

ANTHROPOLOGY AND SOCIOLOGY (DIV II)

Chair: Professor ANTONIA FOIAS

Professors: D. EDWARDS, A. FOIAS, R. JACKALL***, P. JUST*, J. NOLAN. Associate Professor: O. SHEVCHENKO***. Assistant Professors: J. LEE, C. SIMKO. Lecturer: K. GUTSCHOW***. Visiting Assistant Professor: L. KORYUSHKINA, M. RULIKOVA**, G. SHOFFSTALL. Visiting Lecturer in Anthropology: C. MARCISZ***. Affiliated Faculty: N. HOWE, J. MANIGAULT-BRYANT, G. MITCHELL.

The Department of Anthropology and Sociology at Williams aims to help students achieve an integrated understanding of biography, history, culture, and social structure. Both disciplines introduce students to classical and contemporary theories that illuminate the contours and contradictions of social experience.

Anthropology explores the full range of human experience by introducing students to the study of tribal and peasant societies, especially those on the periphery of the West, as well as to the cultural complexities of stratified, industrial societies such as our own. Integrated with the study of specific peoples is an examination of the various analytical schemes anthropologists have developed to understand them. Courses offered in the department represent two of Anthropology's major subfields: sociocultural anthropology—that is, the comparative study of human social life, institutions, and beliefs—and archaeology, the study of the origins and lifeways of prehistoric peoples.

Sociology studies the social and institutional intricacies of modern industrial and post-industrial societies and the social psychological dilemmas facing the individual in our epoch. Sociology courses introduce students to classical and contemporary social thought, to the systematic analysis of social institutions and social interaction, and to the social analysis of modern culture. The Sociology major at Williams emphasizes the humanistic tradition of sociology, stressing qualitative approaches to understanding how social reality is constructed.

MAJORS

The department offers separate majors in both Anthropology and Sociology, with a broad and diverse array of courses in both disciplines. The department is committed, however, to the unity of the social sciences. To this end, Anthropology and Sociology offer joint core courses in methodology and theory, as well as several elective courses in common. All joint courses are designated "ANSO."

Requirements

For the degree in Anthropology or Sociology, students must complete a minimum of nine courses as outlined below:

Core Courses

Majors in both disciplines must take a sequence of four core courses. Three of these are joint (ANSO) courses. The sequences are:

Anthropology

ANTH 101 How to Be Human

Sociology

SOC 101 Invitation to Sociology

Joint Courses

ANSO 205 Ways of Knowing

ANSO 305 Social Theory

ANSO 402 Senior Seminar

Elective Courses

Majors in Anthropology or Sociology must take five elective courses from the course listings of their respective disciplines or from the joint ANSO listings. Two of the courses chosen are normally at the 300 level or above. In close consultation with their departmental advisors, students may take some selected courses from other disciplines to fulfill major requirements in either Anthropology or Sociology.

Majors in each wing of the department are allowed to count up to two courses in the other wing towards fulfillment of their major requirements.

STATISTICS AND DATA ANALYSIS

In addition to the nine total courses required for the major, it is recommended that Anthropology and Sociology majors take Statistics 101 or a comparable course in statistics and data analysis.

AREA STUDIES CONCENTRATION

Students who wish to combine a major in Anthropology or Sociology with an Area Studies concentration are encouraged to do so. Courses taken to satisfy an Area Studies requirement may be counted toward the major with prior approval of a student's departmental advisor. The only exception to this rule is the Area Studies senior seminar, which cannot ordinarily be counted toward the Anthropology or Sociology degree.

LANGUAGE STUDY, STUDY ABROAD, AND WINTER STUDY

Departmental advisors will help interested students integrate a major with study abroad, foreign language study, or field research during the winter study period. The department encourages Williams students to take advantage of established foreign study programs in Egypt, Japan, India, Hong Kong, and other countries. Because some foreign study programs do not offer courses that can be counted toward the Anthropology or Sociology degrees, however, sophomores planning to study abroad in junior year **must** consult

with the departmental advisor before declaring a major. You can find general study away guidelines for Anthropology [here](#). You can find general study away guidelines for Sociology [here](#).

THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY

Honors and highest honors are normally awarded for the completion of a year-long research project that has resulted in an original thesis of high quality. Students wishing to write an honors thesis should engage a member of the department faculty as a Thesis Advisor as soon as possible and *must* submit a proposal for the thesis for department approval *no later* than the end of spring reading period of the junior year. If the proposal is approved, they will be permitted to register for Anthropology and Sociology 493-W31-494, during which they will write and defend a thesis. If their overall work in the major continues to be of high quality and the thesis is deemed of a similar quality, they may be awarded honors or highest honors in Anthropology or Sociology.

ANSO 205(S) Ways of Knowing

An applied exploration of how one makes sense of the social world through fieldwork. Some of the key questions of the course are: What are the philosophical and epistemological underpinnings of social inquiry? How does one frame intellectual problems and go about collecting, sifting, and assessing field materials? What are the uses and limits of statistical data? What is the importance of history to sociological and anthropological research? How can one use archival and other documentary materials to enrich ethnographic research? What are the empirical limits to interpretation? What is the relationship between empirical data and the generation of social theory? How does the social organization of social research affect one's inquiry? What are the typical ethical dilemmas of fieldwork and of other kinds of social research? How do researchers' personal biographies and values shape their work? In the first half of the course, we will approach these problems concretely rather than abstractly through a series of case studies, drawing upon the field experiences of departmental faculty and guest speakers from different professional backgrounds. The second half of the course will be dedicated to a hands-on training in field methods, in which the students will design and undertake their own pilot field projects.

Class Format: seminar

Requirements/Evaluation: full-participation in the seminar, several short papers, an independent ethnographic project and a final research proposal

Prerequisites: ANTH 101 or SOC 101 or permission of instructor

Enrollment Limit: 25

Expected Class Size: 25

Distributional Requirements:

Division 2

Other Attributes:

SCST Related Courses

Spring 2017

SEM Section: 01 W 01:10 PM 03:50 PM Instructor: David Edwards

ANSO 305(F) Social Theory

An introduction to social theory in anthropology and sociology, with strong emphasis on enduring themes that cut across disciplinary divides. What is modern about modern social theory? How do social thinkers construe "society" and "culture," and have these constructions withstood challenges over time? What role does human agency play in the unfolding of social life, and where does that sense of agency come from in the first place? What are the forces that animate social interaction on the level of individuals, social groups and complex units like nation states? What are the possibilities and limits of systematic approaches to the study of human social experience? The course emphasizes major differences between interpretive frameworks as well as the common elements that contribute to a deeper understanding of the social world.

Class Format: seminar

Requirements/Evaluation: full participation in the seminar, regular reading response papers, a midterm paper and a take-home final

Extra Info: formerly ANSO 206

Prerequisites: ANTH 101 or SOC 101 or ANSO 205 or permission of the instructor

Enrollment Preferences: Anthropology and Sociology majors

Enrollment Limit: 19

Expected Class Size: 15

Dept. Notes: AMST Critical and Cultural Theory Electives

Distributional Requirements:

Division 2

Other Attributes:

AMST Critical and Cultural Theory Electives

ENVP SC-B Group Electives

Fall 2016

SEM Section: 01 MR 02:35 PM 03:50 PM Instructor: Olga Shevchenko

ANSO 402(S) Senior Seminar

This capstone seminar combines intensive discussion and individual research. Half of the course will be dedicated to the discussion of current debates central to the concerns of both anthropology and sociology, such as the ethics of conducting fieldwork, humanitarianism and relief, global public health, poverty and the city, and environmental conservation. Among the topics discussed, the ethical dilemmas of conducting ethnography will be a common theme. The instructor will consult with the students in late fall to decide

on the topics for discussion. The second half of the course will be devoted to independent individual original projects which should have a major ethnographic component. At the end of the course, students will present their projects to the seminar.

Class Format: seminar

Requirements/Evaluation: full participation, major research project and paper (30 pages), weekly short responses, class presentation

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: only senior majors in Anthropology and Sociology, or permission of instructor

Enrollment Preferences: Anthropology and Sociology majors

Enrollment Limit: none

Expected Class Size: 12

Distributional Requirements:

Division 2

Spring 2017

SEM Section: 01 TF 02:35 PM 03:50 PM Instructor: Antonia Foias

ANTH 101(F,S) How to Be Human (D)

Is there such a thing as "human nature"? Why have human societies developed such a bewildering range of customs to deal with problems common to people everywhere? This course addresses these questions by introducing students to the comparative study of human social life and culture. Topics surveyed in the course include economics, language and thought, kinship and marriage, law and politics, and the wide variations in human belief systems, including religions. The course also considers the ways that anthropology, a discipline that was until recently practiced almost exclusively by Westerners, approaches other societies in search of insights on our own customs and values. Ethnographic descriptions of both "simple" tribal societies and complex modern ones are a prominent part of the readings. This course explores differences and similarities between cultures and societies and ways in which they have interacted and responded to one another in the past.

Class Format: lecture/discussion of case studies and ethnographic films

Requirements/Evaluation: two short essays, a final examination and class participation

Prerequisites: first-year students and sophomores

Enrollment Preferences: first-year students and sophomores; juniors and seniors admitted only by permission of instructor

Enrollment Limit: 30

Expected Class Size: 30

Distributional Requirements:

Division 2

Exploring Diversity

Fall 2016

LEC Section: 01 MWF 11:00 AM 12:15 PM Instructor: David Edwards

Spring 2017

LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Joel Lee

ANTH 103 Pyramids, Bones, and Sherds: What is Archaeology?

Anthropology examines not only living societies, but also prehistoric cultures whose remains are found worldwide. This course will present how archaeology reconstructs the various aspects of human society from the physical record of prehistory. How do we study the subsistence and settlement patterns, the political and social organization, and the economy and ideology of prehistoric societies who have left behind mute material records? The objective of archaeological archaeology is to bring to life these prehistoric cultures through archaeological analysis. The different goals, approaches and methodologies of modern archaeology will be discussed theoretically and then applied to case studies.

Class Format: lecture/discussion/class presentations of case studies

Requirements/Evaluation: class presentations, two papers, midterm and final exams

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 25

Distributional Requirements:

Division 2

Not Offered Academic Year 2017

LEC Instructor: Antonia Foias

ANTH 107(S) Introduction to Native American and Indigenous Studies (D)

Crosslistings: AMST 107/HIST 107/ANTH 107

This course provides an interdisciplinary introduction to the growing field of Native American and Indigenous Studies (NAIS). We will primarily focus on surveying historical and contemporary Indigenous issues in the United States, but we will occasionally draw upon parallels from settler states around the world. We will critically engage a wide variety of source materials, including historical documents, legal texts, films, essays, novels, and photographs. The course will explore Indigenous social and political experiences, histories of settler colonialism, constructions of Indigenous status and identity, intellectual histories, artistic production, gender and sexuality, decolonization, and self-governance. This course will highlight the intellectual breadth of Indigenous studies, introducing the field's key paradigms, theories, and methods. Because it focuses on cross-cultural interaction and power relations, this course satisfies the Exploring Diversity Initiative (EDI) requirement.

Class Format: seminar

Requirements/Evaluation: three essays (approximately 7 pages each) and class participation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 25

Expected Class Size: 15

Distributional Requirements:

Division 2

Exploring Diversity

Other Attributes:

AMST Comp Studies in Race, Ethnicity, Diaspora

Spring 2017

SEM Section: 01 Cancelled

ANTH 208 Afghanistan Post-Mortem

Crosslistings: ANTH 208/ASST 208/PSCI 220/GBST 208

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Over the next decade, the finality of that victory was brought into question as the Taliban regrouped and eventually reasserted itself as a formidable guerilla army that the U.S. military could not defeat. This course examines the history of American involvement in Afghanistan, beginning in the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development, through the Soviet occupation and U.S. support for Islamist political parties in the 1980s, and continuing with the most recent abortive U.S. efforts at nation-building and social and political reform.

Class Format: seminar

Requirements/Evaluation: grading will be determined by class participation, two short essays, and a 15-page research paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators, Political Science and Asian Studies majors will get preference

Enrollment Limit: 25

Expected Class Size: 15-20

Distributional Requirements:

Division 2

Not Offered Academic Year 2017

SEM Instructor: David Edwards

ANTH 209 Ecologies of Place: Culture, Commodities and Everyday Life

Crosslistings: ENVI 209/ANTH 209/AMST 209

This course will explore the environmental implications of everyday life in modern America. It will ask how cultural, political, economic, and ecological systems interact to produce ordinary places and vernacular landscapes, from campuses to cul-de-sacs, farms to forests, nation-states to national parks. Combining approaches from cultural geography, environmental history, and political ecology, it will focus on the hidden lives of "things"—the commodities and technologies that form the basic building blocks of place: food, oil, water, wood, machines. With strong emphasis on local-global relations, it will look beneath the surface of the ordinary to reveal the complex networks of power, meaning, and matter that connect "here" to "there," "now" to "then," and "us" to "them." In so doing, it will pursue parallel goals: to understand the socio-spatial processes shaping today's global environment; and to explore the cultural systems through which those processes are understood and contested. Topics will include the bottled water controversy, factory farming and local agriculture, the political economy of lawns, and the cultural politics of invasive species.

Class Format: lecture/discussion

Requirements/Evaluation: three 5- to 7-page essays and several shorter writing assignments

Prerequisites: none; open to first-year students

Enrollment Limit: 20

Expected Class Size: 20

Distributional Requirements:

Division 2

Other Attributes:

AMST Critical and Cultural Theory Electives

AMST Space and Place Electives

ENVI Humanities, Arts + Social Science Electives

ENVP PE-B Group Electives

ENVP PTL-A Group Electives

ENVP SC Theory/Method Courses

ENVP SC-B Group Electives

EVST Culture/Humanities

Not Offered Academic Year 2017

LEC Instructor: Nicolas Howe

ANTH 210(S) The Challenge of ISIS

Crosslistings: ANTH 210/HIST 210/ARAB 210/REL 240/GBST 210

What is ISIS and what does it want? Using historical and anthropological sources and perspectives, the course considers the origins, ideology and organization of the Islamic State. Beginning with an examination of early radical movements, including the Muslim Brotherhood, the Afghan mujahidin and Taliban, and al-Qaeda, the course will go on to investigate how ISIS derives important aspects of its ideology and organization from these earlier movements and how it deviates from them. We will look at unique aspects of the movement, such as its use of social media, its extensive destruction of ancient historical sites, its staging of spectacles of violence, and its recruitment of Muslims from Europe and North America. We will also examine the ideological constitution of the movement, including its attitude toward and treatment of non-Muslims, its conceptualization of itself as a modern incarnation of the original Islamic caliphate, the ways in which it justifies its use of violence, and its apocalyptic vision of the present-day as End Time. Finally, we will evaluate current responses to ISIS, in the West and among Muslims in the Middle East and elsewhere, in terms of their effectiveness and strategic coherence.

Class Format: lecture

Requirements/Evaluation: blogs (4 main blog posts, responses to at least 3-4 other blogs each week) (30%); analytic paper or class history paper (35%); 2 midterms (35%)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Limit: 40

Expected Class Size: 40

Distribution Notes: meets Division 2 requirement if registration is under ARAB

Distributional Requirements:

Division 2

Other Attributes:

GBST Middle Eastern Studies Electives

HIST Group E Electives - Middle East

Spring 2017

LEC Section: 01 TF 01:10 PM 02:25 PM Instructors: David Edwards, Magnus Bernhardsson

ANTH 214(F) The Rise and Fall of Civilizations

Crosslistings: ANTH 214/ENVI 224

Over the centuries, philosophers and historians have asked how societies evolved from simple hunter-gatherer bands to complex urban civilizations. Human prehistory and history have shown the repeated cycles of the rise, expansion and collapse of early civilizations in both the Old and New World. What do the similarities and differences in the development of these first civilizations tell us about the nature of societal change, civilization and the state, and human society itself? The course will examine these issues through an introductory survey of the earliest civilizations in Mesopotamia, Egypt, India, Mesoamerica and South America. Classical and modern theories on the nature, origin, and development of the state will be reviewed in light of the archaeological evidence.

Class Format: lecture/class discussion

Requirements/Evaluation: midterm, final exam, paper, two quizzes

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 25

Distributional Requirements:

Division 2

Other Attributes:

ENVI Humanities, Arts + Social Science Electives

Fall 2016

LEC Section: 01 TF 02:35 PM 03:50 PM Instructor: Antonia Foias

ANTH 216T(S) Urbanism in the Ancient World (D) (W)

Crosslistings: ANTH 216/GBST 216

This is a course on cities in the ancient world, which will examine four major ancient urban centers (Nineveh and Nimrud, Iraq; Teotihuacan, Mexico; and Angkor, Cambodia) and end with a sustained, in-depth exploration of urbanism in prehispanic Maya civilization. As more and more people move into cities across the world, human societies are becoming forever transformed. This transformation into an urban globalized world has ancient roots at the beginning of the first civilizations in Euroasia and the Americas. We will delve into the nature of the urban transformation by first exploring sociological and anthropological definitions of urbanism, and recent studies of modern urbanism. We will look at Nineveh, Nimrud, Teotihuacan, and Angkor to consider how ancient urbanism was distinct from modern cities, while at the same time, ancient urbanites had to deal with similar issues as residents of modern cities. We will then examine in more depth the cities of prehispanic Maya civilization, answering such questions as: how different were Maya cities from other premodern ones? Is there one type of Maya city or many? How different was life in Maya cities from life in Maya villages? What were the power structures of Maya cities? How common were immigrants and slaves in these ancient cities?

This course fulfills the Exploring Diversity Initiative through a comparative study of urban cultures and societies across the world in premodern times, and by theorizing how power and privilege inequalities were manifested and dealt with in these ancient cities.

Class Format: tutorial

Requirements/Evaluation: 5-page papers every other week, oral responses on alternate weeks; tutorial attendance is required

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: sophomores; or majors in Anthropology or Sociology

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:

Division 2

Exploring Diversity

Writing Intensive

Other Attributes:

GBST Urbanizing World Electives

Spring 2017

TUT Section: T1 TBA Instructor: Antonia Foias

ANTH 219 The Art and Archeology of Maya Civilization: A Marriage Made in Xibalba

Crosslistings: ANTH 219/ARTH 209

The ancient Maya civilization was one of the most sophisticated and complex cultures of prehispanic Central America. Its complex calendrics, astronomy, mathematics and hieroglyphic writing system are well known worldwide. The course will examine the trajectory and nature of ancient Maya civilization from the combined perspectives of archaeology and art history. The origins and evolution of the Maya states during the Preclassic period (1000 B.C.-A.D. 250) will be explored by looking at the rich archaeological evidence and at Preclassic art styles. The Classic Maya civilization (A.D. 250-1000) will then be presented through a detailed survey of the archaeology, art and hieroglyphic texts of this period. Finally, the collapse of Classic Maya civilization and its transformation and endurance during the Postclassic period and under early Spanish rule (A.D. 1000-1600) will be critically evaluated through a detailed review of the archaeological and iconographic evidence.

Class Format: lecture/discussion

Requirements/Evaluation: midterm and final exams, hieroglyphic project, research paper

Prerequisites: none, but an introductory ARTH or ANTH course recommended

Enrollment Preferences: Anthropology/Sociology and Art History majors

Enrollment Limit: none

Expected Class Size: 16

Distribution Notes: meets Division 1 requirement if registration is under ARTH; meets Division 2 requirement if registration is under ANTH

Distributional Requirements:

Division 2

Not Offered Academic Year 2017

LEC Instructor: Antonia Foias

ANTH 222 Heroes, Saints and Celebrity (W)

Crosslistings: ANTH 222/REL 273

This course examines the ways in which cultures select, ritually celebrate, institutionally harness, and ultimately devour people designated as 'extraordinary'. We will begin by considering cultural archetypes and theories of the hero and how heroism has been understood in different eras and cultural contexts. Using Weber's theory of charisma as a foundation, we will look at a number of specific case studies to evaluate the relationship between individual creativity and action and the demands of social conformity and control. Finally, we will examine how charisma is commoditized in the form of the celebrity in contemporary American culture.

Class Format: seminar

Requirements/Evaluation: class participation, two short response papers, research paper, final exam

Prerequisites: none

Enrollment Preferences: Anthropology and Sociology majors

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements:

Division 2

Writing Intensive

Not Offered Academic Year 2017

SEM Instructor: David Edwards

ANTH 223 Ethnic Minorities in China: Past and Present (D)

Crosslistings: CHIN 223/ANTH 223

By 2000, of the 1.3 billion population of China, more than 100 million were ethnic minorities (*shaoshu minzu*). Most of these reside in autonomous regions and districts, which constitute 64% of China's total acreage. This course introduces students to the multiethnic aspect of China's past and present. We will address topics such as the minority-group identification project; the definition of *minzu*; government policy toward and the current situation of the fifty-five official ethnic minority groups; historical sino-centric views about "foreigners" and "barbarians"; ideas of "diversity," "unity," and "sinicization"; and the roles that "barbarians" have played in China's long history. *All readings will be in English.* This is an EDI course. We will explore various meanings of "diversity" and "being ethnic" in the Chinese context and compare them with students' own experiences through class discussions and an essay assignment.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on attendance, in-class participation, oral presentations, two short response papers, one mid-term, and one final paper

Prerequisites: none; no knowledge of Chinese language required, though students with Chinese language background are encouraged to work with Chinese sources if they wish; open to all

Enrollment Preferences: Chinese or Asian Studies majors, and then to first-year students

Enrollment Limit: 20

Expected Class Size: 15

Distribution Notes: meets Division 2 requirement if registration is under CHIN

Distributional Requirements:

Division 2

Exploring Diversity

Other Attributes:

ASAM Related Courses

GBST East Asian Studies Electives

Not Offered Academic Year 2017

LEC Instructor: Li Yu

ANTH 225 Visible Culture: Documentary and Nonfiction

This course examines the potential of moving images to reveal aspects of culture normally obscured by the written word. We will consider both the theory and practice of documentary film from its inception around 1900 to the present, paying particular attention to the way documentary filmmakers have approached the representation of social reality in Western and non-Western cultural settings. Questions that we will consider include: What is the relationship between written text and image, or between image and story? What is the role of film in anthropology? What counts as a document?

Class Format: team-taught, through a mixture of lectures and discussions

Requirements/Evaluation: regular attendance at film screenings and active class participation, a 5-page paper on an assigned topic, a 12- to 15-page final paper, and a self-scheduled take-home final

Enrollment Preferences: Anthropology/Sociology majors, then to sophomores, and finally to first-year students

Enrollment Limit: 30

Expected Class Size: 30

Distributional Requirements:

Division 2

Other Attributes:

FMST Core Courses

Not Offered Academic Year 2017

LEC Instructor: David Edwards

ANTH 230 Musical Ethnography (D)

Crosslistings: MUS 230/ANTH 230

Often, we experience music's impact on us without fully considering why it achieves such strong effects. The discipline of ethnomusicology confronts the question of musical meaning by combining musical study and analysis with an exploration into the contexts of musical production, circulation, and reception. Musical ethnography is both the means by which scholars pursue this line of questioning, and also the (usually) written work that results from such an investigation. This course features a hands-on approach to musical ethnography. Students will each conduct ethnographic fieldwork in a music-making community within Williamstown and the surrounding area. Coursework will survey approaches to methodology (modes and degrees of researcher involvement, practical skills related to documentation), issues of ethics, and social and musical analysis.

This course fulfills the EDI requirement, with particular emphasis on empathetic understanding.

Please note: This course requires students to devote regular time outside of class to the study of a musical community.

Class Format: lecture/discussion

Requirements/Evaluation: class participation, small assignments (four 1-2 page assignments), interview transcript with commentary, reading response, final project and presentation

Extra Info: may not be taken on a pass/fail basis

Prerequisites: some musical training/experience necessary, see instructor for more information

Enrollment Preferences: students with some musical experience

Enrollment Limit: 10

Expected Class Size: 6

Dept. Notes: MUS World Music/Ethnomusicology

Distribution Notes: meets Division 1 requirement if registration is under MUS; meets Division 2 requirement if registration is under ANTH

Distributional Requirements:

Division 1

Exploring Diversity

Other Attributes:

EXPE Experiential Education Courses

Not Offered Academic Year 2017

ANTH 231 Survey of Linguistic Diversity: Meaning, Context and Communication**Crosslistings:** JAPN 231/ANTH 231

This course explores ways in which human experiences, including vision, space, emotion and interpersonal awareness are encoded similarly or differently between Western and Asian languages. The course centers around two core areas of linguistics, semantics (study of meaning) and pragmatics (study of meaning in context and use), which are discussed from cognitive, cultural and social perspectives. Discussion topics include: grammar and cognition, lexicon and culture, conceptual metaphor, honorific systems, communicative strategies, and theories of politeness. Lectures and in-class activities will primarily focus on two typologically distant languages, English and Japanese, for comparison. Reading materials may include data from other languages as well, and students may work on languages of their interest for selected assignments.

Class Format: lecture**Requirements/Evaluation:** evaluation will be based on class discussions/exercises, assignments and exams**Prerequisites:** none; no previous knowledge of linguistics or of foreign languages is required; knowledge of Asian languages is beneficial; open to all**Enrollment Preferences:** first-year and sophomore students**Enrollment Limit:** 20**Expected Class Size:** 20**Distribution Notes:** meets Division 1 requirement if registration is under JAPN; meets Division 2 requirement if registration is under ANTH**Distributional Requirements:**

Division 1

Not Offered Academic Year 2017

LEC

ANTH 232(F) Town and Gown: Investigating the Relationship of College and Community

Team-taught by an anthropologist and a journalist, this course investigates the relationship between Williams College and the surrounding communities of Northern Berkshire County via ethnographic/journalistic research conducted by students. The course will look at several case studies centered on "town-gown" relations in different eras and locations in order to contextualize and provide comparative material for understanding the relationship of Williams to its neighboring communities. Among the topics to be considered and possibly investigated will be the social and economic effects of colleges on local communities, the role of alcohol and athletics in town/gown relations, and how the increasing corporatization of academic institutions has changed the nature of town-gown interactions and the place and role of institutions of higher education in their communities. The focus of the course will be on student research, and a large percentage of class time will be devoted to learning the basic techniques of ethnographic and journalistic research, including interviewing, oral historical research, survey research, and participant-observation. Each student will conduct a major research project of his or her own devising, which will culminate in an investigative report and a public presentation.

Class Format: seminar**Requirements/Evaluation:** class participation, research exercises, major ethnographic research paper**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option**Prerequisites:** none**Enrollment Preferences:** Anthropology and Sociology majors**Enrollment Limit:** 15**Expected Class Size:** 15**Distributional Requirements:**

Division 2

Fall 2016

SEM Section: 01 M 07:00 PM 09:40 PM Instructors: David Edwards, Christopher Marcisz

ANTH 233 Spiritual Crossroads: Religious Life in Southeast Asia (D)**Crosslistings:** ANTH 233/ASST 233/REL 253

No region of the world presents a richer tapestry of religious beliefs, practices, and institutions than Southeast Asia. Buddhism, Hinduism, Christianity and Islam are all to be found and all of them interpenetrate and contend with each other and with a deep undergirding of animism, shamanism, and mystical folk belief systems. This course will survey these religious traditions through time and space, looking in particular at the growing tension between religion and the state as fundamentalism and religious militancy have spread into the region in recent times. All of Southeast Asia will be covered, but particular attention will be devoted to Indonesia, where religious blending and the growth of new fundamentalism are both especially marked.

Class Format: seminar**Requirements/Evaluation:** midterm, short essays, term paper**Prerequisites:** none; open to non-majors**Enrollment Limit:** 19**Expected Class Size:** 15**Distributional Requirements:**

Division 2

Exploring Diversity

Other Attributes:

GBST South + Southeast Asia Studies Electives

Not Offered Academic Year 2017

SEM Instructor: Peter Just

ANTH 234 Masculinities (W)

Crosslistings: WGSS 234/ANTH 234

What does it mean to be a man? This course approaches masculinity in its various forms as a culturally constructed category and as an achieved aspect of social identity. We will look at characteristics of manhood as they are imagined cross-culturally: man as warrior, lover, husband, father, protector, provider, disciplinarian, abuser; we will look at how manhood is variously achieved and how it can be lost; and we will look at forms of masculinity as they articulate with modes of sexuality and gender. The course will make extensive use of cinema in exploring these themes.

Class Format: seminar

Requirements/Evaluation: attendance at film screenings, active leading and participation in class discussions, two 7-page papers, final 12-page paper

Prerequisites: none; open to all

Enrollment Preferences: Anthropology and Sociology majors and to achieve gender balance

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements:

Division 2

Writing Intensive

Not Offered Academic Year 2017

SEM Instructor: Peter Just

ANTH 235 Roman Archaeology and Material Culture

Crosslistings: CLAS 224/HIST 224/ANTH 235/ARTH 235

This course examines the development of Roman archaeology and material culture from the early Iron Age, ca. 1000 BCE, to the end of the reign of Constantine in 337 CE. The primary goal of the course is to help students understand the social and historical context in which Roman material culture was created and used. We will consider a variety of evidence from across the empire, including monumental and domestic architecture, wall painting, mosaics, sculpture, coins and inscriptions. Special emphasis will be placed on the city of Rome; however, we will also look at other important urban centers, such as Pompeii, Aphrodisias and Lepcis Magna. Roman art and architecture were not the product of any single people or culture, but rather the hybrid synthesis of complex cultural negotiations between the Romans and their colonial subjects (i.e., Greeks, Jews, Celts, etc.). Class discussions will focus on issues related to gender, ethnicity and cultural identity in the Roman Empire. For example, we will explore what it meant to be "Roman" in terms of language, ethnicity and cultural institutions. We will also discuss how Roman elites used material culture to convey political messages and social status in the imperial hierarchy, as well as the legacy of Roman art and architecture in the modern world.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on classroom performance, quizzes, one 8- to 10-page paper, a midterm, and a final exam

Prerequisites: none

Enrollment Preferences: majors or prospective majors in Classics, History, Art History, and Anthropology

Enrollment Limit: 40

Expected Class Size: 30

Distribution Notes: meets Division 1 requirement if registration is under CLAS or ARTH; meets Division 2 requirement if registration is under HIST or ANTH

Distributional Requirements:

Division 1

Other Attributes:

ARTH pre-1600 Courses

HIST Group C Electives - Europe and Russia

HIST Group P Electives - Premodern

Not Offered Academic Year 2017

LEC Instructor: Benjamin Rubin

ANTH 246T(F) India's Identities: Reproducing the Nation, Community and Individual (D) (W)

Crosslistings: REL 246/ANTH 246/WGSS 246/ASST 246

This course considers India's contradictory legacy as a booming Asian democracy and fragile society built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions — Hindu/Muslim, rich/poor, high caste/outcaste, male/female? What are the historic roots and ongoing causes that produce structural violence around these axes of difference? We pay particular attention to key moments (Partition, communal riots in Gujarat in 2003, Hyderabad in 1990, Delhi in 1984), and places (Punjab, Bengal, Jammu & Kashmir) for our analysis of how religion, gender, and caste intersect to produce a landscape of communal violence, social hierarchy, and fragmented subjectivity in India today. We are as interested in discourses and practices that shore up these binaries as well as the third terms that attempt to transcend or diffuse them. For instance, we look at how Buddhism is and is not a middle path between Hindu/Muslim conflict in Indian Kashmir. Our course readings include ethnographic, sociological, and historical analyses, as well as oral histories and popular media. This course fulfills the Exploring Diversity Initiative by theorizing the ways that difference has been used to effect profound historical & social changes in India.

Class Format: tutorial

Requirements/Evaluation: weekly writing assignments and tutorial attendance every week

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: majors in Anthropology and Sociology, Religion, Asian Studies, or Women's, Gender & Sexuality Studies

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:

Division 2

Exploring Diversity

Writing Intensive

Other Attributes:

GBST South + Southeast Asia Studies Electives

PHLH Bioethics + Interpretations of Health

WGSS Racial Sexual + Cultural Diversity Courses

Fall 2016

TUT Section: T1 TBA Instructor: Kim Gutschow

ANTH 248 Body Politics in South Asia: Gender, Sex, Religion, and Nation (D) (W)

Crosslistings: REL 248/ASST 248/ANTH 248/WGSS 249/GBST 248

This course examines the relationship between body, gender, sex, and society in South Asia, using three countries and religions—India, Sri Lanka, and Bangladesh, and Hinduism, Buddhism, and Islam—as its foil. The course uses the body as a lens by which to unpack South Asian discourses that link body and sexuality with nation, community, and population. In particular, it explores a South Asian sociology that links individual and social bodies in ways that occasion solidarity as well as social suffering, violence as well as communal cohesion. How do bodies come to signify the purity or prosperity of the nation or community and with what social or discursive effects? We begin by unpacking foundational theories of the body as proposed by Mauss, Foucault, Douglas, and Bourdieu in order to better understand how local discourses of the body help produce gender and other social hierarchies in South Asia. By considering how the human body can serve as a map for society and vice versa, we examine both classical discourses and modern institutional practices of the body including the temple, the monastery, the mosque, and the mendicant, as well as bodily practices such as yoga, celibacy, sex work, and new reproductive technologies. We also analyze how the body has served as a symbol of nation, community, and social health. Throughout, we are interested in the cross-cutting effects of gender and sex in perpetuating structural hierarchies and social suffering around the body in South Asia.

Class Format: seminar

Requirements/Evaluation: the course has weekly writing, more than 20 pages total, and there is student-faculty feedback every week including a week dedicated to a one-one writing feedback session between student and instructor

Prerequisites: none

Enrollment Preferences: majors in Religion, Women's, Gender and Sexuality Studies, Asian Studies and Anthropology/Sociology

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements:

Division 2

Exploring Diversity

Writing Intensive

Other Attributes:

GBST South + Southeast Asia Studies Electives

PHLH Bioethics + Interpretations of Health

PHLH Reproductive, Maternal and Child Health

WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017

SEM Instructor: Kim Gutschow

ANTH 255 Buddhism: Ideas and Practices

Crosslistings: REL 255/ASST 255/ANTH 255

This course introduces students to Buddhism by examining its ideas and practices as they have taken place in actual social contexts rather than as disembodied textual objects. After examining the main ideas and narratives of the tradition, we turn our attention to Thailand where we examine how these ideas and narratives have shaped a whole range of practices, from meditation to shamanistic rituals. We then consider the transformations that Buddhism is undergoing in contemporary society, examining the rise of meditation movement, the changing role of monks and laity, the resurgence of the nun order, the rise of Buddhist social activism and the development of new Buddhist social philosophies. We ask questions such as: How can Buddhism adapt to a modern global consumerist society? What are the transformations involved in this process and the role that Buddhism can play in such a global society? Should Buddhists take advantage of the opportunities of this new global culture or should they adopt a critical stance toward its consumerist values?

Class Format: lecture/discussion

Requirements/Evaluation: full attendance and active participation; two essays

Prerequisites: none

Enrollment Preferences: none

Enrollment Limit: 25

Expected Class Size: 25

Distributional Requirements:

Division 2

Not Offered Academic Year 2017

LEC Instructor: Georges Dreyfus

ANTH 256 Engendering Buddhism: How Women and Men Shape and Are Shaped by Buddhism (D) (W)**Crosslistings:** REL 256/WGSS 256/ANTH 256/ASST 256

This course looks at how gender has shaped Buddhism as well as how Buddhism has shaped gender. Most generally, it considers the myriad ways that Buddhist soteriology and practice produce the very gender differences they purport to overcome. How have the Buddha and his far-flung disciples institutionalized gender differences in spite of their putative goal of transcending duality? We examine the varying experiences of women and men in Buddhist societies and literatures as a lens by which to analyze the pervasive operation of social and gender hierarchies. Last but not least, we discuss how well feminist and American revisions of Buddhism have transformed gender and other forms of difference. Our analysis revolves around several interdependent themes. (1) How do female and male bodies become the subject of a specific set of Buddhist gazes? What does Buddhist discourse say about the possibility of gaining enlightenment in the female body? (2) How do gender divisions reflect deeper social divisions such as class and race in Buddhist discourse? (3) How have feminist deconstructions of Buddhism transformed gender and social hierarchies in the contemporary world? This course fulfills the Exploring Diversity Initiative by seeking to theorize the ways that Buddhism has produced and reinscribed gender differences and social hierarchies.

Class Format: seminar**Requirements/Evaluation:** two midterm papers, weekly GLOW participation, final research papers, and class participation**Prerequisites:** none**Enrollment Preferences:** majors in Religion, Women's, Gender and Sexuality Studies, Asian Studies and Anthropology/Sociology**Enrollment Limit:** 20**Expected Class Size:** 20**Distributional Requirements:**

Division 2

Exploring Diversity

Writing Intensive

Other Attributes:

GBST East Asian Studies Electives

WGSS Racial Sexual + Cultural Diversity Courses

Not Offered Academic Year 2017

SEM Instructor: Kim Gutschow

ANTH 260(F) The Whale**Crosslistings:** ENVI 260/ANTH 260

Between the 1950s and 1970s, public attitudes toward whales and dolphins underwent a remarkable transformation. Once the target of a rapacious global industry, whales now (mostly) enjoy protection from commercial exploitation and occupy the position of global environmental icon. A key figure in the industrial revolution as well as in the emergence of environmental consciousness in North America, whales provide a touchstone for examining the environmental imaginations of diverse peoples and institutions across time and space. This course traces the history of the human-whale relationship from the eighteenth century onward in North America and concludes with an in-depth discussion of whales' current place in the law, culture, and politics of a globalizing world.

Class Format: seminar**Requirements/Evaluation:** several shorter writing assignments and a final project**Prerequisites:** ENVI 101 or permission of instructor**Enrollment Preferences:** Environmental Studies majors and concentrators**Enrollment Limit:** 19**Expected Class Size:** 19**Distributional Requirements:**

Division 2

Other Attributes:

ENVI Humanities, Arts + Social Science Electives

ENVI Environmental Policy

ENVP PTL Theory/Method Courses

ENVP PE-B Group Electives

ENVP SC-B Group Electives

Fall 2016

SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Les Beldo

ANTH 261(S) Animal Biocapital and the Politics of Meat**Crosslistings:** ENVI 261/ANTH 261

What does it mean to "produce" animal flesh? To "invent" an organism? To patent life? It has been just 40 years since a contributor to the journal *Hog Farm Management* famously declared that farmers should "forget the pig is an animal," and "treat him just like a machine in a factory." In that time, challenging questions over the legal and ethical status of farmed and laboratory animals have only grown more urgent and complex, as courts in the U.S. multiply the rights of firms to alter and patent living organisms, and accelerating

biotechnologies expand the ways in which capital and biology intersect. This course examines the culture and politics of industrial animal husbandry and the production of animal biocapital. We will explore the legal structures that enable (and occasionally limit) the ownership of life, and we will seek alternative views on the human-animal relationships that remain (for now) at the center of the factory farm. Contemporary and historical accounts of the industrial hog and broiler chicken industries will serve as primary case studies, along with recent developments in industrial aquaculture and military bioengineering.

Class Format: seminar

Requirements/Evaluation: several shorter writing assignments and a final project

Prerequisites: ENVI 101 or permission of instructor

Enrollment Preferences: Environmental Studies majors and concentrators

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements:

Division 2

Other Attributes:

ENVI Humanities, Arts + Social Science Electives

ENVI Environmental Policy

ENVP PE-A Group Electives

ENVP PE-B Group Electives

ENVP PTL-A Group Electives

ENVP SC-A Group Electives

Spring 2017

SEM Section: 01 TR 11:20 AM 12:35 PM Instructor: Les Beldo

ANTH 262(F) Language and Power

"A language is a dialect with an army and a navy." This (originally Yiddish) aphorism points to a paradox: language, often imagined to be a neutral or apolitical medium of communication, proves in practice to be a social domain fully implicated in the operations of power. How do we broadcast or disguise our social location by the way that we talk? How are ideologies and cultural values encoded into everyday speech and styles of speaking? In this introduction to linguistic anthropology, students will gain familiarity with key concepts (sociolect, performatives, code-switching, language ideology), themes (language and nationalism) and debates (the relation between language and thought) in the social scientific study of language. Assignments include regular postings of 1-page critical response papers and an ethnographic project: either an analysis of a linguistic ideology operative in the Williams or Berkshire County community, or an ethnographic micro-study of a linguistic interaction.

Class Format: lecture

Requirements/Evaluation: regular postings of critical response papers and an ethnographic final project

Extra Info: not available for the fifth course option

Prerequisites: none

Enrollment Limit: 30

Expected Class Size: 18

Distributional Requirements:

Division 2

Fall 2016

LEC Section: 01 TR 11:20 AM 12:35 PM Instructor: Joel Lee

ANTH 270 Object and Place/Memory and Nation (D)

This course explores the role of object and place in the creation and perpetuation of national identity. In particular, we will consider the role of monuments, battlefields, museums, and various 'sacred' sites in inculcating a sense of shared origins, values, commitments, and ultimate ends. Using a variety of key theoretical texts (including Benedict Anderson's *Imagined Communities* and Eric Hobsbawm and Terence Ranger's *The Invention of Tradition*) and maintaining a focus on two countries — Afghanistan and the Czech Republic — with long and painful histories of foreign invasion and occupation, the EDI course focuses on the ways in which people orient themselves within the symbolic worlds they inherit and how they negotiate tragedies of circumstance.

Class Format: seminar

Requirements/Evaluation: two essays, an in-class presentation, and a take-home exam

Prerequisites: none

Enrollment Preferences: 1) Anthropology and Sociology majors; 2) students who have taken one or more ANSO courses

Enrollment Limit: 24

Expected Class Size: 24

Distributional Requirements:

Division 2

Exploring Diversity

Not Offered Academic Year 2017

SEM Instructor: David Edwards

ANTH 272 Sex and the Reproduction of Society

Crosslistings: ANTH 272/WGSS 272

Why is reproduction such a controversial subject in society today, especially in areas of medicine, culture, and religion? And why is the reproductive body subject to such highly ideological and yet contradictory types of practices and discourses across the globe? This course seeks to examine the myriad ways that societies police the range of practices surrounding reproduction—including fertility, conception, pregnancy, birth, abortion, and motherhood. We will pursue a comparative analysis of reproduction across major societies and cultures, through an in-depth look at specialized topics such as the new reproductive technologies, the medicalization and ritualization of obstetrics in America, the continuing controversies over abortion across the globe, and the ongoing debates about the rise of women and the 'End of Men'. Throughout the course, we remain focused on the cultural, social, and medical construction of birth and reproduction more generally. To this end, we explore the varying ritual and medical practices that surround reproduction in different cultural contexts, from high tech to low tech settings and societies. We will deconstruct the process of human reproduction through readings culled from a variety of cultures and disciplines including anthropology, medicine, religious studies, sociology, and gender and sexuality studies.

Class Format: seminar

Requirements/Evaluation: in-class presentations, attendance, class blog, final research paper

Prerequisites: none

Enrollment Preferences: majors in Anthropology/Sociology, Women's Gender & Sexuality Studies

Enrollment Limit: 25

Expected Class Size: 25

Distributional Requirements:

Division 2

Other Attributes:

ENVI Humanities, Arts + Social Science Electives

GBST South + Southeast Asia Studies Electives

PHLH Reproductive, Maternal and Child Health

WGSS Theory Courses

Not Offered Academic Year 2017

SEM Instructor: Kim Gutschow

ANTH 299 The Body in Power

Crosslistings: ANTH 299/REL 274

The thesis of this course is that ritual plays a crucial role not only in legitimizing and mobilizing political power, but also in determining whether people decide to act in defense of or dissent against the status quo. In the first part of the semester, we focus on the ways in which different cultures construct categories of inclusion and exclusion, safe and dangerous, while also creating rituals for ensuring the preservation of the dominant social order against all that is transgressive and undermining to those in power. Of particular importance to our discussion will be consideration of how the body is ritually mobilized as an instrument of persuasion and control. On this foundation, we move to an examination of how political rituals are used to undermine established orthodoxies, mobilize popular dissent, and bring down those on top. Among the topics to be discussed are the role of martyrdom and beheadings in the rise of the Islamic State, the use of symbols and ritual interventions in framing both sides of the abortion debate, and the expanding importance of social media in protests movements around the world. The final unit of the course will consider a current controversy (e.g., police violence against African-American men) in light of the concepts discussed during the semester.

Class Format: seminar

Requirements/Evaluation: class participation, three short response papers, and one 10- to 12-page research paper

Prerequisites: none

Enrollment Preferences: open to first years

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements:

Division 2

Not Offered Academic Year 2017

SEM Instructor: David Edwards

ANTH 301(F) Sexual Economies (D)

Crosslistings: WGSS 301/AMST 334/ANTH 301

This course examines various forms of sexual labor in a variety of global contexts with an emphasis on contemporary anthropological and sociological research and its implications for public policy. Our topics include: (a) traditional sex work (e.g., pornography, escorting, street prostitution, brothels, sex tourism), (b) sexualized labor without physical contact (e.g., stripping, burlesque, phone/online sex), and also (c) contemporary debates about sex trafficking and sex worker migration. Because of our ethnographic focus, the readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, and backgrounds in order to explore the broader social implications of our subject matter. A key component of this course is a field trip to New York City to meet with sex workers and sex worker rights advocates. (Note: students should be advised that we will necessarily encounter and discuss adult content and images that some may find offensive.)

Class Format: seminar

Requirements/Evaluation: mid-term essay exam, research proposals/annotated bibliography, app 10-15- page final research paper, field trip reaction paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: Women's Gender & Sexuality Studies majors; short statement of interest

Enrollment Limit: 20
Expected Class Size: 20
Distributional Requirements:
Division 2
Exploring Diversity

Fall 2016

SEM Section: 01 MW 07:00 PM 08:15 PM Instructor: Gregory Mitchell

ANTH 321 Real Indians: Indigeneity and the Authenticity Problem (D)

Crosslistings: AMST 400/ANTH 321

In settler societies, Indigenous peoples must be recognized by the state as sufficiently authentic in order to have rights as legitimate Indigenous peoples. This constitutes a structural dilemma in which Indigenous people face considerable pressure to embody external stereotypes and racial expectations. In this seminar, we will engage with recent scholarship in Native American and Indigenous Studies that addresses indigeneity as a political status, a supposed biological category and frozen temporal/geographic state, and a social experience. Our readings will also engage feminist and queer perspectives on the problem of authenticity and we will devote attention to the appropriation of Indigenous culture by non-Indigenous people. Our primary focus will be on Anglophone settler states, especially the United States and Canada, but we will occasionally draw upon examples elsewhere in the world. Moreover, we will discuss indigeneity as a source of global affinity among colonized peoples and as a human rights framework within the United Nations. This course will satisfy the Exploring Diversity Initiative (EDI) requirement as we will critically engage colonial power structures and processes of othering.

Class Format: seminar

Requirements/Evaluation: attendance/participation in discussion, two short papers, and a 12- to 15-page final

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: American Studies, Anthropology, and Sociology majors

Enrollment Limit: 15

Expected Class Size: 10

Distributional Requirements:

Division 2

Exploring Diversity

Other Attributes:

AMST Comp Studies in Race, Ethnicity, Diaspora

HIST Group F Electives - U.S. + Canada

Not Offered Academic Year 2017

SEM Instructor: Doug Kiel

ANTH 322(F) Trash

Crosslistings: ANTH 322/ENVI 322/GBST 322

What is waste? What is filth? Why do titles or categories of sanitation workers—"garbage man," for instance—bear such charged social and sometimes moral significance in many societies? In this seminar we will critically examine the production of waste and its role in the production of value, meaning, hierarchy, and the environment. Readings will be of three types. First we will consider theoretical inquiries into the relations between filth and culture. Second, we will examine studies of the political and environmental consequences of systems of waste management historically and in the present, with a focus on the Middle East, South Asia and the United States. Third, we will read ethnographies of sanitation labor and social hierarchy with the same regional focus - work on Cairo, Dhaka, and New York, respectively. There is also a fieldwork component to this class. In groups, students will conduct ethnographic micro-studies of elements of the systems of waste production and management in Berkshire County (e.g., cafeterias, retail outlets, homes, dorms, recycling facilities, sewage treatment plants). Students will post field notes to a class blog, and each group will present its findings in the form of a short film, multimedia presentation, or paper.

Class Format: lecture/discussion

Requirements/Evaluation: regular posting of critical response papers and an ethnographic final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: seniors and juniors

Enrollment Limit: 30

Expected Class Size: 20

Distributional Requirements:

Division 2

Fall 2016

LEC Section: 01 MR 02:35 PM 03:50 PM Instructor: Joel Lee

ANTH 324 Empires of Antiquity (W)

Cycles of rise and collapse of civilizations are common in our human past. Among the most fascinating cases are those of empires, conquest civilizations, or states that encompass a number of different ethnicities, polities and peoples. However, their rise and often rapid collapse begs an important question: how stable have empires been in human prehistory? Are they intrinsically unstable political forms? The course will address these questions by examining the major empires of the Old and New World in pre-modern history:

Persian; Assyrian; Mongol; Roman; Chinese; Ottoman; Aztec; and Inca empires. Using readings by political scientists, historians, epigraphers, archaeologists and political anthropologists, we will consider the causes of the expansion and collapse of these empires. We will also explore their sociopolitical and economic structures as mechanisms for their maintenance in order to provide a cross-cultural comparison of the differential success and final decline of all these empires.

Class Format: seminar

Requirements/Evaluation: weekly short response papers and a research paper, class presentation and participation

Prerequisites: none; open to first-year students

Enrollment Limit: none

Expected Class Size: 15

Distributional Requirements:

Division 2

Writing Intensive

Not Offered Academic Year 2017

SEM Instructor: Antonia Foias

ANTH 328T Emotions and the Self (D) (W)

Everyone everywhere experiences emotions, and everyone everywhere is faced with the task of conceptualizing a self-hood and its place in the social world. This course analyzes a variety of recent attempts in the social sciences to come to grips with topics that have long been avoided: the nature of the interior experience and an epistemological framework for its cross-cultural comparison. Exploring the borderlands between anthropology, sociology, and psychology, we will bring the tools of ethnographic analysis to bear on central pan-human concepts: emotions and the self. By examining these phenomena as they occur in other cultures, we will be better placed to apprehend and challenge the implicit (and often unconsciously held) assumptions about emotions and the self in our own culture, both in daily life and in academic psychological theory. What are emotions? Are they things—neuro-physiological states—or ideas—sociocultural constructions? How are they to be described; compared? What is the self? How are selves constructed and constituted? How do various cultures respond to categories of emotion and self, and how can we develop a sense of the relationship between self and emotion?

Class Format: tutorial

Requirements/Evaluation: typical for that of a tutorial

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none; open to first-year students

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:

Division 2

Exploring Diversity

Writing Intensive

Other Attributes:

AMST Critical and Cultural Theory Electives

Not Offered Academic Year 2017

TUT Instructor: Peter Just

ANTH 331 Witchcraft, Sorcery, and Magic

Beliefs in magic, malign and otherwise, have been nearly universal in human experience. This course examines these beliefs in an attempt to understand their cognitive basis, symbolic effectiveness, and social consequences. In particular we will approach the question of "magical thinking:" is magical thought "mistaken science" or a universal non-rational way of seeing the world? What does the fact of presumably rational people holding apparently irrational beliefs say about the whole idea of rationality? Are witches self-aware agents who believe in the malign magic they practice, or are they innocent, marginalized victims of hegemonic powers? To answer these and other questions we will draw on case studies from a broad range of ethnographic and historic sources, including Aguaruna love magic, Azande oracles, Voodoo in Brooklyn, and witches in Renaissance Italy and twentieth-century England.

Class Format: seminar

Requirements/Evaluation: a midterm, class presentation, and a term paper

Prerequisites: Anthropology 101 or permission of instructor

Enrollment Preferences: Anthropology and Sociology majors and upperclassmen

Enrollment Limit: 19

Expected Class Size: 15

Distributional Requirements:

Division 2

Not Offered Academic Year 2017

LEC Instructor: Peter Just

ANTH 334 Imagining Joseph (W)

Crosslistings: ANTH 334/COMP 334/JWST 334/REL 334

Beloved son, rival brother, faithful servant, dreamer, seer, object of desire, lover, husband, bureaucrat, Joseph is one of the most fully-limned and compelling figures in the Jewish, Christian, and Muslim scriptural traditions. The story of Joseph unfolds over fourteen chapters in the Hebrew Bible, and is the subject of the fourth longest sura in the Qur'an. Through millennia, the story of Joseph has

inspired a wealth of interpretations, commentary, apocrypha, re-tellings, and back-story, including an apocryphal book of scripture about Joseph and his wife, Asenath, Sufi poetry about Joseph and Zuleikha (Potiphar's wife), a trilogy by the 20th century German novelist Thomas Mann, a musical by Andrew Lloyd Weber, and many expressions in Western visual art. The course will explore these various expressions, looking to them for the ways in which Joseph has captured the imaginations of peoples and cultures across time and space. The course will be organized as a collaborative seminar in which the class will read the foundational scriptures together, followed by thematic discussions to which students will contribute insights from their own readings of particular peripheral texts. Students will learn the pleasures of close and intense exegetical reading in approaching the Hebrew Bible and Qur'an, as well as the more expansive pleasures of linking post-scriptural expressions together.

Class Format: seminar

Requirements/Evaluation: 3- to 5-page weekly response papers; 15-page final paper; class participation

Prerequisites: none

Enrollment Preferences: based on responses to a questionnaire

Enrollment Limit: 12

Expected Class Size: 10

Distribution Notes: meets Division 2 requirement if registration is under ANTH, JWST, or REL; meets Division 1 requirement if registration is under COMP

Distributional Requirements:

Division 2

Writing Intensive

Other Attributes:

JWST Core Electives

Not Offered Academic Year 2017

SEM Instructor: Peter Just

ANTH 335 In Between: The Ritual Construction of Identity and Difference

This course examines the categories of inclusion and exclusion, safe and dangerous, pure and impure, right and wrong that constitute cultural worlds, while also creating the middle zones that make cultural creativity possible. Beginning with an examination of "liminality" and rites of passage in the work of Arnold Van Gennep and Victor Turner, we will go on to look at Mary Douglas's seminal work on the construction of categories of inclusion and exclusion and other theoretical works on ritual and the sacred. In the course of the semester, we will consider a variety of cultural contexts in which liminality is of central importance, including transvestitism in traditional Native American and contemporary US cultures, various avant garde artistic movements, and the ritual construction of the suicide bomber/martyr in Islamist practice.

Class Format: seminar

Requirements/Evaluation: class participation, two short response papers, research paper, final exam

Prerequisites: ANTH 101, SOC 101 or another ANTH/SOC course

Enrollment Preferences: Anthropology and Sociology majors

Enrollment Limit: 20

Expected Class Size: 18-20

Distributional Requirements:

Division 2

Not Offered Academic Year 2017

SEM Instructor: David Edwards

ANTH 340 Artisan and Connoisseur (W)

In recent decades Americans have increasingly taken up the small-scale hand-work production of specialized goods as a livelihood, depending on connoisseurs who appreciate and are willing to pay high prices for their goods. Products ranging from cheeses to wooden boats have secured markets enabling lifestyles that appear to challenge classic capitalist modes of labor and consumption. We'll explore this movement. Students will conduct original research resulting in a major paper and presentation. To elaborate: We will explore the differences among traditional craftsmen, hobbyists, and contemporary artisans, considering the nature of creativity and hand-work. We will use Marx's concepts of the alienation of labor and commodity fetishism as a frame for considering the ways in which both artisans and connoisseurs appear to be resisting modern capitalist modes of production and consumption. But we will also look at the ways in which artisans' articulation with capitalism and industrial production has shifted over time, beginning with the Arts and Crafts movement around the turn of the last century, through the "hippies" of the 1960s and '70s, to more recent entrepreneurial artisans and those engaged in the "Maker Movement." The course entails a commitment to undertaking an original, possibly ethnographic research project in which a student undertakes a detailed investigation of the production and consumption of an "artisanal" product, involving a preparatory paper, a preliminary proposal, and culminating in a research paper of at least 20 pages and a class presentation.

Class Format: seminar

Requirements/Evaluation: 5-page paper, 8-page proposal, 20-page research project, and class presentation

Prerequisites: none

Enrollment Preferences: Anthropology and Sociology majors; seniors

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements:

Division 2

Writing Intensive

Not Offered Academic Year 2017
SEM Instructor: Peter Just

ANTH 341(S) Caste, Race, Hierarchy (D)

Crosslistings: ANTH 341/AFR 341/ASST 341/GBST 341

Caste in India looms large in global social thought as a kind of benchmark against which hierarchical social systems across the world are measured. This prominence has much to do with British colonial ideologies of rule, but it also has a deeper and different history: the Buddha compared caste to Greek slavery, early modern Jesuits related it to the system of European estates, and since the nineteenth century, anti-caste radicals from Dalit, or "untouchable," backgrounds have drawn a sustained comparison between the forms of oppression they face and those with which African Americans contend in the United States. Reciprocally, thinkers from W.E.B. DuBois to Toni Morrison have deployed the category of caste in their writings on race. What can the study of caste in postcolonial South Asia contribute to global debates over the persistence of "traditional" forms of social hierarchy? What are the stakes of bringing caste and race into the same conversation, and what are the implications of refusing to do so? In this seminar we will acquire a thorough grounding in the anthropological literature on caste and then investigate the politics of the caste-race comparison over the last hundred years. Assignments include weekly postings of 1-page critical response papers and either a research paper or an interview-based, ethnographic final project examining "caste" in one's own community. In its engagement with hierarchy in our various communities, and in its critical theorization of the commensurability (or not) of distinctive systems of inequality, the course fulfills the EDI requirement.

Class Format: seminar

Requirements/Evaluation: weekly postings of 1-page critical response papers and research paper or ethnographic final project

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: seniors, juniors, majors in ANSO, AFR, or ASST

Enrollment Limit: 20

Expected Class Size: 15

Distributional Requirements:

Division 2

Exploring Diversity

Spring 2017

SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Joel Lee

ANTH 346 Islam and Anthropology

Crosslistings: ANTH 346/REL 346/ARAB 280/ASST 346

If anthropology has helped to define Islam in global thought, Islam has returned the favor, holding a critical mirror to the anthropological endeavor perhaps more than any other traditional "object" of study. This course examines anthropological studies of Islamic societies for what they teach us both about Islam and about anthropology. We begin with foundational social theorists whose studies of religious phenomena helped give rise to the field of anthropology of religion. We then survey influential efforts to construct "ideal-type" models of Muslim society based on anthropological and historical knowledge, alongside efforts to critique, historicize, and redirect the model-building project (notably by Talal Asad and Edward Said). The second half of the course is devoted to ethnographies that explore, from a variety of perspectives and in several regions (Morocco, India, Egypt, Syria), questions of human agency, hierarchy and resistance, and Islam as discursive resource, ethical project, and embodied community.

Class Format: seminar

Requirements/Evaluation: weekly postings, one 5-page paper, one 10-page paper, discussion leading

Prerequisites: none

Enrollment Preferences: juniors and seniors, Anthropology, Sociology or Religion majors

Enrollment Limit: 19

Expected Class Size: 19

Distribution Notes: meets Division 2 requirement if registration is under ARAB

Distributional Requirements:

Division 2

Not Offered Academic Year 2017

SEM Instructor: Joel Lee

ANTH 347 Tribe and State on the Afghan-Pakistan Border

Crosslistings: ANTH 347/ASST 347

One of the major challenges President Obama will face in his first term in office involves the perilous situation on the border between Afghanistan and Pakistan. While the problems in the region are generally framed in relation to Islamic extremism, the more fundamental issue is the failure of the Afghan and Pakistani governments to exercise control over the tribes that occupy the mountainous frontier. This course will look first at the history of the Afghan and Pakistani states and of the Pushtun and Baluchi tribes that are part of, yet independent from the states that surround them. We will go on to consider the role of Islam as a political force in the region, with particular emphasis on the ways in which outside religious groups, most recently al-Qaeda, have managed to gain a foothold in the borderlands, despite the historic resistance of the tribes to outsiders of any kind. The course will also examine the efforts of, first, the Soviet Union in the 1980s and, more recently, the United States and its allies to control the borderlands, and we will conclude with a consideration of the geopolitical implications if Afghanistan and Pakistan prove in the end to be "failed states." Readings will include theoretical discussions of tribe/state relations, British and Soviet era accounts of the frontier (non-fiction and fiction), ethnographies of tribal societies, and contemporary studies.

Class Format: seminar

Requirements/Evaluation: class participation, short response papers, research paper, and final exam

Prerequisites: none; open to first-year students

Enrollment Preferences: Anthropology and Sociology majors

Enrollment Limit: 25

Expected Class Size: 20-25

Distributional Requirements:

Division 2

Not Offered Academic Year 2017

SEM Instructor: David Edwards

ANTH 371(F) Medicine, Pathology, and Power: An Ethnographic View (D) (W)

How do medical anthropologists examine and interpret disease and illness between and within societies across the globe today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques such as participant observation and reflexive interviewing that has been described as "deep hanging out". Through experiential and phenomenological inquiries, we will investigate how structural violence produces systemic health inequalities in response to the workings of power and other social factors, while paying particular attention to the most marginalized and vulnerable populations or individuals in society. After reading a selection of medical ethnographies, students will pursue their own individual, fieldwork-based projects in the Berkshires. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore and experience the challenges of medical anthropology research including informed consent, access, and sensitivity to our informants' explanatory models.

Class Format: seminar

Requirements/Evaluation: 4 fieldnote papers, in-class writing, 10-minute final presentation

Prerequisites: none; but course in anthropology or sociology recommended

Enrollment Preferences: none but course in ANTH or SOC strongly recommended

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements:

Division 2

Exploring Diversity

Writing Intensive

Other Attributes:

PHLH Social Determinants of Health

SCST Related Courses

Fall 2016

SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Kim Gutschow

ANTH 391 Insurgencies: Revolts, Revolutions, Wars of National Liberation, and Jihads

Crosslistings: ANTH 391/INTR 391

We often tend to think of warfare in the classic terms described by Clausewitz: states waging armed conflict against other states using uniformed armed forces that are distinct from non-combatant civilian populations. Throughout history, however, we may also encounter many instances of asymmetric conflict within states, colonies, and other political entities, involving combatants who are often indistinguishable from the general population and whose objectives are often unlike those of states: Peasant revolts, revolutions, wars of independence or national liberation, and other forms of resistance and civil insurgency pit the relatively weak against the power of the state and may succeed because, to use Mao's metaphor, the insurgents move among the people like fish in water. The close relationship between insurgent fighters and the supporting population makes the social structure, social values, social institutions—in short, the culture—of the society particularly relevant to understanding the nature of a given asymmetric conflict. In this course we will use theoretical and analytical concepts from anthropology, sociology, history, and political philosophy to examine asymmetric conflicts of the twentieth century and the present day. The course will be divided into three parts: in the first we will explore some of the theoretical literature on violence and warfare as well as some of the basic literature on tribal and peasant society, peasant revolts, wars of national liberation, guerilla warfare, and insurgencies. The second part of the course will be devoted to presentations prepared by small groups of students on case studies, e.g., the Hukbalahap insurgency in the Philippines, the communist revolutions of China, Cuba, and Malaysia, wars of national liberation such as those in Algeria and Vietnam, and other ongoing civil conflicts such as the Palestinian intifadah and "ethnic cleansing" in the Balkans. The final portion of the course is devoted to an in-depth study of Iraq following the American invasion and to a consideration of the evolving nature of asymmetric conflict in a globalizing world.

Class Format: seminar

Requirements/Evaluation: class participation, two exams, research paper

Prerequisites: none; open to first-year students

Enrollment Preferences: Anthropology and Sociology majors

Enrollment Limit: 30

Expected Class Size: 20

Distributional Requirements:

Division 2

Not Offered Academic Year 2017

SEM Instructor: Peter Just

ANTH 397(F) Independent Study: Anthropology

Anthropology independent study.

Class Format: independent study

Distributional Requirements:

Division 2

Fall 2016

IND Section: 01 TBA Instructor: Antonia Foias

ANTH 398(S) Independent Study: Anthropology

Anthropology independent study.

Class Format: independent study

Distributional Requirements:

Division 2

Spring 2017

IND Section: 01 TBA Instructor: Antonia Foias

ANTH 493(F) Senior Thesis: Anthropology

Anthropology senior thesis.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494); may not be taken on a pass/fail basis; not available for the fifth course option

Distributional Requirements:

Division 2

Fall 2016

HON Section: 01 TBA Instructor: Antonia Foias

ANTH 494(S) Senior Thesis: Anthropology

Anthropology senior thesis.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Distributional Requirements:

Division 2

Spring 2017

HON Section: 01 TBA Instructor: Antonia Foias

SOC 101(F,S) Invitation to Sociology

An introduction to sociological analysis. The course focuses on the relationship of individual men and women to the social world and introduces students to systematic institutional analysis. Students will explore the intersection of biography, history, culture, and social structure as seen in the work of classical and contemporary social thinkers, including Marx, Durkheim, Weber, Veblen, Simmel, and Goffman. Special consideration will be given to the social and cultural problems of capitalism, rationality and irrationality in modern institutions and organizations, the psychological dilemmas facing the individual in modern society, and the problem of social order and conflict.

Class Format: lecture/discussion

Requirements/Evaluation: a take-home midterm exam, a class presentation and a final

Prerequisites: none

Enrollment Preferences: first-year students and sophomores

Enrollment Limit: 35

Expected Class Size: 35

Distributional Requirements:

Division 2

Fall 2016

LEC Section: 01 MWF 11:00 AM 12:15 PM Instructor: Grant Shoffstall

Spring 2017

LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: Christina Simko

LEC Section: 02 TR 09:55 AM 11:10 AM Instructor: Lisa Koryushkina

SOC 201(S) Science, Technology, and Human Values

Crosslistings: SCST 101/HSCI 101/SOC 201

This course offers an introduction to science and technology studies, or STS. A radically interdisciplinary field of inquiry, the roots of STS stretch through the philosophy, history, and sociology/anthropology of science and technology. Students will become acquainted with major STS schools, methodological strategies and research trajectories through intensive reading and analysis of classical and

contemporary works in the field. Considerable attention will be devoted to exploring the nature of science and technology, their relationships to and interactions with one another, society and the natural world, and the influences these interactions exert in shaping what humans value. A fundamental goal of the course is to cultivate awareness and understanding of the social organization of technology and scientific knowledge production, and the technoscientific structuring of modern social life broadly. The course as such is aimed at attracting from all divisions those students who are intellectually adventurous and inclined to think critically about the place and prominence of science and technology in the modern world.

Class Format: seminar

Requirements/Evaluation: two or three short exercises, two papers (3-5 pages and 5-7 pages), and two hour exams

Prerequisites: none

Enrollment Preferences: first-years and sophomores

Enrollment Limit: 20-25

Expected Class Size: 20

Distributional Requirements:

Division 2

Spring 2017

SEM Section: 01 TR 08:30 AM 09:45 AM Instructor: Grant Shoffstall

SOC 202 Terrorism and National Security

An analysis of the roots, goals, and social organization of contemporary radical Islamist terrorism and of the state efforts to defeat it. A focus on: the recruitment, training, and indoctrination of Islamist terrorists; their ideologies and self-images; and case studies of specific terrorist attacks and the vulnerabilities of modern societies that such attacks reveal. The course analyzes the exigencies and dilemmas of ensuring public safety in a democratic society. Special attention to: the structure and ethos of intelligence work; the investigation of terrorist networks and their financing; the relationship between organized and semi-organized crime and terrorism; the legal dilemmas of surveillance, preemptive custody, and "extraordinary rendition" in democratic societies; and the technology and organization of ascertaining identities in modern society. The course also addresses the crisis facing European societies—particularly the United Kingdom, France, Belgium, the Netherlands, and Germany—with growing populations of radical Islamist minorities who reject cultural assimilation into Western social or legal frameworks, a crisis paralleled in the United States, with important differences, by widespread illegal immigration. An assessment of the ideology of multiculturalism and its intended and unintended consequences in the fight against terror. The course also examines the threat of terrorists' use of biological, chemical, and nuclear weapons of mass destruction and the defenses against such threats. Finally, it appraises the structure and content of mass media coverage of terrorism, as well as official and nonofficial propaganda on all sides of these issues. *A Gaudino Fund Course.*

Class Format: seminar

Requirements/Evaluation: full participation in the seminar, class presentations, and a major paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: all students are required to submit an application essay in order to be included in the course

Enrollment Limit: 25

Expected Class Size: 25

Distributional Requirements:

Division 2

Other Attributes:

JLST Interdepartmental Electives

LEAD American Foreign Policy Leadership

Not Offered Academic Year 2017

SEM Instructor: Robert Jackall

SOC 211(S) Race and the Environment

Crosslistings: AFR 211/ENVI 211/SOC 211/AMST 211

In contemporary societies, race remains an enduring impediment to the achievement of equality. Generally understood as a socially meaningful way of classifying human bodies hierarchically, race manifests itself in a number of arenas, including personal experience, economic production and distribution, and political organization. In this course, we will explore how race emerges in local and global environmental issues, like pollution and climate change. We will begin with a review of some of the landmark texts in Environmental Studies that address "environmental racism," like Robert Bullard's *Dumping in Dixie* and David Pellow's *Garbage Wars*. We will examine how and to what extent polluting facilities like landfills, oil refineries, and sewage treatment plants are disproportionately located in communities of color; we will also pay attention to how specific corporations create the underlying rationale for plotting industrial sites. After outlining some of the core issues raised in this scholarship, we will turn to cultural productions—like literature, film, and music—to understand how people of color respond to environmental injustice and imagine the natural world.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on class participation, 2-3 short papers (5-7 pages), and a self-scheduled final

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Limit: 20

Distributional Requirements:

Division 2

Other Attributes:

AFR Core Electives

AMST Comp Studies in Race, Ethnicity, Diaspora
AMST Space and Place Electives
ENVI Humanities, Arts + Social Science Electives
ENVP SC-B Group Electives
PHLH Nutrition, Food Security+Environmental Health
PHLH Social Determinants of Health

Spring 2017

LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: James Manigault-Bryant

SOC 215 Crime

An examination of crime, criminals, and crime-fighters. Topics include: violent urban youth gangs in America; the recruitment, socialization, argot, culture, worldviews, and ethics of professional criminals, both in America and in the international arena; the stages of criminal careers; the violence inherent in the drug trade; the trafficking of girls and women; the illegal immigration industry; white-collar scams, fraud, and financial depredations; identity theft; the work worlds and habits of mind of crime-fighters, with a special focus on the work of uniformed police officers, detectives, federal agents, and state and federal prosecutors; the symbolic representations of criminals and crime-fighters in American and international popular culture; and the crisis of public social order. Special attention to the nature of criminal investigation.

Class Format: seminar

Requirements/Evaluation: full participation in the seminar, class presentations, short mid-term paper, term paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: all students are required to submit an application essay in order to be included in the course

Enrollment Limit: 25

Expected Class Size: 25

Distributional Requirements:

Division 2

Other Attributes:

JLST Enactment/Applications in Institutions

Not Offered Academic Year 2017

SEM Instructor: Robert Jackall

SOC 216(S) The City

Modern humans have moved to the city, a site with concentrated powers of various kinds, this move has effected irreversible change in human life. We will examine these forces through readings in urban theories as well as ethnographic studies. We will address themes such as the organization of urban life, the political economy of cities, housing and homelessness, and urban planning. The city is also the chief site of cultural production and meaning, and our scope of interest will range from studying subcultures, to reading graffiti, to analyzing monuments. Bearing in mind the inexorable social change of past decades, we will reconsider some classical thought on urban life in the context of postmodern discourse, conceptualize the post-industrial and global city, and conclude with an examination of the problems faced by cities in developing countries.

This course is designed to provide students with a comprehensive introduction to urban studies. Students will become familiarized with both classical and modern urban theories, and in reading ethnographies they will have an opportunity to understand some fundamental methodological approaches to the study of the city.

Class Format: seminar

Requirements/Evaluation: response papers, mid term exam and final research paper

Prerequisites: none

Enrollment Preferences: Anthropology and Sociology majors

Enrollment Limit: 19

Expected Class Size: 15

Distributional Requirements:

Division 2

Other Attributes:

AMST Space and Place Electives

GBST Urbanizing World Electives

Spring 2017

SEM Section: 01 MWF 11:00 AM 12:15 PM Instructor: Marketa Rulikova

SOC 217 Race(ing) Sports: Issues, Themes and Representations of Black Athletes

Crosslistings: AFR 217/AMST 217/SOC 217/ENGL 215

Althea Gibson to the Williams Sisters. Julius (Dr. J) Irving to Michael Jordan. Jesse Owens to Tommie Smith and John Carlos. Throughout the 20th century, black athletes have broken through Jim Crow restraints, challenged racial stereotypes, and taken their sports to new heights of achievement. In this course, students will explore a range of black athletes in the 20th century, paying particular attention to the attitudes, stereotypes and experiences they endured. In addition, this course will prompt students to analyze the representation, perception, and commodification of black athletes in popular media forms. Students will trace trends, shifts and themes in representations of blackness across different sports and historical periods. Topics under study may include resistance against and affirmation of athletes as role models, racial slurs in sports broadcasting, common themes in commercialized images of the

black male athlete, and distinctions in media coverage based on race and gender. Texts will include everything from critical essays and sociological studies to commercials and documentary films. In their final projects, students may put their newfound knowledge to the test by exploring their campus or hometown to investigate the role that race plays on their own playing field.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based upon class participation, short weekly reading and/or listening assignments, one 5-page paper, final group project

Prerequisites: none; open to all

Enrollment Limit: 25

Expected Class Size: 20

Distribution Notes: meets Division 1 requirement if registration is under ENGL; meets Division 2 requirement if registration is under AFR, AMST or SOC

Distributional Requirements:

Division 2

Other Attributes:

AFR Core Electives

AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2017

LEC Instructor: Rashida Braggs

SOC 218(F) Law and Modern Society

This class is designed to introduce students to the field of law and society. The course begins with an overview of the various theoretical perspectives on the subject, including Durkheimian, Marxist, Foucauldian, and Weberian analyses of law and society; as well as the work of those following in the different theoretical schools established by these scholars. Informed by the theoretical overview, the next part of the course considers empirical research in selected areas of law, including tort law, criminal trial procedures, abortion and divorce law, "community justice," and the adjudication of drug offenses. Recognizing that understandings of our own legal practices are enlightened through comparisons to other legal systems, the second half of the course is primarily historical/comparative in focus. In this section, through an exploration of several case studies, American legal processes and habits are compared with related legal practices in such places as England, Scotland, Ireland, Australia, Germany, Norway, and Canada.

Class Format: lecture/discussion

Requirements/Evaluation: a short paper and midterm and final exams

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: none

Enrollment Limit: 35

Expected Class Size: 35

Distributional Requirements:

Division 2

Other Attributes:

JLST Theories of Justice/Law

Fall 2016

LEC Section: 01 TR 09:55 AM 11:10 AM Instructor: James Nolan

SOC 219 Images and Society

"This is obvious!" is what we say when we believe our point is irrefutable. But images are far less obvious than we may like to think. This course will create a forum for discussing the role of images in our lives, as well as the place of the visual in social inquiry. It will explore the variety of ways in which images—and even vision itself—are shaped by the social and cultural context in which they are embedded, develop skills for critical analysis of existing representations, and address the analytical possibilities and limitations of the study of signs and images. The course will touch upon a range of visual material, from advertising to paintings, but the bulk of the course is dedicated to photography, both as an object of visual analysis and as, increasingly, a research method in social sciences. Topics for discussion include debates around truth in photography and the politics of representation, changing uses of photography in institutional settings, different photographic cultures and their anthropological and sociological significance, as well as the use of photography in social research. Primary sources for the discussions will be drawn from a variety of spheres, from Soviet propaganda posters to Indian studio portraiture, and will include the images we encounter in everyday life, media, politics, academia, "high" art and pop culture.

Class Format: seminar

Requirements/Evaluation: active class participation, several response papers, a mid-term paper and a take-home final

Prerequisites: none; open to all

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements:

Division 2

Other Attributes:

FMST Related Courses

Not Offered Academic Year 2017

SEM Instructor: Olga Shevchenko

SOC 221 Money and Intimacy

Can money buy love and care? The course will consider this taboo question from a sociological perspective. We will look into how relevant this question has been over the course of history, what forces have contributed to the shift in thinking about it, and, most importantly, how sociological research helps us understand its current ramifications. We will discuss a wide range of aspects of family life: the relationship between arranged marriage and romantic relationship, the role of inheritance in family and social life, the distribution of resources in the context of modern family forms (most notably remarriages), and the outsourcing of care for dependents. Intimacy bears different value and content in these changing contexts.

The course will further look into the changing character of new economy where "people's skills" are ever more required from employees (emotional labor) and where intimacy, care, and/or sex constitute purchasable commodities. A reflection on the growth of new technologies will complicate some of the discussed concepts and notions, but throughout a common denominator of our discussion will be the role of social inequality.

Class Format: seminar

Requirements/Evaluation: classroom participation and a final research paper

Prerequisites: none

Enrollment Preferences: Anthropology and Sociology majors

Enrollment Limit: 12

Expected Class Size: 12

Distributional Requirements:

Division 2

Not Offered Academic Year 2017

SEM Instructor: Marketa Rulikova

SOC 230(F) Memory and Forgetting (D)

On the surface, remembering generally confronts us as a deeply personal act. What is more private than nostalgic reverie or the secrets of a dark and painful past? Yet even "individual" memories take shape through social frameworks, and we also remember "collectively" through shared myths, narratives, traditions, and the like. This course will explore the social dimensions of memory and remembering as well as their inevitable counterpart—forgetting. How do social frameworks inform our individual understandings of the past and shape our sense of selfhood? How and why are figures from the past cast as heroes or villains? How do collectivities celebrate past glories, and how do they deal with shameful or embarrassing episodes? How do economic and political power relations shape struggles over the past? In an increasingly global society, can we speak of "cosmopolitan" or "transcultural" forms of memory? Topics will include self-identity, memoirs, and oral history; memorials, museums, and monuments; reputations, commemorations, and collective trauma; silence, denial, and forgetting; and transitional justice, official apologies, and reparations. This course meets the EDI requirement by taking a comparative perspective, attending to cross-national struggles over memory and examining cases such as the Holocaust, the atomic bombings of Hiroshima and Nagasaki, Anzac Day in Australia and New Zealand, the assassination of Yitzhak Rabin in Israel, apartheid in South Africa, and slavery in the United States.

Class Format: seminar

Requirements/Evaluation: active class participation, several short papers, one class presentation, and a final exam

Prerequisites: none

Enrollment Preferences: Anthropology and Sociology majors

Enrollment Limit: 19

Expected Class Size: 15

Distributional Requirements:

Division 2

Exploring Diversity

Fall 2016

SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: Christina Simko

SOC 232 Symbols and Society

Human beings, as Kenneth Burke put it, are "symbol-using, symbol-making, and symbol-misusing" animals. Indeed, among humans, symbols help to substitute for "instincts." Symbols guide our actions, shape our emotions, and enable us to coordinate with others. Symbols may generate solidarity across wide spaces and among people who have never encountered one another face-to-face. They may also inflame conflicts and exaggerate distinctions, even promote violence. This course will examine the role of symbols and symbolism in modern society, exploring how words, gestures, images, and icons give shape and form to social life. The first part of the course will provide a broad introduction to the sociological study of symbols. The second part of the course will pay particular attention to the role that symbols play in politics and nationhood. How do symbols such as flags, anthems, values, ideals, monuments, and memorials promote solidarity and common identity across space and time? When and why do nations struggle over symbols, and what influence do these symbolic struggles have on collective life? What role do symbols play in war, conflict, and violence? Topics will include the Vietnam Veterans Memorial, the 1995 Enola Gay exhibit at the Smithsonian, the Holocaust Museum in D.C., the "Ground Zero cross," and the recent debates over the Confederate flag in South Carolina and beyond. We will focus primarily on the U.S., but will also work to make comparisons.

Class Format: seminar

Requirements/Evaluation: active class participation, several response papers, a short midterm essay, and a final paper with class presentation

Prerequisites: none

Enrollment Preferences: Anthropology and Sociology majors

Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements:
Division 2

Not Offered Academic Year 2017
SEM Instructor: Christina Simko

SOC 240(S) Performing Masculinity in Global Popular Culture (D)

Crosslistings: WGSS 240/AMST 241/LATS 241/THEA 241/SOC 240

This course examines popular cultural contexts, asking what it means to be a man in contemporary societies. We focus on the manufacture and marketing of masculinity in advertising, fashion, TV/film, theater, popular music, and the shifting contours of masculinity in everyday life, asking: how does political economy change the ideal shape, appearance, and performance of men? How have products - ranging from beer to deodorant to cigarettes — had their use value articulated in gendered ways? Why must masculinity be the purview of "males" at all; how can we change discourses to better include performances of female masculinities, butch-identified women, and trans* men? We will pay particular attention to racialized, queer, and subaltern masculinities. Some of our case studies include: the short half-life of the boy band in the US and in Asia (e.g., J/K-Pop), hip hop masculinities at home and abroad and the curious blend of chastity and homoeroticism that constitutes masculinity in the contemporary vampire genre. Through these and other examples, we learn to recognize masculinity as a performance shaped by the political economy of a given culture. The course includes a field trip to a drag performance in Northampton.

Class Format: seminar

Requirements/Evaluation: masculinity journal, mid-term essay, visual analyses of pop culture artifact, choice of final essay or 12 page final paper

Prerequisites: none

Enrollment Preferences: in the event of over-enrollment, a short statement of interest will be solicited

Enrollment Limit: 20

Expected Class Size: 20

Distribution Notes: meets Division 2 requirement if registration is under AMST, LATS, SOC or WGSS; meets Division 1 requirement if registration is under THEA

Distributional Requirements:

Division 2

Exploring Diversity

Other Attributes:

EXPE Experiential Education Courses

FMST Related Courses

LATS Comparative Race + Ethnic Studies Electives

Spring 2017

SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Gregory Mitchell

SOC 241(S) Meritocracy

Crosslistings: PSCI 241/SOC 241

Although an infinitesimal number of Americans have degrees from Harvard or Yale Universities, 33% of the top decision makers in the second Obama administration did. So do seven of the country's eight sitting Supreme Court Justices (as of early 2016). Is this a positive sign that the United States is governed by its most talented and capable members who have risen through hard work and equal opportunity? Or a negative one pointing to the power of a corrupt and self-selecting elite? This course explores the theme of meritocracy — rule by the intellectually talented — in comparative perspective. We will look at both old and new arguments regarding the proper role and definition of merit in political society as well as take the measure of meritocracy in present-day Singapore, France, and the United States. The course concludes with a focus on the current debate over American meritocracy and inequality.

Class Format: seminar

Requirements/Evaluation: two papers, take-home final exam, class participation

Prerequisites: none

Enrollment Preferences: Political Science and Sociology majors, first-years and sophomores intending a Political Science or Sociology major

Enrollment Limit: 25

Expected Class Size: 20

Distributional Requirements:

Division 2

Other Attributes:

POEC Comparative POEC/Public Policy Courses

PSCI American Politics Courses

PSCI Comparative Politics Courses

Spring 2017

SEM Section: 01 TR 09:55 AM 11:10 AM Instructor: Darel Paul

SOC 244(S) What They Saw in America

Crosslistings: SOC 244/HIST 366/AMST 244

This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. The course will consider their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider's view of America, one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors' respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race. This course is part of the Williams College program at the Berkshire County Jail and House of Corrections and will be held at the jail. Transportation will be provided by the college. The class will be composed equally of Williams students and inmates, and one goal of the course will be to encourage students from different backgrounds to think together about issues of common human concern.

Class Format: seminar

Requirements/Evaluation: several short response pieces; a final paper of 10-15 pages

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: juniors and seniors; final selection for the course will be made on the basis of an interview with the instructor

Enrollment Limit: 9

Expected Class Size: 9

Distributional Requirements:

Division 2

Other Attributes:

HIST Group F Electives - U.S. + Canada

Spring 2017

SEM Section: 01 M 07:00 PM 09:40 PM Instructor: James Nolan

SOC 248T(F) Altering States: Postsoviet Paradoxes of Identity and Difference (D) (W)

Crosslistings: SOC 248/GBST 247/RUSS 248

Critics and apologists of Soviet-style socialism alike agree that the Soviet ideology was deeply egalitarian. Putting aside for a moment the very reasonable doubts about how justified this perception actually was, it is still worth asking, how did people who lived in the world in which differences in rank, class, gender or ethnicity were not supposed to matter, make sense of their postsocialist condition, one in which new forms of difference emerged, and old ones assumed greater prominence? And how do these encounters with difference impact current events, such as the Russia-Ukraine conflict or the persistent tensions between East and West Germans? This tutorial will examine new dilemmas through ethnographic studies and documentary films that aim to capture in real time the process of articulating and grappling with newly discovered divides. We will focus especially closely on Russia, but will also read studies on East Germany, Bulgaria, Ukraine and Poland. This course fulfills the EDI requirement by exploring comparatively the ways in which people in different countries made sense of the social, cultural and political heterogeneity of the postsocialist condition.

Class Format: tutorial

Requirements/Evaluation: 5-page paper every other week; comments on the partner's paper in alternate weeks

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: Anthropology and Sociology majors

Enrollment Limit: 10

Expected Class Size: 10

Distribution Notes: meets Division 2 requirement if registration is under SOC or GBST; meets Division 1 requirement if registration is under RUSS

Distributional Requirements:

Division 2

Exploring Diversity

Writing Intensive

Fall 2016

TUT Section: T1 TBA Instructor: Olga Shevchenko

SOC 252 Moral Life in the Modern World

This interdisciplinary seminar attempts to locate and examine modern moral life (i.e., the ethical dimension of modern culture) in its broader historical and cultural context. The aim of the course is less to analyze and debate the theoretical moralities of philosophers and theologians, than it is to interpret and attempt to understand the lived moralities that people actually practice and carry out; that shape conduct and selfhood in the modern world. Part I of the course will provide a guided introduction to a range of contested issues in the study of ethics and morality: moralism, moral relativism, and the nature of modern moral discourse; moral truth, and value freedom; the differences between normative and descriptive ethical inquiry; "thick" and "thin" moral concepts, and the historically variable relationships between lived moralities, theoretical moralities, and moral customs. In Part II we will work through a series of case studies that take up the following issues: moral life in corporate, urban, and suburban contexts; media, moralism, and moral panics; business ethics; race and racism; depersonalization, war and genocide. The course will furthermore examine ethics and morality "in," "through," and "of" literature, as students will select, read, and critique a work of fiction.

Class Format: lecture

Requirements/Evaluation: weekly discussion précis, film screenings, two book review essays, class presentations, and a take-home midterm

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: Sociology and Anthropology students

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements:

Division 2

Not Offered Academic Year 2017

LEC Instructor: Grant Shoffstall

SOC 263 Cold War Technocultures

Crosslistings: SOC 263/AMST 263/HIST 363/HSCI 263/SCST 263

With the Soviet Union's collapse at the end of the twentieth century and the emergence of the United States as an unchallenged victor and "new world" hegemon, have we lost a sense of the drama, fear, and unbridled terror that permeated American life during the Cold War? In this course we will set out to understand Cold War American culture(s) by examining the intersection of politics, aesthetics, and a range of major technoscientific developments during this period. The course will take shape in three parts. Part I will explore the emergence and role of the computer in shaping the distinctly American style of thought aimed at Soviet "containment". We will furthermore trace historical trends connecting MIT's legendary Whirlwind computer, the SAGE continental air defense system, nuclear wargaming at the RAND Corporation, artificial intelligence, and the advanced technologies, management strategies, and atrocities of the Vietnam War. Part II takes up the symbolic potency of the space race, which we will use as a conduit through which to explore the following events and developments: Sputnik, Yuri Gagarin's spaceflight, the Apollo moon landing, and American civil defense; the postwar science of cybernetics and the emergence of the now iconic cyborg; the Club of Rome's *Limits to Growth* report and the Gaia hypothesis; plans backed by NASA for the industrialization, humanization, and colonization of outer space; and Ronald Reagan's Strategic Defense Initiative, "Star Wars". Finally, case studies considered in Part III will focus on moments of conflict and resistance, appropriation, and unintended consequences of the preceding and other Cold War technological developments, among them antipsychiatry and environmentalism; Project Cybersyn, an infrastructural causality of the US/CIA-backed Chilean coup of 1973; the American counterculture and the countercultural roots of neoliberalism(s).

Class Format: seminar

Requirements/Evaluation: weekly discussion precis, film screenings, class presentations, and a final research project decided in consultation with the instructor

Prerequisites: none

Enrollment Preferences: preference will be given to students with a demonstrated interest in the study of Cold War science and technology

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements:

Division 2

Not Offered Academic Year 2017

SEM Instructor: Grant Shoffstall

SOC 268 Class and Inequality

This course is designed to explore, both theoretically and empirically, the theme of social structure and inequality in contemporary modern societies. One's position in social space largely determines one's consciousness, identity, values, attitudes, interest, and behavior. While inequality is ubiquitous, there are cross-cultural variations in the definition of status and consequent distribution of social conditions and opportunities among individuals. In modern societies, social space and individual status are closely interconnected with the economic system and, consequently, with the occupational structures and relations evolving from it. Currently, globalization and technological developments are rapidly transforming societies and patterns of inequality. In stable societies, changes in the economic and social sphere are evolutionary in nature. However, these changes come at an accelerated pace and are typically accompanied by initial chaos and turbulence in societies undergoing major systemic transformation (or even revolution). These societies provide excellent opportunities to study the relationship of social change and stratification. Therefore, an important focus of this course will also be on the systemic transition from state socialism to market democracies in Russia and Eastern Europe since 1989.

Class Format: seminar

Requirements/Evaluation: response papers, mid term exam and final research paper

Prerequisites: none

Enrollment Preferences: Anthropology and Sociology majors

Enrollment Limit: 19

Expected Class Size: 15

Distributional Requirements:

Division 2

Not Offered Academic Year 2017

SEM Instructor: Marketa Rulikova

SOC 283 Religion and Capitalism (W)

Crosslistings: PSCI 140/SOC 283/REL 282

Up through the 1960s it was popular to claim that the world was becoming increasingly and inevitably secular, with the development of modern capitalist social relations as a signature cause. Today the 'secularization thesis' is largely defunct. Instead one sees the vibrant

return of religion to social, economic, and political prominence in most parts of the world—at the very same time we are experiencing through globalization and the information revolution the most dramatic economic advances in a century. This course investigates the historical and contemporary relationship between culture and economics, religion and capitalism, in their most encompassing forms. In investigating this theme, our cornerstone will be Max Weber's famous argument from *The Protestant Ethic and the Spirit of Capitalism*. Along the way we will discuss both the origins of capitalist society as well as its more recent transformations through the rise of the welfare state, consumerism, and globalization. We will also discuss changes in religion under the influence of capitalism including romanticism, Pentecostalism, moralistic therapeutic Deism, and the 'God gap' between largely theist Africa, South and West Asia, and the Americas on the one hand and largely atheist Europe and East Asia on the other. The focus of the course is on Christianity in Western countries both historically and in the present, but we will spend time discussing religion (particularly Pentecostalism) and capitalism in the contemporary Global South as well.

Class Format: seminar

Requirements/Evaluation: regular discussion questions, three 5- to 6-page papers, in-class paper workshops, 20- to 24-page final term paper incorporating earlier papers

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: open to first-years and sophomores only

Enrollment Limit: 16

Expected Class Size: 14

Distributional Requirements:

Division 2

Writing Intensive

Other Attributes:

PSCI Comparative Politics Courses

PSCI Political Theory Courses

Not Offered Academic Year 2017

SEM Instructor: Darel Paul

SOC 291 Religion and the American Environmental Imagination (W)

Crosslistings: ENVI 291/REL 291/SOC 291

This course examines the relationship between religious and environmental thought in modern America. Exploring a broad range of practices and beliefs, we will examine the religious (and anti-religious) roots of contemporary environmental discourse. Drawing widely on both religious studies and the environmental humanities, we will examine the works of famous environmental thinkers such as Henry David Thoreau and Wendell Berry, as well as a number of lesser-known writers from non-Christian backgrounds. We will read these writers alongside recent scholarship on religion and ecology to understand how they were influenced by social and environmental trends such as urbanization, industrialization, immigration, and globalization. We will also ask how religion has intersected with gender, race, class, and ethnicity to shape environmental politics in the twenty-first century, with particular emphasis on agrarianism, wilderness preservation, and climate justice.

Class Format: seminar

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments

Prerequisites: ENVI 101 or permission of instructor

Enrollment Preferences: Environmental Studies majors and concentrators

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements:

Division 2

Writing Intensive

Other Attributes:

AMST Space and Place Electives

ENVI Humanities, Arts + Social Science Electives

ENVP SC-B Group Electives

Not Offered Academic Year 2017

SEM Instructor: Nicolas Howe

SOC 300 Measuring Truth

Crosslistings: MATH 300/HSCI 300/REL 301/SOC 300

We will examine specific case studies of measuring truth—the emergence of science and technology in American colleges and universities; the prevalence of scientific methods in social science and humanities; the ways alternative methodologies in the humanities critique and historicize scientific approaches to reaching truth; and the possible tension between scientific modes of thinking and the aims of the liberal arts.

Class Format: seminar

Requirements/Evaluation: five 2-page papers and a final 15-page paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: any 200-level course

Enrollment Preferences: at the discretion of the instructors

Enrollment Limit: 20

Expected Class Size: 20

Distribution Notes: meets Division 3 requirement if registration under MATH; meets division 2 if registration under AFR, HSCIREL or SOC

Distributional Requirements:

Division 3

Other Attributes:

SCST Related Courses

Not Offered Academic Year 2017

SOC 303(F,S) Cultures of Climate Change (W)

Crosslistings: ENVI 303/SOC 303

This course asks why people think and talk about climate change in such very different ways. Climate change is a physical phenomenon that can be observed, quantified, and measured. But it is also an idea, and as such it is subject to the vagaries of cultural interpretation. Despite scientific agreement about its existence and its causes, many people do not see climate change as a serious problem, or as a problem at all. Many others see it as the most serious problem our species has ever faced. What are the sources of this disparity? Why can't we agree about climate change? How does something as complex and confusing as climate change become a "problem" in the first place? This course will explore a broad array of factors, from religion to race, class to colonialism. It will focus especially closely on the communication of scientific knowledge, risk perception, and environmental ethics, and it will apply a range of theories from the social sciences and humanities to a set of concrete case studies.

Class Format: seminar

Requirements/Evaluation: a 15- to 18-page research paper and several shorter writing assignments

Prerequisites: ENVI 101 or permission of instructor

Enrollment Preferences: Environmental Policy & Environmental Science majors and Environmental Studies concentrators first; Anthropology and Sociology majors second

Enrollment Limit: 19

Expected Class Size: 19

Distributional Requirements:

Division 2

Writing Intensive

Other Attributes:

ENVI Humanities, Arts + Social Science Electives

ENVP PTL Theory/Method Courses

ENVP SC-A Group Electives

ENVP SC-B Group Electives

SCST Related Courses

Fall 2016

SEM Section: 01 Cancelled Instructor: Nicolas Howe

Spring 2017

SEM Section: 01 W 01:10 03:50 Instructor: Nicolas Howe

SOC 305 The Sociology of Black Religious Experience

Crosslistings: AFR 305/REL 315/SOC 305/AMST 305

The United House of Prayer For All People. The Nation of Islam. New Birth Missionary Baptist Church. The African-American Buddhist Retreat at Spirit Rock Meditation Center. While each of these groups reflects a different spiritual tradition, all are examples of the rich religious expressions of Black Americans. This course will introduce students to the landscape of Black religious practices in the United States. We will begin with a historical survey of the literature on Black religions. Our review will yield some of the primary themes of the Black religious experience—the injustices of modern racism, the significance of liberation, and continued meaning of Africa as a homeland. We will then investigate how secular processes like industrialization, commodification, and the modern media, alter understandings of the sacred in Black experience.

Class Format: seminar/discussion

Requirements/Evaluation: evaluation will be based upon class participation, 2-3 short papers, and a final research paper

Prerequisites: none; open to all

Enrollment Preferences: Africana Studies concentrators and Anthropology/Sociology majors

Enrollment Limit: 15

Expected Class Size: 10

Dept. Notes: this course DOES NOT fulfill the body of theory seminar requirement for Religion majors; this course will count as an elective towards the major in Religion

Distributional Requirements:

Division 2

Other Attributes:

AFR Core Electives

AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2017

SEM Instructor: James Manigault-Bryant

SOC 306 Lessons of 'The Game': The Wire and American Culture

Crosslistings: AFR 300/AMST 300/SOC 306

The critically acclaimed television program, *The Wire*, ran for five seasons on Home Box Office (HBO) between 2002 and 2008. Set in "inner city" Baltimore, the program addressed a wide array of topics, including, but not limited to, the urban drug trade, law enforcement, local city politics, labor unions, education, and the newspaper industry. Though a work of "fiction," sociologist William Julius Wilson has called the show an important and instructive portrayal of the "deep inequality in inner-city America." By contrast, some scholars and critics have decried the series and indeed, courses like this one, as examples of mainstream America's fascination with and acceptance of African American drug use, criminal tendencies, and corruption. In this course, we will not deconstruct *The Wire* per se, but use select episodes from the series to explore key issues in Africana Studies, ranging from political geography to a history of Baltimore and the "War on Drugs." Students should have some familiarity with the show. Africana Studies will show select episodes during Winter Study. Readings will include texts about African American urban life, such as Elijah Anderson's *Code of the Street* and Sudhir Venkatesh's *Gang Leader for a Day*. Due to its attention to crime, drug addiction, violence, and urban decay, this course is a part of the Gaudino Danger Initiative.

Class Format: lecture

Requirements/Evaluation: evaluation will be based on 2-3 short papers (5-7 pages), and a final written project (10 pages)

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: none

Enrollment Limit: 50

Expected Class Size: 50

Distributional Requirements:

Division 2

Other Attributes:

AFR Core Electives

AMST Arts in Context Electives

AMST Comp Studies in Race, Ethnicity, Diaspora

AMST Space and Place Electives

FMST Core Courses

Not Offered Academic Year 2017

LEC Instructor: James Manigault-Bryant

SOC 311(F) Espionage

An exploration of the occupational world of intelligence officers. A focus on the 20th-century history of intelligence in the United States, Britain, and the Soviet Union, and on the post 9/11 Western intelligence efforts against Islamist terrorists. An appraisal of the structure and ethos of intelligence work both in the field and in the headquarters analysis of field materials. An examination of the training, social psychology, moral rules-in-use, and world views of intelligence officers, including those engaged in counterintelligence and counterespionage. A look at both remarkable intelligence successes and catastrophic failures. Extensive reading of declassified materials and interviews and oral histories given by former intelligence officers and of memoirs written by them as well as an examination of interviews collected by the instructor.

Class Format: seminar

Requirements/Evaluation: full participation in the seminar, class presentations, and a major paper

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: all students are required to submit an application essay in order to be included in the course

Enrollment Limit: 25

Expected Class Size: 25

Distributional Requirements:

Division 2

Fall 2016

SEM Section: 01 M 07:00 PM 09:40 PM Instructor: Robert Jackall

SOC 315 Culture, Consumption and Modernity (W)

How do lifestyles, fashions and trends appear and evolve? Are we authors of our own taste? What structures our choices of goods and activities? What is it that gives meaning to objects and makes them desirable? Are there non-consumer societies in the modern world? How has globalization changed the ways people consume in different parts of the globe? This course will explore the consumption and consumer practices as products of modernity and will analyze the political, cultural and social agendas that have transformed consumption over time. Politics of consumption (the way in which seemingly free and independent consumption choices aggregate into the existing system of global capitalism) will be treated alongside its symbolic element: the role of consumer practices in creating and articulating identities, building relationships and creating solidarities. It will look at fashion, advertising, arts and shopping in places as varied as nineteenth-century France, socialist Russia, and in contemporary United States, tracing both the mechanisms that structure patterns of consumption, and the implications that these patterns have for the larger social order.

Class Format: seminar

Requirements/Evaluation: full participation, ten journal entries and a 15-page term paper that will go through a draft and revision stage

Prerequisites: none; open to first year students

Enrollment Preferences: Anthropology and Sociology majors

Enrollment Limit: 19
Expected Class Size: 15
Distributional Requirements:

Division 2

Writing Intensive

Other Attributes:

ENVI Humanities, Arts + Social Science Electives

GBST Urbanizing World Electives

Not Offered Academic Year 2017

SEM Instructor: Olga Shevchenko

SOC 317T The Public and the Private (W)

The sharp distinction between the private and the public spheres is often taken as one of the defining features of the Western modernity itself. Furthermore, the existence and vibrancy of the public sphere is a crucial precondition for participatory democracy, whereas respect for privacy and provisions and guarantees that ensure personal autonomy remain fundamental for the daily operations of society. This tutorial course will address the public and the private as concepts that are always in a state of tension, and will explore these tensions from a sociological and historical vantage point. Topics include: democracy and the public sphere, publicity and its institutions, from the coffee house to the mass media, individual and collective identities, the "religion of individualism" and its rites and priests, public and private uses of space, the shifting lines of differentiation between the private and the public and the contestations of this distinction, as well as the impact of new technologies on the relationship between the public and the private. The tutorial will mainly address the Western cultural tradition, although it will involve intercultural comparisons, drawing on a wide range of literature, from Jurgen Habermas to Svetlana Boym, Nancy Fraser and Richard Sennett.

Class Format: tutorial; students will meet in pairs with the instructor 1 hour each week; they will write a 5- to 7-page paper based on the readings every other week (5 papers total); on alternate weeks they will write & present a 2-page response to their peer's paper

Requirements/Evaluation: evaluation will be based on the analytical qualities of the students' written and oral work and on their weekly participation in discussion

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none; open to all

Enrollment Preferences: Anthropology and Sociology majors

Enrollment Limit: 10

Expected Class Size: 10

Distributional Requirements:

Division 2

Writing Intensive

Not Offered Academic Year 2017

TUT Instructor: Olga Shevchenko

SOC 319 Ethnographic Approaches to Africana Studies

Crosslistings: AFR 319/SOC 319/AMST 319

Ethnography is the systematic study and recording of human cultures. It involves the collection and analysis of information from multiple sources including (but not limited to) first-person accounts, life histories, interviews, observations, and autobiographical materials.

Within Africana Studies, ethnographic approaches have been utilized to reflect complex narratives of black experience throughout the Diaspora. This seminar is a critical introduction to the theory, method, and practice of ethnography in Africana studies. We will explore a variety of cultures and settings, and discuss the practical, methodological, and ethical issues related to ethnography. Three broad questions will dominate our discussions: 1) What are the theoretical, practical, and stylistic tools needed to fashion compelling ethnographies that get to the heart of what it means to document Africana experience? 2) What are the ethical and political implications of representing Africana perspectives in fieldwork studies? 3) What are the strengths and limitations of ethnography as a research method in Africana studies? Each student will utilize the materials covered in the course to research and write his or her own ethnography.

Class Format: seminar

Requirements/Evaluation: evaluation will be based upon class participation, weekly response papers, a 5- to 7-page critical book review, and the construction of a mini-ethnography

Prerequisites: none

Enrollment Preferences: Africana Studies concentrators, Women's, Gender and Sexuality Studies majors, Religion majors

Enrollment Limit: 15

Expected Class Size: 10

Distributional Requirements:

Division 2

Other Attributes:

AFR Core Electives

AMST Comp Studies in Race, Ethnicity, Diaspora

Not Offered Academic Year 2017

SEM Instructor: Rhon Manigault-Bryant

SOC 324 Memory and Identity (D)

Our sense of self is inextricably tied to our understanding of our past, both as individuals and as members of society. This sense of origins, however, is far from natural; it itself has its origins in the debates and politics of the time, and evolves under an array of influences. This course analyzes discourses of collective and individual identity and the mechanisms involved in the formulation of the individuals' sense of their place in the world. Topics include: media of memory, politics of commemoration, nostalgia and selective forgetting, narratives of trauma and of a "golden age," the invention of tradition, and battles over remembrance and heritage, such as the dispute over the ownership of Parthenon Marbles between Greece and the UK, or over the proper way to commemorate the victims of 9/11 in the US or the victims of Stalin's purges in the post-Soviet space. This course fulfills the EDI requirement because it explores the diversity of the ways in which communities imagine and engage with their past, and puts struggles over memory in the context of groups' struggles for power and visibility.

Class Format: seminar

Requirements/Evaluation: extensive class participation, several short papers, and a final research project with class presentation

Prerequisites: none

Enrollment Limit: 19

Expected Class Size: 15

Distributional Requirements:

Division 2

Exploring Diversity

Not Offered Academic Year 2017

SEM Instructor: Olga Shevchenko

SOC 328(F) American Social Dramas (W)

Crosslistings: SOC 328/AMST 328/COMP 325/THEA 328

As Shakespeare wrote memorably in *As You Like It*, "All the world's a stage, and all the men and women merely players." Sociologists have heeded Shakespeare's wisdom, arguing that social and political events are "performances" that take shape in accordance with familiar cultural scripts, and indeed that social actors implicitly interpret real-world events using plot structures from literary and dramatic genres such as romance, irony, comedy, and tragedy. We will explore this thesis through the lens of contemporary American political events, including the Clinton-Lewinsky scandal, September 11, Hurricane Katrina, the 2012 presidential election, and current debates over Confederate symbolism. We will also pay careful attention to the unfolding drama associated with the 2016 presidential election. How do social performances and struggles to "control the narrative" shape the meanings and outcomes of political events? Are they merely "spectacles," or wellsprings for genuine civic participation? What role do political comedy, satire, and social media play in shaping the trajectory of contemporary events? Major authors will include Victor Turner, Clifford Geertz, J.L. Austin, Erving Goffman, and Jeffrey Alexander. Throughout the semester, each student will develop a significant project on a political event of his or her choosing.

Class Format: seminar

Requirements/Evaluation: active participation, five 2-page response papers, a 12-page paper that will go through draft and revision stage, and a presentation

Prerequisites: none

Enrollment Preferences: Anthropology and Sociology majors

Enrollment Limit: 19

Expected Class Size: 15

Distribution Notes: meets Division 2 requirement if registration is under SOC or AMST; meets Division 1 requirement if registration is under COMP or THEA

Distributional Requirements:

Division 2

Writing Intensive

Fall 2016

SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Christina Simko

SOC 330 Technology, Culture and Society

Crosslistings: SOC 330/SCST 330

An introduction to major trajectories of theory and empirical research in the sociology and history of technology: the Social Construction of Technology (SCOT), Large Scale Technological Systems (LTS), Actor-Network Theory (ANT), and cultural studies of technoscience broadly. Students will also become acquainted with a number of philosophical positions on technology: instrumentalist, Marxist, cultural/substantivist, humanist and posthumanist. Topics to be explored include technology, (post)industrial capitalism, and the nature of modern power; the role of technology in giving shape and weight to social institutions and forms of agency; technology, individualism, and everyday life in the modern world; technological determinism; resistance and accommodation to technological change; technology as a point of view and total way of life (culture); language, quantification, computerization, and (tele)visual media; and technology and environment. The course is furthermore designed to allow students to explore and research topics not appearing on the syllabus in the main.

Class Format: seminar

Requirements/Evaluation: weekly discussion precis, class presentations, a midterm essay and final paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: Anthropology and Sociology majors

Enrollment Limit: 20

Expected Class Size: 20

Distributional Requirements:

Division 2

Not Offered Academic Year 2017

SEM Instructor: Grant Shoffstall

SOC 332(F) Life and Death in Modernity

Death is a biological fact. Death is also one of the few universal parameters in and through which social worlds and individual lives are created. Death, in other words, is a primary source of the material and symbolic activities through which humans work to construct, legitimate, and maintain social realities. To attend to "ways of death", then, is to attend simultaneously, if only indirectly, to "ways of life"—the hopes and fears, the ways and wants of a people. In this course we will ask: How, why, and with what manner of consequence has it come to be that, under late-western modernity, the aged, the sick, the dying, the bereaved, and indeed death itself, are routinely "set aside", hidden from view and thus awareness, institutionally sequestered from those of us among the living? We will attend to the historical emergence of the institutional forms that perpetrate this sequestration, and show how they have become tightly articulated with one another: hospitals, nursing homes, hospice centers, funeral homes, cemeteries. We will furthermore examine the peculiar bodies of expert knowledge that have arisen in tandem with these institutional forms, among them gerontology, thanatology, and bereavement therapy, showing how they have conspired in the (bio)medicalization of aging, death, and grief. Other topics to be explored include the commodification and consumption of health and well-being; the emergence of anti-aging medicine and "popular" rationalities of human life extension; cryonic suspension, zombies, and the paranormal.

Class Format: seminar**Requirements/Evaluation:** weekly journal entries, film screenings, take-home midterm, class presentations, and a final 12- to 15-page paper to be decided in consultation with the instructor**Prerequisites:** none**Enrollment Preferences:** Sociology and Anthropology students**Enrollment Limit:** 19**Expected Class Size:** 19**Distributional Requirements:**

Division 2

Other Attributes:

PHLH Bioethics + Interpretations of Health

Fall 2016

SEM Section: 01 MWF 08:30 AM 09:45 AM Instructor: Grant Shoffstall

SOC 334 Social Studies of (Pseudo) Science

What makes science science? Where does science end and pseudoscience begin? What (if anything) separates the crackpots from the innovators? Philosophers of science have long labored over the so-called "demarcation" problem: how to analytically hive off "science" from "non-science." In this course we will survey the history of these philosophical labors, underscoring the inherent limitations of approaching demarcation as an analytical problem amenable to solution in the abstract. Operating instead in a largely sociohistorical register, we will consider demarcation as a *practical* problem scientists take up and negotiate in the concrete, in a range of different contexts and for a variety of ends. What is at stake in scientists' efforts to establish boundaries between what counts as scientific knowledge and what does not? How are these boundaries created, maintained and contested, and by whom? This course will speak to these questions by focusing on how and under what circumstances various doctrines that have aspired to science have nevertheless been met with the designation of "pseudoscience." Students will work through primary and secondary materials on a range of cases, among them parapsychology, intelligent design, climate change skepticism, eugenics, nanotechnology, dianetics, and UFOlogy. The aim is neither to debunk nor to validate, but rather to develop an understanding of how science and scientific authority operate in practice, in a given historical moment, by way of attending to instances of pseudoscientific designation.

Class Format: seminar**Requirements/Evaluation:** seminar paper of 15-20 pages; (in)formal weekly writing; participation**Extra Info:** may not be taken on a pass/fail basis; not available for the fifth course option**Prerequisites:** 200 level course in the humanities or social sciences, or permission of the instructor**Enrollment Preferences:** Sociology and Anthropology majors, History of Science majors**Enrollment Limit:** 15**Expected Class Size:** 15**Distributional Requirements:**

Division 2

*Not Offered Academic Year 2017***SOC 350(S) Max Weber & Critical Theory or Rationalization & Its Discontents****Crosslistings:** REL 350/SOC 350/COMP 349

We live in an age characterized by unprecedented technological and scientific progress—we have unraveled the building blocks of life, witnessed the birth of stars at the edge of the galaxy, and harnessed the power of the atom—and yet modern life often appears fundamentally meaningless and lacking in ultimate value—we work, we eat, we excrete, we die, perhaps in the interim shuffling paperwork, sucking up to our boss, and asking ourselves, "What kind of dining set defines me as a person?" Few thinkers have explored the roots of this modern ennui as thoroughly as Max Weber, a German sociologist often regarded as the single most important social theorist of the twentieth century. Weber wanted to know why it was European civilization in particular that gave birth to the grand trifecta of rationality, science, and capitalism and how we have become enslaved by the very things that were supposed to have set us

free. Weber's key innovation was to trace the grand trajectory of Western "rationalization"—the historical attempt to produce a world in which "one can, in principle, master all things by calculation." Further, he demonstrated how this rationalization produced not just mastery over nature, but also "the disenchantment of the world" - value fragmentation, hyper-specialization, bureaucracy, and ultimately the "iron cage" of modernity. The first part of this course will follow in Weber's footsteps by studying his theory of rationalization and by exploring it in different social spheres, such as the economy, the law, the professions, and the secularization of religion. The second half of the course will look at Weber's legacy in Critical Theory. It will show how thinkers such as Theodor Adorno, Georges Bataille, Jürgen Habermas, Max Horkheimer, Michael Löwy, and Alasdair MacIntyre suggested various lines of flight from the iron cage of modernity.

Class Format: seminar

Requirements/Evaluation: attendance and participation, weekly critical reflections, 5- to 6-page midterm paper, 10- to 15-page final essay

Prerequisites: none

Enrollment Preferences: preference will be given to REL, ANSO and COMP majors

Enrollment Limit: 15

Expected Class Size: 15

Distribution Notes: meets Division 2 requirement if registration is under REL or SOC; meets Division 1 requirement if registration is under COMP

Distributional Requirements:

Division 2

Other Attributes:

AMST Critical and Cultural Theory Electives

REL Body of Theory Courses

Spring 2017

SEM Section: 01 W 01:10 PM 03:50 PM Instructor: Jason Josephson

SOC 362T(S) Story, Self, and Society (W)

Crosslistings: SOC 362/COMP 362

From The Moth to StoryCorps to Williams College's own Storytime, stories are ubiquitous in contemporary society. Indeed, sociologists have argued that social life is itself "storied"-that we locate ourselves within familiar narrative structures, using them to "construct" identities and "tell" our lives. Stories, in this view, are not only the stuff of literature, but also the very fabric of social life: the foundation for individual and collective identities. This tutorial will grapple with the role of stories and storytelling in modern social life. What role do stories play in constituting personal identity? What cultural templates structure the stories we tell? Why are memoirs so popular, and how can we explain the more recent resurgence of interest in oral forms of storytelling? Specific topics will include illness narratives, confessional culture, digital stories, oral history, and memoir. As a capstone exercise, each student will construct a narrative analysis focused on a memoir of his/her choosing. The course will conclude with a final seminar meeting during which each student will tell a story of his/her own, and we will work together to consider how the theories we have encountered throughout the semester might illuminate our own narratives.

Class Format: tutorial

Requirements/Evaluation: 5-page paper every other week; comments on the partner's paper in alternate weeks

Extra Info: may not be taken on a pass/fail basis; not available for the fifth course option

Prerequisites: none

Enrollment Preferences: Anthropology and Sociology majors

Enrollment Limit: 10

Expected Class Size: 10

Distribution Notes: meets Division 2 requirement if registration is under SOC; meets Division 1 requirement if registration is under COMP

Distributional Requirements:

Division 2

Writing Intensive

Spring 2017

TUT Section: T1 TBA Instructor: Christina Simko

SOC 368(F) Technology and Modern Society

Crosslistings: SOC 368/ENVI 368

With widespread use of new social media, controversial developments in such bio-technical practices as the cloning of mammals, rapid advances in various forms of telecommunication, and the increasing sophistication of technological weaponry in the military, the triumph of technology remains a defining feature of modern life. For the most part, modern humans remain unflinchingly confident in the possibilities technology holds for continuing to improve the human condition. Indisputably, technology has benefited human life in innumerable ways. However, as with other features of modernity, technology has also had significant, albeit largely unanticipated, social consequences. Working within a sociological paradigm, this course will focus on the less often examined latent functions of technology in modern society. It will consider, for example, the social effects of technology on community life, on privacy, and on how people learn, think, understand the world, communicate, and organize themselves. The course will also examine the effects of technology on medicine, education, criminal law, and agriculture and will consider such counter-cultural reactions to technology as the Luddite movement in early nineteenth century England, Amish agrarian practices, and the CSA (community supported agriculture) movement.

Class Format: seminar

Requirements/Evaluation: two short papers, a midterm exam, and a final exam

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: Anthropology and Sociology majors

Enrollment Limit: 20

Expected Class Size: 20

Distributional Requirements:

Division 2

Other Attributes:

ENVI Humanities, Arts + Social Science Electives

ENVP SC-B Group Electives

FMST Related Courses

HSCI Interdepartmental Electives

SCST Elective Courses

Fall 2016

SEM Section: 01 MR 01:10 PM 02:25 PM Instructor: James Nolan

SOC 371(S) Medicine, Technology, and Modern Power

Crosslistings: SOC 371/HSCI 371/SCST 371

Medicalization: those processes by which previously *non*-medical problems, once defined as ethical-religious, legal or social (e.g. drug and alcohol addition, shyness, obesity), are brought within the purview of medical science and redefined as medical problems, usually in terms of "illness" or "disorder." Part I: The history of the medicalization thesis; medicalization as a technical process; modern medicine as a form of social control; critiques of the medicalization thesis. Part II: From medicalization to biomedicalization; from the management of human life to the transformation of "life itself" by way of post-World War II technoscientific interventions aimed at "optimizing" human vitality. Empirical cases for consideration will be drawn from those technoscientific developments having made possible the work of optimization that defines biomedicalization: molecular biology, pharmacogenomics, biotechnologies, imaging techniques, robotics, and transplant medicine, among others. Finally, a consideration of how processes of biomedical optimization have produced new ways of seeing, knowing, and imagining human bodies, such that biology is increasingly less representative of "destiny" than it is of possibility. The course will to this end conclude with a survey of emerging issues in speculative technoscience and the ethics and politics of human enhancement.

Class Format: lecture

Requirements/Evaluation: weekly discussion précis, science-fiction book review essay, class presentations, and a take-home midterm

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: preference will be given to Anthropology and Sociology students

Enrollment Limit: 25

Expected Class Size: 20-25

Distributional Requirements:

Division 2

Other Attributes:

PHLH Bioethics + Interpretations of Health

Spring 2017

LEC Section: 01 MWF 08:30 AM 09:45 AM Instructor: Grant Shoffstall

SOC 385(F) Breaking Apart

The course examines the splintering of American and indeed Western social structure and culture. Attention to the: transformation of family, marked by the abandonment of traditional definitions of sex, gender, and marriage; consequences of the de-industrialization and globalization of Western economy; increasing bureaucratization of every sphere of life, especially the growth of the leviathan state; institutionalization of adversary political cultures, on both left and right; proliferation of claims on public and private bureaucracies, fueled by competing propaganda spun by technicians in moral outrage; transformation of mass media and of audiences into specialized cliques; alliance of insulated political, economic, and cultural elites against the interests of middle/working classes on myriad issues, particularly crime, immigration, and the deracination of national cultures; metamorphosis of public manners, etiquette, and rules for discernment of aesthetic, artistic, and intellectual worth; clashes between the manifold cultural frameworks that give meaning to personal experiences; the stark racialization of public opinion and discussion; and the multiplicity of moral codes and conceptions of public order that often conflict with presumably common laws.

Class Format: seminar

Requirements/Evaluation: mandatory attendance, class presentations, and a major term paper

Extra Info: may not be taken on a pass/fail basis

Prerequisites: none

Enrollment Preferences: Anthropology and Sociology majors

Enrollment Limit: 25

Expected Class Size: 25

Distributional Requirements:

Division 2

Other Attributes:

Fall 2016

SEM Section: 01 T 01:10 PM 03:50 PM Instructor: Robert Jackall

SOC 386(S) Living with the Bomb: American Culture in the Nuclear Age

Crosslistings: HIST 387/SOC 386

Following the first use of nuclear weapons against Japan at the end of World War II, atomic science has fueled Americans' fears, hopes, nightmares, and fantasies. This course will examine various aspects of American nuclear culture in the early-Cold War period. It will consider topics ranging from the Manhattan Project to delivery of the bombs for combat, scientists' movements to abolish atomic weapons and expand peaceful atomic energy production, and the destructive consequences of the bomb's initial use and subsequent testing. The class will also investigate the role of the nuclear arms race in the Cold War, the development of civil defense and bomb shelter culture in the United States, and dystopian fiction about the nuclear apocalypse. Employing both historical and sociological perspectives, we will explore the interactions between science, diplomacy, politics, and culture in the nuclear age.

Class Format: lecture/discussion

Requirements/Evaluation: evaluation will be based on a midterm, a final exam, and a 10- to 12-page research paper

Prerequisites: none

Enrollment Limit: 35

Expected Class Size: 35

Distributional Requirements:

Division 2

Other Attributes:

HIST Group F Electives - U.S. + Canada

Spring 2017

LEC Section: 01 TR 11:20 AM 12:35 PM Instructors: Jessica Chapman, James Nolan

SOC 387 Propaganda

A sociological analysis of the phenomenon of mass persuasion in modern society. The course will examine the institutional and technical apparatus of modern propaganda and the role of intellectuals and technicians in shaping and disseminating propaganda. The symbolic content of specific kinds of propaganda—political, commercial, social, and organizational—will be considered with attention to propaganda that seeks to overthrow social structures as well as maintain them. The course will proceed through a series of intensive case studies with a particular focus on propagandists themselves, considered as experts with symbols, and on the institutional milieu in which they work. Among other examples, we will examine the U.S. Committee on Public Information during the First World War; the Nazi Ministry of Propaganda; the propaganda machinery in contemporary states and non-state actors of both the left and right; conservative and liberal "public interest" groups; propaganda in contemporary social movements and national political campaigns; the workings of corporate and university personnel offices; and advertising and public relations agencies in the United States. Throughout the course, we will analyze how the language, ideologies, and visual symbols of particular varieties of propaganda seem to affect mass audiences.

Class Format: seminar

Requirements/Evaluation: full participation in seminar, class presentations, and a major paper

Prerequisites: none

Enrollment Preferences: all students are required to submit an application in order to be included in the course

Enrollment Limit: 25

Expected Class Size: 25

Distributional Requirements:

Division 2

Other Attributes:

LEAD Facets or Domains of Leadership

Not Offered Academic Year 2017

SEM Instructor: Robert Jackall

SOC 397(F) Independent Study: Sociology

Sociology independent study.

Class Format: independent study

Distributional Requirements:

Division 2

Fall 2016

IND Section: 01 TBA Instructor: Antonia Foias

SOC 398(S) Independent Study: Sociology

Sociology independent study.

Class Format: independent study

Distributional Requirements:

Division 2

Spring 2017

IND Section: 01 TBA Instructor: Antonia Foias

SOC 493(F) Senior Thesis: Sociology

Sociology senior thesis.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Distributional Requirements:

Division 2

Fall 2016

HON Section: 01 TBA Instructor: Antonia Foias

SOC 494(S) Senior Thesis: Sociology

Sociology senior thesis.

Class Format: independent study

Extra Info: this is part of a full-year thesis (493-494)

Distributional Requirements:

Division 2

Spring 2017

HON Section: 01 TBA Instructor: Antonia Foias