Anthropology and Social Change
With knowledge and practice, realize your aspirations.

**A pioneer in integrative teaching and learning, CIIS is known for the following:**

- Nationally and internationally recognized professors who expand the traditional boundaries of learning in their classes and scholarship. Study with faculty members who are committed to integrating, with academic rigor, diverse perspectives, and multiple ways of knowing.
- Leading-edge graduate programs in the School of Professional Psychology & Health and the School of Consciousness and Transformation.
- A unique School of Undergraduate Studies that features a Bachelor of Arts Completion (BAC) program offered on weekends in a cohort format. The BAC program enables students with previously earned college credit to earn an undergraduate degree in Interdisciplinary Studies.
- Online graduate programs in the groundbreaking fields of Transformative Studies and Transformative Leadership that expand our borders beyond the Bay Area. Online students benefit from an international community of learners and their reflective interaction with one another.
- A dynamic and supportive learning community—the perfect incubator for innovative ideas and study. The personal attention of faculty and our small classes enable students to express themselves with confidence.
- Internships in the six award-winning CIIS counseling centers and affiliated sites located throughout San Francisco. Students learn by practice under the guidance of trained supervisors.

**Engaged and Innovative Community**

Creative, curious, mindful, and socially aware—these are just a few of the words that describe the people of CIIS. What sets us apart is how we put those characteristics to work. We're passionate about intellectual inquiry and disciplined in our practice. We engage fully with our studies, one another, and our communities. Above all, we're open to new learning experiences, and we draw on the opportunities CIIS offers us to transform the world.

**A Pioneering Vision**

In 1968, San Francisco was the scene of a national revolution in music, politics, culture, and self-awareness. That same year Professor Haridas Chaudhuri and his wife, Bina, established CIIS, developing an equally revolutionary approach to education. They envisioned an integral approach to higher education that drew on the inspiration of the renowned Indian philosopher Sri Aurobindo. Originally focused on the integration of Asian and Western studies, CIIS has grown to include programs that offer a broad array of multicultural perspectives. While expanding the range of its programs, CIIS has retained the intimacy of an academic community rare in U.S. higher education. At the intersection of global and personal responsibility, CIIS has been committed to fulfilling Professor Chaudhuri's vision: "Humankind can no longer be divided into exclusive segments so that the fortune of one will not affect the fortune of the other."

**Admissions**

We begin accepting applications for the spring semester in September and for the fall semester in November. It is highly recommended that you submit all application materials at least two weeks before the February 1 priority deadline in order to avoid delays in having your application reviewed. Applicants who apply by the fall priority deadline will be notified of the admissions decision by April 1, with enrollment deposits required by May 1. If you are mailing your application from outside the United States, mail it at least thirty days before the department deadline. Applications are accepted after the posted deadline on a space-available basis.

For information on application requirements, procedures for admissions, and program-specific application deadlines, or to complete an application online, please visit [www.ciis.edu/admissions](http://www.ciis.edu/admissions). Admissions counselors (415.575.6154, admissions@ciis.edu) are pleased to answer your questions.
Anthropology and Social Change (ANTH)

MA and PhD in Anthropology and Social Change

Program Description
visit us online at http://www.ciis.edu/anth

Academic Year 2012–2014
California Institute of Integral Studies
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415.575.6100 www.ciis.edu
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Contact the admissions counselor responsible for this program at www.ciis.edu/admissionsteam or visit our website: www.ciis.edu.
About the Program

Founded in 1981, the Anthropology program at CIIS offers a critical, advocacy approach to education. In 1997, the program expanded to include a doctoral track. In 1999, the program was re-envisioned to prioritize issues of social and ecological justice in the context of a multicultural, postcolonial world. In 2012, the program was re-envisioned again to support and develop the knowledge generated by contemporary social movements, with a particular emphasis on struggles that engage critically with capitalist globalization and the neoliberal development project, and that prefigure alternative practices.

Our understanding of the integral mission of the Institute is distinctive in several key aspects. First, we attempt to integrate worlds of academic and grassroots knowledge. We believe that universities and social sciences are, for the most part, isolated from new practices and new movements, as they keep insisting on concepts and theories that are not adequate to new realities of creation and resistance. On the other side of this gap, activists are in serious need of new theories: theoretical knowledge(s) that can assist them in reflecting analytically on their practices, methods, and strategies for social change. At a moment when education is more than ever in danger of becoming enclosed and commodified, we have an urgent responsibility to defend universities as autonomous and critical places of knowledge production. The most important part of this process, we believe, is a construction of situations and contexts of translation and creative dialogue between academic knowledge and the knowledge held outside of higher education. It is only through the process of mutual learning and reciprocal exchange that we can hope to approximate another possible knowledge: one that is integral, relevant, and useful.

Second, our program reflects integration of social, political, economic, and environmental themes and issues. Instead of analyzing them separately, we treat these themes as interconnected.

Third, our understanding of integral relates to a specific research methodology, an activist ethnography that rests on the notion of integral activist research, or co-research, that integrates the community at every step of the research process. Integral research is a practice of intellectual production that does not accept a distinction between “active” researcher and “passive” research subjects. Rather, the aim of co-research is an integral relationship that transforms both the researcher and the community into active participants in producing knowledge and in transforming themselves. It is an uncertain process wherein the researcher knows “how to start but not how to end,” an open process that discovers new possibilities within the present, a collective wondering and wandering that is always difficult and never resolved in easy answers.

Finally, our vision of the social sciences is not simply interdisciplinary: instead of antagonistic epistemologies and disconnected disciplines, predicated on a split between “two cultures” (separation of science and philosophy/humanities), and the division of singular human experience into artificial spheres of state, market, and society, we support a project of an integral epistemology and integrated social science.

Innovative Approach to Theory

In our theoretical courses we focus on movement-relevant knowledge with a view to changing the world. The basis for our effort to think collectively is an ideal of a prefigurative social theory: the theory that embodies, in its own organization, an articulation of extremely diverse philosophies, a vision of what a more reasonable political order might look like. Students are expected to obtain extensive knowledge of radical theories, global resistance struggles, and strategies for social justice. We engage many different theoretical traditions, including, among others: Marxism, anarchism, feminism, post/decolonial, gender, queer, and critical race theory. Our theory courses are organized around key concepts and key thinkers emerging from all of the traditions mentioned above. For instance, Marxism is not taught as a separate theory course, but key ideas emerging from Marxist (or feminist, anarchist, or postcolonial) tradition are studied in our theoretical sequence. Our electives are carefully crafted to respond to urgent issues such as environmental racism (for instance, in Hunters Point), migrant labor (in Central California), prison activism (in Chowchilla), and political ecology (as a problem that transcends the local). In our department you find distinguished scholars, artists, and activists teaching elective courses in political ecology, political science fiction, anarchist anthropology, temporary autonomous zones, hactivism, the Occupy Wall Street movement, feminist geography, CyberMarx, environmental racism, direct action, autonomy of migration, radical history of the Bay Area, cultural production, and food sovereignty.
**Distinctive Approach to Methodology**
In our graduate program we give special attention to research and to what we call activist ethnography. Our approach to methodology rests on interrogating traditional research approaches as well as presenting alternative research tools, techniques, and strategies associated with militant and convivial community-based research approaches. By emphasizing direct action and co-research, we prioritize reflexive, interactive, and horizontal practices of knowledge production. Unlike other efforts at community research that often objectify “the community,” we attempt to combine recent innovations in cultural cartography, militant and convivial research, insurgent investigation, guerrilla history, oral history, social genealogies, critical ethnography, life histories, and prose of counter insurgency, as part of an integrated strategy that includes the local community in every stage of the research process. Our goal is to facilitate emergent knowledge communities, a convivial collective composed of a diverse representation from the university and community.

The research process explores various approaches to activist ethnography and the complications presented by observant participation. The goal is to interrogate the tension between quantitative and qualitative methodologies by taking advantage of subaltern strategies of knowledge production. Students interrogate activist ethnography by examining more traditional approaches to participant observation and constructing field notes against alternative, collective approaches to engaged knowledge production. Through critical review of selected secondary literature on ethnography and locally grounded fieldwork, students examine critical ethnography, autoethnography, testimonies, and drifts, just to name a few, paying close attention to dilemmas in the field, the complications around representation, and more recent innovations in collective strategies of knowledge production.

**Participatory Approach to Learning**
The graduate program in Anthropology and Social Change brings together scholars and activists engaged not in teaching but in co-learning. Our approach to co-learning is inspired by a long and beautiful history of education developed in popular universities, modern schools, universities of earth and without walls, and free schools. We find ourselves in the tradition and legacy of educators such as Leo Tolstoy, Paul Robin, Francisco Ferrer, Emma Goldman, Alexander Niell, Ivan Ilich, Paul Goodman, Angela Davis, bell hooks, and Paulo Freire. We are excited to learn from past educational experiences in the Bay Area: Black Panther community schools, San Francisco Liberation School, New College of California, and Berkeley Free School are only some of the exciting traditions that inspire our educational vision. We conceive the classroom as a convivial space of facilitation and consultation, of interactive and horizontal processes of knowledge exchange and production.

**Convivial Approach to Communication of Knowledge**
We offer several forms of *convivio*, or convivial spaces of knowledge communication:

*Emergency Library* is a space that affirms the original meaning of the library as a communal institution: it is a convivial space of exchange of books, poetry, and ideas. In this *convivio*, we exchange ideas, skills, and organizing knowledge with the communities outside the Institute. We are scholars on call, responding to the emergent needs of the communities in struggle, who might be in need of legal advice, activist companionship, scholarly input, or a media suggestion. We bring this information not as impositions but as gifts, in the spirit of exchange and mutual aid, learning from the communities in the process.

*Political Laboratory* is held once each semester as a weekend-long convivial encounter of local or international scholars working on a particular project, students, and selected participants from the local community. Together they think collectively about a particular idea, book, concept, or project.

*Atelier of Insurrectionary Imagination* is a space of occasional magic, where artistic production is combined with political imagination, and subversive creativity. Here, artists inspire students and members of the community to dream collectively and explore the unsettling alchemy of art and social justice.

*Autonomous Classroom* is an experimental class created convivially by MA and PhD students, a class where the world is turned upside down, students become teachers, teachers become students, and all graduate students autonomously design a class that they teach and self-manage over the course of one semester.
Guerrilla Workshop is an improvised event-space where students, faculty, or students and faculty, present their current work. This includes papers to be presented at various conferences, report backs from academic or activist events, and dialogues relevant to anthropology, social justice, and critical theory.

Dialogues and Interrogations: Instead of interrogating people, in this public convivio we interrogate ideas. This takes form of a bimonthly conversation between activist journalists and prominent organizers and activist intellectuals.

Events, Workshops, Research Working Groups, and Visiting Scholars
The program regularly hosts lectures, conferences, and workshops on a variety of social justice issues that bring together scholars, activists, and artists, both local and international. For instance, a one-day political laboratory on Radical Pasts, Radical Futures combined the intellectual and political experience of social movement theorists and activists Selma James, Peter Linebaugh, Andayie, Gustavo Esteva, George Katziaficas, Ruth Reitan, and scott crow. Aymara feminist from Bolivia, Julieta Paredes, gave a workshop presentation of “feminismo comunitario.” Against the Grain producer Sasha Lilley interviewed Iain Boal on his book on communes in Northern California. Anarchist anthropologist David Graeber gave a keynote lecture on the first 5000 years of debt. Our first research working group is “Black Research Working Group.” We are in the process of instituting a program that features visiting activist scholars.

About the MA Program in Anthropology and Social Change

The master of arts program in Anthropology and Social Change is unique among graduate programs in the United States due to the its focus on activism and social justice. We recognize social movements as a key location of knowledge production alongside that of the university. The mission of the MA program is to generate a dialogue among agents active in these two locations of knowledge production. Our intention is to establish a particular kind of institutional space where social movement activists immersed in organizing meet scholars primarily engaged in theoretical work. The program is envisioned as a space of translation of academic and grassroots knowledge and experiences, produced in the encounter among social scientists, artists, and activists from the Bay Area. Students work with some of the most prominent activists in San Francisco Bay Area, as well as with core faculty from the department and the Institute. In this process of encounter and co-learning, students and faculty are expected to share ideas, debates, and practices of radical politics and social movements, as well as practical skills in research, organizing, campaigning, policy analysis, legal and environmental work, and activist media.

The MA in Anthropology and Social Change provides students with an opportunity to simultaneously engage with the world of social movements and with the world of social science and radical theory. As our program is located in an area that is unique in terms of diversity and richness of social struggles, we encourage students to establish a relationship with local social justice groups, organizations, movements, and campaigns. Activist ethnography with a focus on integral research makes this graduate experience rewarding both for students and for the local community.

Attention to Activism and Social Justice
The program’s attention to activism and social justice focuses on creating contexts and spaces of encounter among social scientists, theorists, artists, and activists. We welcome students interested in becoming activists and scholars. The program offers three interrelated sets of courses. Required theoretical courses include ideas for action, global social movements, radical political economy, radical theory, and unthinking social science. Research courses include activist ethnography and activist research. Activist skills include media skills (strategic filmmaking, writing and publishing, Internet skills, radical radio), legal skills, policy analysis, environmental skills, and campaigning and organizing skills. Students are expected to choose three out of the five activist organizing skills courses (organizing, analysis, campaigning, environmental, or legal) and three out of four activist media skills courses (radical radio, filmmaking, web, or activist writing).
A key aspect of the MA program is a research-based portfolio. In the first year of the program students are expected to begin to make contacts or seek out appropriate material for the completion of a research portfolio. Students are encouraged to do an activist research practicum with a community group or organization in order to undertake original research. This work culminates in an integrative seminar that students are expected to take in the last semester of their graduate study. The portfolio is comprised of a project based on activist research (this could be a campaign report, research report, website, video, or radio document), a collection of essays from core courses in the program, and one shorter integrative essay. These three pieces of work are linked and reflect the interaction between theory and practice.

Career Outcomes
The MA in Anthropology and Social Change offers an opportunity to develop knowledge and skills at the interface of university education and political activism that are relevant to careers in education and social justice work. The program has been structured to respond to two related aims: the first is to provide a particular experience in training for research at universities and in higher education; and the second is to provide relevant knowledge and skills required by social movements, nonprofit and non-governmental organizations, environmental and political campaigns, and trade unions.

The program offers students extensive knowledge of critical theory and history; academic skills needed for continuation of their graduate studies; in-depth understanding of the conceptual foundations of key debates in theory and social science; knowledge of social movement history; experience in working with social movements; competence in cutting-edge activist research techniques; an understanding of the range of methodologies that social scientists use in their research; organizing, campaigning, legal, and media skills appropriate for employment in a range of settings such as community groups, nongovernmental organizations, and progressive media; and an opportunity to be part of an intellectually inspiring and innovative learning and research environment.

We encourage students to consider PhD study in Anthropology and Social Change. Many of the themes in the MA program can be followed up at the PhD level with our core faculty.

MA Program Admission Requirements
Applicants must meet the general admission requirements of the Institute. In addition, we require two letters of recommendation, one from an academic advisor or someone familiar with the applicant's ability to do academic work, and one from a supervisor in a recent professional or volunteer setting.

Applicants are also asked to include a recent sample of scholarly writing. The required autobiographical statement should describe significant events in the applicant's life that have led to the decision to pursue admission to this department.

A goal statement reflecting areas of academic interest should be included. Applicants to the MA need not have an undergraduate major in anthropology; however, it is necessary to have had at least three upper-division-level social science courses. If lacking, these courses can usually be taken concurrently with graduate courses, although they will not be counted toward required degree units. The MA in Anthropology and Social Change is a residential program.

Curriculum

MA in Anthropology and Social Change—36 units

I. Required Courses—26 units
   ANTH 6148 Ideas for Action: Social Theory for Radical Change (3 units)
   ANTH 6159 Unthinking Social Science (2 units)
   ANTH 6152 Global Social Movements (2 units)
   ANTH 6195 Radical Theory (3 units)
   ANTH 6060 Activist Ethnography 1 (3 units)
ANTH 6161 Activist Ethnography 2 with practicum (3 units)
ANTH 6198 Radical Political Economy (3 units)
ANTH 6179 Organizing for Social Justice (1 unit)
ANTH 6171 Campaigning for Social Justice (1 unit)
ANTH 6182 Activist Legal Skills (1 unit)
ANTH 6183 Activist Policy Analysis (1 unit)
ANTH 6180 Activist Environmental Skills (1 unit)
ANTH 6174 Activist Writing Skills: Writing, Editing, and Getting Published (1 unit)
ANTH 6177 Activist Media Skills: Producing Radical Radio (1 unit)
ANTH 6178 Activist Media Skills: Introduction to Documentary Videography and Strategic Filmmaking (1 unit)
ANTH 6175 Activist Media Skills: Web Publishing and Digital Media (1 unit)
ANTH 6599 Integrative Seminar (1 unit)

II. General Electives—10 units

Part-Time Curriculum
Students may pursue a part-time course of study in consultation with their academic advisor.

Taking Courses in a Particular Sequence
The graduate curriculum is designed in a particular sequence to help further student development. Students are expected to follow the MA semester curriculum in the order that it is structured, unless advised otherwise by their academic advisor.

About the PhD Program
The Anthropology and Social Change PhD is unique among graduate programs in the United States due to its focus on exploring counter-hegemonic alternatives, postcapitalist cultures, and prefigurative practices. In a certain sense, we are a department of postcapitalist studies. However, by this complicated word, postcapitalism, we do not wish to refer to some dreamed-up utopia, nor to a speculative exploration of futuristic scenarios. While we agree with Lewis Mumford on the “importance of building castles in the sky,” we see as an even more urgent necessity to study politics of alternatives in the here and now: the need to engage with postcapitalist cultures that are already being built, and to understand other worlds that are already possible.

Together with the activists of the World Social Forum, we believe that “another world is possible.” The role of the new social movements, we are reminded, is not to conquer the world, but to make it anew. What, then, is the role and responsibility of anthropology and other social sciences? In a world riddled with so many crises, few things appear to be more relevant than systematic research of counter-hegemonic knowledge and practices. Social scientists should leave pessimism for better times. Anthropology, in particular, is well equipped to participate in the “nowtopian” task of constructing social scientific knowledge that looks beyond capitalism, hierarchy, and ecological disaster.

The practice and technique of ethnography provides an important model of a possible “postcapitalist” social science. As one contemporary anthropologist, a friend of our program, recently noted, when one “carries out an ethnography, one observes what people do, and then tries to tease out the hidden symbolic, moral, or pragmatic logics that underlie their actions; one tries to get at the way people’s habits and actions make sense in ways that they are not themselves completely aware of.”

We ask our students to do precisely this: to look at those who are creating viable alternatives, to try to figure out what might be the larger implications of what they are already doing, and then to offer those ideas back, not as prescriptions, but as contributions, possibilities—as gifts.
This program offers the space and the possibility to engage with many traditions of radical scholarship and emancipatory social science. We believe that social sciences should analyze, discuss, and explore the possible; that we should describe and imagine alternative institutional structures; that we need to collectively reflect and debate the dilemmas of the democratic and egalitarian world we wish to build. The collective effort of understanding alternative visions of possible futures takes the form of analytic and ethnographic study of real historical alternatives in the present. This, in turn, requires a serious engagement with social movements involved in the production of alternatives. Students are expected to have an excellent command of history, debates, and perspectives of contemporary social movements. These movements exist in the historical, social, and epistemological context of colonization, development, and globalization. More than one in six humans now live in slums, more than one billion in a world of jobless growth, or no growth, which is a modern problem for which there is no modern solution. Indeed, modern solutions are often the source of the problem, and our students are expected to have a good understanding of intertwined historical processes of colonization, development, and liberal modernity.

The doctoral program is distinctive for its focus on alternatives. What are some of them? Worker cooperatives in Oakland, social centers in Italy, autonomous systems of justice in Guerrero, community gardens in Detroit, occupied self-managed factories in Argentina, “good government” of the Zapatistas, buen vivir (good life) and plurinationalism in Bolivia, participatory democracy in Kerala, solidarity economics of Mondragon, participatory economics in Winnipeg, pedagogy of the block in African American communities, alternative environmentalism in Afro-Colombian river regions, legal pluralism, autonomy of migration, marginalized medical practices in South Asia, solidarity unionism in New York City, communal agriculture in Malawi, shack dweller democracy in South Africa, Copwatch in Berkeley, the U'wa battle against oil companies, biodiversity in Brazil, restorative justice in Ohio, knowledge commons and globalization, independent media, and autonomous food systems in Japan, are only some of the examples of postcapitalist possibilities. There are so many more, and one of the responsibilities of our students is to discover them.

The program is distinctive in its emphasis on:
- Postcapitalist analysis of historical alternatives in the present
- Global social movements and lost revolutionary treasures
- Issues of colonialism, globalization, development
- Anarchist, Marxist, feminist, subaltern and post/decolonial theoretical perspectives
- Political ecology
- Integration of activism and scholarship: developing research skills in activist ethnography, intercultural translation, and emancipatory research

Many classes include a research component, and the doctoral dissertation is based on activist ethnographic research.

Activist ethnographic frameworks include traditional research approaches as well as research tools, techniques, and strategies associated with militant and convivial community-based research approaches (see methodology section of the introduction).

Part-Time Curriculum
Students may pursue a part-time course of study in consultation with their academic advisor.

Required Coursework
The PhD requires 36 units of coursework divided between required units and electives. Student should consult with their academic advisor when selecting their directed electives. The electives may be taken from outside the Anthropology program.

Comprehensive Examinations
After completing the Comprehensive Exams students are required to take Specialization Seminar/Dissertation Proposal Writing before advancing to candidacy. Exams are designed to demonstrate the student’s knowledge in the program area. Both comprehensives are individualized, are taken at the end of the student’s coursework and are in the form of written papers.
Language Examination
If students are conducting research in a country or in a culture with a language other than their own, they need to pass a written language examination to demonstrate competency in a second language before advancing to candidacy. The three-hour examination consists of translating scholarly work in the second language into English.

Dissertation Proposal Writing
Students are required to write a thirty-to-thirty-five-page-long dissertation proposal (in the course titled ANTH 9000: PhD Specialization Seminar/Dissertation Proposal Writing). This course is taken on a flat-fee basis. After the student receives a pass in this course, the dissertation committee, including an external reviewer, reviews the proposal and may require further revisions. All proposals must meet the standards of the Human Research Review Committee.

Dissertation Research, Writing, and Defense
The PhD dissertation is based on relevant and applied research conducive to scholarship with an emancipatory interest. After advancing to candidacy, students are required to undertake applied research, followed by dissertation writing. The dissertation committee includes an external member. During the applied research and dissertation-writing phase, students are not expected to register for units but pay a flat fee toward maintenance of status. After the committee has approved the dissertation, students are expected to conduct and pass a public defense.

PhD Admissions Requirements
Entry into the PhD program in Anthropology and Social Change requires a master’s degree. Students with an MA from another school or from another department at CIIS may require up to one additional year of coursework as part of their PhD program.

Students with an MA in Anthropology and Social Change from CIIS do not require additional coursework.

The Anthropology and Social Change PhD is a residential program. We are interested in creating a convivial community of scholars, not competitive academics; we believe in educating intellectuals and not professionals. We believe that professors and students are co-learners, and that learning and knowledge production are participatory, inclusive, and horizontal processes. Our program is probably not the best fit for those who want to be taught in the vertical space of a traditional classroom. Rather, this is a unique and inspiring place for activist scholars who are passionate about co-creating knowledge that is useful, relevant, and integral.

Applicants must meet the general admissions requirements of the Institute. In addition, two letters of recommendation are required, one from an academic advisor or someone familiar with the applicant’s ability to do academic work, and one from a supervisor in a recent professional or volunteer setting. Applicants are also asked to include a recent sample of scholarly writing. The required autobiographical statement should describe significant events in the applicant’s life that have led to the decision to pursue admission to this department. A goal statement that includes areas of academic interest should be included.

Admission to the PhD Program Without an MA in Anthropology from CIIS
Students entering the PhD without an MA in Anthropology and Social Change from CIIS are required to take an additional 12 to 15 units of MA-level coursework within the Anthropology and Social Change program.

Students may require an additional year in which to complete these courses.

Once students are admitted, advisors will facilitate the drafting of a tailored curriculum contract that incorporates these additional courses and suggests a timeline. These additional courses include three of the five courses:

- Ideas for Action: Social Theory for Radical Change
- Global Social Movements
- Unthinking Social Science
- Radical Theory
- Radical Political Economy
PhD Curriculum

PhD in Anthropology and Social Change—36 units

I. Required Courses—21 units
- ANTH 6158 Introduction to Postcapitalist Politics: Beyond Liberal Democracy
- ANTH 6060 Activist Ethnography I
- ANTH 6163 Politics of Economic Possibility: Solidarity Economy and Alternative Production Systems
- ANTH 6166 Other Ways of Being Human: Alternative Sexualities, Family, and Kinship Systems
- ANTH 6172 Other Ways of Knowing: Alternative Epistemologies, Rival Knowledges, and Justice Systems
- ANTH 6890 Integral Research
- ANTH 7890 Directed Seminar in Research
- ANTH 9600 Comprehensive Examinations
- ANTH 9000 PhD Specialization Seminar/Dissertation Proposal Writing
- ANTH 6900 Thesis/Dissertation Proposal Completion (maximum of three times)
- ANTH 7900 Thesis/Dissertation Seminar

II. Electives—15 units

Course Descriptions

ANTH 6060: Activist Ethnography I (3 units)
This course will explore various approaches to activist ethnography and the complications presented by observant participation. Our goal will be to interrogate the tension between quantitative and qualitative methodologies by taking advantage of subaltern strategies of knowledge production. We will interrogate activist ethnography by examining more traditional approaches to participant observation and constructing field notes against alternative, collective approaches to engaged knowledge production. Through critical review of selected secondary literature on ethnography and locally grounded fieldwork we will examine critical ethnography, autoethnography, testimonio, and drifts, just to name a few, paying close attention to dilemmas in the field, the complications around representation, and more recent innovations in collective strategies of knowledge production. **Prerequisite: MA or PhD student.**

ANTH 6099: Theoretical Studies: Contemporary Social Thought and Political Practice (3 units)
Although contemporary European philosophy has had a major influence in academic circles in the U.S. and around the world for several decades, courses on European thought do not always provide to interested students the substantive historical and contextual background they need to participate in the ongoing discussion. In this course, we will look at the fields of knowledge necessary to read and understand the main topics of contemporary European social thought. We will give an overall sense of the topology of German, French, and Italian thinking, and will examine the fundamental concerns behind Marxism, critical theory, poststructuralism, postmodernism, and workerism. Using close readings and a critical perspective of original texts, we will inquire into the key roles played by specific authors, such as Kant, Hegel, Gramsci, Sartre, Althusser, Foucault, Derrida, and Negri, among others, along with their main ideas and the social contexts that brought them forth. **Prerequisite: MA or PhD student.**

ANTH 6148: Ideas for Action: Social Theory for Radical Change (3 units)
The purpose of this course is to introduce students to social theory for radical change. We will interrogate radical theoretical traditions and become acquainted with concepts relevant to political action. Students will gain familiarity with basic concepts of Marxist critiques of political economy, anarchist analyses of hierarchy, feminist approaches to intersectionality, and critical race theory. Additionally, this seminar explores the theory behind struggles against capitalism, coloniality, and neoliberal globalization that have taken place over the past few decades, and the theoretical alternatives and new forms of political expression that have emerged in countries throughout the Global South and Global North. We will look at new ideas, cultural practices and knowledge
produced within the World Social Forum, indigenous movements, new anarchist and post-Marxist traditions, Quaker and liberation theology, feminist networks, transnational coordinations such as La Via Campesina, as well as concepts of “other theory,” solidarity economy and participatory democracy.

**ANTH 6152: Global Social Movements (2 units)**
This seminar examines moments and movements of social protest on a world-scale, from the early centuries of capitalist development to the present. The course covers a broad history, ranging from periods of pathbreaking revolutions (e.g. “the Age of Revolutions” in the late 18th century), through anarchist, Marxist, feminist, and anti-colonial movements in the twentieth century, to global outbreaks of social movements surrounding “1968,” to “antiglobalization,” “autonomous,” and “occupy” movements. Our aim is nothing less than an understanding of how anti-systemic movements have successively challenged and changed the colonial/capitalist world-system over the last three centuries.

**ANTH 6158: Introduction to Postcapitalist Politics: Beyond Liberal Democracy (3 units)**
This seminar is meant to explore alternatives to liberal representative democracy. Is politics equivalent to state action? Or can it be found in seemingly unlikely places, such as Egyptian social movements, Argentine neighborhood assemblies, or Zapatista communities? Is “democracy” an inherently Western concept? Does it refer to a form of governance (a mode of communal self-organization), or a form of government (one particular way of organizing a state apparatus)? If democracy is simply a matter of communities managing their own affairs through an egalitarian process of public discussion, there is no reason why forms of decision-making in various communities outside of the liberal democratic canon should not be at least as worthy of the name as the constitutional systems that govern most nations-states today—and, in many cases, probably a good deal more so. Today, when politics is the preserve of statesmen and professors, experts and media mavens, and not the subject of widespread public debate, counter-hegemonic models of doing and thinking politics are well worth of examining—perhaps more than ever before. **Prerequisite: PhD student.**

**ANTH 6159: Unthinking Social Science (2 units)**
The adventure of social sciences is still in its infancy. Social science divided the world into three arenas—politics, economics, and socio-culture. This distinction was an 18th century invention of liberal political ideology, subsequently imposed upon the world of knowledge, and it now forms the basis of contemporary social science. The link between liberal ideology and the social science enterprise has been both essential and existential. Social scientists were urged to be “empirical,” “objective,” and “neutral,” in search of “universal” truths. This is a very unfortunate way of approaching social reality as it divides singular human experience into artificial spheres. Even less fortunate is the split between the “two cultures,” the so-called divorce between philosophy and science, or what would be better characterized as the separation of the quest for the true and the quest for the good and the beautiful. This double epistemology has been seriously challenged only in the last thirty years. In this course, we will attempt to explore the ways of overcoming once and for all the distinction between antagonistic, warring epistemologies, and formulating an integral epistemology of knowledge that treats simultaneously and inextricably the issues of the true and the good. **Prerequisite: ANTH 6148.**

**ANTH 6161: Activist Ethnography 2 (3 units)**
In this course, students will build on skills from Activist Ethnography I in conjunction with working with a local organization to develop their practicum. **Prerequisite: ANTH student.**

**ANTH 6163: Politics of Economic Possibility: Solidarity Economy and Alternative Production Systems (3 units)**
This course offers a critical examination of economic possibilities, alternative production systems, and subjectivities that can be considered “postcapitalist” in that they strive to transcend what is conceivable within the current socioeconomic order. The critiques and experiments examined here include both past and present attempts to carve out autonomous spaces of non-capitalist production. We will embark on a journey through popular economic organizations, communal self-management of land, experiments in solidarity economy, community economy, and participatory economics, and self-organized workplaces and cooperatives. In doing so, we arrive at a very different notion of “development,” a perspective grounded in a diverse array of economic initiatives in different parts of the world. These are important struggles in a double sense: first, they struggle for dignity, and second, they contest the way social reality is represented as natural and inevitable. Such struggles
are epistemic: revealing, and contesting, what development takes for granted. At once challenging and re-imagining development, those struggles contribute to an emerging sensibility that another world is possible. **Prerequisite: PhD student.**

Kinship is one of the most basic principles for organizing individuals into social groups, roles, categories, and genealogy. Feminist postcolonial interventions along with critical race and queer theorists have highlighted the centrality of the intersecting roles of gender, race, sexuality, class, coloniality, and Western biomedical/life sciences that shape the lived experiences of women and “queer” subjects historically and in the present. What has emerged in the process are new understandings of human kinship relations revealing how the multitude of alternative human kin relations, though structured by historical and current power hierarchies, flourish and challenge heteronormativity (in marriage, family, reproduction) and biological essentialism as the necessary grounds for a flourishing life, formation of families, and being human. As we consider the relation between power and sexuality, we will explore which lives, forms of desire, and embodiment are enabled over others. In this course we will consider the roles of science, technology, and medicine in constructing and redefining normative gender and sexualities, and the challenges posed against these definitions by individuals and social movements across time and different geographies. **Prerequisite: PhD student.**

**ANTH 6171: Campaigning for Social Justice**
What are the problems and challenges of working in the nongovernmental and nonprofit sector? What tactics and strategies work best? What skills and techniques are needed? What do people mean when they say that “revolution won't be funded?” How do we write grants? This course will examine the theory and practice behind a range of campaigning tactics in conjunction with exploration of particular forms of social justice campaign work. These lessons form an important knowledge base for equipping students with the ideas, techniques and skills useful for working alongside local nonprofit and campaign groups, providing mutual benefits to students and to the Bay Area community.

**ANTH 6172: Other Ways of Knowing: Alternative Epistemologies, Rival Knowledges, and Systems of Justice (3 units)**
There is no global social justice without global cognitive justice. Epistemicide was the other side of genocide. From a “postcapitalist” perspective, such recognition is crucial. The epistemological privilege granted to modern science from the seventeenth century onwards, which made possible the technological revolutions that consolidated colonial/capitalist order, was also instrumental in establishing “abyssal thinking:” drawing an abyssal line between scientific knowledge and other, non-scientific forms of knowledges. This course aims at elucidating some of the destructive consequences of this epistemology and proposes an alternative epistemology that, far from refusing science, places the latter in the context of diversity of knowledges existing in contemporary societies. Our intention is to show how the reinvention of social emancipation is premised upon replacing the “monoculture of scientific knowledge” by an “ecology of knowledges.” **Prerequisite: PhD student.**

**ANTH 6174: Activist Media Skills: Writing, Editing, and Getting Published**
I wrote something incisive and political, but who is going to publish it? This intensive course will integrate the “political economy” and practice of writing, editing, and publishing. We will explore the many issues that emerge in writing about social movements or causes that one is part of, or sympathetic to, and examine the multitude of questions related to the process of writing, editing, and publishing. Writing articles, essays, or opinion columns for progressive periodicals is an important (and frustrating!) craft, and so is editing and finding adequate publication outlets. **Prerequisite: MA or PhD student.**

**ANTH 6175: Activist Media Skills: Web Publishing and Internet Media (1 unit)**
This media skills course will address practical and technical aspects of designing a presence on the Internet. We will learn the latest technical strategies and resources for using Internet to publish content, create websites, facilitate activist communication, promote events, actions, build community or membership, and raise funds. **Prerequisite: MA or PhD student.**

**ANTH 6177: Activist Media Skills: Producing Radical Radio (1 unit)**
This intensive course will integrate the theory and practice of producing radical radio. We will explore the
many issues that emerge in covering movements or causes that one is part of, or sympathetic to, and examine the questions that arise from utilizing the radio medium. We will review the mechanics of radio production, preparation and research, interview technique, dissemination, and the challenges of presenting critical ideas to different audiences. Emphasis will be on producing in-depth analytical radio programming, rather than radio journalism and reportage. Prerequisite: MA or PhD student.

**ANTH 6178: Activist Media Skills: Introduction to Activist Videography and Strategic Film Making (1 unit)**

Critics and political activists often assume that nonfiction film making merely serves to reflect upon political realities or as a tool for denouncing intolerable abuses or social situations. This is wrong. At numerous times throughout the last several decades, political filmmakers have used non-fiction filmmaking as a tool for community organizing and have used their films as effective tools to change political situations. From the agit-prop films of the “Third Cinema” movement in Latin America in the sixties, to the Internet-based videos produced in Egypt that paved the way for the 2011 Egyptian Revolution, we will study several moments from recent history in which documentary and other nonfiction filmmaking practices became effective nonviolent weapons to transform society. We will also identify and discuss diverse and crucial chapters from the history of political documentary filmmaking; articulate the way documentary films have formed part of the repertoire of strategies and tactics used by agents of social change in different parts of the world under diverse social conditions, and understand how to effectively distribute nonfiction videos online and offline to affect the outcome of social movements in which students might be involved. The course will also introduce successful examples of community video collective productions. Students will leave the media skills seminar with hands-on knowledge of camera use and video production. They will be asked to complete a video assignment to apply techniques covered during the course. Prerequisite: MA or PhD student.

**ANTH 6179: Organizing for Social Justice (1 unit)**

This seminar will examine the history of organizing and different models of community organizing, including direct actions, mass mobilization, social action, grass roots empowerment and advocacy, as well as newer community building approaches developed within the current occupy movement. The purpose of this course is to provide an introduction to philosophical underpinnings, theoretical approaches, and practical applications of the most significant aspects of community organizing. We will pay special attention to issues of gender, class, race, ethnicity and sexual orientation in organizing work. Topics include: social movement theory; revolutionary and reformist action; building a campaign; legal work; relationship with the media; strikes, pickets and labor unions; popular education; taking nonviolent direct action; street theater; state responses to popular mobilizations.

**ANTH 6180: Activist Environmental Skills: Impact Study, Risk Analysis, and Management (1 unit)**

Increasingly, ecological systems are exposed to toxic substances due to human industrial and agricultural activities, which may cause serious harm to human populations and other living organisms. It is important to find ways to estimate the risk involved from exposure to hazardous substances. It is also important to remediate such risks once they have been identified. Environmental impact studies are an important tool for community organizing; they allow the activist and policy-maker to participate in public decisions in a way that will protect the community. Using a number of historical case studies and legal decisions, students will learn how to identify the different stakeholders who may be affected by a given project in a given community. In addition, they will study a variety of approaches in order to work with multidisciplinary teams of specialists who estimate and forecast environmental consequences along with immediate direct effects of a project. Risk assessment is a first step in any environmental advocacy work, laying a foundation for in-depth cost-benefit analysis of proposed public or private projects. As such, it is a must for activists and policymakers alike. In this course, students will learn a variety of approaches and methods used in the identification of hazards and their potential and actual effects, including the level of toxicity and related pathologies.

**ANTH 6181: Postcolonial Cinema (3 units)**

Visual anthropology and its historical relation to film as a mode of cultural and inter-cultural representation has necessarily been complicated by postcolonial critique and by experimental ethnographic film and video. We will begin by looking at the history of ethnographic film and continue to consider more recent experimental strategies used by filmmakers from the peripheries of dominant modes of production to address different affective, historical and conceptual experiences. Along the way, we will examine the concepts, histories and practices of Third Cinema, accented cinema, and haptic cinema to explore a range of creative strategies that
emerge from conditions of transnational, diasporic and border experiences. We will read works by James Clifford, Trinh T. Minh-ha, Gilles Deleuze, Hamid Naficy, Laura Marks as well as other scholars. Films considered include Zacharias Kunuk's *The Fast Runner*, Shirin Neshat's *Women Without Men*, Chang-dong Lee's poetry, and Tracy Moffat's *Bedevil*, amongst others. Prerequisite: MA or PhD student.

**ANTH 6182: Activist Legal Skills (1 unit)**
In this activist skills course we aim to share skills and existing resources amongst a diverse range of activist organizers to enable students to understand the legal repercussions of activism, including coordinating their own legal support and ways of asserting civil and political rights before, during, and after actions. Likely areas to cover include: history of progressive legal work; know your rights; legal solidarity; legal direct action; the role of the National Lawyers Guild; legal support for political prisoners; computer security; grand jury; theory of police tactics at protests; nonviolent street tactics; elements of activist legal support; arrest support and legal observing.

**ANTH 6183: Activist Policy Analysis (1 unit)**
This course introduces activist policy analysis as a set of applied research practices and approaches undertaken within a diverse community of analysts and activists. Policy analysis contributes information useful for activist work. Its concepts and approaches derive from social sciences—in particular political science, economics, sociology and history. In this class we cover the basic areas of policy analysis, including problem identification, generating policy alternatives, government impact on our lives, methods for judging various policy approaches, and making arguments for change.

**ANTH 6185: The Politics of Emotion and the Emotions of Politics: The Role of Feeling in the Making and Unmaking of Empire (3 units)**
At the intersections of feminist, post/anti-colonial and Marxist theories, this course interrogates the relationship between emotions and politics within major projects for justice, freedom and revolution in the late twentieth century, with an emphasis on the Americas. With attention to questions of intimacy, desire and the erotic sphere of politics, we will analyze shifting structures of feeling that have facilitated worldly transformations from revolutionary upsurges of the 1960s and 1970s to our present juncture, animated by neoliberalism, empire, and global war. How have the spheres of the political and the emotional been drawn so close together in contemporary practices of war making and violence? How have feelings like passion, desire, joy, rage, panic, and love served as driving currents in movements of dissent and revolution? What are the implications of these “movements of feeling” for current social justice struggles? Treating theorizations emerging out of anti-colonial, anti-imperial, black abolitionist, feminist, and queer struggles—and backlash against them—this course builds frameworks for raising questions about the emotions of politics and the politics of emotions. Prerequisite: MA and PhD.

**ANTH 6189: Indigenous Peoples: Representation, Self-Determination, and Survivance (1 unit)**
In this course, students will adapt and integrate current theories in the humanities, social sciences, and Indigenous studies into approaches to identity construction, and political and cultural self-determination. We will explore the cultural, historical, political, economic, and gender dynamics that structure the relationship between Indigenous peoples and the states that claim jurisdiction over them. This will include Indigenous self-determination struggles in relation to constitutional recognition, self-government, land claims, and economic development. We will pay special attention to the challenges involved in Indigenous research; representation and the other; Indigenous critiques of research and representation; Indigenous, feminist and cultural studies approaches to writing ethnography, oral history, and related research methods.

**ANTH 6195: Radical Theory (3 units)**
Theorists have only interpreted the world, in various ways; the point is to change it. Fair enough, but what is radical theory? What concepts and relations among concepts will facilitate our understanding of the modern world in the effort to change it? What does radical theory tell us about societies and history? This two part seminar traces the development of radical social theory from the classical ideas of Marx and Bakunin, through twentieth century debates in post/decolonial, neo-anarchist, autonomous/critical Marxist, queer, gender, feminist and critical race theory, to an accessible review of contemporary theoretical controversies. Rather then giving a history of “great thinkers,” this seminar will introduce students to radical theory through a critical exposition of key concepts: nature, autonomy, hope, authority, identity, insurgency, war, orientalism, coloniality,
community/commons, enclosure, dignity/desire, epistemology, composition, and biopower/biopolitics. We will not impose a radical canon of ideas and towering figures as much as collectively discover a complex history of competing conceptualizations and applications through the lens of our own struggles. Prerequisite: ANTH 6148.

ANTH 6198: Radical Political Economy (3 units)
All you ever wanted to know about capitalism but were too exploited to ask. This course will offer an introduction to political economy from a Marxist and feminist perspective. It introduces students to radical approaches to political economy, and offers a critical perspective that provides an alternative to orthodox economic theory as well as to more economic determinist versions of Marxian political economy. How do we “queer the economy?” What is the relationship between capitalist economy and the social construction of gender? Can there be such a thing like a free market? Does capitalism have an “outside?” And what on earth is “overdetermination?” This seminar makes extensive use of class analysis in making sense of society and history, but does so in the broad context of political, social, cultural, and environmental processes, as well as other economic processes. Prerequisite: ANTH 6148, ANTH 6152 and ANTH 6195.

ANTH 6243: Postcolonial and Subaltern Theories (3 units)
Taking seriously the role of knowledge production in processes of colonial subjugation, occupation, and expansion, especially the presence of what Ranajit Guha theorized as a prose of counterinsurgency, this course will attempt a series of interconnected reflection in action spaces that invite participants to problematize subaltern and postcolonial debates about resistance based on insights from current struggles as well as research projects of participants. Our collective reflection will focus on a proposed set of theoretical tools that, although inspired by subaltern and postcolonial movements and theories, are not limited to these intellectual traditions. Our project will attempt to recover a wide array of postcolonial oppositions through a critical exposition of a key set of concepts: insurgency, war, orientalism, commons, dignity/desire, epistemology, autonomy, composition, and biopower. Each session will generate a list of suggested readings, the key elements of each tool, and an archive of related statements. Prerequisite: MA or PhD student.

ANTH 6262: Critical Race Theory (3 units)
This course will look at how race is operationalized and used to further systems of domination through a Critical Race Theory (CRT) lens. CRT questions the very foundations of the liberal order, including equality theory, legal reasoning, Enlightenment rationalism, and neutral principles of constitutional law that undergird the making of the Constitution and the establishing of a White America. CRT views race as a social construct tinged with genetic markers that impart real-world significance. Race is a lived experience that is used to distinguish groups from one another in the service of oppression and domination. Race is how society is ordered and maintained. CRT further argues that the limitations of the current multicultural paradigm are that it remains mired in liberal ideology that “offers no radical change in the current order” and views race as merely a byproduct of capitalism. This course will look for fissures in institutions to interrupt, destabilize and eventually overturn those systems. Prerequisite: MA or PhD student.

ANTH 6263: Labor and Ecological History of San Francisco (1 unit)
This class will take students through a breathtaking tour of how San Francisco came to be what it is today. The original landscape of rolling sand dunes and wetlands (today’s CIIS building sits where once 120-foot sand dune ridges crisscrossed the area) were literally flattened during early urbanization, a city-making process that took place in the throes of early industrialization. We’ll navigate local lost landscapes, and in virtual tours we’ll come to understand the ebb and flow of the bitter class war that has coursed throughout San Francisco’s history, shaping the people, cultures, and landscapes in ways that helped obscure the very histories themselves. From the landfilling of shorelines and creekbeds, to the abiding racism of local labor movements, the deep roots of the city will be uncovered, putting to rest the self-congratulatory boosterism that characterizes all too much of local “history.”

ANTH 6599: Integrative Seminar (1 unit)
The integrative seminar is a process designed to demonstrate critical knowledge in the student’s area of study and activist research. This seminar is the culminating course for the MA program. It provides an opportunity for students to reflect critically upon all work accomplished during the course of the program, while clarifying professional goals. During the seminar, students will develop their portfolio, which consists of: one paper based...
on their activist research; a collection of papers from core courses in the program; and a short integrative essay. These three parts are intimately linked, relating theory to practice. Prerequisites: ANTH MA student; ANTH 6148, 6159; 6152; 6195; 6160; 6161; 6198.

ANTH 6890: Integral Research (3 units)
This course will introduce integral research by interrogating traditional research approaches as well as presenting alternative research tools, techniques, and strategies associated with militant and convivial community-based research approaches. Through critical review of selected secondary literature on research methods and locally grounded fieldwork we will prioritize reflexive, interactive, and horizontal practices of knowledge production. Drawing from a variety of approaches, we will emphasize a locally grounded, integral grassroots comparative approach. Unlike other efforts at community research that often exoticise “the community,” we will combine recent innovations in cultural cartography, social genealogies, critical ethnography, life histories, and prose of counterinsurgency as part of an integrated strategy that includes the local community in every stage of the research process. Our goal will be to facilitate emergent knowledge communities (EKC), convivial collectives composed of a diverse representation from the university and community. Prerequisite: PhD student.

ANTH 6900: Thesis/Dissertation Proposal Completion (0 units)
Prerequisite: ANTH 9000

ANTH 7862: Readings in Postmodernism and Poststructuralism: Jacques Derrida (1 unit)
Although postmodernism and poststructuralism have been a part of our academic world for several decades, most people do not have a very good grounding in the issues involved with these topics. Often there is a general embrace or rejection without understanding. In this course, we will look at the ways in which postmodernism and poststructuralism have evolved over time. Specifically, we will examine the main questions that trigger these schools of thought and the philosophical debates that surround them. For this section, we will focus on the work of Jacques Derrida, including his ideas and social background.

ANTH 7890: Directed Seminar in Research (3 units)
The directed seminar in research is taken as an independent study where the student works closely with a faculty member to further develop and hone their research project.

ANTH 7900: Thesis/Dissertation Seminar (0 units)
The advanced student’s researching and writing of a thesis or dissertation progresses with the mentorship of, and in close consultation with, one’s thesis or dissertation chair and committee.

ANTH 9000: PhD Specialization Seminar/Dissertation Proposal Writing (0 units)
The doctoral dissertation in the Anthropology program at CIIS is based on activist ethnographic research. It is conceived in collaboration with department faculty whom students perceive as key to their dissertation work, and in collaboration with communities of practice relevant to the research. It demonstrates the ability to design and conduct activist ethnographic research. The proposal explores research repertoires and themes, delineating relevant methodological, theoretical and cultural frameworks. The dissertation is conceived of as a contribution both to the discipline of anthropology and to the project of social change. Prerequisites: 36 units of doctoral coursework and Comprehensive Exams.

ANTH 9600: Comprehensive Examinations (0 units)
The comprehensive examinations are taken after completion of all PhD coursework and prior to the PhD Specialization Seminar/Dissertation Proposal Writing. Completion of the comprehensive exams, the dissertation proposal, HRRC approval, and where applicable, the language exams, allows the student to advance to candidacy. The comprehensive examinations require two essays: one essay to demonstrate mastery in the particular area of study relevant to the student’s dissertation topic, and the other to satisfy the requirements of the literature review. Each essay is eighteen to twenty pages and is read by two core faculty members in the department. Prerequisites: 36 units of doctoral coursework.
Core Faculty

Andrej Grubacic, Associate Professor and Interim Department Chair
Andrej Grubacic is a historical social scientist from Yugoslavia. His interest in anarchism and anarchist social theory influences his research perspective, which now includes experiences of self-organization, solidarity, voluntary association, and mutual aid on the world-scale. His focus is on the capitalist world-economy and autonomous geographies of the Cossacks in Russia, Atlantic pirates, American maroons, and Mexican Zapatistas. He is the author of several books. His most recent book publication in English is Don't Mourn, Balkanize! Essays After Yugoslavia. He is a member of the International Council of the World Social Forum, the Industrial Workers of the World, and the Global Balkans Network. He is associated with Retort, a group of antinomian writers, artists, artisans, and teachers based in the San Francisco Bay Area.

Mutombo Mpanya, PhD, Professor
Mpanya is originally from the Democratic Republic of the Congo. He has worked with international development agencies in several African countries for more than twenty years. This experience has been augmented by extensive work on development in Latin America. He has innovatively explored ecology through interdisciplinary frameworks, linking science, culture, and environment.

His current research includes work on the history and culture of mathematics. He served for several years as director of the International Environmental Studies Program at World College West in Novato, California and as coordinator of private volunteer organizations at the Kellogg Institute of the University of Notre Dame. He is on the Board of International Development Exchange. His intellectual interests include postcolonial thought, globalization, health, history of science, management of natural resources, quantitative research, Africa, and Latin America.

Hodari A. Touré, PhD, Adjunct Assistant Professor
Hodari A. Touré received his doctorate from the University of California, Berkeley in the Graduate School of Education in Social and Cultural Studies. His research in anthropology and education reflects a strong emphasis on inner-city African Americans and has resulted in an interest in organic community discourse that he calls “block pedagogy.” He states, “It is a discourse that reflects the constant negotiation of identity, power and privileged knowledge.” His current interests include exploring neighborhood discourse practices of urban youth to produce new and/or alternative knowledge bases to supplement institutional educational lapses, making visible the invisible perch from which Whiteness is rooted, integrating African epistemological and phenomenological approaches into the context of educational research; and contextualizing how hegemony is passed through urban public schools and its effects on the educational trajectories of Black students. Touré has taught courses at UC Berkeley focused on Gender and Women’s Studies, Transnational Feminism, and Diversity and (In)Equality in Education.

Fouzieyha Towghi, PhD, Adjunct Associate Professor
Fouzieyha Towghi is a Beatrice Baine Research Scholar at UC Berkeley and a postdoctoral researcher in the Department of Social and Cultural Anthropology, University of Zurich and the Swiss Forum for Migration and Population Studies. Her dissertation, completed in the joint anthropology program at UC Berkeley and UC San Francisco, is currently being reviewed by Duke University Press to be published as Scales of Marginalities: Women, Medicines, and Midwives in Postcolonial Balochistan. The ethnography is informed by an extensive multidimensional archive, including interviews with local midwives, women, biomedical practitioners, policymakers and government officials. Professor Towghi also holds a masters degree in public health from the University of Hawaii and a BA in anthropology from Michigan State University. She uses her experiences outside the academy to “foster a grounded understanding between theory and practice, particularly as it relates to the textual and visual representations of women’s lives, culture, and marginal subjects in general.” She has taught at the University of Zurich, UC Berkeley, and Harvard University School of Public Health.
Adjunct Faculty and Visiting Scholars (partial list):

- Greg Berger
- Manolo Callahan
- Chris Carlsson
- Roxanne Dunbar-Ortiz
- Sasha Lilley
- David Martinez
- Boots Riley
- Tamara Spira
- Targol Mesbah

Admission and Institutional Policies

Applicants must meet the general admission requirements of the Institute. Information about application procedures and deadlines, and transfer of credit can be found in the CIIS catalog. Academic transcripts, autobiographical and goal statements, two letters of recommendation (one from an academic advisor, or someone familiar with the applicant’s ability to do academic work, and one from a supervisor in a recent professional or volunteer setting), a recent example of scholarly writing, and the personal interview are all considered in the Admission Committee's decision. The required autobiographical statement should describe significant events in the applicant's life that have led to the decision to pursue admission to this program. A resume of relevant experiences and a general statement of areas of academic interest should be included. A GPA of 3.5 or higher is expected. The Graduate Record Examination (GRE) is not required, and narrative and reflective submissions are prioritized.

Application Deadlines

http://www.ciis.edu/admissions

The Anthropology program admits students both in the fall and spring semesters of each academic year. Applications for the fall and spring semester have a priority deadline. Applications may continue being reviewed beyond the priority deadline on a space available basis.

Application Procedures

Application files are opened through the Admissions Office, which upon completion, and after administrative review, are forwarded to the relevant academic program. Guidelines for application materials are listed on the application.

The Admissions Office must receive all admission materials before the file is forwarded to the Anthropology program. After all documents have been received by the Anthropology program, the applicant will be contacted within one week to arrange an interview. Personal interviews are required of all applicants. An in-person interview at the Institute is preferred; however, an interview by telephone may suffice for students living outside the Bay Area.

Application Forms

http://www.ciis.edu/admissions

Further Assistance

For further assistance, contact the admissions counselor responsible for this program at www.ciis.edu/admissionsteam or visit our website: www.ciis.edu.

International Students

http://www.ciis.edu/students

The Institute welcomes applications from international students. Basic admission guidelines for applying as an international student are listed on the application. For specific questions about being an international student at the Institute, please contact the international student advisor, at 415.575.6157, or joconnor@ciis.edu.
**Financial Aid**

http://www.ciis.edu/admissions/financial_aid.html

**Student Loans, FAFSA, CIIS Scholarships**

http://www.ciis.edu/admissions

**Maintaining Status**

Upon admission, students who are recipients of financial aid or certain scholarships must register for a minimum of 9 units each semester to maintain full-time status and for a minimum of 6 units each semester to maintain part-time status. Students who are not recipients of financial aid or certain scholarships and wish to take a different configuration of units must consult with their academic advisor. International students are required to register for a minimum of 9 units each semester to maintain full-time status.

**Administrative Policies**

http://www.ciis.edu

**Equal Opportunity**

CIIS is an equal opportunity institution. The academic vice president is the officer responsible for overseeing the Institute’s compliance with equal opportunity policy.

**Disability**

CIIS is in compliance with the provisions of the American with Disabilities Act (ADA) of 1990 and with Section 504 of the Rehabilitation Act of 1973. The Dean of Students is the Institute’s disability officer.
San Francisco Is Our Campus
San Francisco is a hub of connections—international, cultural, and professional—within one of the world’s most beautiful natural environments. Diverse neighborhoods make up the city, and CIIS is located in the lively downtown area.

Inside our buildings, you’ll find intense learning experiences, a rooftop Zen garden, meditation room, bookstore, art exhibits, and our popular organic café. Outside, a spirit of renewal is invigorating SoMa, our South of Market neighborhood. Parks, shops, and housing are sprouting up in the area between Mission Street and the San Francisco Bay, already anchored by Symphony Hall, the Asian Art Museum, Yerba Buena Center for the Arts, the Museum of Modern Art, San Francisco Public Library, and City Hall.

In the city and throughout the Bay Area, students gain work experience at challenging practicum sites. There’s an exciting synergy here between personal and communal growth you won’t find anywhere else.

Through CIIS Public Programs & Performances, the Institute offers students and the public a dazzling variety of concerts, workshops, conferences, lecture series, and urban retreats—many granting continuing education credit—that showcase leaders in spiritual practice, interfaith dialogue, psychology, social activism, bodywork, performing arts, dance, movement, and many other areas. The Arts at CIIS sponsors numerous art exhibits and events, and travel tours take alumni and friends to such destinations as India and Costa Rica. A recent major conference, “Expanding the Circle: Creating an Inclusive Environment in Higher Education for LGBTQ Students and Studies” attracted participants from colleges and universities throughout the U.S. and internationally.

Open the Door to Your Future
Our place is yours during CIIS open houses and program information sessions—great ways to experience our community and learn about programs firsthand. You can also call or email our admissions counselors who can answer your questions, put you in touch with specific programs, and schedule a classroom or campus visit.

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Financial Aid Is Available
CIIS administers a full complement of financial aid programs, including federal student loans, scholarships, grants, student employment, and private loans. Please call the Financial Aid Office for details at 415.575.6122 or visit www.ciis.edu/financialaid

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Academic Programs

SCHOOL OF CONSCIOUSNESS AND TRANSFORMATION
- Asian and Comparative Studies (MA, PhD in Philosophy and Religion)
- Anthropology and Social Change (MA, PhD)
- East-West Psychology (MA, PhD)
- Ecology, Spirituality, and Religion (MA, PhD in Philosophy and Religion)
- Philosophy, Cosmology, and Consciousness (MA, PhD in Philosophy and Religion)
- Transformative Leadership (MA, online)
- Transformative Studies (PhD, online)
- Women’s Spirituality (MA, PhD in Philosophy and Religion)
- Creative Inquiry, Interdisciplinary Arts (MFA)
- Writing and Consciousness (MFA)

SCHOOL OF PROFESSIONAL PSYCHOLOGY & HEALTH
- Clinical Psychology (PsyD)
- Community Mental Health (MA in Counseling Psychology)
- Drama Therapy (MA in Counseling Psychology)
- Expressive Arts Therapy (MA in Counseling Psychology)
- Integral Counseling Psychology (MA in Counseling Psychology)
- Integrative Health Studies (MA)
- Somatic Psychology (MA in Counseling Psychology)

SCHOOL OF UNDERGRADUATE STUDIES
BACHELOR OF ARTS COMPLETION (BAC) PROGRAM
- BA in Interdisciplinary Studies

ONLINE DEGREES
- Transformative Leadership (MA)
- Transformative Studies (PhD)

CERTIFICATE PROGRAMS
- Advanced Certificate in East-West Spiritual Counseling
Integral
An approach to life, philosophy, and education that focuses on wholeness and integration of body-mind-spirit. The Sri Yantra symbolizes the integration of the spiritual with the worldly, embracing paradoxes and honoring diversity as part of its method of comprehending unity.

“What happens at CIIS is very nearly unique in the world of higher education. It is also revolutionary…No one is truly educated until heart and mind have been joined with action.”

PARKER PALMER
Author, educator, activist

Accreditation
CIIS is accredited by WASC (Western Association of Schools and Colleges, 985 Atlantic Avenue, Suite 100, Alameda CA 94501; 510.748.9001).

Diversity
California Institute of Integral Studies recognizes and honors the value of a diverse academic community. It is committed by law and by purpose to serving all people on an equal and nondiscriminatory basis.

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ADMISSIONS
415.575.6154
admissions@ciis.edu
www.ciis.edu/admissions

FINANCIAL AID
415.575.6122
finaid@ciis.edu
www.ciis.edu/financialaid

In Brief
LOCATION
• In downtown San Francisco
• Walk to public transportation

COMMUNITY
• 1,400 students
• Age range from 20 to 75
• 7% international
• 26% students of color
• 71% women
• Online students across 4 continents
• More than 5,000 alumni in 28 countries

COSTS
For a detailed breakdown of costs—full-time, part-time, and per-unit—visit www.ciis.edu/admissions or call Admissions at 415.575.6154.