Arizona State University
Department of Anthropology Graduate Studies

SOCIAL & CULTURAL
ANTHROPOLOGY

Social Organization
Religion & Symbolic Systems
Political Economy & Development
Ecology, Economics & Demography
Human Biology & Social Behavior

Anthropological Linguistics
The American Southwest
Mesoamerica
Southeast Asia
GRADUATE STUDIES
IN SOCIAL AND CULTURAL
ANTHROPOLOGY
AT ARIZONA STATE UNIVERSITY

DEPARTMENT OF ANTHROPOLOGY

MASTER OF ARTS IN ANTHROPOLOGY
DOCTOR OF PHILOSOPHY IN ANTHROPOLOGY

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INTRODUCTION

Arizona State University’s Social and Cultural Anthropology Program is centered on the comparative study of cultural dynamics, social change, livelihood, and the politics of everyday life. In line with the holistic orientation of the discipline, our work focuses as much on human creativity – in social life, livelihood, mythologies, language, and other everyday expression – as on its denial – through violence, oppression, racism, and other manifestations of inequality. We work in the present and in the past, and examine how these temporal dimensions intersect with the future in the production of narratives, expressions, political stance, and economic interest, all of which inform the on-going construction of identities and subject positions. We explore how activities and predicaments are productive of identities and subject positions; farmers, fishermen, colonial subjects, activists, storytellers, and the like. These issues inform more general studies of the processes of social change, globalization, modernity, culture, identity, and inequality, as well as of the practices of anthropological theory and description in history.

The program in sociocultural anthropology provides training leading to the M.A. and Ph.D. degrees. It emphasizes a solid foundation in method and theory and a practical approach to fieldwork. Courses in theory and related methodology are given in psychological, economic, political, and ecological anthropology; political economy; kinship and social organization; comparative religion; and language and culture. Regular offerings in applied anthropology include anthropology and education, ethnic relations, and the anthropology of development. Special area strengths are the American Southwest, Mesoamerica, and Southeast Asia.

Arizona State is a large university of 40,000 students with diverse graduate and professional programs. It is located in a prosperous metropolitan area that formed 125 years ago on the boundary between mountain and riverine tribal peoples (Yavapais-Apaches and Pimas-Maricopas, respectively) and is 175 miles from the Mexican border. The Navajo, Hopi, and Apache Indian Reservations are all less than a day’s drive from campus.

Field research is more affordable in the Phoenix-Tempe area than in most places, providing unusual opportunities for ethnographic and ethnohistorical study. M.A. and Ph.D. students find it possible to do original and publishable research at field sites within driving distance or on archival materials that are locally available. Such research has often led to local employment and has also launched Ph.D. students on promising careers. Many students also participate in faculty research in the local area as well as in Mexico, the Philippines, and New Guinea.

Frequent anthropology colloquia, with presentations by faculty members, students, and visiting speakers, afford students a forum for discussion of current issues in the field and an opportunity for the development of mutual interests. Student interactions are further enhanced by an active local graduate student group, the Association of Anthropology Graduate Students (AAGS), and the Department’s Anthropology Club.
ADMISSIONS AND
STUDENT SUPPORT

Prospective students are encouraged to correspond with faculty who share their interests. Applications and general information can be acquired by contacting the Department at the address and telephone numbers listed on the title page of this booklet. Persons who are interested in visiting the campus are encouraged to do so. If we are given some advance notice of the visit, we will be best able to arrange appointments with appropriate faculty members and with graduate students.

Admission to the program is based on procedures and policies of the Graduate College and the Department of Anthropology and is highly selective. Applicants must submit transcripts from previous universities attended, GRE scores, three letters of recommendation, and a statement of purpose. Foreign applicants must submit TOEFL scores, while GRE scores are optional.

With the approval of the student’s Supervisory Committee, the Department Chair, and the Dean of the Graduate College, a maximum of nine semester hours of coursework completed before admission may be applied to the program of study. Of these nine, only six hours from another institution can be applied.

The Department awards approximately 30 academic year, one-third time (13.4 hours per week) and one-half time teaching assistantships on a competitive basis. Stipends for these assistantships vary according to graduate standing and include remission of out-of-state tuition. Teaching assistantships for the following academic year are awarded annually on the basis of applications which are submitted by an announced deadline. A variable number of research assistantships are offered, depending on current research programs. A variable number of scholarships waive the out-of-state tuition or in-state fees.

Depending upon the availability of funds, student research may be supported through the Department’s Research Incentive Fund for up to $1,000 for Ph.D. candidates and $500 for M.A. candidates. The Department also offers the possibility of employment in the Office of Cultural Resource Management (OCRM). In addition to these resources, the University also offers loan programs. Applicants should consult the Graduate College for information on these sources of support.

Each year the department awards the Ruppé Prize for an outstanding graduate student paper in archaeology and the Thompson Award for outstanding graduate student work in Sociocultural anthropology. Endowments fund cash awards that are given with both Prizes.

Applicants who do not have an Anthropology Bachelor’s degree or who are applying after receiving an M.A. from another institution in anthropology or a related field may have some deficiencies noted on their admission letter from the Department. Students who are accepted into the graduate program with limited background in anthropology are generally required to make up deficiencies by taking courses in one or more subdisciplines. Approved courses for students with deficiencies are provided on a list entitled "Anthropology Background Courses Recommended for Graduate Students Lacking an Undergraduate Major in Anthropology," which is available from the Graduate Coordinator.

A student may fulfill a deficiency requirement by taking two undergraduate courses or one graduate-level course approved by his or her advisor or subdiscipline head. Further policy information will be provided upon entrance to the program. Subdisciplines and programs may have additional or overlapping course requirements outside the student’s main subdiscipline.
FACILITIES AND RESOURCES

BUILDINGS

Anthropology has a three-story building in the central part of campus which houses a museum, classrooms, offices, collections, and laboratories. A reading room is maintained for student use, and many course readings are kept on reserve there. The Community Services Building (Curry Road Facility) is located in Papago Park about one mile north of the main ASU campus. It offers a complex of facilities for the Office of Cultural Resource Management, additional faculty and student laboratories, and collections storage. ARI, located in the Tempe Center on the western edge of campus, contains another series of labs, collections and other resources.

FIELDWORK

Field research in the Southwest, Mesoamerica, and around the Mediterranean is an active element in the archaeology graduate program. Summer field schools, academic year field courses, cultural resource management investigations, and individual research projects in the Southwest, some of them in the urban area, provide graduate students excellent training relatively close to Phoenix. An archaeological research center at Teotihuacan, Mexico houses more than a million objects and provides laboratory and living facility for up to ten persons. Similar facilities in Veracruz and Zacatecas, Mexico serve as the headquarters for the Mixtequilla Archaeological Project and the La Quemada-Malpaso Valley Archaeological Project.

The Department's summer ethnographic field school in Ensenada, Baja California, Mexico provides opportunities for individual and collaborative research on a wide variety of topics. Students interested in applied anthropology gain field experience in the Phoenix area as part of a Practicum course. Sociocultural faculty research projects elsewhere in Arizona and the Southwest, Mexico, and the Philippines frequently involve students as well. Physical anthropologists are conducting research in Egypt, Poland, Malaysia, Siberia, Ethiopia, Madagascar, and South Africa, as well as the American Southwest.

LABORATORIES AND EQUIPMENT

Laboratories and equipment available for student instruction and use include camera and video equipment, tape recorders, darkroom and drafting facilities, and map and records files. Archaeological facilities include ceramic study collections; palynology laboratory; faunal collections and laboratory; wet laboratory; processing and conservation laboratories; equipment for microscopic examination of ceramics and other materials, including a thin section saw, petrographic and binocular microscopes, an image analysis camera with a computer link; field vehicles and tools; and surveying equipment including CPS units and a total station. The Archaeological Research Institute curates extensive archaeological collections and has artifact laboratories and information technology facilities for related research. The physical anthropology program maintains well-equipped dental, DNA, osteology, and comparative anatomy laboratories, as well as an x-ray facility. The Department has a full-time research specialist for physical anthropology who oversees the diverse operations of the laboratories and preparation of the collections and who also assists students with projects involving these resources.

LIBRARIES

The Hayden and Noble (Science and Engineering) Libraries have grown steadily to more than 2 million volumes and 2 million microfilm units, and ASU's collections appear on the list of the top 50 research libraries in the United States. Anthropological literature has enjoyed a high priority in the University
library budget, both in regard to new books and in the purchase of back holdings. ASU is a member of the Association of American College and Research Libraries and has an active interlibrary loan program.

**COMPUTER RESOURCES**

A powerful array of computing resources is available to anthropology students at ASU. The University has a policy of open access to computing resources and universal e-mail for students. University-wide resources include UNIX servers and IBM mainframes, and a campus-wide microcomputer network with statistical and data management programs, e-mail, news and information, and software archives. The University supports microcomputer labs with DOS/Windows, Macintosh, and Unix workstations, along with printers, scanners, digitizers, and other equipment. The Anthropology Department maintains a graduate student computer lab, and an in-house local area network (LAN). All workstations in university and departmental labs are networked, with direct Internet access. The Department’s graduate computer lab and LAN provide a wide variety of computer-based tools for anthropological research. The lab includes DOS/Windows and Macintosh workstations and dot matrix and laser printers.

All workstations in the lab are connected to the departmental and university-wide network. Software maintained for departmental use includes word processing, statistical analysis, GIS, CAD, data management, image analysis, and Internet tools.

In addition, an extensive computing lab is available for student use at the Archaeological Research Institute. Resources include SQL and GIS data servers, 15 workstations, a large format digitizing tablet, a wide format plotter, flatbed and slide scanners, a microscopic scanner and (through a partnership with the PRISM lab) 3-dimensional laser scanners. Software includes GIS, data management, application development, statistics, CAD, graphics and web design, and office software. A growing archive of digital GIS and archaeological data is available for research use.

**COLLECTIONS**

The Department maintains archaeological collections estimated to number more than two million specimens, obtained in the course of systematic research at thousands of sites. Most of these materials are Southwestern, primarily from Arizona. There are also significant research collections from other areas of North America, Mesoamerica, and the Near East. The Department houses more than 7,000 slides of Adena, Hopewell, and other Eastern Woodlands art, as well as copies of original field notes and field photographs from many Hopewellian sites. In addition to archaeological materials, there are substantial ethnological and physical anthropological collections. Facilities for curation and study of these materials are available in the Anthropology Building. In addition to scholarly publications and technical reports, more than 100 theses and dissertations have been based wholly or in part on the archaeology collections to date. Physical anthropology resources include skeletal and worldwide dental cast collections, the Albert A. Dahlberg collection of Pima Indian dental casts, and access to a collection of chimpanzee skeletons through the Primate Foundation of Arizona.

**OFFICE OF CULTURAL RESOURCE MANAGEMENT**

The Office of Cultural Resource Management (OCRM) is an archaeological research unit under the direction of Glen Rice that exists to serve archaeological and cultural resource management needs of the public and private sectors, and to provide education and research opportunities for the students and faculty of the University. Since 1977 the Office has obtained nearly $13,000,000 of contracts, conducting numerous projects in the Hohokam, Sinagua, and Mogollon regions. These projects provide practical experience along with a wealth of research opportunities for archaeology graduate students. Archaeologists have also been employed by OCRM following completion of their doctoral programs at ASU. The OCRM’s Roosevelt Platform Mound Study, completed in 1998, has had a major impact on the
understanding of Hohokam and Salado social organization and settlement strategies as well as generating a massive database and significant artifact collection which will be used in many future studies. The Office has its own publication series, *Anthropological Field Studies*, and reports are also published on occasion in the Department's *Anthropological Research Papers*, as well as in major professional journals.

**ARCHAEOLOGICAL RESEARCH INSTITUTE**
The Archaeological Research Institute (ARI) is a repository and research unit that curates extensive archaeological collections, preserves archaeological materials and related data, pursues research activities associated with the archaeological record, and conducts educational programs to disseminate knowledge of the past to Arizona’s citizens. ARI encourages and facilitates Native American involvement and training in curation management and museum operation. ARI curates more than 70,000 specimens from excavations in central Arizona (Bureau of Reclamation-sponsored Central Arizona Project; dam modification projects for Roosevelt, Bartlett, and Horseshoe Dams). ARI supports several research assistantships for graduate students that involve assisting the Senior Staff with collections management, archive and database management, and materials analysis and environmental research. Several reference collections, including ceramic type collections and faunal comparative collections, are available for use in research.

**THE INSTITUTE OF HUMAN ORIGINS (IHO)**
The Institute of Human Origins, founded in 1981 by Donald Johanson, is a multi-disciplinary research unit dedicated to the recovery and analysis of the fossil evidence for human evolution and the establishment of a chronological framework for human evolutionary events. IHO’s scientists carry out field research at sites in Africa, the Middle East, and Asia. The Institute houses the largest collection of Australopithecus afarensis casts in the world, as well as an extensive collection of other fossil hominid casts. IHO’s library contains more than 3000 volumes, numerous journals, videotapes, audiotapes, and slides related to human evolution and fossil sites. Education and training are among the IHO’s major commitments, and the Institute has fellowships available for outstanding graduate students at ASU. It also offers stipends to talented graduate students from the countries in which it does field research. IHO also provides ASU students, both graduates and outstanding undergraduates, opportunities to participate in paleoanthropological field research, at fossil sites in Africa, the Middle East and elsewhere, and to conduct research on the “hard” evidence for human evolution, employing its collection of more than 1000 casts of fossil primates and its library. IHO also creates opportunities for volunteers in research and public outreach activities. IHO produces periodic newsletters, offers lecture series, conducts tours and workshops for teachers and students, maintains a website, serves as a continuing resource for science writers and journalists, and supports numerous informal science education outreach projects.

**PRISM**
An interdisciplinary laboratory for 3D data acquisition, visualization and modeling, and form realization exists in the form of PRISM (Partnership for Research in Stereo Modeling). Laser digitizers in the laboratory are available for imaging 3D surfaces such as joints, and software has been written with which to measure areas and curvatures of the surfaces.

**MUSEUM OF ANTHROPOLOGY**
The Museum of Anthropology, established in 1961, is located in the Department of Anthropology. The museum plays a major instructional role in the Museum Studies Program. It includes a 2,650 square foot exhibit gallery in which Museum Studies students are encouraged to curate exhibitions, develop educational programs, and conduct visitor behavior studies. In addition to the main gallery, exhibits concerning faculty and student research are located throughout the entire building. A workshop provides space for exhibit design and planning and is used for exhibit construction.
DEER VALLEY ROCK ART CENTER

The Deer Valley Rock Art Center is a publicly accessible archaeological site and research center in North Phoenix managed by ASU’s Department of Anthropology. The Rock Art Center preserves and interprets the Hedgpeth Hills petroglyph site, the largest concentration of prehistoric rock art in the Phoenix area. Visited by more than 17,000 people each year, it includes a museum, an interpretive trail to the site, and a research library. The research resources include the library and archives of the American Rock Art Research Association. Students from the Department of Anthropology are involved in all aspects of the Rock Art Center's operation, from research to delivering public programs and administration.

OTHER CAMPUS MUSEUMS

The University Art Museum presents a wide array of changing exhibits, drawing from both its excellent permanent collection and from other sources. Collections are housed and exhibited in the Nelson Fine Arts Center and Matthews Center. The Museum of Geology, in the Physical Science Complex, displays minerals, gems, fossils, and shells from around the world. A variety of other exhibits can be found in the Mars Laboratory, the Arboretum, the University Libraries, the Archives, the Memorial Union, Grady Gammage Auditorium, and other campus locations.

PUBLICATIONS

Scholarly monographs have been edited and published by the Department since 1969. They include two series: *Anthropological Research Papers* (ARP) and *Anthropological Field Studies* (AFS). ARP publishes original scholarly work in all branches of anthropology and has a wide range of contributors, both from ASU and other institutions. The AFS is devoted primarily to publishing OCRM research. For several years the Dental Anthropology Newsletter has been produced and published at ASU by present Editor Sue Haeussler. Many students participate in production and article-writing.

RESEARCH CENTERS AND INTERDISCIPLINARY PROGRAMS

The University contains a number of interdepartmental programs and research centers that serve the interests of both students and faculty. Those of greatest interest to anthropologists include:

- Center for Environmental Studies
- Center for Solid State Science
- Arizona Center for Medieval and Renaissance Studies
- Institute for Studies in the Arts
- Center for Asian Studies
- Center for Latin American Studies
- Hispanic Research Center
- Center for Bilingual/Bicultural Education
- Center for Indian Education
- Women's Studies Program
- Program for Southeast Asian Studies

Descriptions of all these centers and programs can be found in the University’s General Catalog. Some of these programs and centers offer funding for research projects, some of which have gone to anthropology graduate students.
THE ACADEMIC PROGRAM

The academic program is organized on two levels, leading to the M.A. and Ph.D. degrees. The M.A. program prepares people for teaching in secondary schools and community colleges, for research-oriented employment in non-academic and applied settings, and for the further work needed to earn a Ph.D. The Ph.D. program prepares people for full scholarly participation in the profession. Departmental steps for both the M.A. and Ph.D. programs are summarized below. In addition, students must fulfill the Arizona State University Graduate College requirements concerning the number of credit hours, deadlines, and submission of various forms.

Students are encouraged to take advantage of the diverse course offerings in other departments and programs as well as the Department's own offerings. Formal course requirements are flexible. Individuals' programs of study are supervised by their faculty committees, and particular care is taken to see that all programs include adequate training in research methods, area studies, language, and appropriate theoretical or applied studies.

THE M.A. PROGRAM

For full-time students, the master's program is designed to occupy two to two-and-a-half years, culminating in a thesis or M.A. paper. By the end of the second semester, a student should select a Chair and two other members of the M.A. Committee and, with the committee, should formulate an individual program of study. Prior to the selection of a committee, the subdisciplinary head ordinarily serves as the student's advisor, or a provisional advisor may be assigned. The Chair of the M.A. Committee must be a full-time Anthropology Department faculty member in the sociocultural subdiscipline. The second member must be a full-time Anthropology Department faculty member in any subdiscipline or program, and the third must be an ASU faculty member, with regular, part-time, adjunct, or emeritus status, or an ASU Anthropology Department academic professional. There may be additional members from ASU, or from institutions outside ASU with expertise in the student's areas of interest. However, the majority of members must be full-time Anthropology Department faculty. (Composition of committees in the Interdisciplinary M.A. program in Linguistics is subject to that program's rules.)

Students enrolled in the M.A. program may choose between writing a formal M.A. thesis, or writing a paper deemed publishable by the supervisory committee. The format of the thesis is governed by the Graduate College. The publishable paper should be written in the format of an article in the *American Anthropologist*, and a fifteen-minute presentation to Department faculty, students, and interested guests is also required. Otherwise, the requirements for the Thesis and the Non-Thesis M.A. are identical. They consist of the following:

1. completing a minimum of 30 hours of course work,
2. writing and orally defending a Thesis or Publishable Paper Proposal, and
3. writing and orally defending an M.A. Thesis, or writing and orally presenting a Publishable Paper.

Courses in the program of study reflect the student's interests and are selected from choices in the six "modules," including electives and thesis hours. Three graduate courses normally make up a full-time academic schedule, and a minimum of 30 hours is required for the M.A. degree.

The courses listed below do not exhaust the offerings in sociocultural anthropology. In addition, students are encouraged to take courses appropriate to their particular interests in other anthropology subdisciplines and outside the Department.
The M.A. Thesis or Publishable Paper is the final research and writing component of the M.A. program, and is normally written in the final semester. It is expected that during the preparation of the M.A. thesis or publishable paper proposal, the student will enroll for three units of ASB 592 credit with his or her M.A. committee chair, who will in turn work with the student on the preparation of the proposal. The student need not (but often will) be in residence on campus as the thesis is written. A formal defense or presentation on campus is required, however.

Both the Department and the Graduate College publish detailed descriptions of procedures. It is the student’s responsibility to read them carefully and follow the procedures meticulously.

**CORE CURRICULUM MODULES**

**Method and Theory (6 credits; both courses required)**
- Method and Theory in Sociocultural Anthropology & Archaeology I ................................ ASB 540
- Method and Theory in Sociocultural Anthropology II .................................................. ASB 541

**Theory Courses (6 credits; choose two)**
- Advanced Medical Anthropology .......................................................... ASB 591
- Anthropology of Art .......................................................... ASB 591
- Comparative Religion .......................................................... ASB 591
- Critical Issues in Museum Studies .......................................................... ASB 591
- Culture and Political Economy .......................................................... ASB 529
- Ecological Anthropology .......................................................... ASB 530
- Economic Anthropology .......................................................... ASB 591
- Ethnographic Research Methods .......................................................... ASB 500
- Language and Culture .......................................................... ASB 591
- National Spaces: Identity, Integration, and Minorities ................................ ASB 591
- Political Anthropology .......................................................... ASB 591
- Political Ecology .......................................................... ASB 591
- Principles of Social Anthropology .......................................................... ASB 591
- Psychological Anthropology .......................................................... ASB 591
- Theories of Culture .......................................................... ASB 591

(Note: Either Economic Anthropology or Culture and Political Economy, but not both, may be taken to satisfy the theory requirement. The two courses chosen must be taught by different instructors.)

**Applied Courses (3 credits; choose one)**
- Anthropology of Development .......................................................... ASB 591
- Anthropology and International Business .......................................................... ASB 591
- Applied Anthropology .......................................................... ASB 591
- Applied Medical Anthropology .......................................................... ASB 501
- School, Society, and Race .......................................................... ASB 591
- Ethnic Relations .......................................................... ASB 598

**Area Courses (3 credits; choose one)**
- Ethnohistory of Mesoamerica .......................................................... ASB 536
- Indians of Mesoamerica .......................................................... ASB 591
- Indians of the Southwest .......................................................... ASB 591
- Peoples of Southeast Asia .......................................................... ASB 591
- The North American Indian .......................................................... ASB 591

**Electives (6 credits; choose two)**
- Additional named courses in anthropology or in other departments.

**Thesis or Paper (6 credits required)**
- ASB 592/599
THE PH.D. PROGRAM

Any student with a bachelor's degree may apply for admission to the Ph.D. program. Admission to the Ph.D. program for new students or those who earned an M.A. from ASU will be granted on consideration of all available information: course grades, three letters of recommendation, scores on the Graduate Record Exam, and the quality of the student's M.A. Thesis or Thesis Substitute. Students with deficiencies may be granted provisional admission which may carry requirements that will be specified at the time of admission.

Students without master's degrees have the option of entering the Ph.D. program directly and completing a Master's Degree in Passing. A student must be admitted to the Ph.D. program with regular status to be eligible for this option. Students with provisional admission must enter the M.A. program. The M.A. degree in passing marks completion of the first phase of the Ph.D. program. The requirements for the M.A. degree in passing are the same as those for the Non-Thesis M.A. described above, with the additional requirement that the student receive written approval from the head of the sociocultural subdiscipline in order to continue on in the Ph.D. program.

This recommendation by the subdiscipline head is based upon the decision of the subdiscipline faculty, including the student's advisor, who review the student's performance in phase one of the Ph.D. program, evaluate his/her potential for success at the next level, and consider the fit of the student's interests with the Department's program. The evaluation is conducted after completion of the M.A. degree requirements and is guided by the Anthropology Department's criteria for evaluation of graduate student progress through the graduate program. A written document with these criteria is distributed to all students upon their arrival at ASU. The criteria include course performance, rate of progress toward the degree, development of professional skills (field work, participation in workshops, language training, service to the Department, etc.) and professional accomplishments (publication, papers presented at meetings, etc.).

Students who fail to receive a recommendation from the subdiscipline to proceed in the Ph.D. program will be eligible for a terminal M.A. degree if they successfully complete the course requirements, the publishable paper, and the presentation.

Regularly admitted students who enter our Ph.D. program with an M.A. degree from another institution will not be eligible to receive a master's degree in passing if their M.A. degree is comparable to our M.A. in Anthropology. However, if their M.A. degree is in another field of study, they will be eligible for our master's degree in passing.

The requirements for the Ph.D. are:

1. completing 84 hours of course work (24 hours must be Dissertation or Research); while credit is normally given for work done for an M.A. in Anthropology, ASB 540 and 541, Method and Theory in Social and Cultural Anthropology I and II (6 hours) are required;
2. writing a set of two "field statements;"
3. passing a foreign language exam if required;
4. writing and orally defending a Dissertation Proposal; and
5. writing and orally defending a Dissertation.

In general, courses should be selected in consultation with a Ph.D. Committee, which should be formed shortly after admission to the program. The Ph.D. Committee must consist of at least three members. The Chair and two other members must be from the ASU Department of Anthropology. Additional members may be added from either within or outside the Department and ASU if desired. However, the majority of committee members must be full-time members of the Anthropology Department faculty. A committee chair who becomes emeritus may remain as chair for a maximum of one year after retirement. The student, in consultation with the proposed chair of the Committee, must obtain
approval of the proposed membership of the Committee from the departmental Graduate Committee. Further details on this and other procedures are included in a departmental brochure, which should be consulted.

The content of the student’s post-M.A. courses, which should total approximately 30 semester hours, will be reflected in the student’s written field statements. These consist of two reviews of the literature covering the theoretical subfields of sociocultural anthropology most relevant to the student’s research interests and chosen in consultation with his/her committee members, with each review not to exceed 40 pages in length (exclusive of references). Students with an interest in a particular geographical area should incorporate an appropriate review of the literature for that area into one of their two field statements. Each field statement should take the form of a bibliographic review essay (see the essays that appear in the Annual Review of Anthropology for a helpful model) and aim to clarify or critique (and not merely to summarize) the body of literature in question. It is expected that the field statements will prepare for and help to define the subsequent dissertation research. It is also expected that during the preparation of each field statement, the student will enroll for three units of ASB 790 credit with a member of his or her Ph.D. committee, who will in turn be responsible for supervising the field statement’s preparation.

The Dissertation Proposal, which may incorporate parts of the field statements, describes the particular research project that the student will undertake. The Dissertation is an original book-length contribution to sociocultural anthropology. Dissertation research may or may not require field work.

The Ph.D. Committee, with consideration of the student’s research interests and in consultation with the student, will determine whether the student will have a foreign language requirement. Where a substantial portion of the research literature relevant to the student’s areal interests is in a foreign language (such as Spanish or French, for example), a student should expect to attain sufficient competence in that language to pass the Foreign Language Examination administered by the Department of Foreign Languages 3 times per year. To take the exam, the student must complete an Application for Foreign Language Examination form, available from the Graduate College. Other students may find it necessary to acquire proficiency in a field language (e.g., Thai or Nahuatl) in order to successfully carry out research for the Dissertation. Whether or not there is a field language requirement will be determined by the Ph.D. Committee, in consultation with the student. The foreign or field language requirement (if applicable) must be fulfilled prior to the oral defense of the Dissertation Proposal.

CANDIDACY. Doctoral students should apply for admission to candidacy immediately after they have met all requirements for the degree, except the dissertation. These requirements include passing the comprehensive examinations, passing the foreign language examination if applicable, forming a dissertation committee appointed by the Graduate College dean, and obtaining formal approval from the dissertation committee of the dissertation proposal. Students must enroll for a minimum of 12 hours of 792 Research and 799 Dissertation credit (combined) in subsequent semesters, following the semester in which they are advanced to candidacy.

STUDENTS ENTERING WITH A MASTER’S DEGREE

Students who hold a Master’s Degree in anthropology when they begin their graduate studies at ASU will normally not be required to repeat M.A.-level course work. They must, however, enroll in the Method and Theory sequence during their first year in residence. In cases where deficiencies are identified, it may be necessary to enroll in other courses before proceeding with advanced doctoral studies. Those entering with a Master’s Degree in a field other than anthropology are required to take the Method and Theory sequence during their first year in residence.
Students Entering without a Bachelor’s or Master’s Degree in Anthropology

In addition to any required remedial work in sociocultural anthropology, students entering the M.A. or Ph.D. programs who lack a prior degree in anthropology must also complete courses in the other two subdisciplines. These courses are in addition to the course requirements for the M.A. and Ph.D. as stated above. Specifically, two undergraduate courses (which do not carry graduate credit) or one graduate course each in archaeology and physical anthropology are required. Courses are to be chosen from the following list. Students with no background knowledge of archaeology or physical anthropology are encouraged to consider the undergraduate courses. In any case, all students should consult with their advisor or the sociocultural subdiscipline head before choosing deficiency courses. Students are required to receive at least a B grade in a course that is to make up a deficiency.

Archaeology

Undergraduate courses: (two required)
(1) ASB 330 Principles of Archaeology AND
(2) Any area archaeology course at the 300 or 400 level: (select one)
   ASB 331 Old World Archaeology I
   ASB 332 Old World Archaeology II
   ASB 498 Old World Archaeology III
   ASB 333 New World Prehistory
   ASB 335 Southwestern Anthropology
   ASB 337 Precolumbian Civilizations of Middle America
   ASB 338 North American Archaeology

Graduate Courses: (one required)
   ASB 542 Method and Theory II
   ASB 543 Method and Theory III
   Any regularly scheduled course listed in the archaeology MA module list for area courses.
   Any regularly scheduled course listed in the archaeology MA topical module.
   Any ASB 590 (Reading/Conference) course attached to any of the above undergraduate courses.

Physical Anthropology

Undergraduate courses: (two required)
   ASM 101 Human Origins and the Development of Culture
   ASM 341 Osteology
   ASM 342 Human Biological Variation
   ASM 343 Primatology
   ASM 344 Fossil Hominids
   ASM 345 Disease and Human Evolution
   ASM 346 Human Origins

Graduate courses (one required): One of the above 300-level courses taken at the 590 level. (Note that ASM 346 is not offered at the graduate level.)

It is recommended that either a physical anthropology course covering hominid evolution or ASB 331 (Old World Prehistory I) be included in the package of background courses. Additional remedial work may also be required; transcripts will be evaluated on a case-by-case basis, and applicants will be advised at the time of admission of the nature of their obligation. Students entering with a Master’s Degree in a field which is not closely related to anthropology will normally be expected to acquire additional background, though credit will be granted for work already done where appropriate; it will
It is understood that any required remedial course work will be in addition to the 84 hours required for the Ph.D. degree.

**CONCENTRATION IN ANTHROPOLOGICAL LINGUISTICS**

The Program in Anthropological Linguistics prepares students to work at the intersection of the two fields of Anthropology and Linguistics. Faculty in the program have strong interests in the areas of language and discourse, language and culture, sociolinguistics, language and gender, ethnoaesthetics and ethnopoetics, American Indian languages, and the languages and literatures of Southeast Asia (Thai, Lao, Indonesian, Vietnamese). They are active in many areas of applied linguistic anthropology, particularly language and schooling, ethnographic studies of classroom interactions, bi and multilingualism, language renewal, and language maintenance and change. Faculty are also involved in collaborative work with other linguists on campus, with the Program for Southeast Asian Studies, and with communities in many parts of the world.

**THE M.A. CONCENTRATION**

Students at the M.A. level need a strong preparation in both Anthropology and Linguistics. The M.A. Concentration in Anthropological Linguistics consists of a minimum of 30 hours of course work, which includes up to 6 hours of thesis credit, a 9-hour linguistics core of theoretical and technical courses (much of which may be taken from linguists in other departments), and a 9-hour anthropology core.

The structure of the program in general parallels that of the sociocultural program. The student’s committee will normally include two of the linguistics faculty from the department and often another linguistics faculty member from outside the department. The Qualifying Exam consists of two parts. The first part is the general four-hour Method and Theory exam, taken at the end of the second semester of ASB 541 and administered by the faculty in charge of the course. At a later date, the student’s M.A. Committee will administer the second part, which consists of a six-hour written exam in the general areas of linguistics, a theoretical area within anthropological linguistics such as sociolinguistics or language and gender, and a geographical area which is normally satisfied through taking an area course and/or a program of directed readings. The geographical area requirement includes an overview of the languages spoken, their status, and the cultures in the area. The student will also write and orally defend a thesis.

**CORE CURRICULUM MODULES**

**M.A. CONCENTRATION IN ANTHROPOLOGICAL LINGUISTICS**

**Linguistics Core (9 credits; 3 courses required)**
- Phonology
- Syntax
- Semantics
  (Specific courses vary; consult Dr. Elizabeth Brandt)

**Anthropology Core (9 credits; 3 courses required)**
- Method and Theory in Sociocultural Anthropology
  and Archaeology I ...................................................... ASB 540
- Method and Theory in Sociocultural
  Anthropology II .................................................... ASB 541
  Language and Culture .............................................. ASB 591

**Electives (6 credits; choose two)**
Additional courses in anthropology or linguistics courses offered in other departments.

**Thesis (6 credits required)**
- ASB 592/599
Courses Offered in the Department of Anthropology

Introduction to Linguistics ....................................................... ASB 480
Linguistic Theory: Syntax ........................................................ ASB 582
Linguistic Theory: Phonological Systems ............................... ASB 583
Language and Culture .............................................................. ASB 591
Sociolinguistics and the Ethnography of Speaking .................. ASB 591
English, Spanish, and Pima-Papago ....................................... ASB 591
Seminar: Linguistics ................................................................. ASB 591

Selected Linguistics Courses in Other Departments

Varieties of American English ................................................ English 505
English Linguistics ................................................................. English 510
English Phonetics and Phonology ......................................... English 511
Semantic Theory ................................................................….. English 513
Advanced Grammar ............................................................. English 514
Pragmatics and Discourse Analysis ....................................... English 516
Seminar: Special Topics ......................................................... English 591
Structure of Spanish .............................................................. Spanish 543
Spanish Language in America ................................................. Spanish 541

At entry, students should have had an introductory course in basic linguistics. If not, they should take ASB 480, Introduction to Linguistics. This is a prerequisite for the program and may not be counted toward the required 30 credit hours for the M.A. It is also strongly recommended that students take at least two semesters of a non-Indo-European language (those currently taught at ASU are: Thai, Indonesian, Vietnamese, Chinese, Hebrew, Japanese, and American Indian languages such as O’odham and Navajo).

Students in the program acquire a strong foundation in contemporary theoretical and technical linguistics. This linguistics core consists of 9 hours in the basic areas of phonology, syntax, and semantics. The majority of courses in this area are currently offered in the Department of English. The Anthropology Core is taken within the Department. Students should construct the remainder of their program of study with the approval of Elizabeth Brandt and their M.A. Committee. A wide variety of linguistics courses are listed in the Class Schedule each semester under “Interdisciplinary Studies: Linguistics.” This list should be consulted and discussed with the Linguistics Chair before choosing courses each semester.

THE PH.D. CONCENTRATION

Students seeking a Ph.D. may specialize in linguistics within the overall program of sociocultural anthropology in the same manner as they would for other topics, with their advanced course work, seminars, field statements, and dissertation reflecting their precise interests (see the above section on the Ph.D. Program). Their Ph.D. Committees normally include one or more appropriate members of the linguistics faculty from other areas of the university.

SATISFACTORY PROGRESS IN THE M.A. AND PH.D. PROGRAMS

(1) Satisfactory Progress

The faculty expects students in the programs to establish a good record of academic achievement and to make timely progress toward a degree. Because of limited departmental resources and faculty time, students judged not to be making satisfactory progress, as set out below, will be notified to that effect and receive one year in which to remedy the situation. Unless satisfactory progress is achieved within one year, the subdiscipline will recommend that the student withdraw from the program.
(2) **Grading Standards and Incompletes**

The Graduate College requires a 3.0 GPA for all Program of Study courses and all courses numbered 500 or higher. Incomplete grades (permanent or otherwise) are not included in the computation of the Graduate College GPA. While legitimate reasons exist for students to have incomplete grades (I), the course work should be completed as quickly as possible, and in any case within one calendar year. Incomplete grades (I) which are not resolved within one year become permanent. A permanent incomplete is normally considered a failing grade by the subdiscipline and thus constitutes unsatisfactory progress. Students with outstanding incomplete grades (permanent or otherwise) are ordinarily ineligible for financial support awards (including Teaching Assistantships).

(3) **Review of Student Progress**

During each spring semester the subdiscipline reviews the performance of all graduate students to determine whether satisfactory progress is being made. Each spring, the subdiscipline head will request self-evaluations of academic progress from all students for use in subdisciplinary reviews. Replies to this request should be addressed to the subdiscipline head and must be received by the designated date.

(4) **Criteria for Determining Unsatisfactory Progress**

(a) Receipt of a grade of C or lower in any Method and Theory core course, any Deficiency course, or any Program of Study course, or at the discretion of the faculty, a grade of C or less in any other graduate course.

(b) A GPA that has fallen below 3.0.

(c) Failure to make up an incomplete grade (I) within one calendar year.

(d) Failure to complete the M.A. examination or the Ph.D. field statements in a timely manner.

(e) A year with no evidence of significant progress in identifying a thesis or dissertation topic once the M.A. examination or Ph.D. field statements are completed, or a year with no evidence of significant progress in thesis or dissertation research and writing.

(f) Failure to comply with other registration and time limits set out in the Graduate Catalog.

(g) Failure to reply to the request for a self-evaluation of academic progress.

(5) **Remedying Unsatisfactory Progress**

Students who receive a grade of C or lower in any required Method and Theory core course will be so advised, in writing, and will be given one year to repeat the course(s) and earn a satisfactory grade or face removal from the program. Method and Theory core courses are required Program of Study courses in both the M.A. and Ph.D. programs.

Students who receive a grade of C or lower in any other graduate course, may, at the discretion of the faculty, be required to repeat the course. A grade of C or lower in any graduate course can be grounds for removal from the program if the deficiency is not made up to the faculty’s satisfaction within one year.
"IDEAL" TIME SCHEDULE FOR THE M.A.
AND PH.D. PROGRAMS

M.A. Program
1. Form committee ................................................................. by end of 2nd semester
2. File Program of Study ........................................................ during 4th semester
3. Defend thesis proposal ...................................................... by start of 5th semester
4. Defend thesis ................................................................. by end of 6th semester

Ph.D. Program
1. Select committee chair ..................................................... by end of 2nd semester
2. Form committee ................................................................. by end of 3rd semester
3. Define field statement topics .............................................. by end of 3rd semester
4. File Program of Study ........................................................ during 4th semester
5. Complete field statements ................................................. by end of 5th semester
6. Defend dissertation proposal ............................................. by end of 6th semester
7. Defend dissertation .......................................................... 2-3 years after proposal defense

Note: Ph.D. students who complete Anthropology M.A. degrees at ASU will be expected to move somewhat more rapidly through the earlier steps in the Ph.D. program.

PROGRAM STRENGTHS

The American Southwest

Bahr’s research focuses on the Pima-Papago of southern Arizona. In addition to his work on oral literature, he studies the development of 16th-century “Upper Pimas” into today’s Pimas and Papagos (or Tohono O’odham), and the formation of politicized “New Religions,” both Christian and Non-Christian, among native peoples of the greater Southwest. Martin studies, writes on, and is involved in applied work on Southwestern Indian population changes, social organization, diabetes, economic development, and education. Brandt does research on applied problems in language, culture, and education. She also works with Indian communities in the areas of environmental and resource protection, access and protection of traditional cultural resources and locations, local histories, and issues of language and power. Welsh has worked closely with a number of tribes (Hopi, Navajo, Zuni) in regard to cultural interpretation in museums and the development of tribal museums. In addition, six archaeologists on the regular faculty (Hegmon, Kintigh, B. Nelson, M. Nelson, Redman, and Spielmann) have major research and teaching interests in the Southwest.

Mesoamerica

Haenn’s research interests lie in Campeche, Mexico, and in Yucatan. Her current work concerns migration and frontier land tenure and land use, with particular attention to political and environmental conflicts. Chance specializes in Mexican ethnography and also has strong interests in contemporary ethnography. He works in both urban (Spanish-mestizo) and rural (Zapotec, Chinantec, and Mixe) areas of Oaxaca, and is currently studying Indian responses to Spanish colonialism in a formerly Aztec town in the state of Puebla. Brandt’s interests are in gender relations and development in rural Mexico, the ethnography of speaking, and female migrants. Winkelman studies healing traditions, particularly medicinal plants, among Southwest and northern Mexican groups, and is also interested in U.S.-Mexican intercultural relations and communication. He conducts the Department’s Summer Ethnographic Field School in Ensenada, Baja California, Mexico. In addition, three archaeologists on the regular faculty have major research and teaching interests in this area. Stark studies the development of tropical lowland civilization in the Veracruz Gulf region of Mexico, Cowgill has carried out extensive research at the Classic period urban center of Teotihuacan near Mexico City, and B. Nelson conducts ongoing excavations at La Quemada, Zacatecas.
Southeast Asia

Eder specializes in the tribal and peasant peoples of the Philippines, where he has two long-term research projects concerning development and change on Palawan Island. Hudak’s interests include ethnopoetics; ethnoaesthetics; the linguistics of Southeast Asian languages, particularly discourse strategies; and Southeast Asian literature. Jonsson’s research interests concern ethnic groups on the fringes of state-systems, from premodern times to the present. His most recent research has concerned the place of ethnic minorities within national spheres (museums, etc.) in Vietnam and Thailand. Two anthropologists in the Department of Religious Studies also specialize in Southeast Asia. Mark Woodward studies Islam and politics in Indonesia. Juliane Schober conducts research on Buddhism in Burma and Thailand.

Social Organization

Martin studies and publishes on how vital events shape the structures of human populations and how those structures shape marriage, domestic life, the organization of authority, and inheritance and succession. Steadman studies the influence of religion and natural selection on social behavior and the relationship between residence, kinship, and descent. Bahr is interested in the social use of space in Pima-Papago domestic and communal architecture and family versus community ritual among the Pima-Papago. Chance is concerned with cultural identity and social stratification in colonial societies and neocolonial settings. Jonsson is concerned with shifting units of social action (individuals, households, villages, ethnic groups) in their historical context, through warfare, migration, farming, rituals, and sports competitions.

Religion and Symbolic Systems

Bahr deals with mythology and ritual among Southwestern groups; the relation between linguistic and non-linguistic “texts;” the semiotic approach to language and art; and the sociological or ideological explanation of semiotic or symbolic material. Jonsson works on rituals (including modern sports) in relation to cultural dynamics, social formation, and national integration. Steadman attempts to identify the consequences of religious behavior for social life and the influence of natural selection on religion. Welsh has researched the creation of cultural values in the context of museums, and incorporates a semiotic approach to the study of material culture. Winkelman researches social conditions and their associated magico-religious activities and institutions, as well as therapeutic aspects of magico-religious institutions.

Political Economy and Development

Chance’s research deals with Mexican Indian peasant communities in the context of Spanish colonialism and preindustrial capitalism. He has also studied the implications of developing commercial capitalism for race and class relations in the urban setting. Eder studies the rapidly changing adaptations of hunting-gathering populations within state societies. He is also interested in the effects of state policies on agrarian change and social differentiation. Jonsson works on the role of the state in structuring identity and social relations in hinterland communities, and how national development programs involve cultural hegemony. Brandt is interested in gender and development, and the differential impacts of development on women and children. Bahr has an interest in the history of white-Indian relations and in the formation of native critiques of capitalism in northern Mexico. Welsh has studied the relationship of resource development and ethnic identity in Native American Communities.

Ecology, Economics, and Demography

Eder’s research includes the corrosive consequences of subsistence change for the Batak, a hunting-gathering people of the Philippines. He has focused on the issues of population decline, disease, and nutrition. Chance has an interest in peasant economy and is doing research on the relationship between
economics and social differentiation in a Mexican community. Jonsson has studied cultural frameworks for ecological categories in mainland Southeast Asia, and how these have influenced identity and state-minority relations. Martin studies the impact of ecological variables on tribal populations and social organizations, and the patterning of modern economic developments and their consequences for population variables and social life.

**Human Biology and Social Behavior**

Steadman uses the concept of natural selection to increase our understanding of social behavior, particularly sexual, religious, and kinship behavior. Winkelman has research interests in the psychophysiological basis of traditional healing practices and in ethnomedical traditions, particularly shamanism. In addition, physical anthropologists Merbs, Williams, and Nash have research and teaching interests in the relationship between disease and human evolution, human biological variation, social issues in human genetics, and primatology.

**Anthropological Linguistics**

Brandt concentrates on American Indian languages, the ethnography of speaking, sociolinguistics, language and power, and language maintenance and renewal. Hudak studies how language reflects culture, ethnopoetics, ethnolinguistics, and does linguistic analyses of Southeast Asian literature. Bahr focuses on Pima-Papago semantics and oral literature.

**History and Ethnohistory**

Historical and ethnohistorical perspectives contribute significantly to anthropology at ASU in many ways. Theory courses consider the relevance of history for understanding social practice and cultural processes. Courses on political economy and national identities examine the relationship between history and ethnography, while seminars on Pueblo and Mesoamerican ethnohistory deal with cultural continuity and change among indigenous peoples in these regions since the sixteenth century. The research agendas of several faculty members also incorporate historical or ethnohistorical perspectives. Chance utilizes archival documents to study Mexico’s colonial indigenous nobility, and Brandt studies various facets of Pueblo ethnohistory. In Arizona, Bahr is interested in Pima-Papago literature as an object of social history and in the history of their relations with whites. Martin’s work on the Havasupai addresses the significance of historical demographic factors as determinants of social organization. In Southeast Asia, Hudak’s research on Thai literatures has a historical component, as does Jonsson’s on state-minority relations in Thailand, Cambodia, and Vietnam.

**Identity and Ethnic Relations**

The historical roots of anthropology lie in studies of its varied Others in a range of colonial settings, assuming race and evolution. Subsequent anthropology rejected these tropes, but stayed largely focused on the West’s Others, now as ethnic groups. More recently, anthropological engagements with history, cultural studies, and postcoloniality have challenged the static image of ethnic groups, and turned the analytical gaze on categories of identity within fields of power relations. Ethnographic courses provide regional perspectives on identity, cultural diversity, and ethnic relations, and theory courses consider ethnicity in relation to nationalism and globalization. All the faculty work on aspects of identity and ethnic relations, but of varied emphases: relations to resource use and –rights (Brandt, Eder, Haenn), linguistic aspects (Brandt, Hudak), political entanglements of ethnic/racial categories in history (Chance, Jonsson), health and illness (Koss, Martin, Winkelman), mythologies (Bahr), and nationalism (Jonsson).
FACULTY

Prospective students are encouraged to correspond with faculty who share their interests. General information can also be acquired by writing to the chair of the subdiscipline. Persons who are interested in visiting the Arizona State University campus are encouraged to do so. If we are given some advance notice of the visit, we will try to arrange appointments with appropriate faculty members and with graduate students.

SOCIOCULTURAL ANTHROPOLOGY FACULTY

Donald Bahr (Ph.D. Harvard 1969; Prof.) is a long-time student of Pima-Papago language and culture, especially of language as formed into literature and literature as an object of social history. He analyses works in the three principal modes of Pima-Papago oral literature (prose myth, chant, and song), partly to enter these works into the record of Native American literature, but also to understand the works as parts of a differentiated literary system—an “economy of literature.” These studies involve questions in Native American religion (especially shamanism and its conceptual opposite, state or priestly religion) and white-Indian political relations (conquest, missionization, and “state-sponsored Indianism”). Selected Publications include Piman Shamanism and Staying Sickness (1974); Pima-Papago Ritual Oratory (1975); The Short, Swift Time of Gods on Earth (1994), and Ants and Orioles: Showing the Art of Pima Poetry (1998). <rgrande@imap2.asu.edu>

Elizabeth A. Brandt (Ph.D. Southern Methodist 1970; Prof.) specializes in collaborative work with Native American communities in the U.S. Southwest. She has worked in the Pueblo communities in New Mexico of Taos, Picuris, Sandia, Isleta, San Felipe, and Zia in the areas of land use, environmental protection, sacred site protection, traditional cultural properties, land claims, educational programs, and programs of language renewal. She has also worked in the areas with the Navajo, the Western Apache, and the Yavapai. Her training is in sociocultural anthropology and linguistics. Her current work is with the community of Picuris in northern New Mexico. Selected publications include The Official English Movement and the Role of First Language (1990); “A Practical Guide to Language Renewal” (with Vivian Ayoungman), Canadian Journal of Native Education (1989); “Applied Linguistic Anthropology and American Indian Language Renewal,” Human Organization (1988); and Navajo Students at Risk (with P. Platero, P. Wong, and G. Witherspoon, 1986). <betsy.brandt@asu.edu>

John K. Chance (Ph.D. Illinois 1974; Prof.) has special interests in political economy, colonial societies, and ethnography, particularly in Mesoamerica. A past president of the American Society for Ethnohistory, he has written extensively on colonial Indian and Spanish societies in Oaxaca, and has also worked in the “Aztec heartland” of highland central Mexico. His research focuses on the colonial period (16th-18th centuries) and utilizes unpublished manuscript sources in Mexican and Spanish archives. How Mesoamerican Indians resisted, accommodated to, and were transformed by Spanish colonialism is a major concern. He has general interests in the historical use of ethnographic models and the relationship between anthropology and history. His current work focuses on the changing role of the colonial Mixtec nobility in Oaxaca and southern Puebla. Recent publications include “Mesoamerica’s Ethnographic Past,” Ethnohistory (1996); “The Noble House in Colonial Puebla, Mexico: Descent, Inheritance, and the Nahua Tradition,” American Anthropologist (2000); and “Haciendas, Ranchos, and Indian Towns: A Case from the Late Colonial Valley of Puebla,” Ethnohistory (2003). He is also an area editor of the Oxford Encyclopedia of Mesoamerican Cultures (ed. D. Carrasco, 2001). <john.chance@asu.edu>


Thomas J. Hudak (Ph.D. Michigan 1981; Prof.) focuses on the linguistics and literatures of Southeast Asia, with a particular emphasis on the Thai and Indonesian languages. His research has involved the analysis and interpretation of ethnopoetics and ethnoaesthetics. Current topics of his research include: the translation of Southeast Asian literatures, the uses of parallelism in literary discourse, and the compiling and editing of data from Tai languages and dialects. Selected publications include The Indigenization of Pali Meters in Thai Poetry (1990); Selected Papers on Comparative Tai Studies by William J. Gedney (editor, 1989); “Organizational Principles in Thai phannanaa Passages,” Bulletin of the School of Oriental and African Studies (1988); Southwestern Tai Dialects: Glossaries, Texts, and Translations (editor, 1994); The Tale of Prince Samuttakete: A Buddhist Epic from Thailand (1993); The Saek Language: Glossary, Texts, and Translations (editor, 1993); The Tai Dialect of Lungming: Glossary, Texts, and Translations (editor, 1991); The Yay Language: Glossary, Texts, and Translations (editor, 1991); Central Tai Dialects: Glossaries, Texts and Translations (editor, 1995); The Lue Language: Glossary, Texts and Translations (editor, 1996); Tai Dialect Studies (editor, 1997); Kam-English Dictionary (editor, 1999); Cushing’s Shan-English Dictionary: A Phonetic Version (editor, 2001); and Minot’s White Thai Dictionary: A Phonetic Version (editor, 2001). <Thomas.Hudak@asu.edu>

Hjorleifur Jonsson (Ph.D. Cornell 1996; Asst. Prof) has interests in identity, worldview, political culture, history, and modernity, particularly concerning state-minority relations in Southeast Asia. He has conducted fieldwork in Thailand, Cambodia, and Vietnam, on matters of land use, health care, social and political organization, ethnohistory, museums, sports, and ethnic identity. Publications include “Mien Through Sports and Culture: Mobilizing Minority Identity in Thailand, Ethnos (in press), “National Colors: Ethnic Minorities in Vietnamese Public Imagery” (with Nora Taylor), in Re-

Joan D. Koss-Chioino (Ph.D. Pennsylvania 1965; Prof.) focuses her topical interests in medical anthropology, cultural psychology, psycho–logical anthropology, tropical medicine and art and ritual. She has done research in Puerto Rico, Mexico, New Mexico, among Puerto Ricans, Mexican Americans, and African Americans in the United States, in Thailand, and in Bali, Indonesia. She had a six-year NIDA-funded project on the effects of family treatment for Mexican American youths, carried out in a special research clinic in Mesa, Arizona. Other current research projects are an exploration into how Spanish women resist depression and regulate emotions. She presently directs a NIH Postdoctoral Research Training program in HIV / AIDS, Substance Abuse and Violence. She was formerly Professor of Psychiatry at the School of Medicine, University of New Mexico and currently is Adjunct Professor in the Department of Psychiatry and Neurology, Tulane Medical Center, New Orleans, LA, and Research Professor at the Department of Psychology, George Washington University. Recent selected publications include: Women as Healers, Women as Patients; Mental Health Care and Traditional Healing in Puerto Rico (1992); Working with Culture: Psychotherapeutic Interventions with Minority Children, and Adolescents (1992); Working with Latino Youth: Culture, Development and Context (1999) and Medical Pluralism in the Andes (2003). joan.koss@asu.edu

John F. Martin (Ph.D. Chicago 1967; Prof.) focuses on social organization, and in particular on how population variables shape and are shaped by social organization. He has published on, among other things, the interaction between population and local group sizes in a hunting / gathering environment, population and kin marriage systems, and population variables and inheritance and succession. Over the past five years his activity has expanded to include the development of a program of genetic and nutritional research, education, and intervention with Arizona Indians affected by the growing epidemic of Type II diabetes. This program complements his long-term study of the economic, social, and political development of Southwestern Indian peoples. Selected publications include “On the Estimation of Local Group Sizes in a Hunting and Gathering Environment,” American Anthropologist (1973); “Genealogical Structures and Consanguineous Marriage,” Current Anthropology (1981); “A Demographic Basis for Patrilineal Hordes,” American Anthropologist (1982); “The Relationship of Inheritance Systems to Genealogical Structures and Male Longevity,” Journal of Family History (1984); (with P. Govindo Reddy) “Gidjingali and Yolngu Polygyny: Age Structure and the Control of Marriage,” Oceania (1987); and “Changing Sex Ratios: The History of Havasupai Fertility and the Implications for Human Sex Ratio Variation,” Current Anthropology (1994). <John.Martin@asu.edu>

Lyle B. Steadman (Ph.D. Australian National 1972; Asst. Prof.) focuses on religion and kinship, especially their interrelationship, and the influence of natural selection on human social and cultural behavior. He has done extensive research among the Hewa, a society in the highlands of Papua New Guinea. A short period of fieldwork was also conducted in an Indian village in Baja California, Mexico. Selected publications include “Human Kinship as a Descendant-Leaving Strategy: A Solution to an Evolutionary Puzzle” (with C. Palmer), Journal of Social and Evolutionary Systems (1997); “Religion as an Identifiable Traditional Behavior Subject to Natural Selection,” Journal of Social and Evolutionary Systems (1995); and “Visiting Dead Ancestors: Shamans as Interpreters of Religious Traditions (with C. Palmer), Zygon (1994). <lylesteadman@asu.edu>

Peter H. Welsh (Ph.D. Pennsylvania, 1986; Assoc. Prof.) has principal research interests in the anthropology of representation, intercultural communication, cultural aesthetics, and museums. He directs ASU’s Deer Valley Rock Art Center in north Phoenix. He has conducted ethnographic and ethnohistorical research with Native American groups on the northern plains and in the southwest.

Michael Winkelman (Ph.D. UC Irvine 1985; Senior Lect.) is principally interested in medical anthropology, psychological anthropology, and intercultural relations and shamanism. The psychophysiological and social bases of shamanism and other traditional magico-religious practices and healing systems are areas of long-standing interest. Winkelman’s current applied work focuses on the use of alternative and complementary healing practice to address drug abuse. He is the director of the Summer Ethnographic Field School held in Ensenada, Baja California, Mexico. Selected publications include: Ethnic Relations in the U.S.: A Sociohistorical Cultural Systems Approach (1993, 1998); Shamans, Priests and Witches (1992); and Shamanism: The Neural Ecology of Consciousness and Healing (2000). He is co-editor of Sacred Plants, Consciousness and Healing (1996) and Potent Vision: Divination and Healing (2003). <michael.winkelman@asu.edu>

OTHER FACULTY IN THE DEPARTMENT OF ANTHROPOLOGY


C. Michael Barton (Ph.D. Arizona 1987, Assoc. Prof.). Archaeology, hunter-gatherers, lithic technology, geoarchaeology, computer applications and GIS, evolutionary theory; Old World (Mediterranean) and western North America.

Christopher G. Carr (Ph.D. Michigan 1979; Prof.). Archaeology, method and theory, quantitative analysis, philosophy of analysis, ecology, cross-cultural thanatology, soils, ceramics; eastern U.S.

Geoffrey A. Clark (Ph.D. Chicago 1971; Prof.). Archaeology, Old World prehistory, paleoecology, statistical applications, human evolution; Spain, Western Europe, the Near East.


Steven E. Falconer (Ph.D. Arizona 1987; Assoc. Prof.). Archaeology, complex societies, preindustrial urbanism and ruralism, ceramic analysis, settlement patterns; Near East.

Michelle Hegmon (Ph.D. Michigan 1990; Assoc. Prof.). Southwestern archaeology, archaeology, quantitative analysis, ceramics.

Donald C. Johanson (Ph.D. Chicago 1974, Prof.). Paleoanthropology, Plio-Pleistocene hominin evolution and dentition; Africa, Asia, and Middle East.

William H. Kimbel (Ph.D. Kent State 1986, Assoc. Prof.). Paleoanthropology, Plio-Pleistocene hominin evolution, Late Pleistocene human evolution, evolutionary theory, systematics; Africa, Middle East.

Keith Kintigh (Ph.D. Michigan 1982; Prof.). Archaeology, quantitative analysis; Southwestern U.S.

Mary W. Marzke (Ph.D. UC Berkeley 1964; Prof.). Physical anthropology, primate anatomy, paleoanthropology, Human evolution.

Charles F. Merbs (Ph.D. Wisconsin 1969; Prof.). Physical anthropology, human osteology, disease ecology, medical genetics; North and South America, Northeast Africa.
Leanne T. Nash (Ph.D. UC Berkeley 1973; Prof.). Primatology, ecology and social behavior of primates, feeding strategies, socialization, chimpanzees, galagos, experimental analysis of behavior.

Ben A. Nelson (Ph.D. Southern Illinois, Carbondale 1980; Prof.). Archaeology, ethnoarchaeology; North America, Southwest.

Margaret C. Nelson (Ph.D. UC Santa Barbara 1981; Prof.). Archaeology, technology; North America.

Charles L. Redman (Ph.D. Chicago 1971; Prof.). Archaeology, methodology, research design, architecture; Public Involvement; U.S. Southwest, Old World (near East and North Africa).


Glen Rice (Ph.D. Washington 1975; Assoc. Prof.). Director of the Office of Cultural Resource Management. Analytical methods, the improvement of field strategies, modeling community and settlement systems, and Southwest prehistory. He has directed field work in the Greater Southwest.

Katherine A. Spielmann (Ph.D. Michigan 1982; Prof.). Archaeology, ecology, hunter-gatherers, egalitarian societies, exchange; North America.

Barbara L. Stark (Ph.D. Yale 1974; Prof.). Archaeology, complex society; Mesoamerica.

Christy G. Turner II (Ph.D. Wisconsin 1967; Regents' Prof.). Dental anthropology, bioarchaeology, peopling of the Americas, origin of modern humans; U.S. Southwest, Alaska, Siberia, East Asia, Pacific Basin.

Robert C. Williams (Ph.D. Michigan 1976; Prof.). Physical anthropology, human genetics, immunogenetics, mechanics of evolution, HLA, molecular evolution.

RESEARCH FACULTY


ADJUNCT FACULTY

Hamdallah Béarat (Ph.D. Caen University, France, 1990). Archaeometry; conservation science; provenance, characterization and technical studies of inorganic artifacts, corrosion, alteration and degradation of artifacts, applied mineralogy, ceramic science.

Graciela Cabana (Ph.D. Michigan 2002). Migration theory, hunter-gatherers, transitions to ariculture, ancient DNA, mitochondrial DNA and Y chromosome studies, archaeological theory and human evolution.


Michael S. Foster (Ph.D. Colorado-Boulder 1978). Archaeology of Mesoamerica, Northwest and West Mexico, and U.S. Southwest; prehistoric exchange systems, lithics, ceramic technology, ecological anthropology.


Alice Marie (Sue) Haeussler (Ph.D. Arizona State 1996). Dental anthropology of ancient to contemporary Russia, Ukraine, Georgia, and Central Asia.

Philip C. Hammond (Ph.D. Yale 1957). Middle Eastern archaeology, Syro-Palestinian ancient history, the Nabataeans.


Margaret A. Lindauer (Ph.D. Arizona State 2002). Museum theory and practice, museum politics, exhibition planning and design, museum culture and function.

Janet Montoya (M.A. University of Houston, Clear Lake 1994). Mesoamerican archaeology, ethnohistory, religion and culture, ceramic figurines.

Bethel Nagy (Ph.D. Arizona State 2000). Physical anthropology and bioarchaeology, particularly health status and habitual activity patterns within prehistoric culture groups. North America, especially Midwest (Ohio/Kentucky) and Southwest.


Ana C. Pinto (Ph.D. Universidad de Oviedo, Spain 2001). Zooarchaeology and taphonomy in Paleolithic cave sites, dental microwear analysis of omnivores, Spain.

Bruce D. Ragsdale (M.D. UC San Francisco 1969). General anatomic and clinical pathology, skeletal and soft tissue pathology, paleopathology, ballistics research.


Steven H. Savage (Ph.D. Arizona State 1995). Mortuary and spatial analysis; geographic information systems; cultural resource management; Old World complex societies; northeast Africa and southwest Asia; quantitative methods, computer applications; Chalcolithic/Bronze Age urbanism, trade.

Henry J. Walt (Ph.D. New Mexico 1990), Archaeology, petroglyphs, ceramic analysis, museums, art history. Southwest U.S., China.

**EMERITUS FACULTY**

John L. Aguilar (PhD. U.C. San Diego 1997, Prof. Emeritus). Political anthropology, anthropology of everyday life, social relations, ethnicity, impact of economic change on class and ethnic relations, and social relations in rural Mexico.
Alfred E. Dittert, Jr. (Ph.D. Arizona 1959; Prof. Emeritus). Archaeology, cultural inventory methods, laboratory methods and techniques, ceramics, conservation of collections, museology; New World, U.S. Southwest.


Donald H. Morris (Ph.D. Arizona 1965; Prof. Emeritus). Physical anthropology, human origins, dentition, archaeology; U.S. Southwest, Africa.

James Schoenwetter (Ph.D. Southern Illinois 1967; Prof.). Archaeology, archaeological pollen analysis, method and theory of cultural ecology, cultural resource management, historical archaeology; U.S. Southwest and Midwest, Mesoamerica, England, France.

ANTHROPOLOGISTS IN OTHER DEPARTMENTS

Madelaine Adelman (PhD. Duke 1997, Asst. Prof. of Justice Studies). Anthropology of law, conflict and violence, nationalism and identity, Middle East and U.S.

Kristine Koptiuch (Ph.D. Texas-Austin 1989, Asst. Prof. of Social and Behavioral Sciences, ASU West). Sociocultural anthropology, social theory, transnational culture, postmodernity, gender/race/class, colonial discourse, urban space; Middle East, U.S.


Kathleen M. Sands (Ph.D. Arizona 1977, Prof. of English). Folklore, American Indian literatures, U.S. Southwest.


GRADUATE COURSES

SOCIOCULTURAL ANTHROPOLOGY

Advanced Medical Anthropology (ASB 503)
An overview of the field of medical anthropology including competing theoretical paradigms. We will focus on the psychological/psychiatric dimensions of the field, but include discussions of tropical medicine, biomedicine as an institution, and reproductive health/disease.

Anthropology of Art (ASB 591)
This course is intended for graduate and undergraduate students who are interested in what anthropology as a discipline has to offer to the study of art. The instructor’s answer is that anthropology has to offer comparison and explanation, that is, the study of all art everywhere (and therefore, the study of the boundary between art and non-art), and the study of the “whys” concerning the production or creation of art.

Anthropology of Development (ASB 591)
Theoretical approaches to the study of economic development and social change in Third World rural populations. Also emphasized are population growth, social differentiation, ethnic identity and acculturation, detribalization, and the role of anthropologists in development.

Anthropology and International Business (ASB 591)
This course examines international business and work from anthropological and cross-cultural perspectives, emphasizing the necessity of cultural adaptation to the work place both internationally and domestically. The first part of the course develops cross-cultural perspectives on the organization of work in different cultures and tools for the analysis of cultural impacts upon work and work-related behavior. The second part of the course examines the factors necessary for successful cross-cultural adjustment in the work place, emphasizing the role of cultural factors in communication, management, negotiation, and organizational behavior. The final section of the course examines cultural factors relevant to work and social relations in major regions of the world: Europe, Latin America, Asia, and the Middle East.

Applied Anthropology and Culture Change (ASB 591)
An introduction to and survey of the use of anthropology outside its pure academic context. Course participants will gain an understanding of how applied anthropology is done in a variety of social and cultural settings, how it benefits society, and how it advances our theoretical knowledge of culture and human behavior.

Applied Medical Anthropology (ASB 501)
This course is concerned with the applications of anthropology in the areas of health and medicine. Course topics will include the cultural perspectives in biomedicine; social factors affecting health, health care, and the illness process; sociocultural factors in the client-provider relationship of culture to symptomology, pharmacology and stress; culture and the ritual management of illness; culture and epidemiology; and health behavior in the American Indian, Latin American, African, and Asian cultures.

Chicano/Hispanic Experience in Comparative Perspective, The (ASB 598)
A principal focus of the course will be the settlements of Hispanics in the United States. Current urban and rural settlements of the Latino/Mexicano/Chicano population and the sociocultural and economic-political interface with the larger U.S. society and home areas will be covered. Material will be drawn from Latino settlements in urban (New York City, Los Angeles, Chicago) as well as rural (Central Valley of California and the greater Southwest) regions.
Comparative Religion (ASB 591)
Origins, elements, forms, and symbolism of religion; a comparative survey of religious beliefs and ceremonies; the place of religion in the total culture.

Culture and Political Economy (ASB 529)
This seminar examines the impact of macrohistorical forces of change, particularly the penetration of capitalism and state institutions, on localized populations. Topics include dependency and world systems theory, the nature of capitalist and precapitalist modes of production, and cultural hegemony and resistance. The importance of history for anthropological method and theory is stressed.

Ecological Anthropology (ASB 530)
Relations among the population dynamics, social organization, culture, and environment of human populations, with special emphasis on hunter-gatherers and extensive agriculturalists.

Economic Anthropology (ASB 591)
Economic production and exchange in tribal and peasant societies; major theoretical approaches are surveyed and illustrated with ethnographic and ethnohistorical case studies; emphasis is on the social and cultural contexts of economic systems.

Ethnic Relations (ASB 504)
This course is designed to introduce the student to the knowledge, skills, and perspectives necessary to function effectively in a multiethnic society. The first part of the course addresses the dynamics of interethnic interaction: intergroup dynamics, stereotyping, discrimination, prejudice, acculturation, assimilation, identity, and related topics. The second part of the course addresses the history of ethnic relations of specific groups in the U.S.—Native Americans, Black Americans, Hispanic Americans, and Asian Americans—with an emphasis on political and economic aspects. The last segment of the course focuses on strategies for more effective and sensitive interethnic relations, especially in the areas of social relations, education, psychology, and communication.

Ethnographic Research Methods (ASB 500)
Methods of data collection, coding, and analysis for fieldwork in cultural anthropology. Techniques will include direct/participant observation, structured and unstructured interviewing, field note-taking and management, and related qualitative data gathering approaches, some of which may be used in the development of quantitative instruments. Microcomputer applications to the storage, organization and analysis of data collected in the field.

Ethnohistory of Mesoamerica (ASB 536)
This seminar explores the prehispanic, contact-period indigenous societies of southern Mexico and Guatemala and their post-conquest transformation under Spanish rule. Emphasis is on the Aztecs of central Mexico, with some coverage of the Maya of Yucatan and Guatemala, and the Zapotecs and Mixtecs of Oaxaca. Students are also introduced to the written ethnohistorical sources, both published and unpublished.

Gender, Emotions and Culture (ASB 505)
This symposium will explore the epidemiology of mental illness and the nature and occurrence of emotional distress across cultures of the world. It will examine the cultural patterning of these disorders and the ways each culture accounts for their causes, attempts to prevent them or institutes treatment, from biomedical-psychiatric modalities to folk and traditional medical practices. How cultures view the “mind” and the “self” as basic to the studies of emotional disorder will also be discussed. Practical issues around adapting treatment to cultural bases, composed of either or both psychiatric and traditional practices, will be examined.

Health of Ethnic Minorities (ASB 502)
This is a review of health problems among ethnic minority populations in the United States. Epidemiological, sociological, and anthropological approaches to the problems of infectious diseases...
(including AIDS), substance abuse, chronic illness, and mental illness will be explored and synthesized. Governmental and community-based health care and preventive programs will be described with the help of health care providers from Valley communities and ASU researchers.

**History of Anthropology (ASB 591)**
This course examines the major theoretical trends in American and British social anthropology over the past 100 years, with particular emphasis on the culture concept.

**Indians of Mesoamerica (ASB 591)**
Society and culture in Indian Mexico and Guatemala. Emphasis is on the history and sociology of ethnic (Hispanic-Indian) relations.

**Indians of the Southwest (ASB 591)**
A survey of the family life, economics, political organizations, and religions of Southwestern Indians from the time of contact to the present day. Special attention is paid to the development of the reservations and reservation life today.

**Kinship and Social Organization (ASB 591)**
Meanings and uses of concepts referring to kinship, consanguinity, affinity, descent, alliance, and residence in the context of a survey of the varieties of social groups, marriage rules, and kinship terminological systems.

**Language and Culture (ASB 591)**
Application of linguistic theories and findings to nonlinguistic aspects of culture; language change; psycholinguistics.

**Linguistic Theory: Syntax (ASB 582)**
Contemporary theories of the grammatical structure of languages.

**Linguistic Theory: Phonological Systems (ASB 583)**
Origins and development of contemporary phonological systems with particular attention to non-Western languages.

**Method and Theory of Social and Cultural Anthropology I (ASB 540)**
This is the first part of a two-semester course sequence. It is a seminar-style review of the theoretical basis of anthropology, placed in the context of science and the humanities in general, and social science in particular.

**Method and Theory of Social and Cultural Anthropology II (ASB 541)**
Continuation of ASB 540. This second-semester course, also run seminar-style, applies theories and concepts discussed in ASB 540 to selected ethnographic case studies. Emphasis is placed on current work in the discipline.

**North American Indian, The (ASB 591)**
This course surveys the totality of Native or Indian culture of North America from the earliest to the present times. Special attention is given to Northwest Mexico and the Southwest U.S., the Native American Church or "Peyote Religion;" and the careers of marginal or progressive individual Indians vis-a-vis Anglo America in the 18th, 19th, and 20th centuries.

**Peoples of Southeast Asia (ASB 591)**
An ecological perspective on the tribal and peasant peoples of mainland and insular Southeast Asia, emphasizing subsistence adaptation and forms of social organization. The impact of development is also a major theme.

**Political Anthropology (ASB 591)**
Comparative examination of theories, forms, and processes of political organization and activity in primitive and peasant societies.
Practicum in Applied Anthropology (ASB 598)
This course is intended to provide students with actual experience in applying anthropological concepts, theory, and methodology in practical problem solving. Class members will participate in an ongoing applied evaluation research project focusing on community and school ethnography in the Phoenix-Tempe area. The course will provide training in ethnographic evaluation. Participants will have the opportunity to choose from a variety of possible research contexts.

Psychological Anthropology (ASB 591)
Cross-cultural psychology, ethnopsychology, and emotional disorders.

Principles of Social Anthropology (ASB 591)
Comparative analysis of domestic groups and economic and political organizations in tribal and peasant societies.

Research Design and Grant Proposal Writing (ASB 591)
Anthropology as a "science-like" discipline, how to structure a proposal, different kinds of proposals, tailoring proposals to funding agency requirements, reasons for rejection.

Sociolinguistics and the Ethnography of Speaking (ASB 591)
Relationships between linguistic and social categories; functional analysis of language use, maintenance, and diversity; interaction between verbal and nonverbal communication.

Theories of Culture (ASB 591)
History of the culture concept in America; current debates over the relation between science and the humanities; philosophical backgrounds of different theories of culture.