 20245, ANTH 20245, ANTH 30245

MAPS 30289. Intermediate Regression and Data Science. 100 Units.
This course is designed to provide intermediate-level training in research methods that would pick up immediately after traditionally introductory-level classes that end with multiple regression. This course is designed to be a standalone package of training that will provide tools of immediate use in students' own research or to make them more capable RAs in larger projects. I expect the course will provide the most utility to advanced BA and MA students that will not have time to complete many advanced, specialized courses. However, it would also serve as a useful bridge to more advanced statistical coursework. Students will also learn how to present findings in competent and accessible ways suitable for poster or conference presentations.
Instructor(s): M. Jean Terms Offered: Spring Winter
Prerequisite(s): Applied statistics at the level of multiple regression
Note(s): Students are encouraged to bring a laptop to this class to follow along with certain lessons. This class includes a lab on Fridays, to be scheduled based on TA availability.
Equivalent Course(s): SOCI 30289, EDSO 23089, PSYC 30289, SOCI 20289, EDSO 30289

MAPS 30500. Computing for the Social Sciences. 100 Units.
This is an applied course for social scientists with little-to-no programming experience who wish to harness growing digital and computational resources. The focus is on learning the basics of programming in R and generating reproducible research. Topics include coding concepts (e.g., data structures, control structures. etc.), data visualization, data wrangling, web-scraping, version control software, exploratory data analysis, and more. Students will leave the course with basic programming skills for the social sciences and the ability to adapt and expand these skills as they encounter new questions, methods, and data beyond the course. Requirements: No prior experience with R is required, though it's helpful to have completed a course involving a programming language (e.g., Python, Stata, SPSS, or others) in some capacity. If you're unsure or have had informal exposure to programming, please email the instructor to see if the course is a good fit.
Instructor(s): Jean Clipperton, Sabrina Nardin Terms Offered: Autumn Summer
Equivalent Course(s): SOCI 20278, SOSC 26032, CHDV 30511, MACS 20500, SOCI 40176, PSYC 30510, MACS 30500

MAPS 30511. Methods & Problems in Moral History. 100 Units.
This is a new course that will split its attention between two related sets of methodological problems: 1) how do historians reconstruct ethical change in the past, 2) how do empirically-minded historians weigh in on ethical and moral problems? Is there a viable space to judge the past, or is it intrinsically ahistorical to introduce ethical evaluation into our interpretations? The course will be methodological in orientation, ranging over various topics, which are likely to include slavery and abolition, rules of warfare, and questions of political authority.
Instructor(s): McCallum, John Terms Offered: Winter

MAPS 30551. Data to Manuscript in R II. 100 Units.
This is the second quarter of the 2-quarter sequence From Data to Manuscript in R. The sequence tackles the basic skills needed to build a research workflow with the R programming language to create reproducible, open-science friendly reports that can be easily updated with ongoing data collection or receiving comments from readers. In this quarter we focus on the "Manuscript" side of the workflow, with topics including the application of statistical analyses commonly used in the social sciences, creating publication-quality plots with the ggplot2 package, and the integration of R code with dynamic narrative text via the open-source Quarto publishing system. This course assumes familiarity with R, the tidyverse ecosystem, and GitHub. Completion of From Data to Manuscript in R I is recommended. Best suited for students actively working on a quantitative research project like a BA or MA thesis. Consent required for undergraduates.
Instructor(s): N. Dowling Terms Offered: Spring
Note(s): Consent required for undergraduates.

MAPS 30600. MA Writing and Research. 100 Units.
Student initiated research and writing on the MA Thesis or MA Capstone.
Instructor(s): Jon Rogowski Terms Offered: Spring Winter

MAPS 30620. The Trouble with Carbon. 100 Units.
TBD
Instructor(s): Bright, Damien Terms Offered: Winter

MAPS 30635. Advanced Reading in Ocean Studies. 100 Units.
TBD
Instructor(s): Bright, Damien Terms Offered: Spring

MAPS 30650. MA Psychological Research. 100 Units.
Student-initiated experimental research done under the supervision of principal investigator in a laboratory or research setting. Includes the practical application of knowledge and skills in research design, statistical and experimental methods, and data analysis.
Instructor(s): M. Berman Terms Offered: Autumn Spring Winter
Equivalent Course(s): PSYC 30650

MAPS 30655. Critical Argument in Psychology. 100 Units.
This seminar focuses on the core skills of critical reading and argumentation in psychological research. Students will analyze contemporary psychology literature to understand how effective arguments are structured and supported and practice applying these strategies of evidence-based argument to their own academic writing. The course provides opportunities to workshop literature reviews, proposals, and theses in a collaborative setting, with an emphasis on logical structure and persuasive reasoning. Ideal for students looking to strengthen their analytical and writing skills with the goal of conducting independent research in psychology.
Instructor(s): Natalie Dowling Terms Offered: Winter
Note(s): This course fulfils the MAPSS method requirement.
Equivalent Course(s): PSYC 38810

MAPS 31205. The Third Way: Yugoslavia and the Making of the Non-Aligned Movement. 100 Units.
This course explores a history of internationalism that largely receded from view after the collapse of socialism in Eastern and Southeastern Europe. At its center stands socialist Yugoslavia under Josip Broz Tito, whose dramatic break with Stalin opened space for a distinctive vision of global cooperation beyond the Cold War binary.
The course traces Yugoslavia's pivotal role in the emergence of the Non-Aligned Movement, from the 1955 Bandung Conference to the 1961 Belgrade Summit, examining how the country positioned itself between East and West while forging political, economic, and cultural alliances with newly decolonized states across Africa, Asia, and the Middle East. Through case studies of developmental aid, medical missions, cultural exchange, and military support, students will explore how a relatively small socialist state sought to express solidarity with anticolonial struggles while simultaneously expanding its global influence. Special attention is given to Yugoslavia's engagement with Africa, where Tito's image as a different kind of European-shaped by antifascist struggle, fragile sovereignty, and a non-racialized vision of internationalism-was often met with fascination and respect. Situating the Non-Aligned Movement within broader histories of Cold War internationalism and postcolonial globalization, the course invites students to rethink global connections and to consider alternatives to the bipolar political order of the twentieth century.
Instructor(s): Nada Petkovic Terms Offered: Spring
Equivalent Course(s): MAPS 21205, REES 21205, REES 31205, HIST 23619, HIST 33619

MAPS 31402. Ethnography: Methods and Writing. 100 Units.
The course is designed to provide students with hands-on practice in ethnographic research and writing. In addition to exploring the techniques, skills, and ethics involved in the key methods of participant observation-interviewing, taking notes, exploring photos or videos, navigating social relationships, and most importantly, "hanging out" in the field-this course also critically examines some of the conceptual issues involved in defining the field, the subject, and the object when conducting and writing up ethnographic research. Students will develop their own small research projects through weekly ethnographic exercises on and in the vicinity of campus and in the city of Chicago. Students can also choose online activities as their sites of research. Each student will produce a mini ethnography by the end of the course.
Instructor(s): Yasmin Cho Terms Offered: Winter

MAPS 31403. Hidden in Plain Sight: Multi-Modal Inquiry into Technical and Speculative Worlds. 100 Units.
How do people encounter phenomena that defy perception yet saturate their lives? What techniques are social scientists developing to investigate technology, the environment, and the virtual as they interrupt, exceed, or expand the human? Whether because of their monumentality (e.g., mass culture, infrastructure, disaster) or their latency (e.g., design, prognosis, information), these domains exhibit a "suprasensible" quality that can exceed bounded description. And yet, we are in constant contact with them. In response, scholars have devised "multi-modal methods" to broaden the social sciences' sensory, descriptive, and relational repertoires. This set of methods explores the analytic and ethical potential of non-linguistic description (e.g., photography, film, drawing, sound recording) and embodiment (e.g., performance, dance, role play). It also questions the possibilities and limits of reflexivity and collaboration, by revisiting the researcher-researched relationship. This course is a research practicum. We will dedicate half the week to discussing the objects, aims, and relevance of "multi-modality" to investigating technical and speculative worlds. In the second half, students will develop and workshop their original research projects incorporating multi-modal methods (whether course-specific or as part of a year-long thesis project). The course is interdisciplinary in focus and intent and fulfills the MAPSS methods requirement.
Instructor(s): Bright, Damien Terms Offered: Winter
Equivalent Course(s): MAPS 21403, ANTH 31403, ANTH 21403

MAPS 31404. More than Human Ethnography. 100 Units.
In this course we explore the fields of more-than-human and 'multispecies' ethnography. We examine theoretical antecedents promoting the inclusion of non-human actors in ethnographic analysis and read examples of such work, including foundational texts on more-than-human engagements, exploitations, and dependencies by Deborah Bird Rose, Kim Tallbear, Eduardo Kohn, and Anna Tsing among others. We consider the role other species, 'actants' and assemblages played in early social science work and contemplate recent studies of "becoming with" animals, plants, fungi, bacteria-encountering complex symbioses, examining naturalcultural borders, and querying the role of decolonial thought and queer ecologies in the 'more-than' turn. Multispecies and posthumanist approaches encourage a decentering of traditional method; we couple ethnographic examples with literature by biologists, physicists, and philosophers. The is a discussion-based seminar with significant time devoted to logistical elements of 'more than' work-to querying how such studies are conducted in practice. The final paper takes the form of an exploratory essay based on observations collected during previous weeks.
Instructor(s): Wilhoit, Mary Terms Offered: Winter
Equivalent Course(s): ANTH 21426, ANTH 33807, GNSE 21404, GNSE 31404, KNOW 32404

MAPS 31405. Neoliberalism, Self and Society. 100 Units.
Drawing on ethnography and cultural theory, this course examines the profound impact of neoliberal ideology on the everyday lives of individuals and communities across the globe. We will explore the ways neoliberalism, the idea that the mechanisms of free markets naturally precipitate economic growth and thus societal progress, shapes institutions, social norms, and, most importantly, individuals' understandings of themselves and others. Students will analyze the penetration of market logics into spheres of social life far beyond what used to be understood as "the marketplace," such as education, politics and governance, healthcare, and the family. They will reflect on the effects of market logics on lived realities, both in material and ideological terms. As unfettered global markets produce growing inequality and insecurity, neoliberal tenets valorizing competition and productivity tell those who suffer from and witness such negative effects that they are unavoidable; the result of some people working harder and being better than others. This course will question neoliberalism's normative assumptions, drawing on ethnographic accounts of contemporary life in various regions and contexts across the globe. Students will end the course with an understanding of neoliberalism as an ideology and the ability to engage in discussions on neoliberalism that have emerged recently in the qualitative social sciences.
Instructor(s): Gross, Tori Terms Offered: Winter
Equivalent Course(s): ANTH 21405, ANTH 31405

MAPS 31450. American Spectacle. 100 Units.
Spectacles have shocked, awed, delighted, and horrified Americans for centuries-seemingly all at once. This class reexamines American history through the lens of spectacle in its many guises: the scientific, violent, technological, and political. We explore how these various iterations have not only coexisted over time but also intersected, reinforced, and-at times-complicated each other. We will ask how these overlapping spectacles shaped and continue to shape the United States by underwriting and innovating race, class, gender, and statecraft. Is spectacle foundational to the United States? How does it bridge individual lived experience and

sociopolitical and economic abstractions? Running from the early modern Atlantic World to the present, we conclude by asking whether the digital age has made spectacle ubiquitous, and at what cost.
Instructor(s): Hofmann, Alex Terms Offered: Spring
Equivalent Course(s): MAPS 21450, HIST 28815, HIST 38815, MADD 28815

MAPS 31455. Crises in American Democracy. 100 Units.
This course will examine a series of crises in the history of American democracy, from the contested origins of self-government in the 18th century to the present. We will consider direct, existential threats to democracy on multiple scales, from the racist coup d'etat of Wilmington, North Carolina in 1898 to the global antidemocratic insurgencies of the mid-20th century, along with subtler crises of intellectual confidence and self-justification within democracy. Readings will focus on concrete historical experience in the United States, but we will also make interdisciplinary forays into the political science of democratic deconsolidation and the normative theory of democracy, and will consider international contexts as crucial to the evolution of popular sovereignty in the United States.
Instructor(s): John McCallum Terms Offered: Autumn

MAPS 31498. Historical Methods for the Social Sciences. 100 Units.
This interdisciplinary methods course, which is primarily geared toward MA students in the social sciences embarking on thesis projects, explores the problems, questions, pragmatic concerns, and challenges that arise in "doing history," as well as the various historical methods that might be employed in all manner of social science research. We will read a range of scholarship from history, anthropology, sociology, and theory to think about how various historical methods-working with archival sources, materiality, crafting narrative, and problematizing incomplete data, marginalization, and other limitations-can be applied in history and other social science disciplines. This course counts for the MAPSS methods requirement.
Instructor(s): Lyons, Deirdre Terms Offered: Winter
Equivalent Course(s): HIST 39901

MAPS 31499. If Books Could Kill: Methods for Critical Social Science Thinking. 100 Units.
This course has a basic premise: bad social science research abounds. At the same time ordinary Americans like to imagine academics as siloed in "ivory towers," the reality is that the public is constantly exposed to social sciences-often done poorly. This interdisciplinary methods class looks at examples of social science research gone wrong and its effects on the broader public that has swallowed it whole across a variety of fields, including history, anthropology, sociology, political science, psychology, and economics. Looking at "bad" research juxtaposed with exemplary work on the same topic, you will learn both how to sharpen your critical tools to read popular social science work against the grain and how to fix such work with disastrous social effects by bringing multiple disciplines together.
Instructor(s): Hoffmann, Alex Terms Offered: Autumn

MAPS 31500. Historical Methods. 100 Units.
This course is an exploration of interrelated questions, problems, challenges and provocations involved in the practice of "doing" history. We will explore a range of ways that historians have approached the practice over the past 40 years, utilizing prominent works of history as well as methodological and theoretical readings. The course seeks to provide students with a greater depth of knowledge about potential ways of practicing history and what determines the methodological choices we make. In the process, students will become more skilled at using the methodological, theoretical, conceptual and practical tools required to formulate and execute a substantial historical research project. Assignments will allow students to explore their subject of interest and begin developing a thesis project
Instructor(s): John McCallum Terms Offered: Autumn
Note(s): Open to MAPSS students only and undergraduates with consent.
Equivalent Course(s): MAPS 21500

MAPS 31501. The Craft of History. 100 Units.
This course offers a graduate-level introduction to professional historical methods, with a dual focus on contemporary historiographical trends and hands-on practice with archival material. Students will read one recent book each week and will use classroom discussions to consider how the text fits into larger arguments and trends in the field. Students will also work collaboratively to examine published, digital, and manuscript archives relating to a cluster of topics to be determined in the first two weeks of the quarter. Advanced undergraduates, particularly students with a strong interest in archival research, may enroll with instructor permission.
Instructor(s): John McCallum Terms Offered: Winter

MAPS 31503. Sarah Baartman through Schitt's Creek:an Introduction to Gender and Popular Culture. 100 Units.
Throughout the twentieth century, scholars from Simone de Beauvoir through Judith Butler have argued that genders are learned, enacted and ascribed identities, worked out through interaction. As such, the production of 'gender' is carried out to some extent in relation to cultural models and artifacts that people use to make sense of, model and reject gendered identities, characteristics and roles. This course takes popular culture, including film, television, literature and social media, as a starting point for understanding the often taken-for granted characteristics deemed gendered in Western culture and elsewhere. Attending to race, class, sexuality, age and other social categorizations throughout, we will draw on representation and cultural theory as well as ethnographic works, mingling a close reading of theorists such as Erving Goffman and bell hooks with detailed

attention to the latest reality show or trending hashtag. While we will focus primarily on the most widely disseminated and economically powerful imagery, we will also attend to alternative, resistant and activist media. This is an introductory graduate-level course; graduate students at all levels are invited to join, selected spots are reserved for advanced undergraduates.
Instructor(s): Mary Elena Wilhoit Terms Offered: Spring
Note(s): Undergrad cap at 5
Equivalent Course(s): ANTH 22930, GNSE 21503, GNSE 31503, ANTH 32930

MAPS 31504. Ethnographic Approaches to Power and Resistance. 100 Units.
This introductory graduate course will examine understandings of power articulated by influential political theorists and ethnographers. We will explore key theoretical concepts, including discipline, governmentality, sovereignty, hegemony, agency, and resistance, as well as their application within textured, intersubjective, and affectively oriented ethnographic texts. Seeing power grounded in tentative and unstable practices, we will focus on the tensions between nation-states, informal networks, and the actions and aspirations of individual subjects. How are attempts to consolidate power articulated in performances, narrative histories, and acts of exclusion and violence? How are competing de facto and de jure powers negotiated in various spaces ranging from the institutional to the intimate? The centrality of both physical violence and the complacency born of the naturalized hegemony of political institutions and economic rationality will arise in our examinations of political mobilization and possibility. This course will give students opportunities to develop conceptual understandings of various modes of power that offer insights into the forces of colonialism, global interconnectivity, and violence that shape the 21st century world.
Instructor(s): Victoria Gross Terms Offered: Spring
Equivalent Course(s): ANTH 34730, ANTH 22765

MAPS 31506. The Anthropology of Bodily Modification. 100 Units.
From the urge to dye one's hair through the desire to reshape the body entirely, humans have desired to modify their corporeal forms throughout documented history. This is, in fact, one disposition or ability that seemingly sets humans apart from many cousin species. But our processes of bodily modification are also intrinsically cultural-one person's adornment is another's mutilation. In this class we examine bodily modification practices cross-culturally, studying the mundane and the extreme, from shaving to tattooing to neck-lengthening to medically unnecessary amputation. We examine gendered forms, from makeup to Botox to foot-binding, and we interrogate racialized and post-colonial practices, such as hair straightening, skin-bleaching, and plastic surgery. We will trace desires for bodily modification across time and space and consider the body as the earliest canvas, examining the very earliest evidence of bodily adornment, which appears to predate so-called cave painting. In short, we will attempt to historicize, contextualize and give meaning to cross-cultural behaviors of bodily modification, using ethnographic texts, cultural theory and historical and archaeological evidence.
Instructor(s): Mary Elena Wilhoit Terms Offered: Spring
Note(s): This is an introductory graduate level course; undergraduates are welcome with instructor consent.

MAPS 31508. The Collective Self: Critical Reflections on Coming Together and Breaking Apart. 100 Units.
This course will examine the historical contingencies and ideological underpinnings of concepts and practices of identity, understood most broadly as delineations between self and other. Starting with understandings of individual and collective personhood developed in enlightenment philosophical discourse, entrenched in the modern nation-state, and expanded through the violence of colonialism, we will trace the production and reproduction of interconnected forms of identity - ethnic, cultural, national, and religious - in practices of boundary making that always remain incomplete. Grounded in the humanistic social sciences and focused in particular on anthropology, this course will introduce seminal theories of identity and difference in order to provide a range of resources to help students interrogate allegiances articulated in the tones and textures of everyday life, as well as in modern-day eruptions of large-scale violence.
Instructor(s): Tori Gross Terms Offered: Spring

MAPS 31510. World War II: Knowledge, Power, and Decisions. 100 Units.
World War II claimed tens of millions of lives and mobilized the economic, political, and moral resources of every inhabited continent. A reasonable observer could call it the most complex event in history; the Regenstein Library lists 38,382 entries on the topic, in 78 languages. Yet for all its immensity the conflict unfolded in just 2,194 days. That is to say: writers with the benefit of hindsight have produced more than 17 books or reports for every day that the war lasted. How did people make sense of it in real time? This course focuses on problems of information and decision-making in the global catastrophe of the 1940s, with attention to the formation, authentication, and contestation of knowledge that informed the choices of everyone involved-from the commanding heights of Franklin Roosevelt's "map room" to the desperate calculations of refugees. Topics will include the assessment of totalitarian threats in the western democracies, the "socialist calculation problem" in the context of total war mobilization, censorship and propaganda, and the nature of moral knowledge.
Instructor(s): McCallum, John Terms Offered: Winter
Equivalent Course(s): HIST 37202

MAPS 31520. History and Social Scientific Explanation. 100 Units.
History is a literary art, a political pursuit, and a popular preoccupation. Is it also a science? This course offers a graduate-level introduction to the social scientific study of the past, with a focus on interdisciplinary efforts to explain the contemporary world in terms of the longue durée. The course is designed to offer MA students

in history an opportunity to reflect on their discipline's place within social science, and to give students in other fields a chance to explore the temporal dimensions of their own research. The course is organized to run in parallel with "Perspectives in Social Science Analysis," and readings have been selected to be put in dialog with the themes discussed in that class. Non-MAPSS students are welcome to enroll with instructor permission, but will be encouraged to consult some additional texts.
Instructor(s): McCallum, John Terms Offered: Autumn

MAPS 31523. Histories from Below. 100 Units.
Scholars have long been interested in the question of how to reconstruct the lived experiences and histories of "ordinary," marginalized, oppressed, or otherwise "unknown" people. The concept of "history from below," sometimes called "radical history," emerged at a critical moment in the social sciences: one that generated new questions, approaches, and methods of reconstructing the lives, histories, and cultures of people who are often consigned to the margins of (or absent altogether from) historical records. Adopting an analytic perspective "from below" has also generated much debate among social historians and social scientists more broadly. For example: who should we consider to be "from below?" Given the proliferation of interdisciplinary research on topics such as capitalism, postcolonial studies, race, gender, and sexuality, does the concept of doing "history from below" still offer us a useful interpretive framework for foregrounding the lives and perspectives of people who remain missing from historical records and narratives? This course will adopt a thematic approach to exploring classic and recent scholarship on these questions, with particular attention to the methods, concepts, and analytical frameworks scholars have used to research and write about the social worlds of everyday people-including microhistory, capitalism, slavery, colonialism, race, gender and sexuality, and oral history.
Instructor(s): Deirdre Lyons Terms Offered: Winter

MAPS 31527. Class Conflict: Aristotle, Machiavelli, and Marx. 100 Units.
Rising inequality, resurgent left- and right-wing populist movements, and the shifting political allegiances of various class groupings in American politics have left us once again to wonder about the relationship between class, politics, and civil conflict. This course will explore three foundational theories of class conflict, and their afterlives. We will look to understand both the primary sources and how these three theories have influenced how class is conceptualized and deployed in political debates. We will begin in the Greek world with Aristotle's attempt to provide a philosophical articulation of the class conflict and class interests which dominated in classical Greece. We will study Aristotle's diagnosis of causes and consequences of class conflict in Greece and his effort to offer a philosophically inflected solution for the declining Greek city-states. From there, we will turn to Niccolò Machiavelli's theory of the humors. His groundbreaking effort was the first to challenge the Aristotelian fear of class conflict and articulate a positive role for ongoing class-based dissension. Finally, we will turn to Karl Marx's epoch-making account of capitalism's effect on class politics. We will look beyond his famous account of the proletariat to consider his account of how capitalism transformed class in Europe, the place of class conflict in history, and whether this class analysis remains viable in given the transformations of capitalism.
Instructor(s): Smith, Max Terms Offered: Spring
Equivalent Course(s): MAPS 21527, PLSC 31527

MAPS 31530. Reading ethnographically, thinking anthropologically. 100 Units.
How do anthropologists use ethnographic writing to puzzle over the human condition? What assumptions and choices do they make to turn diverse beliefs, practices, and struggles into shareable texts and other media? Why are perennial contrasts between self and other, here and there, author and audience integral to anthropology's vast intellectual appetites? This course explores the twin arts of ethnographic reading and anthropological thinking. It is structured along two axes: 1) an intellectual history of anthropological thought from its institutionalization at the turn of the twentieth century to the present; 2) an exploration of different dimensions of human experience that anthropologists turn to and return to (e.g., myth & ritual, meaning & language, time & space, belonging & relationality, magic & science, violence & authority). Students will learn to identify the conventions of ethnographic writing, to distinguish dominant anthropological "schools of thought," and to unpack taboos and controversies central to the discipline's development. This course involves staggered assessment that culminates in a final comparative project. It is open to graduate and advanced undergraduate students by consent and fulfills the MAPSS methods requirement.
Instructor(s): Damien Bright Terms Offered: Autumn
Equivalent Course(s): ANTH 31530, HIPS 21530, CHSS 31530, MAPS 21530

MAPS 31535. Measuring Behaviour: Building and Analyzing Cognitive Tasks in PsychoPy. 100 Units.
This course will introduce students to using computerized tasks to measure aspects of cognition such as memory, attention, and decision-making. Using the free open-source software PsychoPy, students will learn how to build experiments, and collect and analyze data. Students will be introduced to PsychoPy's visual Builder view, as well as more advanced task coding and customization using Python. Hands-on practical sessions will allow students to collect cognitive task data with their peers. In the final section of the course, we will learn how to clean and analyze the data we collected. This course will provide students with transferable skills for future PhD programs or careers in clinical research. Previous coding experience in Python is an asset but not necessary.
Instructor(s): Ceniti, Amanda Terms Offered: Spring

MAPS 31545. Global China: Mobility, Infrastructure, and Networks. 100 Units.
This course is designed to explore the notion of "global China" and investigate its role and impact in global society. China's increasing presence concerns not only its economic power and massive investments in the

Global South, but also its growing cultural and social influence-its so-called soft power in the world. The reading materials are drawn from anthropology, history, and social theory. By combining theoretical discussion with ethnographic studies on diaspora, Chinese capital, soft power, race, and racism in global Chinese contexts, the course will offer useful frameworks and perspectives for raising critical inquiries and tackling cutting-edge issues related to contemporary China. By the end of the course, the students will develop their own research subject on a topic that is related to global China; write a thorough literature review on their chosen topic; and present their research to the class.
Instructor(s): Yasmin Cho Terms Offered: Spring
Note(s): The course has limited seats for junior and senior undergraduate students. Please email the instructor to inquire about availability.
Equivalent Course(s): ANTH 31545, MAPS 21545, ANTH 21545

MAPS 31555. Historical Methods: Silence, Erasure, and Archival Imagination. 100 Units.
This course, which is primarily geared toward MA students embarking on thesis projects, explores the problems, questions, pragmatic concerns, and challenges that arise in "doing history," with particular attention paid to the problem of archival silences, erasures, and other source limitations. We will read a range of classic and emerging historical scholarship and examine assigned texts to fully assess the authors' methods: how was this work actually done? What questions did the author develop to frame their research? What sources did they use and how did the author navigate the problems of the archive? How does the work connect to wider debates or answer critical questions in the author's field? This course also addresses the pragmatic concerns of embarking on historical research. Students will have the opportunity to locate and evaluate potential sources for their research and critically grapple with the relevant historiography related to their projects through course assignments.
Instructor(s): Deirdre Lyons Terms Offered: Autumn

MAPS 31565. Machiavelli: Conflict, Power, and Republicanism. 100 Units.
This class will consist of a close reading of Machiavelli's major theoretical and historical works including The Prince, The Discourses on Livy, and selections from the Florentine Histories. We will pay particular attention to how he presents and theorizes three interrelated themes: conflict, power, and republicanism. The course will also pay some attention to major interpretations of Machiavelli.
Instructor(s): Max Smith Terms Offered: Autumn
Equivalent Course(s): PLSC 31565, PLSC 21565

MAPS 31650. Histories from the Margins. 100 Units.
Scholars have long been interested in the question of how to reconstruct the lived historical experiences of "ordinary," marginalized, or otherwise "unknown" people. Doing "history from below" marked an important turn in social history that generated new questions about and approaches to reconstructing the lives, histories, and cultures of people who were consigned to the peripheries of (or absent altogether from) historical records. While radical, this approach over-emphasized binary relations of power. Thinking about "histories from the margins," however, opens up new questions about how power, oppression, and marginalization cut across intersecting categories-such as race, gender, sexuality, class, and colonialism. This course will adopt a thematic and broadly comparative approach from scholarship on the Americas (including Latin American and the Caribbean) and western Europe to explore how scholars have conceptualized the social worlds of everyday people-including microhistory, capitalism, slavery, colonialism, race, class, gender and sexuality, and inequality.
Instructor(s): Deirdre Lyons Terms Offered: Winter
Equivalent Course(s): LACS 21650, MAPS 21650, GNSE 31523, RDIN 31650, HIST 29920, LACS 31650, GNSE 21523, HIST 39920, RDIN 21650

MAPS 31666. Artificial Intelligence and Historical Methods. 100 Units.
How do we know the past, and how will the craft of the historian change--for better or worse--in an age of artificial intelligence? This course is an experiment designed to help answer those questions. It will pair nuts-and-bolts practice with critical analysis, inviting students to pit traditional historical methods against AI-assisted approaches. We will conduct several small-scale research tasks, with rotating student teams using or avoiding AI and serving on review boards to evaluate the results. By the end of the term students should have a deeper grounding in graduate-level historical research, and should be able to make empirically informed claims about the possibilities and risks of AI as a research tool.
Instructor(s): John McCallum Terms Offered: Autumn
Equivalent Course(s): MAPS 21666

MAPS 31705. Reward and Motivation. 100 Units.
Why do we crave social media likes, persist in pursuing ambitious goals, or struggle with motivation during challenging times? Drawing on findings from psychology and neuroscience, this course will provide a comprehensive overview of the brain's reward system. Students will become familiar with historical and current theoretical constructs of reward, including facets of motivation, anticipation, and pleasure, as well as their underlying neurobiology. We will understand the diverse experimental approaches that can be used to study reward function, including animal models, task-based neuroimaging (fMRI), computerized behavioral tasks, and clinical questionnaires. We will also discuss how the reward system is differentially affected in mental health conditions such as depression and substance use disorders, and the emerging interest in using reward as a

biomarker and treatment target. Finally, we will explore the real-world applications of these findings, including on productivity, social media usage, education, and public policy.
Instructor(s): Ceniti, Amanda Terms Offered: Spring
Equivalent Course(s): EDSO 31705, PSYC 31705, CHDV 31705

MAPS 31801. The Practice of Political Theory. 100 Units.
This course will introduce students to several leading approaches in contemporary political theory as practiced in American political science departments. The courses' primary goal is to facilitate the study of the methodologies behind various approaches to political theory. In the course we will study the philosophical presuppositions that undergird various methods, some of the foundational texts in them, and more recent works that exemplify the approach. Ultimately, we will ask how we, as political theorists, might use and improve upon these methods in our own research, and what these methods can tell us about how political theory is practiced today. The course will include sections on history of political thought, critical theory, normative political thought, comparative political thought, and post-modernism among others. The course is designed to fulfill the MAPSS requirement for methods for students focusing on political theory. The course is open to undergraduates and non-mapss students by instructor's consent. It is ideal for any student considering or writing a BA or MA thesis in political theory or pursuing graduate education.
Instructor(s): Smith, Max Terms Offered: Winter
Equivalent Course(s): MAPS 21801, PLSC 32080, PLSC 22160

MAPS 31805. Survey and experimental methods in political science. 100 Units.
This is an introductory research design and methods course for graduate students who are interested in quantitative research methods - particularly survey and experimental approaches. We will focus on the ways in which political scientists collect, analyze, and interpret survey and experimental data. Students will learn about the fundamentals of research design and quantitative analysis, including theory building, measurement, hypothesis testing, as well as data cleaning, management, and analysis. Prior coursework in statistical methods or coding is not required and will be covered as part of the course.
Instructor(s): Proctor, Andrew Terms Offered: Winter
Equivalent Course(s): PLSC 21805, PLSC 31805

MAPS 31903. Chinese Politics. 100 Units.
Within half a century, China has transformed from an agrarian society into an industrial powerhouse. How have rapid transitions, such as urbanization, economic reforms, and changing social structures, shaped the interactions between the state and society? This course surveys scholarship that builds on foundational theories and advances conventional views on topics, including democratization, authoritarian politics, and public opinion. While the readings focus on China, it is crucial to draw connections with political developments elsewhere. Which aspects of Chinese politics are generalizable, and which are specific to its institutional or cultural contexts?
Instructor(s): Dehua Sun Terms Offered: Spring
Equivalent Course(s): PLSC 31903, MAPS 21903

MAPS 31906. The Search for Modern China: Statebuilding from the Late Qing Empire to the People's Republic. 100 Units.
This new course focuses on the statebuilding of modern China and its transformation from a traditional, multiethnic empire to a modern nation-state. Taking an institutionalist approach, we will examine how Chinese political elites in the 19th and 20th centuries attempted to build a centralized bureaucracy, manage and oversee local authorities, establish a nationwide tax regime, consolidate control over ethnic minorities and frontier territories, and foster a Chinese national identity. We will examine how these statebuilding efforts continue to influence the political landscape of contemporary China
Instructor(s): Qian, Juan Terms Offered: Spring
Equivalent Course(s): MAPS 21906

MAPS 31907. Political Economy of the Global South. 100 Units.
The Global South consists of a diverse set of countries in terms of development, political regime types, and cultures, yet it has traditionally been understudied in social science. This course introduces a set of political economy "hardware," such as political institutions, social institutions, and formal rules, as well as "software," such as informal rules, norms, and culture, and explores their interactions and downstream effects on developmental outcomes both at the collective and individual levels. The goal is to help you discover substantive issues that matter to you and prepare you with adequate research tools.
Instructor(s): Dehua Sun Terms Offered: Spring
Equivalent Course(s): PLSC 31907, MAPS 21907, PLSC 21907

MAPS 31915. Representation, Power, and Identity Politics. 100 Units.
Are "identity politics" the new normal in American politics or has group conflict always formed the basis of democratic government? How do political parties represent diverse constituencies and demands? What is the relationship between a social movement and a political party? This seminar course will address these and other related questions, as we examine American political parties, representation, and the politics of "identity" in the United States. This course is designed to focus on the ways in which groups are represented in the American political party system; how inequality and marginalization are often entrenched and reinforced through political parties; and how political parties shape the mobilization of voters. We will pay particular attention to the ways in which race and ethnicity, gender and sexuality, class, religion and their intersections form the basis of what

has come to be called "identity politics" by many pundits and politicians. In the first part of the course, we will engage an array of work in political science and other disciplines to learn about theories of representation, political power and collective action, and the structure and function of political parties, including how rules and reforms affect representation. We will also examine groups and identities as political and analytical concepts. The primary objective for this part is to develop a basic toolkit for understanding the inter-relationship between political parties and social groups.
Instructor(s): Proctor, Andrew Terms Offered: Winter
Equivalent Course(s): PLSC 21916, PLSC 31916

MAPS 31950. Fundraising & Strategic Communication. 100 Units.
Fundraising professionals are social scientists in applied practice. They are observers and interpreters of human behaviors and motivations, analysts of economic and social trends, and nuanced communicators who can move people to action. This course will introduce students to key principles of fundraising and the methods of strategic writing that are central to success in the field. Students will learn from industry professionals, practice skills in small-group case studies, and learn how to write effective fundraising deliverables including appeals, proposals, impact reports, case statements, and strategy briefs. Prior experience with fundraising is not required. By the end of the course, students will understand foundational principles and strategies of fundraising, be able to articulate and interpret trends in U.S. philanthropy, and demonstrate proficiency in strategic writing to drive a variety of fundraising outcomes. Students should expect a moderate-to-high weekly reading volume and will be expected to apply advanced skills in writing, research, and analysis to articulate their new content knowledge. Philanthropy offers a wide range of career paths and many intriguing avenues for academic study. This course will prepare students to apply their skills and knowledge in fields such as fundraising, nonprofit administration, government, policy, education, and social services.
Instructor(s): Patrick Maguire Terms Offered: Spring
Equivalent Course(s): MAPS 21950

MAPS 32000. Writing History: Methods of Narrative Analysis and Persuasion. 100 Units.
This course offers a graduate-level introduction to historical methodology, with an emphasis on the final stage of a research project: the escape from the archive and the transformation of empirical findings into narrative interpretation. Discussions will explore common strategies of revisionist argument, questions of genre and tone, methods of braiding thick description with causal analysis, and the fallacies and pitfalls that can derail historical work.
Instructor(s): McCallum, John Terms Offered: Spring

MAPS 32201. Histories of Everyday Life. 100 Units.
Butts, birth certificates, pockets, cigarettes, parking spaces, franchises, light, shade, muzak: these are just a few of the seemingly banal things we come into contact with each day without much critical thought. And yet, each has become a conduit for how we see and make meaning from the world, especially in regards to race, gender, economics, and ecology. This course will examine the everyday for its radical meanings across corporeal, social, urban, and political landscapes.
Instructor(s): Alexander Hoffmann Terms Offered: Winter
Equivalent Course(s): HIST 27722, HIST 37722

MAPS 32204. Caste and Politics in India. 100 Units.
This course examines caste not simply as an assemblage of fixed social hierarchies, but as a dynamic field of political subjectivity through which individuals and communities come to understand themselves as citizens of democratic India and as collective actors with shared interests on the broader global stage. Moving from the late colonial period to the present, the course explores how caste has shaped and been shaped by democratic politics, ideals of liberal modernity, and claims of recognition, belonging, and identity. We will engage with anthropology, history, and political theory to examine how caste identities are produced and contested through institutions of law and electoral democracy, as well as embodied, everyday forms of politics, such as protests, commemorations, performances, and popular narratives. By the end of the course, students will be able to understand caste as a historically situated and affectively charged mode of political life, and to critically assess how caste shapes modern Indian politics and vice versa.
Instructor(s): Tori Gross Terms Offered: Spring
Equivalent Course(s): MAPS 22204, ANTH 32204, ANTH 22204

MAPS 32215. AI and the Historian's Craft: An Experiment in Methods. 100 Units.
What will the rise of artificial intelligence mean for the study of history? This graduate methods seminar takes an experimental approach to that question. Each week, two student working groups will tackle identical problems of historical research and interpretation-one relying on traditional methods, the other augmenting their work with AI tools. In our weekly meetings, the instructor and a third group of students, serving as a review board, will assess presentations and pre-circulated materials, weighing the possibilities and risks of AI as revealed in practice. Over the quarter, students will rotate through all three roles and conclude with individual reflections on AI and the historian's craft.
Instructor(s): John McCallum Terms Offered: Winter
Equivalent Course(s): MAPS 22215

MAPS 32255. Data & Decision Making in Organizations. 100 Units.
As one former CEO put it, "information is a source of learning. But unless it is organized, processed, and available to the right people in a format for decision making, it is a burden, not a benefit." While there is broad recognition of how business intelligence (BI) - or the technology-driven process for managing and analyzing data to produce results - can make this possible, how is it used to inform decision making and ultimately advance initiatives and organizations? In this course, we examine how individuals and organizations generate insights and make high-stakes decisions under uncertainty using data and analytics. Integrating concepts and methods from data science with theories of decision making from the social sciences, we will learn how organizations establish BI processes and use data to structure knowledge, visualize outcomes, and weigh decision alternatives. We will also explore the ethical ramifications of data-driven processes, along with how data is used to address key issues in industry and the social sciences by reviewing real-world case studies across various professional sectors. The course will culminate in a final project where you will have the opportunity to develop your own data strategy, analysis, and decision recommendations for industry/government/non-profit leaders in a given scenario.
Instructor(s): Michael Fabos Terms Offered: Spring
Equivalent Course(s): MAPS 22255

MAPS 32400. Materiality, Religion, and Technology. 100 Units.
This course examines the role of material objects, bodily practices, and technological advancements in our understanding and experience of religions. The course is premised upon the assumption that the spiritual components of religions have material bases-they are sensed, experienced, and expressed with and through material objects and practices. The advent of artificial intelligent and the expansion of digital environments provide a novel context for examining the already complex and intertwined concept of "material religion" in ways that are both challenging and intriguing. The course draws on readings and discussions from religious studies, anthropology, and science and technology studies to provide students with conceptual tools and to introduce recent discussions on the course topics. This course is suitable for students who plan to develop an original research project on the intersection of materiality, religion, and technology in any religious tradition. Students are required to complete a thorough literature review on the topic(s) of their choice as their final project and present their work in class.
Instructor(s): Yasmin Cho Terms Offered: Winter
Equivalent Course(s): AASR 37805, ANTH 32401, RLST 27805, ANTH 22401, MAPS 22400

MAPS 32900. Revising History: Modern American Case Studies. 100 Units.
How do historians change their mind? What kinds of evidence reverse old judgments, how is error diagnosed, and how do new interpretations take root? When does "revisionism" give rise to lasting controversies, and when do scholars simply shrug off old debates and turn to new questions? This course offers a graduate-level introduction to the bread-and-butter of the professional historian: the constant reconsideration of the past as a provisional body of knowledge. Readings will be drawn from modern U.S. history and will explore a series of major case studies including recent reevaluations of populism, immigration, race and empire, conservative thought, economic inequality, and environmentalism. This course is open to advanced undergraduates with instructor consent and can fulfill the methods requirement for MAPSS students.
Instructor(s): John McCallum Terms Offered: Autumn

MAPS 33002. Introduction to Machine Learning: theory and applications in social sciences. 100 Units.
This course requires Python programming experience. The course will train students to gain the fundamental skills of machine learning. It will cover knowledge and skills of of running with computational research projects from a machine learning perspective, including the key techniques used in standard machine learning pipelines: data processing (e.g., data cleaning, feature selection, feature engineering), classification models (e.g., logistic regression, decision trees, naive bayes), regression models (e.g., linear regression, polynomial regression), parameter tuning(e.g., grid-search), model evaluation (e.g., cross-validation, confusion matrix, precision, recall, and f1 for classification models; RMSE and Pearson correlation for regression models), and error analysis (e.g., data imbalance, bias-variance tradeoff). Students will learn simple and efficient machine learning algorithms for predictive data analysis as well as gain hands-on experience by applying machine learning algorithms in social science tasks. The ultimate goal of this course is to prepare students with essential machine learning skills that are in demand both in research and industry.
Instructor(s): Zhao Wang Terms Offered: Winter
Prerequisite(s): Python programming experience required.
Equivalent Course(s): MACS 33002, PLSC 43505, MACS 23002

MAPS 33502. Gender, Sex, and Culture. 100 Units.
This introductory graduate course examines the social construction of gendered identities in different times and places. We study culturally-specific gendered experiences, 'roles,' rights and rebellions around the world, discussing the individual and social consequences of gender and the interrelationships between gender and other categories for identity including race, class and sexuality. While focusing on the global diversity of gendered experience and expectations, we also examine gender in the US, taking a critical approach to understanding gendered inequality and gender-based and sexual violence both abroad and at home. Finally, we examine the role of gendered expectations in Western science, the relationship between gender and 'globalization,' and the contemporary movements affecting change in gendered norms, especially in the arts and media. Advanced Undergraduates admitted with Instructor consent.

Instructor(s): Mary Elena Wilhoit Terms Offered: Autumn
Prerequisite(s): Advanced Undergraduates admitted with Instructor consent.
Equivalent Course(s): ANTH 32925, ANTH 25216, GNSE 23506, GNSE 33506

MAPS 33506. Ethnographic Analysis and Argumentation. 100 Units.
In this introductory, graduate-level course we examine how ethnographic data is marshalled into argument and claim through processes of translation, thematic and multimodal analysis, inductive coding, and meaning attribution. Drawing on diverse ethnographic works from the 20th and 21st centuries, we examine how past scholars have taken the diverse and holistic reflections, notes, conversations and other interactions that compose the 'ethnographic record' and molded from them key insights and generative social theory. We couple attention to formative works with close engagement with recent and emergent forms of ethnographic argumentation through genres such as testimonio and autoethnography, digital ethnography, film ethnography, sensual/aural studies, and graphic ethnography. Weekly discussion centers not only how ethnographic information is analyzed to craft and substantiate arguments but the political stakes of resultant publications and their afterlives. We thus query the unique challenges and affordances of the intersubjective approach and the necessity of diverse considerations of ethical engagement throughout. The course marries attention to published precedent with practice, as we experiment with multimodal processes of analysis and claim-creation in class and in written assignments. We draw in the latter analyses on existing/pre-collected data as well as data collected in three practicums over the course of the quarter.
Instructor(s): Mary Elena Wilhoit Terms Offered: Autumn
Equivalent Course(s): SOCI 30321

MAPS 33508. Anthropology of Power, Status, and Performance. 100 Units.
This introductory graduate course examines the nature of power and status through the theoretical lens of performativity. We will engage with notions of performativity, articulated by influential theorists of linguistics, gender, and religion, that demonstrate the abilities of performances to effect change in the world. Thinking with performativity, we will interrogate practices of negotiating power and status in a broad range of social, political, and geographical contexts. How is the power made and unmade through particular acts? How is status, a particular type of power differentiation, created collectively and individually through acts of saying and doing? Such questions will animate our explorations of power and status in recent ethnographies focused on Asia, the Americas, and Europe.
Instructor(s): Victoria Gross Terms Offered: Winter
Equivalent Course(s): ANTH 34735, ANTH 22770, GNSE 22770

MAPS 33550. Theme Park America. 100 Units.
Since the colonial era, Americans have obsessively created recreational themed spaces that manifested historical myths and memories in the built environment. This course considers the evolution, functions, and ethics of the American desire to visit the past as a form of leisure. Starting with early themed spaces such as world's fairs, amusement parks, and cityscapes, we examine how scholars have read cultural phenomena for their radical contemporary significance. We then apply these tools to examine how Disneyland combined, redefined, and heightened its themed space antecedents and to what ends. We will learn how to decode Disneyland's messages about race, gender, capitalism, and the American experience that are embedded within the park's design, architecture, attractions, shows, sounds, and smells. How did such views of the past, present, and future speak to the social, political, and economic needs and wants of Cold War Americans, and why do they continue to resonate today? How should we understand themed spaces as a lens for U.S. history as experienced by contemporary Americans? By interrogating the themed space form, we will explore the nature of historical memory, the responsibilities of public history, and the ethics of constructing a recreational past. In doing so, we will learn how to take the seemingly frivolous matters of history seriously-and the dire stakes for doing so.
Instructor(s): Alexander Hofmann Terms Offered: Spring
Equivalent Course(s): HIST 28814, HIST 38814, CHST 28814, MADD 18814

MAPS 33555. Empires and Colonies of the Atlantic World. 100 Units.
This graduate-level reading colloquium explores classic and emerging scholarship that examines the rise and consolidation of European overseas empires and colonies in the early modern Atlantic world (c.1400-1850). While we will analyze transatlantic European imperial structures, the course will pay particular attention to the perspectives of the colonized peoples (such as enslaved and freed people of African descent, creole populations, and Indigenous peoples) and places (such as the Caribbean, West Africa, Latin America, and North America) in the Atlantic World. Among the thematic topics we will discuss include: colonization; the rise of slavery and the slave trade; cross-cultural and political connections; the consolidation of race; gender, sexuality, and the family; the environment; the plantation complex; work and economy; social life; anti-colonial and anti-slavery struggles, revolution; abolition; and the reconstitution of colonial and imperial structures after slave emancipation. Upper-level undergraduates may enroll with instructor consent.
Instructor(s): Deirdre Lyons Terms Offered: Spring
Equivalent Course(s): HIST 39107, ANTH 26455, HIST 29107, ANTH 46455

MAPS 33600. War, Law, Norms: Violence and Its Limits. 100 Units.
Violent contention is ubiquitous in the human past, but so are ethical norms and legal rules which seek to put limits on permissible attacks against others. Do they work? Can scraps of paper, or collective conscience, put the brakes on a dynamic of destruction which would otherwise lead to unconstrained killing? This graduate

colloquium will look at this fundamental question through the lens of a rapidly evolving historical literature on the laws and ethics of war, ranging from the arbitration of blood feuds in the Icelandic Sagas through the surprising influence of the much-derided 1928 Kellogg-Briand Pact outlawing war on the unfolding of 21st century history.
Instructor(s): John McCallum Terms Offered: Spring
Note(s): Undergraduates by consent

MAPS 34512. Ethnographic Writing: Practices of Research and Representation. 100 Units.
This course gives students opportunities to develop their own craft of ethnography through hands-on research and writing and in-depth explorations of recent ethnographic work. Ethnography, "the writing of a people," by definition, refers to groups of people as its object and to processes through which an ethnographer attempts to represent such groups. It also refers to academic texts that are the product of an ethnographer's representational efforts. In this course, students will engage with ethnography multivalently - as research practice, analytical generalization, and literary product. We will reflect upon processes of representation through which ethnographers apply their findings to groups (implicitly or explicitly) and the choices and interpretations they make along the way. Some questions we will ask are: How does the ethnographer deploy particular signifiers, such as modes of communication, spatial and architectural configurations, and historical contexts to make arguments? How is language used to represent experience convincingly? With these questions in mind, we will approach book and article-length ethnographies focusing on four expansive themes - migration, global interconnectivity, nation-states, and neoliberalism. Our readings will inform students' development of their own ethnographic practices. This course will be especially helpful to MA and advanced undergraduate students engaged in the production of ethnographic theses.
Instructor(s): Victoria Gross Terms Offered: Winter
Equivalent Course(s): ANTH 35720, ANTH 25720

MAPS 34513. Theoretical Approaches to Political Anthropology: Sovereignty, Authority, and Refusal. 100 Units.
This course will explore understandings of power and its production articulated by ethnographers and political theorists whose work has been influential in anthropology. We will focus on competing claims to sovereignty and authority that reveal the tentative, emergent, and contingent nature of power. Spanning various regions, the course content will elucidate the tensions between nation-states, informal/illegal networks, and the actions and aspirations of individual subjects. Some of the questions we will raise include: What are the roles of performances, narratives, and acts of exclusion and violence in the making of sovereignty and authority? How are competing de facto and de jure forms of power negotiated in various spaces ranging from the institutional to the intimate? The centrality of both physical violence and the complacency born of naturalized political institutions and economic rationality will arise in our examinations of political mobilization and possibility. This course will give students opportunities to develop conceptual understandings of various modes of power that offer insights into the forces of colonialism, global interconnectivity, and politics that shape the 21st century world. As this is a methodology course (fulfilling the MAPSS requirement), students will spend substantial class time reflecting upon the theoretical approaches of contemporary ethnographers and developing their own theoretical approaches to their thesis projects.
Instructor(s): Gross, Victoria
Equivalent Course(s): ANTH 22750, ANTH 34725

MAPS 35100. Questioning value and its discontents. 100 Units.
How does value move through the world? With what concepts and practices do individuals and groups ascribe value to the things they make, to the people they care about, and to the lives they lead? Why do questions of politics and ethics (i.e., how to convene as a community and how to conduct ourselves as individuals) so frequently turn on disagreements over the having, holding, giving, and taking of value? This course addresses these questions by investigating value as a terrain of struggle. First, we use topical readings to build a repertoire for understanding value as a material, symbolic, and semiotic force. We then use this repertoire to analyze three contemporary texts on the role of value within political catastrophe, globalization, and human-environment relations. This course is interdisciplinary in approach and is structured around three multimodal assessments (value story, value game, and value project). It is open to advanced undergraduates by consent request.
Instructor(s): Damien Bright Terms Offered: Spring
Note(s): Undergraduate Consent Required
Equivalent Course(s): ANTH 35100, MAPS 25100, ANTH 24100, CEGU 25100

MAPS 35503. Sex and the Ethnographic Tradition. 100 Units.
This course examines the role sex has played in the formation of ethnographic knowledge, with particular attention to how studies of sex have challenged static notions of identity and illuminated the complex relationship between social behavior and gendered sense of self. We will consider interest in sex as a motivating factor in the ethnographic enterprise and, reading studies on everything from desire, kink, and play to procreation, heritance and power, will examine complex and social construction of sexed, gendered, and raced selves and Others. How has ethnographic research contested the ubiquitous salience of male/female dichotomies, of patriarchy, and of the cross-cultural, trans-historical applicability of concepts like 'third gender? We will also take a methodological eye, querying how sex has moved from a supposedly 'taboo' category of social inquiry to a focal topic in ethnographic work of all kinds. This is an introductory graduate level course with select spots for advanced undergraduates.

Instructor(s): Wilhoit, Ella Terms Offered: Autumn
Equivalent Course(s): GNSE 33168, ANTH 25222, GNSE 23168, ANTH 35503

MAPS 35555. Water worlds. Social inquiry in a fluid medium. 100 Units.
What can we learn from water about the human condition and social life? The planet's surface is mostly water and so are our own bodies. We tend, however, to see water as something beyond us, an entity we live with rather than amidst, within, or even as. In this course, we will query water as a relational medium, a simultaneously necessary and destabilizing presence in human affairs. When it floods, water becomes catastrophe; when dammed, it becomes a market good; when contaminated, it becomes a political weapon. What problems and possibilities follow from different ways of relating to water? Through readings in history, anthropology, and media studies, we will examine the concepts and methods that a so-called "water turn" in the social sciences lends to our understandings of capital, power, affect, and spacetime. What do we gain from thinking of oceans, lakes, and rivers but also people as "waterbodies"? How do we adopt an "amphibious" perspective on seemingly dry problems in social life? What does "hydrosociality" teach us about how to read or write environmental stories? Course assessment will involve leading class discussion and a final project of your own design. It is open to graduate students and advanced undergraduates with instructor consent.
Instructor(s): Dr. Damien Bright Terms Offered: Spring
Equivalent Course(s): CEGU 35555, MAPS 25555, ANTH 25555, CEGU 25555, ANTH 35555

MAPS 36001. Computational Methods Using Online Social Media Data. 100 Units.
This course will discuss a broad range of computational social science topics that leverage large-scale data from online communication platforms to gain insights into social issues. We will start from collecting and processing data from social media platforms (e.g., Twitter, IMDB, Airbnb, Yelp), and then introduce computational research topics that include but are not limited to: sentiment analysis, deceptive marketing, recommendation system, fake news detection, spam detection, bot detection, demographic inference, public health, political attitude analysis, personality and behavior analysis, and cyberbullying. We will use version control techniques (e.g., git, Github) to keep track of the class projects. The ultimate goal of this course is to provide a broad introduction of computational social science research areas and train students to be familiar with the pipelines of doing computational research.
Instructor(s): Wang, Zhao Terms Offered: Winter
Equivalent Course(s): MACS 26000, MACS 36000

MAPS 36006. Foundations for Statistical Theory. 100 Units.
This course is taught at the advanced undergraduate/master level and aims to provide basic mathematical foundations for probability and statistical theory. Students will understand the fundamental concepts on joint, marginal, and conditional probability, Bayes rule, probability distributions, principles of statistical inference, sampling distributions, and estimation strategies. This course will emphasize on the connection between the statistical theory and the routine statistical practice, and can serve as a foundation for more theoretical statistics courses or more advanced quantitative methods courses in social and behavioral sciences.
Instructor(s): Yanyan Sheng Terms Offered: Autumn
Prerequisite(s): Basic knowledge of calculus, and specifically differentiation and integration, is necessary to understand the material on continuous distributions, multivariate distributions and functions of random variables
Equivalent Course(s): QMSA 36006, QMSA 26006

MAPS 36007. Overview of Quantitative Methods in the Social and Behavioral Sciences. 100 Units.
The course is designed to present the logic and offer an overview of a wide range of methods developed for rigorous quantitative inquiry in social and behavioral sciences. Students will be familiarized with various research designs, measurement, and analytic strategies, will understand the inherent connections between different statistical methods, and will become aware of the strengths and limitations of each. In addition, this course provides a gateway to the numerous offerings of quantitative methods courses. It is suitable for undergraduate and graduate students at any stage of their respective programs.
Instructor(s): Yanyan Sheng Terms Offered: Winter
Equivalent Course(s): QMSA 36007, QMSA 26007

MAPS 36008. Principles and Methods of Measurement. 100 Units.
Accurate measurement of key theoretical constructs with known and consistent psychometric properties is one of the essential steps in quantitative social and behavioral research. However, measurement of phenomena that are not directly observable (such as psychological attributes, perceptions of organizational climate, or quality of services) is difficult. Much of the research in psychometrics has been developed in an attempt to properly define and quantify such phenomena. This course is designed to introduce students to the relevant concepts, principles, and methods underlying the construction and interpretation of tests or measures. It provides in-depth coverage of test reliability and validity, topics in test theory, and statistical procedures applicable to psychometric methods. Such understanding is essential for rigorous practice in measurement as well as for proper interpretation of research. The course is highly recommended for students who plan to pursue careers in academic research or applied practice involving the use or development of tests or measures in the social and behavioral sciences.
Instructor(s): Yanyan Sheng Terms Offered: Spring
Prerequisite(s): Course work or background experience in statistics through inferential statistics and linear regression.

Equivalent Course(s): EDSO 36008, PSYC 36008, QMSA 36008, EDSO 26008, CHDV 36008, PSYC 28962, QMSA 26008, CHDV 26008

MAPS 36009. Introduction to Historic Preservation. 100 Units.
This course is an introduction to the preservation of the built environment. What are the benefits of preserving historic resources? Students will conduct studies of historic buildings in Chicago, exploring their cultural significance and impact on neighborhoods, and applying preservation tools and methods to formulate policies to advance preservation goals. We will also debate preservation's role in addressing climate change and its role in advancing social goals, such as maintaining neighborhood diversity. Through readings, archival research, mapping, field visits, and interaction with professionals in the field, we will consider the possibilities of leveraging historic preservation to advance social, economic, and environmental goals.
Instructor(s): Emily Talen Terms Offered: Not offered in 2023-2024 academic year.
Equivalent Course(s): MAPS 26009, ARCH 26008, PBPL 26008, CHST 26008

MAPS 36011. Fundamentals of Item Response Theory. 100 Units.
This course offers a deep dive into the theoretical underpinnings and practical applications of contemporary psychometric theory - item response theory (IRT). It will explore how IRT extends classical test theory (CTT) to enhance scaling precision and instrument quality through latent trait modeling. Through a combination of theoretical lectures, hands-on exercises, and software application sessions using R, students will gain a comprehensive understanding of IRT principles and their real-world implications. Major topics include basic theory, models for handling both dichotomous and polytomous response data, estimation of model parameters, information function and standard error of estimation, model-data fit, test construction, differential item functioning, and test equating.
Instructor(s): Yanyan Sheng Terms Offered: Spring. Planned for Spring 2025 and future Spring quarters beyond that.
Prerequisite(s): Course work or background experience in linear and generalized linear regressions; basic understanding of psychometric concepts (e.g., SOSC 36008) is also required or consent of instructor
Equivalent Course(s): PSYC 26011

MAPS 36036. Survey Research Methods in Psychology. 100 Units.
How do we distil complex constructs of human behavior like personality and resilience into brief survey measures? How do the questions we ask shape the responses we receive? Drawing on examples from psychology and health research, this course will examine the nuanced process of developing and validating high-quality survey measures. Specific attention will be paid to validity, question order effects and wording, cross-cultural considerations, sampling methods, and psychological and social phenomena that may influence participant responses. We will discuss common issues in psychology survey design and data collection, as well as strategies to mitigate bias, error, and missing data. Through practical workshops using electronic data capture tools, students will also gain hands-on experience building surveys and collecting, analyzing, and interpreting their own data.
Instructor(s): Amanda Ceniti Terms Offered: Winter
Equivalent Course(s): CHDV 36036, PSYC 36036

MAPS 36405. More than Mood: Biopsychosocial Approaches to Depression. 100 Units.
Depression is a common mental health condition that is a leading cause of disability worldwide. Using a biopsychosocial lens, this course will discuss the etiology, presentation, and treatment of this condition with a focus on clinical research principles and experimental design. Students will become familiar with relevant neurotransmitter systems and brain structure/function; psychological and cognitive correlates; and social and cultural contributors. We will discuss the substantial heterogeneity of depression, as well as recent efforts in precision psychiatry to identify more homogenous subtypes using 'big data'. Finally, students will become familiar with current and emerging treatment strategies, including pharmacotherapy, psychotherapy, neurostimulation, and social interventions. By using depression as a case study, students will deepen their ability to critically read and evaluate scientific articles, craft novel research questions, and apply a biopsychosocial lens to other constructs.
Instructor(s): Amanda Ceniti Terms Offered: Winter
Equivalent Course(s): CHDV 36405, PSYC 36405

MAPS 36455. Relationships and Health: The Need to Belong. 100 Units.
This seminar will explore the theory that the need to belong is a fundamental human motivation. In our discussions of relevant psychology journal articles, we will examine the connections between relationships and health, how the need to belong is related to empathy, reactions to rejection, and substitutes for belonging.
Instructor(s): Hamilton, Hannah Terms Offered: Autumn Spring Winter
Note(s): Undergraduate Consent Required
Equivalent Course(s): MAPS 26455, PSYC 36455, CHDV 36455

MAPS 36601. Watergate and American Democracy. 100 Units.
Contemporary American history begins with the Watergate crisis and the resignation of Richard Nixon from the presidency. But how does Watergate fit into the wider fabric of American history? This course considers the implications of Watergate for American democracy in a wider chronological perspective, beginning with the revolutionary generation's ambivalence about monarchical power and ending with the legacies of Nixon's scandal for his successors

Instructor(s): John McCallum Terms Offered: Spring

MAPS 37201. Interrogating the Archive(s): Research Methods for Historical Thinking. 100 Units.
This seminar interrogates the concepts, theories, and practices of the archive from a historical perspective. History is in many ways a discipline defined by a set of questions rather than a singular approach. We will begin by analyzing how historians do the work of interpreting sources to construct historical narratives and arguments. Examining archival theory, its lapses, and its possibilities, we will determine what characteristics make an archive and how we can historicize it as an object of inquiry in its own right. We will then tackle a representative sample of the types of sources and archives you are most likely to engage as a researcher. Looking at how people have archived written ephemera, material culture, photographs, film, music, urban space, and the internet, we will pair the specific theoretical concerns of a given source type's archiving with practical examples of how historians have explicitly mediated, transcended, or succumbed to the experience of the archive: its structure, its customs, its absences, and more. You will gain an understanding of the mechanics of archival work for a historian as well as an appreciation for the complexity of historical thinking. By the end of the quarter, you will learn how to reconcile archival theory with the realities of research and the practice of history in order to become better, more ethical, and more rigorous researchers.
Instructor(s): Alexander Hofmann Terms Offered: Winter
Equivalent Course(s): HIST 37201

MAPS 38206. Living Through the Civil War Era. 100 Units.
The American Civil War was much more than battles: it was an event of mass death, dislocations, social subversions, and destruction of built and natural environments that was unprecedented in U.S. history. This course explores how we might understand the cataclysm of the Civil War and the promise and violent overthrow of Reconstruction first and foremost as human events. What did this period look like in the streets, on the battlefields, along "the frontier," and within the households of free and enslaved peoples? How did ordinary people living through and shaping this era register and wrestle with the seismic shifts happening around them in real time? How did a war for preservation become one for emancipation, and, simultaneously settler colonialism? This is neither a strict political nor military history of the Civil War Era. Instead, it is a course where Lee and Grant are peripheral to the voices of those people whose lives were drastically changed by their successes and failures. Following recent works by historians paired with primary sources from those who instigated, fought, endured, won new liberties through-and discovered new terrors in-the Civil War and Reconstruction, we will explore how historical actors experienced this period as lurches forward and backward-often at the same time.
Instructor(s): Alexander Hofmann Terms Offered: Winter
Equivalent Course(s): HIST 38206, HIST 28206, MAPS 28206

MAPS 39108. Atlantic Empires. 100 Units.
This course explores classic and emerging scholarship on European empires and colonies in the early modern Atlantic world (c. 1400s-1800s). We will examine the rise and consolidation of empires and colonies through comparative, trans, and circum-Atlantic approaches. Additionally, the course will pay particular attention to the perspectives of colonized peoples (such as enslaved and freed people of African descent, Creole populations, and Indigenous peoples). Geographically, the course will span the Atlantic World, including regions such as the Caribbean, West Africa, Latin America, and North America. Topics we will cover include the formation of empires and colonial systems; Atlantic slavery; the emergence of Atlantic ideologies of race; gender, and kinship; knowledge formation, environment, and disease; anti-slavery struggles, and the "Age of Revolution."
Instructor(s): Deirdre Lyons Terms Offered: Winter
Equivalent Course(s): HIST 39108, HIST 29108, RDIN 39108, ANTH 39208, RDIN 29108

MAPS 40164. Involved Interviewing: Strategies for Interviewing Hard to Penetrate Communities and Populations. 100 Units.
Imagine that you must interview someone who hails from a background unlike your own; perhaps you need to interview an incarcerated youth, or gather a life history from an ill person. Maybe your task is to conduct fieldwork inside a community that challenges your comfort level. How do we get others to talk to us? How do we get out of our own way and limited training to become fully and comfortably engaged in people and the communities in which they reside? This in-depth investigation into interviewing begins with an assumption that the researcher as interviewer is an integral part of the research process. We turn a critical eye on the interviewer's role in getting others to talk and learn strategies that encourage fertile interviews regardless of the situational context. Weekly reading assignments facilitate students' exploration of what the interview literature can teach us about involved interviewing. Additionally, we critically assess our role as interviewer and what that requires from us. Students participate in evaluating interview scenarios that are designed to explore our assumptions, sharpen our interviewing skills and troubleshoot sticky situations. We investigate a diversity of settings and populations as training ground for leading effective interviews. The final project includes: 1) a plan that demonstrates knowledge of how to design an effective interviewing strategy for unique field settings; 2) instructor's feedback on students' interview journals.
Instructor(s): S. Hicks-Bartlett Terms Offered: Winter
Equivalent Course(s): SOCI 40164, SOCI 20547

MAPS 40177. Coding & Analyzing Qualitative Data using MAXQDA. 100 Units.
This focus of this course is on coding and analyzing qualitative data (e.g., interview transcripts, oral histories, focus groups, letters, and diaries, etc). In this hands-on-course students learn how to organize and manage text-

based data in preparation for analysis and final report writing of small scale research projects. Students use their own laptop computers to access one of two free, open-source software programs available for Windows, Mac, and Linux operating systems. While students with extant interview data can use it for this course, those without existing data will be provided text to code and analyze. This course does not cover commercial CAQDAS, such as AtlasTi, NVivo, The Ethnograph or Hypertext.
Instructor(s): S. Hicks-Bartlett Terms Offered: Autumn Spring. Autumn:Restricted to 4th and 3rd year Sociology Majors only and MAPS students only ONLY. Spring: Offered at the graduate level only
Equivalent Course(s): SOCI 40177, SOCI 20548

MAPS 40401. Computation and the Identification of Cultural Patterns. 100 Units.
Culture is increasingly becoming digital, making it more and more necessary for those in both academia and industry to use computational strategies to effectively identify, understand, and (in the case of industry) capitalize on emerging cultural patterns. In this course, students will explore interdisciplinary approaches for defining and mobilizing the concept of "culture" in their computational analyses, drawing on relevant literature from the fields of Anthropology, Psychology and Sociology. Additionally, they will receive hands-on experience applying computational approaches to identify and analyze a wide range of cultural patterns using the Python programming language. For instance, students will learn to identify emerging social movements using social media data, predict the next fashion trends, and even decipher ancient symbols using archaeological databases.
Instructor(s): Jon Clindaniel Terms Offered: Autumn Winter
Prerequisite(s): No previous coding experience required. A Python boot camp will be held at the beginning of the quarter to teach the coding skills necessary to succeed in the course. Open to Advanced Undergraduates with Instructor Permission.
Equivalent Course(s): PSYC 40460, CHDV 40404, MACS 40400, MACS 20400

MAPS 41600. The Limits of History. 100 Units.
Social scientists ultimately need three things: curiosity, intuition, and imagination. This course examines how recent historians (and other scholars using historical approaches) have wielded these more ethereal qualities in creative ways to write histories of topics once thought to be beyond the realm of possibility and history. We will explore histories of the silenced, the unseen, the impossible, and the paths not taken in texts that have reshaped the field. In the process, we will ask, how do we push fields forward while remaining true to some disciplinary guiding light? Indeed, does discipline even matter anymore, or is it just a means of hamstringing innovative scholarship? What "counts" as history, who decides, and why? How far can we go before "history" breaks down? By investigating how these scholars have pushed for a more expansive sense of history, we will come away with inspiration for how we might approach our own research anew.
Instructor(s): Alex Hofmann Terms Offered: Autumn
Note(s): This course will fulfill the MAPSS methods requirement.
Equivalent Course(s): MAPS 21600, HIST 29918, HIST 49918

MAPS 49800. Research Experience: Psychology Lab. 000 Units.
All MAPSS and MACSS students with a confirmed Psychology lab placement will be pre-registered. This course does not count as one of the three for-credit courses you must take each quarter to maintain full-time status in your MA program.
Instructor(s): Jon Rogowski Terms Offered: Autumn Spring Winter
Equivalent Course(s): MACS 49800

Courses ECMA

ECMA 30100. Introduction to Price Theory. 100 Units.
TBD
Instructor(s): D. Neal Terms Offered: Autumn
Prerequisite(s): TBD

ECMA 30400. Intro: Mathematical Methods in Economics. 000 Units.
This two-week course for incoming Master's students meets in early September and introduces some basic mathematical concepts used in economic theory: a "briefing" of the math students will encounter in ECMA courses. Emphasis is placed on problem-solving, but also on some fairly abstract math you might not see otherwise.
Instructor(s): Staff Terms Offered: Summer
Prerequisite(s): ECON MA students only.

ECMA 30720. Analytical Political Economics. 100 Units.
This course develops a formal, theory-based approach to the study of politics using tools from microeconomic theory and game theory. It examines how strategic interaction, incentives, and institutions shape collective decision-making and public policy. Canonical topics include collective choice and voting, electoral and legislative competition, political bargaining and coalition formation, agenda control, and political agency and accountability.
Instructor(s): Fang, R. Terms Offered: Spring
Prerequisite(s): ECON 20100 or ECON 20110

ECMA 30750. The Theory of Market Design. 100 Units.
This course will provide an introduction to social choice, two-sided matching, house allocation, school choice, and the recent theoretical developments in kidney exchange. We will develop formal, mathematical language to evaluate and compare different mechanisms including deferred acceptance, top trading cycles, the probabilistic serial mechanism and others. Our approach will be axiomatic; we will explore the tradeoff between the efficiency, incentive compatibility and fairness in the design of mechanisms. This course will be proof-based, so is appropriate for advanced students acquainted with formal mathematical reasoning.
Instructor(s): J. Root Terms Offered: Autumn
Prerequisite(s): ECON 20100/20110 and MATH 20300/20310/20700

ECMA 30760. Introduction to Economic Design. 100 Units.
When designing institutions like voting systems, auctions, market regulations, and matching mechanisms, planners are constrained by the fact that information and power is dispersed among the participants. The potential for participants to behave strategically or to establish alternative institutions limits the planner's ability to achieve their goals. This course offers an introduction to the literature in economic theory that explores these issues. We adopt an axiomatic approach, employing mathematics to articulate and analyze the planners' objectives and constraints. This course is proof-based, so is appropriate for students comfortable with formal mathematical reasoning.
Instructor(s): J. Root Terms Offered: Spring
Prerequisite(s): PQ for Undergraduates: ECON 20100/20110 and MATH 20300/20310/20700
Note(s): Students may count either ECMA 30750 or ECMA 30760, but not both, toward the 42 credits required for graduation.

ECMA 30770. Decision and Strategy. 100 Units.
This course provides a formal introduction to game theory with applications in economics. We will study models of how individuals make decisions, and how those decisions are shaped by strategic concerns and uncertainty about the world. The topics will include the theory of individual choice, games of complete and incomplete information, and equilibrium concepts such as Nash equilibrium. The applications will include oligopoly, auctions, and bargaining. The course is appropriate for advanced undergraduates who are interested in a rigorous mathematical approach to understanding human behavior.
Instructor(s): B. Brooks Terms Offered: TBD
Prerequisite(s): Prerequsites for Undergraduates: ECON 20100/ECON 20110 and MATH 20300/MATH 20310/ MATH 20700, or consent of instructor
Note(s): Student may count only one of [ECON 10700 or ECON 20700 or ECON 20770/ECMA 30770] toward the 42 credits required for graduation.
Equivalent Course(s): ECON 20770

ECMA 30780. Decision and Strategy II. 100 Units.
We continue the formal introduction to decision theory and game theory begun in ECMA 30780, with a specific focus on models of incomplete information. Topics covered include subjective expected utility, Bayesian games, contract theory, and mechanism design. Among the applications we will consider are auctions, collusion, entry deterrence, and strategic communication. The course is appropriate for advanced undergraduates who are interested in a rigorous mathematical approach to decision making in strategic situations.
Instructor(s): B. Brooks Terms Offered: TBD
Prerequisite(s): ECON 20770/ECMA 30770 or consent of instructor
Equivalent Course(s): ECON 20780

ECMA 30800. Theory of Auctions. 100 Units.
In part, this course covers the analysis of the standard auction formats (i.e., Dutch, English, sealed-bid) and describes conditions under which they are revenue maximizing. We introduce both independent private-value models and interdependent-value models with affiliated signals. Multi-unit auctions are also analyzed with an emphasis on Vickrey's auction and its extension to the interdependent-value setting.
Instructor(s): P. Reny Terms Offered: Winter
Prerequisite(s): PQ for Undergraduates: ECON 20100 (or Econ 20110), and MATH 20300 (or Math 20310 or Math 20700), and STAT 23400, 24400 or STAT 24410

ECMA 31000. Introduction to Empirical Analysis. 100 Units.
This course introduces students to the key tools of econometric analysis: Probability theory, including probability spaces, random variables, distributions and conditional expectation; Asymptotic theory, including convergence in probability, convergence in distribution, continuous mapping theorems, laws of large numbers, central limit theorems and the delta method; Estimation and inference, including finite sample and asymptotic statistical properties of estimators, confidence intervals and hypothesis testing; Applications to linear models, including properties of ordinary least squares, maximum likelihood and instrumental variables estimators; Non-linear models. Assignments will include both theoretical questions and problems involving data. Necessary tools from linear algebra and statistics will be reviewed as needed.
Instructor(s): J. Hardwick Terms Offered: Autumn
Prerequisite(s): PQs for Undergraduates: Econ 21030 or Econ 21110 or Econ 21130

ECMA 31100. Introduction to Empirical Analysis II. 100 Units.
This course is an introduction to applied econometrics and builds on tools studied in ECMA 31000. Topics include: Selection on observables, instrumental variables, time series, panel data, discrete choice models, regression discontinuity, nonparametric regression, quantile regression.
Instructor(s): J. Hardwick Terms Offered: Winter
Prerequisite(s): Prerequisite for Undergraduates: Econ 21030 or Econ 21110 or Econ 21130 or ECMA 31000 or ECMA 31130. Undergraduates who have taken Econ 21020 are encouraged to obtain instructor consent for enrollment.

ECMA 31110. Modern Methods for Applied Regression. 100 Units.
This course explores how modern developments in machine learning, AI and statistical learning may be leveraged in order to improve regression analysis and reduced-form econometrics more generally. For instance, we provide a modern, optimization-conscious treatment of linear regression, quantile regression, instrumental variables, and Fréchet-Hoeffding bounds. Throughout, we make an effort to produce methods that remain valid even when models are --as they always are-- misspecified. To produce such regression methods, we fetch tools and results from fields such as linear programming, optimal transport, numerical linear algebra, deep learning and reinforcement learning.
Instructor(s): Pouliot, G Terms Offered: Autumn
Equivalent Course(s): PPHA 41430

ECMA 31130. Topics in Microeconometrics. 100 Units.
This course focuses on micro-econometric methods that have applications to a wide range of economic questions. We study identification, estimation, and inference in both parametric and non-parametric models and consider aspects such as consistency, bias and variance of estimators. We discuss how repeated measurements can help with problems related to unobserved heterogeneity and measurement error, and how they can be applied to panel and network data. Topics include duration models, regressions with a large number of covariates, non-parametric regressions, and dynamic discrete choice models. Applications include labor questions such as labor supply, wage inequality decompositions and matching between workers and firms. Students will be expected to solve programming assignment in R.
Instructor(s): T. Lamadon Terms Offered: Winter
Prerequisite(s): Prerequisites for Undergraduates: ECON 21020 OR ECON 21030

ECMA 31140. Perspectives on Computational Modeling for Economics. 100 Units.
In this course students will learn several computational methodologies and tools to solve, simulate, and analyze models that are the backbone of current macroeconomic analysis. While learning the relevant computational methods is the main objective, the theoretical economic aspects of the model will be stressed and the students will be required to apply their economic knowledge and skills to interpret and analyze the results. We will examine non-stochastic and stochastic general equilibrium models, both under local and global approximations. The main part of the course will deal with representative agent models, but a significant part will be devoted to introducing students to the solution of heterogeneous agent models as well.
Instructor(s): Sergio Salas Terms Offered: Winter
Prerequisite(s): PQ for undergraduates: Econ 20200/20210 and MATH 19620/Stat 24300/Math 20250 and Stat 23400/Stat 24400/Stat 24410.
Note(s): MACSS students have priority.
Equivalent Course(s): MACS 30150, MACS 10150

ECMA 31150. Econometric Methods for Macroeconomics. 100 Units.
Modern econometric methods for macroeconomic research with time series and panel data. Topics covered include forecasting, estimation of dynamic causal effects using vector autoregressions and local projections, state space models, and structural estimation of dynamic general equilibrium models. The methods are illustrated with applications to current debates in economic policy. The course emphasizes concepts and coding, rather than mathematical proofs. This course may count as an economics data science elective.
Instructor(s): Plagborg-Moller, M. Terms Offered: Spring
Prerequisite(s): (ECON 20200 or ECON 20210) and (ECON 21020 or ECON 21030). Basic coding and numerical optimization (Python preferred)

ECMA 31210. Time Series Analysis for Macroeconomics and Finance. 100 Units.
This course will cover various methods and their applications in time series analysis and emphasize empirical exercises by students. The structure of the course starts with theoretical foundations drawing from standard textbooks of Hayashi (2000) and Hamilton (1994) and covers applications to answer important questions in macro and finance. The topics include time series OLS with applications in the Fama interest rate regression and Hansen's study of foreign exchange markets, GMM with the Fama-French model of equity returns, and state-space models with applications to GDP nowcasting. Familiarity with matrix algebra and elementary econometrics is required.
Instructor(s): F. Hayashi Terms Offered: Spring
Prerequisite(s): Prerequisites for Undergraduates: ECON 20200/20210 and ECON 21020/21030
Note(s): This course may count as a data science course for the data science specialization in the same set of options as ECON 21300, ECMA 31320, ECMA 31330, ECMA 31340, ECMA 31350 or ECMA 38010.

ECMA 31316. Econometric Applications II. 100 Units.
This course is a continuation of ECON 21315. Students will refine and execute their proposal (from ECON 21315), resulting in a final presentation and a final paper that will undergo peer review.
Instructor(s): A. Hortacsu Terms Offered: Spring
Prerequisite(s): ECON 21315 or consent of instructor (if they have taken ECMA 31320)
Equivalent Course(s): ECON 21316

ECMA 31320. Applications of Econometric and Data Science Methods. 100 Units.
This course builds on the theoretical foundations set in Econ 21030 and explores further topics pertinent to modern economic applications. While the course content may change from year to year according to student and instructor interests, some potential topics are panel data methods, treatment effects/causal inference, discrete choice/limited dependent variable models, demand estimation, and topics in economic applications of supervised and unsupervised learning algorithms. The course will involve analytically and computationally intensive assignments and a significant empirical project component.
Instructor(s): A. Hortacsu Terms Offered: Spring
Prerequisite(s): CMSC 12300/14200/15200/16200 and ECON 21020 (ECON 21030 Honors Econometrics preferred) or consent of instructor

ECMA 31330. Econometrics and Machine Learning. 100 Units.
This course reviews a number of modern methods from econometrics, statistics and machine learning, and presents applications to economic problems. Examples of methods covered are simulation-based techniques, regularization via coefficient and matrix penalization, and regression and classification methods such as trees, forests and neural networks. Applications include economic models of network formation, and dimension reduction for structural economic models. The course involves programming and work with data. Beyond econometric background such as Econ 21030, students should have a solid background in computation.
Instructor(s): S. Bonhomme Terms Offered: Not offered in 2022-2023
Prerequisite(s): CMSC 12300/14200/15200/16200 and ECON 21020 (ECON 21030 Honors Econometrics preferred)

ECMA 31340. Big Data Tools in Economics. 100 Units.
The goal of the class is to learn how to apply microeconomic concepts to large and complex datasets. We will first revisit notions such as identification, inference and latent heterogeneity in classical contexts. We will then study potential concerns in the presence of a large number of parameters in order to understand over-fitting. Throughout the class, emphasis will be put on project-driven computational exercises involving large datasets. We will learn how to efficiently process and visualize such data using state of the art tools in python. Topics will include fitting models using Tensor-Flow and neural nets, creating event studies using pandas, solving large-scale SVDs, etc.
Instructor(s): T. Lamadon Terms Offered: Winter
Prerequisite(s): PQs for Undergraduates:ECON 20100/20110 and ECON 21020/21030

ECMA 31350. Machine Learning for Economists. 100 Units.
This course reviews modern machine learning techniques and their applications in economics. The course covers some of the classical techniques, including lasso, regression trees, random forests, principal components analysis, and neural networks, as well as cutting-edge double machine learning methods. Applications include economic models of network formation, program evaluation, demand estimation, and asset pricing. The course involves programming and working with data. Students are expected to have a solid background in statistics, econometrics, and computation.
Instructor(s): K. Ponomarev Terms Offered: Winter
Prerequisite(s): For Undergraduates: CMSC 12300//14200/15200/16200 and ECON 21020 (ECON 21030 Honors Econometrics preferred)

ECMA 31360. Causal Inference. 100 Units.
This course reviews modern causal inference techniques and their applications in business and economics. The course covers the treatment-control comparison estimator, regression adjustment, matching (on covariates and propensity score), difference in differences (canonical and with staggered treatment), panel data methods, regression discontinuity design (sharp and fuzzy), instrumental variables and local average treatment effect (LATE) estimator. At different points during the course, we mention how machine learning (ML) techniques have recently been used to enrich the classical methods. The course involves programming (R language) and working with data. Students are expected to have a solid background in statistics (working knowledge of R and familiarity with RStudio) and econometrics.
Instructor(s): M. Tartari Terms Offered: Autumn Spring Winter
Prerequisite(s): ECON 21020/21030

ECMA 31370. Causal Analysis for Industry. 100 Units.
This course explores the application of causal inference methodologies to real-world problems in industry, with a particular focus on the tech sector. Through a combination of in-depth readings and in-class discussions students engage with state-of-the-art research that applies causal methods to industry-relevant questions. The course also features conversations with industry professionals who use causal inference to inform business decisions, offering insights into both successes and challenges. Emphasis is placed on critically evaluating methodological choices, understanding stakeholder needs, and translating academic techniques into practical applications.
Instructor(s): M. Tartari Terms Offered: Spring

Prerequisite(s): ECMA 31360 or equivalent or instructor consent

ECMA 31380. Causal Machine Learning. 100 Units.
By the end of this course students should understand the recent research and methods in statistical inference after machine learning. Chiefly, this course focuses on causal inference, but other topics are covered as well. The course aims for a theoretical understanding and as well as ready-to-deploy tools. Students will be introduced to the theoretical underpinnings of this material, which includes studying topics in nonparametric estimation, two-step and semiparametric inference theory, including the special case of double/debiased machine learning. Methods discussed include neural networks, random forests, and LASSO estimation.
Instructor(s): M. Farrell Terms Offered: Autumn
Prerequisite(s): PQ for Undergraduates: ECON 21020/21030
Note(s): This course may count toward the Data Science course requirement of the Economics Data Science Specialization.

ECMA 32210. History of Government and Political Institutions. 100 Units.
This course is designed for PhD students in political science and political economy or advanced undergraduate/master students who are interested in studying the comparative politics of authoritarian regimes. The course is based on Samuel E. Finer's three-volume book "The History of Government from the Earliest Times." Students will read and discuss this book to acquire a broader understanding of how the institutional structures of government have developed throughout history.
Equivalent Course(s): PLSC 38878, PLSC 28878, PPHA 41110

ECMA 33050. Artificial Intelligence, Innovation, and Growth. 100 Units.
Social and cultural innovation, alongside economic growth, are among the most compelling, critical and challenging phenomena in modern social science. Innovation has always been associated with unleashing transformative growth in art, science, and the economy, and in this class we explore these issues in the context of the contemporary emergence of Artificial Intelligence (AI). AI represents a novel source of innovation in economy and society, but also a powerful tool for understanding, modeling, and steering innovation in new ways. The primary purpose of this course is to enable students to understand innovation and growth in the age of AI, and with tools from AI alongside theoretical frameworks and methods from economics, sociology, evolution, and complex systems necessary for study them. The course strives to provide students with a background in dynamic analysis, data analysis, and modern AI requisite for studying innovation in the modern age. We will also consider a number of compelling theoretical and empirical challenges, ranging from the paradox of institutionalizing innovation to inequalities that emerging AI capacities could create or remove to advances it could unleash in science and technology to the spread of misinformation to consequences of AI tools and "agents" in all domains of modern life to existential risks associated with AI. We will cover theories and models at an abstract and advanced level.
Instructor(s): Akcigit, U. and Evans, J. Terms Offered: Winter
Prerequisite(s): [MATH 13200 or MATH 15200 or MATH 16200 or MATH 15910 or MATH 20250 or MATH 20300] and [ECON 11010 or STAT 22000 or STAT 23400 or STAT 24400 or SOCI 20004 or SOCI 20602 or SOCI 20596]
Equivalent Course(s): SOCI 20620, MACS 23050, MACS 33050, DATA 20620, SOCI 30620, ECON 23050

ECMA 33210. Advanced Topics in Macroeconomics. 100 Units.
This course focuses on the use of dynamic general equilibrium models to study questions in macroeconomics. Topics include consumption/savings decisions, human capital accumulation, investment decisions, neoclassical growth model and variations, growth with exogenous technical change, growth with CRS (endogenous growth), commodity price fluctuations, and asset pricing. On the technical side, the course will treat basic optimal control (Hamiltonians) and dynamic programming (Bellman equations).
Instructor(s): N. Stokey Terms Offered: Autumn
Prerequisite(s): PQ for Undergraduates: ECON 20200 (or ECON 20210) and MATH 20300 (or MATH 20310 or MATH 20320 or MATH 20700).

ECMA 33221. Introduction to Advanced Macroeconomic Analysis II. 100 Units.
This course introduces concepts and tools for advanced macroeconomics. It builds on ECMA 33220. We discuss the decision of consumption and investment over time, monetary economics, fiscal policy, asset pricing, and international economics. We introduce numerical methods to solve problems in economics and finance such as methods to solve nonlinear equations and to generate random numbers. These methods are useful when we solve economic models through value-function iterations, quadratic linearization, and other methods. Some topics discussed are the welfare cost of inflation, portfolio allocation, the yield curve and economic activity, optimal taxation, and financial markets and monetary policy. As ECMA 33220, this course is useful for students interested in increasing their knowledge in macroeconomics for careers involving macroeconomic analysis and as preparation for graduate school. Knowledge of calculus and linear algebra is expected.
Instructor(s): A. Silva Terms Offered: Winter
Prerequisite(s): For Undergraduates: ECON 20200/20210 and ECON 21020/21030

ECMA 33230. Macroeconomic Crises. 100 Units.
This course introduces students to economic theories of "crises" or particular periods of rapid (negative) changes in real and financial variables that are distinct from long-run growth and regular business cycles. In particular, we will cover the origin of various types of financial crises, i.e. speculative bubbles, bank runs, credit crunches,

and sovereign debt crises and defaults. Time permitting, we will also study currency crises and speculative attacks. Throughout, our focus will be on the implications for fiscal and monetary policy.
Instructor(s): N. Balke Terms Offered: Winter
Prerequisite(s): ECON 23950 and ECON 21020 (or ECON 21030)

ECMA 33240. Quantitative Analysis of Macroeconomic Policy. 100 Units.
This course focuses on application and covers three commonly used models in macroeconomics, including structural VAR, DSGE models and state space and regime switching models. Various research tools developed to implement these models, such as how to identify structural shocks and analyze their dynamic effects, and how to conduct counter-factual policy simulations, will be discussed and implemented.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): ECON 21200 or STAT 26100 or BUSN 41202 or Instructor Consent

ECMA 33330. Introduction to Dynamic Economic Modeling. 100 Units.
This course provides an introduction to dynamic economic models, with applications to macroeconomics, labor economics, financial economics, and other subfields of economics. The core methodology will be consistent over time, but the applications will vary from year to year. The course will analyze decentralized equilibrium and social planner's problems in dynamic environments. It will focus on developing techniques for analyzing such models graphically, analytically, and computationally. Students should be familiar with constrained optimization (e.g. Lagrangians), linear algebra, and difference equations, as well as microeconomics, macroeconomics, and econometrics at an intermediate level.
Instructor(s): R. Shimer
Prerequisite(s): ECON 20200 (or ECON 20210) and ECON 21020 (or ECON 21030)

ECMA 33603. Introduction to Macroeconomics and Financial Frictions. 100 Units.
This course studies the behavior of consumers, investors, and firms when they face frictions to take their decisions. These frictions can be in the form of costs to change portfolios, to change prices, or to find another investor to trade. Frictions also appear in the form of borrowing costs, the possibility of default, or the need to use money to carry on transactions. We show how taking into account these frictions change predictions about the economy. Borrowing constraints, for example, affect interest rates, and the need to rebalance portfolios changes predictions on optimal taxation. We discuss models, techniques and papers that show the relevance of frictions for economic analysis.
Instructor(s): A. Silva Terms Offered: Spring
Prerequisite(s): PQ for Undergraduates: ECON 20200/20210 and ECON 21020/21030

ECMA 33620. Introduction to Heterogeneous Agent Macroeconomics. 100 Units.
This class is an introduction to macroeconomics with heterogeneous households. We will study consumption-savings problems, income dynamics, wealth inequality in partial and general equilibrium, and the effects of fiscal and monetary policy in the presence of household inequality. The class will make use of theoretical analysis, empirical analysis and computational methods. Material will be presented in both discrete and continuous time. Students will analyze micro-level data on wealth, income and consumption, and will learn how to write code to solve heterogeneous agent models on a computer. Familiarity with a statisical package such as R or Stata, and a programming language such as Matlab, Python, Julia, Fortran or C is highly recommended.
Instructor(s): G. Kaplan
Prerequisite(s): Undergraduates: PQ: ECON 20200/20210 and ECON 21020/21030

ECMA 34150. Origins, Persistence, and Consequences of Inequality. 100 Units.
The continued rise of economic inequality in the U.S. has spurred heated debate among economists and policymakers over the past several years. This course aims to provide students with a comprehensive understanding of social science perspectives on inequality, including its causes, persistence, and effects. It also introduces students to different frameworks for discussing inequality and how societal forces contribute to increasing inequality. Additionally, the course helps students connect broader societal trends with specific government policies. By covering key vocabulary, concepts, theories, and debates related to economic inequality, the course lays a solid foundation for further studies in economics. Upon completion of the course, students should possess a deeper understanding of the facts about inequality and social mobility, as well as a grasp of the complexity of the problem and challenges inherent in addressing these issues through governmental policies. Specifically, students are anticipated to be able to: - Articulate economic terminology and methods for measuring inequality, - Perform calculations to assess and illustrate income/wealth inequality, and economic mobility, - Analyze the root causes, mechanisms, and consequences of economic inequality, - Demonstrate a nuanced comprehension of the policy and political ramifications associated with inequality.
Instructor(s): S. Eshaghnia Terms Offered: Autumn
Prerequisite(s): PQ for Undergraduates: ECON 21020/21030

ECMA 35050. Information and Financial Markets. 100 Units.
This course studies the information economics that underlies modern financial markets and trading. Whether one is into designing new financial marketplaces (for example: fintech, crypto) or creating new trading strategies (for example: high-frequency, active management) or managing complex investment portfolios (for example: hedge funds, pension funds), tools from the economics of information asymmetry play an essential role. We take a deep dive into the technical tools that are commonly used and explore applications that help us place the techniques in context. Topics covered include: Lotteries, Measures of risk aversion, Orders of stochastic

dominance, vNM and Savage utilities, Information structures, Blackwell ordering, Bayesian inference, Common knowledge and belief hierarchies, Agreement and No-trade theorems, Grossman-Stiglitz type paradoxes, Role of noise in markets, Kyle and Golsten-Milgrom models of trading and PIN models, along with Dealer, limit-order, automated-market-making and batch-auction market structures.
Instructor(s): A. Bhattacharya Terms Offered: Autumn
Prerequisite(s): PQ for Undergraduates: ECON 20200/20210 and STAT 23400/24400/24410

ECMA 35530. Microeconomics of Development. 100 Units.
This course will cover the key micro-economic issues in economic development, covering theoretical contributions and empirical applications to understand why some countries are poor and how markets function differently in poor economies. Topics include human capital (education and health), labor markets, credit markets, land markets, firms, and the role of the public sector.
Instructor(s): Brown, C Terms Offered: Winter

ECMA 35550. The Practicalities of Running Randomized Control Trials. 100 Units.
This course is designed for those who plan to run a randomized control trial. It provides practical advice about the trade-offs researchers face when selecting topics to study, the type of randomization technique to use, the content of a survey instruments, analytical techniques and much more. How do you choose the right minimum detectable effect size for estimating the sample size needed to run a high quality RCT? How do you quantify difficult to measure outcomes such as women's empowerment or ensure people are providing truthful answers when you are asking questions on sensitive topics like sexual health? When should you tie your hands by pre-committing to your analysis plan in advance, and when is a pre-analysis plan not a good idea? This course will draw on lots of examples from RCTs around the world, most (though not all) from a development context. Alongside field tips, it will also cover the concepts and theory behind the tradeoffs researchers face running RCTs. The course is designed for PhD students but given its practical nature is open to and accessible to masters students who plan to work on RCTs.
Instructor(s): Glennerster, Rachel Terms Offered: Autumn
Equivalent Course(s): PPHA 35561, ECON 35550

ECMA 36700. Economics of Education. 100 Units.
This course explores economic models of the demand for and supply of different forms of schooling. The course examines the markets for primary, secondary, and post-secondary schooling. The course examines numerous public policy questions, such as the role of government in funding or subsidizing education, the design of public accountability systems, the design of systems that deliver publicly funded (and possibly provided) education, and the relationship between education markets and housing markets.
Instructor(s): D. Neal Terms Offered: Autumn
Prerequisite(s): ECON 21020 or ECON 21030
Equivalent Course(s): EDSO 26700, ECON 26700, PBPL 26705

ECMA 38010. Empirical Industrial Organization. 100 Units.
This course will provide an introduction to state-of-the-art methodologies in Empirical Industrial Organization. We will use real-life data to learn about consumers and firms. We will cover demand and preference estimation, production function estimation, empirical models of market entry, and auctions. We will also discuss applications including prediction, policy analysis, and price optimization. Students will learn about theory, estimation, optimization, and practical considerations. Students will apply what they learn using R.
Prerequisite(s): Prerequisites for Undergraduates: ECON 20100/20110 and ECON 21020/21030

ECMA 39700. Master's Reading and Research. 100 Units.
Reading and Research. Students are required to submit the MA Reading and Research Course Form.
Instructor(s): V. Lima, M. Lee Terms Offered: Autumn Spring Winter
Prerequisite(s): Consent of directors of the Master’s program.

ECMA 39800. Master's Thesis Workshop: 000 Units.
Instructional faculty-led workshop where students present their thesis projects.
Instructor(s): V. Lima, M. Lee Terms Offered: Autumn Spring Winter
Prerequisite(s): Consent of directors of the Master’s program.