

## ANTHROPOLOGY AND SOCIOLOGY (Div II)

### ANTHROPOLOGY

Chair: Professor James Nolan

- Zaid Adhami, Assistant Professor of Religion and Faculty Affiliate in Anthropology & Sociology; affiliated with: Religion, Anthropology & Sociology
- Bhumika Chauhan, Visiting Lecturer in Sociology
- David B. Edwards, James N. Lambert '39 Professor of Anthropology
- Antonia E. Foias, Preston S. Parish '41 Third Century Professor of Anthropology; on leave Spring 2024
- Kim Gutschow, Senior Lecturer in Religion and Anthropology/Sociology; affiliated with: Religion, Anthropology & Sociology
- Nicolas C. Howe, Professor of Environmental Studies and Faculty Affiliate in Anthropology and Sociology; affiliated with: Center for Environmental Studies, Anthropology & Sociology; on leave Spring 2024
- Peter Just, Professor of Anthropology
- Kamal A. Kariem, Gaius Charles Bolin Fellow in the Department of German and Russian and Faculty Affiliate in Anthropology and Sociology; affiliated with: German and Russian, Anthropology & Sociology
- Joel Lee, Associate Professor of Anthropology; on leave 2023-2024
- James A. Manigault-Bryant, Chair and Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; affiliated with: Africana Studies, Religion, Anthropology & Sociology
- Gregory C. Mitchell, Professor of Women's, Gender and Sexuality Studies and Faculty Affiliate in Anthropology/Sociology; affiliated with: Women, Gender & Sexuality Studies, Anthropology & Sociology; on leave 2023-2024
- James L. Nolan, Washington Gladden 1859 Professor of Sociology
- Marketa Rulikova, Visiting Assistant Professor of Sociology
- Olga Shevchenko, Paul H. Hunn '55 Professor in Social Studies; on leave Fall 2023
- Christina E. Simko, Chair and Associate Professor of Sociology; affiliated with: Anthropology & Sociology, American Studies
- Ben Snyder, Associate Professor of Sociology
- Phi H. Su, Assistant Professor of Sociology; affiliated with: Anthropology & Sociology, Science & Technology Studies

The disciplines of anthropology and sociology aim to teach students how to enter into the social/cultural worlds of others, how to grasp those worlds from the viewpoints of their inhabitants, and how to articulate those denizens' habits of mind, worldviews, and values to broader audiences.

**Anthropology** critically analyzes social forms and practices in all their local and global diversity, illuminating the cultural grounding of the ideologies, narratives, and structures in which we are all implicated. **Archaeology** extends this analysis to social formations of the historical and prehistorical past. **Sociology** studies the nature and trajectories of modernity, examining the intricacies of industrial and post-industrial societies and the dilemmas that confront individuals in modern social systems. These disciplines introduce students to classical and contemporary theories that illuminate the contours and contradictions of social experience. The Anthropology & Sociology program promotes a critical engagement with these theories while at the same time bringing evidence and case studies into conversation with theory.

The Department emphasizes qualitative fieldwork in its many forms. We teach students how to formulate, frame, and address intellectual problems. We also teach students the empirical methods widely used in anthropology, sociology, and other related disciplines, including, but not limited to ethnography, participant observation, interviewing, discourse and visual analysis, archival research, oral history, and archaeological methods.

Because the program emphasizes critical thinking skills to assess social claims made by others, and the application of anthropological and sociological skills to present day concerns, undergraduate training in Anthropology or Sociology has proven invaluable to majors pursuing a range of careers, including public policy, diplomacy, international development, marketing, social media development, K-12 education, journalism, medicine, and law.

### 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.

## **FAQ**

Students **MUST** contact departments/programs **BEFORE** assuming study away credit will be granted toward the major or concentration.

### **Can your department or program typically pre-approve courses for major/concentration credit?**

Yes. In some cases, provisional approval can be granted (students should be sure to contact the department for details). We welcome discussions of curricular plans for those major who travel abroad in their junior year. However, typically, students don't have access to all the salient information until **AFTER** they have taken the course.

### **What criteria will typically be used/required to determine whether a student may receive major/concentration credit for a course taken while on study away?**

Course title and description, and complete syllabus including readings/assignments. The syllabus and readings/assignment information is required in cases when the course title and description are not sufficient to ascertain whether a course should count towards the major. We also request information on course hours.

### **Does your department/program place restrictions on the number of major/concentration credits that a student might earn through study away?**

Yes. We credit two, and in special cases three courses.

**Does your department/program place restrictions on the types of courses that can be awarded credit towards your major?**

Yes. The expectation is for an intellectually rigorous semester-long course with a paper/exam component.

**Are there specific major requirements that cannot be fulfilled while on study away?**

Yes. ANSO 205, ANSO 305 and ANSO 402 are almost always taken in the department.

**Are there specific major requirements in your department/program that students should be particularly aware of when weighing study away options? (Some examples might include a required course that is always taught in one semester, laboratory requirements.)**

Yes. ANSO 305 is offered in the fall and ANSO 205 and ANSO 402 only in the spring. We advise our majors to be aware if they plan to spend all or part of their junior year abroad.

**Give examples in which students thought or assumed that courses taken away would count toward the major or concentration and then learned they wouldn't:**

In one case, a student had assumed that he could take the equivalent of ANSO 205 abroad, and was disappointed to discover that was not the case. He ended up taking ANSO 205 his senior year.

## **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.

### **ANTH 101 (F)(S) How To Be Human (DPE)**

Is there such a thing as 'human nature'? This course is an introduction to cultural anthropology (also known as social or socio-cultural anthropology), the study of human society in all its profound variety. Through deep, sustained, systematic participation in and observation of a particular social context, anthropologists seek to comprehend and illuminate the human condition. Anthropologists' insights into the ways in which human institutions - language, economy, religion, social stratification, law, sexuality, art, the state, and many more - are culturally constructed and reproduced have transformed the way the world is understood. Puncturing ethnocentrism, anthropology's attentiveness to the ideas and practices of cultures in every part of the globe vastly enriches the archive of human answers to human problems. The distinctive methods of the discipline enable anthropologists to discover patterns and phenomena not discernible in other modes of enquiry. With such findings anthropologists are able to make critical interventions in public discourse and to demonstrate how deeply we are all shaped by cultural forces.

**Requirements/Evaluation:** weekly posts in response to readings, two group presentations, several short writing exercises, final exam

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** first-year students and sophomores

**Expected Class Size:** 30

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** The course is an introduction to cultural anthropology and deals extensively with race, ethnicity, religion, gender, etc., as cultural constructs creating social difference, hierarchies of power, and the creation of inequities in communities and societies. Readings in ethnography, social theory, and sociology are designed to give students a deeper appreciation of all these issues.

Fall 2023

LEC Section: 01 TR 11:20 am - 12:35 pm David B. Edwards

Spring 2024

LEC Section: 01 TR 8:30 am - 9:45 am Peter Just

**ANTH 103 (F) 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 anthropological 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.

**Requirements/Evaluation:** class presentations, two 12-15pp analytical papers, midterm and final exams

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** First and second year students.

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2023

LEC Section: 01 TF 1:10 pm - 2:25 pm Antonia E. Foias

**ANTH 138 (F) Spectacular Sex (DPE) (WS)**

**Cross-listings:** WGSS 138

**Secondary Cross-listing**

From Beyoncé's Coachella performance to Donald Trump's social media antics, spectacles captivate us. Spectacles may be live shows, media events, or even everyday performances ranging from interactive advertisements to viral video sensations. But what are the uses of spectacle? Why are some compelling while others fall flat? How do spectacles control society or maintain social norms? And, importantly for our purposes, how does spectacle shape gender in society? Or from another angle, how does sexuality infuse spectacle? This tutorial introduces students to theories of spectacle ranging from the ancient Greeks to Marxist-inspired thinkers in the 20th century. In particular, we will examine how feminist thinkers have contributed to this literature and how theories of spectacle relate to questions of gender and sexuality. Our weekly readings focus on pairings of theoretical readings with writing on popular cultural examples and case studies. Some possible topics include sporting events, charity ad campaigns, music videos, political events, and social media.

**Requirements/Evaluation:** weekly response papers; students will also select past papers to develop and rewrite as more formal essays

**Prerequisites:** none

**Enrollment Limit:** 10

**Enrollment Preferences:** first- and second-year students; a statement of interest will be solicited from pre-registrants

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 138(D2) ANTH 138(D2)

**Writing Skills Notes:** This course requires significant attention to the craft of writing. Essential to this craft is the process of editing and rewriting materials with feedback from peers and professors. Students are expected to focus on improving analytical skills, critical thinking, and argumentation through attention to the writing process. They are also expected to give meaningful critical feedback on the writing of their peers. Students will select past response papers for development and rewriting.

**Difference, Power, and Equity Notes:** This course deals substantively with questions about privilege and power as they interact along the intersections of race, gender, sexuality, class, ability, and other axes of difference.

**Not offered current academic year**

**ANTH 162 (S) Languages of East Asia**

**Cross-listings:** GBST 162 / CHIN 162 / ASIA 162

### Secondary Cross-listing

A survey of the Chinese, Japanese, and Korean languages in their linguistic and cultural context. Working with various types of multimedia including audio, video, animation, and texts, we'll take up the phonetics, phonology, morphology, syntax, and lexicon of these three major East Asian languages, including also their history and writing systems as well as how they function in the societies where they are spoken. Though the emphasis of the course is on linguistic description and analysis, there will also be an applied component, as part of which we'll learn several dozen common expressions in each language. Some of the questions to be discussed are: What are the similarities and differences among these three languages? How are and how aren't they related? How did the modern standard form of each develop and what is its relationship to any non-standard languages or dialects? How do these three languages reflect sociolinguistic phenomena such as gender, class, and politeness? How do the writing systems of these languages function and what is the role of Chinese characters in them? What has been the influence of Classical Chinese on Modern Chinese, Japanese, and Korean? How have these languages changed due to influence from English and other languages? How are they used in Asian American speech communities? And what are the prospects for their future development, including the influence of computers and digital communications? While this course is not intended as a comprehensive introduction to linguistics, it does introduce many basic terms and concepts from that discipline.

**Class Format:** combination of lecture, discussion, and language practice

**Requirements/Evaluation:** three quizzes, two 2- to 3-page papers, an oral presentation, and an 8- to 10-page term paper

**Prerequisites:** none (lectures, class discussions, and readings in English; no prior background in linguistics or any Asian language required)

**Enrollment Limit:** 20

**Enrollment Preferences:** open to all with preference to first-year students and sophomores as well as majors/concentrators in CHIN, JAPN, EALC, ANTH, ASIA and GBST

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

GBST 162(D2) ANTH 162(D2) CHIN 162(D1) ASIA 162(D1)

**Attributes:** Linguistics

Spring 2024

SEM Section: 01 MW 8:25 pm - 9:40 pm Cornelius C. Kubler

### ANTH 208 (F) The U.S. and Afghanistan: A Post-Mortem (DPE)

**Cross-listings:** PSCI 220 / ASIA 208 / GBST 208

### Primary Cross-listing

The United States attacked and defeated the Afghan Taliban regime over in the course of a few short weeks in 2001. Within a few years, 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 easily defeat. At the same time that it was facing a more difficult military challenge than anticipated, the United States got bogged down in the process of nation-building, as well as efforts at social reform. This course examines the history of American involvement in Afghanistan, beginning with the Cold War when the U.S. used Afghanistan as a test case for new models of political modernization and economic development. We will go on to discuss the U.S. support for Islamist political parties during the Soviet occupation of Afghanistan in the 1980s and the consequent rise of the Taliban, and the role of Afghanistan in the September 11th attacks and the "War on Terror" that followed. The course will conclude with a consideration of the impact and legacy of the two decades of nation-building and social reform carried out by the United States since 9/11.

**Requirements/Evaluation:** grading will be determined by class participation, two short (500 word) essays, and a 15-page research paper

**Prerequisites:** none

**Enrollment Limit:** 20

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

**Expected Class Size:** 15-20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

PSCI 220(D2) ASIA 208(D2) GBST 208(D2) ANTH 208(D2)

**Difference, Power, and Equity Notes:** Among the topics relevant to power and difference to be considered in this course are the American support and later disavowal of Islamist political parties to advance US geopolitical goals, public relations efforts "to save Afghan women" after 9/11, and the uses and misuses of American military, economic, and political power to build a western-style democratic government and bring western-oriented social reforms to a society radically different from U.S. society.

Fall 2023

SEM Section: 01 MWF 10:00 am - 10:50 am David B. Edwards

### **ANTH 212 (F) Foundations of China**

**Cross-listings:** REL 218 / GBST 212 / CHIN 214 / ASIA 211 / HIST 214

#### **Secondary Cross-listing**

This course examines the foundational period of Chinese civilization, from the earliest evidence of human activity in the geographical region we now call China, through the end of the Han dynasty in the early third-century CE. This is the period that saw the creation and spread of the Chinese script (a writing system that would be the dominant one in East Asia for thousands of years), the teachings of Confucius (whose ideas continue to play a role in the lives of billions of people today), the construction of the Great Wall (which is not, as it turns out, visible from space), and the creation of the imperial bureaucratic system (that was, in essence, the progenitor of the modern bureaucratic state). We will proceed chronologically but focus on a set of thematic topics, including language and writing, religion and philosophy, art and architecture, politics and economics, and science and technology. While this course is entitled "Foundations of China," we will take a critical perspective on narratives, both Chinese and Western, that see Chinese history as an unbroken history of a single "civilization."

**Requirements/Evaluation:** short writing assignments (approximately 750-1000 words each), quizzes, a mid-term, and a final exam

**Prerequisites:** none

**Enrollment Limit:** 40

**Enrollment Preferences:** Chinese majors, History majors, Religion majors, and Anthropology majors

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 218(D2) GBST 212(D2) CHIN 214(D1) ASIA 211(D1) ANTH 212(D2) HIST 214(D2)

**Attributes:** HIST Group B Electives - Asia HIST Group P Electives - Premodern

**Not offered current academic year**

### **ANTH 214 (F) The Rise and Fall of Civilizations**

**Cross-listings:** ENVI 224

#### **Primary Cross-listing**

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:** Class discussion and debates will complement lectures based on powerpoint presentation.

**Requirements/Evaluation:** midterm, final exam, 15pp analytical paper, two quizzes

**Prerequisites:** none

**Enrollment Limit:** 30

**Enrollment Preferences:** First and second years.

**Expected Class Size:** 19

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ENVI 224(D2) ANTH 214(D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Fall 2023

LEC Section: 01 TF 2:35 pm - 3:50 pm Antonia E. Foias

**ANTH 217 (S) Indigeneity Today: Comparative Indigenous Identities in the US and Russia (DPE) (WS)**

**Cross-listings:** RUSS 217 / GBST 219

**Secondary Cross-listing**

Indigenous movements for land, rights, and cultural preservation have spread to and originated in all corners of the world. However, the global nature of these movements at times obscures ways of being Indigenous in differing contexts. This course analyzes Indigeneity in both the United States and Russia today. Through reading and analyzing ethnography, theory, and literature, it focuses on Indigenous peoples in a comparative context. Rather than prioritizing concern with Indigenous peoples emerging from the US, it attempts to demonstrate what Indigeneity has been in both the United States and Russia and what it is and means today. It asks the following questions: what is Indigeneity and who is Indigenous; how is Indigenous identity constructed and by whom; and what convergences and divergences exist in Indigeneity between the US and Russia or for that matter in other contexts? To help answer these questions, in this course we will grapple with Indigeneity as a social category and other social formations, especially ethnicity, nationality, and race. Topics include: Indigeneity and the State, Revitalization and Resurgence, Indigenous People and Nature Protection, and Hemispheric and Global Indigenities.

**Requirements/Evaluation:** 10 posts to the course Glow discussion page, 3 times leading class discussion on the assigned readings, 1 short presentation, 1 extended portfolio project with regular shorter and longer writing submissions, and 1 final paper and final presentation (as the final part of the portfolio).

**Prerequisites:** None

**Enrollment Limit:** 16

**Enrollment Preferences:** Majors and certificate-seekers in Russian, then majors in Anthropology and Sociology, and then Global Studies concentrators

**Expected Class Size:** 12-15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

RUSS 217(D1) GBST 219(D2) ANTH 217(D2)

**Writing Skills Notes:** This course has the following assignments: Weekly post to the Glow discussion page, 1 extended project with regular writing submissions, 1 final paper and final presentation. For the extended project, we will have instructor feedback for all project assignments. In instructor feedback, comprehension of the material and the content of the writing, improvement in writing style and clarity, and development of voice will be discussed. There will also be peer feedback/review.

**Difference, Power, and Equity Notes:** In the course, students will learn about Indigeneity as a context-specific social formation. It understands Indigeneity as a category of difference with past and present importance. We will read about, discuss, and write about Indigeneity as a social category, along with other social categories it arose alongside (such as race, ethnicity, and nationality), and how it has been mobilized by both those who identify as Indigenous and by those who designate others as Indigenous.

Spring 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Kamal A. Kariem

## **ANTH 219 (S) The Art and Archeology of Maya Civilization**

**Cross-listings:** ARTH 209

### **Primary Cross-listing**

The ancient Maya civilization was one of the most sophisticated and complex cultures of prehispanic Central America. Its complex calendrics, astronomy, mathematics, art and hieroglyphic writing system are celebrated 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 through the rich archaeological remains and 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 review of the archaeological, iconographic, and ethnohistorical evidence.

**Class Format:** lecture/discussion

**Requirements/Evaluation:** midterm and final exams, hieroglyphic project, 15pp research paper

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

**Enrollment Limit:** none

**Enrollment Preferences:** Anthropology/Sociology and Art History majors

**Expected Class Size:** 16

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ARTH 209(D1) ANTH 219(D2)

**Not offered current academic year**

## **ANTH 223 (S) Ethnic Minorities in China: Past and Present (DPE)**

**Cross-listings:** CHIN 223

### **Secondary Cross-listing**

According to the most recent census conducted in China in 2010, of the 1.3 billion population of China, more than 110 million (8.49%) were ethnic minorities (shaoshu minzu). Most of the minority groups 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 ask the central question of "what is *minzu*" and address various topics such as the minority-group identification project; the definition of minzu (translated as "ethnic group," "nationality," or "race" by different scholars); the intersections between language, religion, tourism, diaspora and ethnicity; historical sino-centric views about "foreigners" and "barbarians" as well as the roles that "barbarians" have played in China's long history. We will examine how social differences and hierarchy are constructed and discuss how power plays in the shaping of "ethnicity." A multidisciplinary approach will be adopted for the course, taking in sources from anthropology, history, literature, ethnic studies, and cultural studies. Throughout the course, the pedagogical techniques of "intercultural dialogue" will be adopted to encourage students to discuss their own ethnic experiences and compare ethnic minority issues in China with similar issues in the United States. Students are also encouraged to come up with real-world solutions and strategies to deal with issues of racism, bias, and discrimination.

**Requirements/Evaluation:** class attendance, weekly quizzes, active participation in both the online discussion forum and in-class meetings, two short (5-page) response papers, and one final research paper (10-12 pages).

**Prerequisites:** none, open to all students; no knowledge of Chinese language required

**Enrollment Limit:** 15

**Enrollment Preferences:** current and prospective majors in the Department of Asian Studies, then to first-years

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Materials/Lab Fee:** books and reading packet

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**



ANTH 223(D2) CHIN 223(D2)

**Difference, Power, and Equity Notes:** We explore the interactions between "power" and "ethnicity," "center" and "periphery" in the Chinese context and compare them with students' own experiences. Students are required to write one short response paper on their personal encounter with the concept of "race" or "ethnicity." For the final research paper, students are required to identify one problem among all the ethnic minority issues in the Chinese context and write a policy recommendation to make real-world changes.

**Attributes:** ASAM Related Courses GBST East Asian Studies Electives

Not offered current academic year

### **ANTH 225 (S) Ways of Seeing**

This course examines the potential of images for revealing aspects of cultural normally obscured by the written word and for transmitting different, sometimes undervalued insights and knowledge of the social world. The central focus of this course is documentary film, and we will consider both the theory and practice of the documentary in the United States and abroad as it has evolved over time and as it is evident in contemporary filmmaking. In the course of the semester, we will examine some of the ways in which filmmakers, and ethnographic filmmakers in particular, have approached the task of documenting and understanding different aspects of social reality. Among the questions that we will consider are the following: What is the relationship between written texts and images? What is it that documentary films "document?" What is the relationship between images and stories, and should the techniques used in fiction films to construct voice, point of view, identification, narrative sequence, etc. apply as well in the creation of nonfiction films? What is the role of film in anthropology, and how does ethnographic filmmaking relate to anthropology and to the broader documentary film tradition? In the last part of the course, we will consider the proliferation of cell phone videos and platforms such as Youtube and Instagram and their significance for the documentary film genre more generally.

**Requirements/Evaluation:** Weekly response/critiques of assigned films, a longer written paper (10-12 pages) or video essay of comparable scope

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** Anthropology/Sociology majors, open to first-year students

**Expected Class Size:** 12

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** FMST Core Courses

Spring 2024

SEM Section: 01 TR 11:20 am - 12:35 pm David B. Edwards

### **ANTH 238 (F) Black Voices in Anthropology**

**Cross-listings:** AFR 238 / GBST 238

Secondary Cross-listing

What names and faces come to your mind when you think about Anthropology? The course introduces students to the lives and work of pioneering Black anthropologists whose contributions are still unknown or overlooked. Through different styles, methods, and theoretical approaches, each of these intellectuals has developed antiracist perspectives on foundational topics in the Social Sciences and the Humanities, contributing to advancing the study of the African continent and the Black Diaspora. Throughout the classes, students will learn about each author's journeys, which can spark significant changes in how we think about our roles as social scientists within and outside academic boundaries.

**Class Format:** Students will be required to develop and give a class presentation focused on contemporary Black anthropologists from Africa and the Diaspora.

**Requirements/Evaluation:** Class participation and attendance (asking questions and leading discussions); weekly e-reading response papers (300-500 words); formal class presentation (individually or in groups); and a final essay or research paper (5-10 pages).

**Prerequisites:** None

**Enrollment Limit:** 20

**Enrollment Preferences:** Should the course be overenrolled, preference will be given to majors and concentrators in Africana Studies, Sociology, and Anthropology.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AFR 238(D2) GBST 238(D2) ANTH 238(D2)

**Attributes:** AFR Black Landscapes

Fall 2023

SEM Section: 01 TF 1:10 pm - 2:25 pm Messias Basques

**ANTH 240 (S) Work as a Cultural System (DPE)**

"You know my reputation," sang Billy Joe Shaver, "I am everything I do." In many ways we are *homo faber*, the species that *makes* its world and we are defined by what we make, by the work we do. This course will undertake a broad survey of work as cultural systems across time and space. How do societies define work, how do they organize it? Who controls the processes of work, who controls the product of work? When is work an act of pure creation and when is it stultifying labor? How is work enabled and how is it compensated? What defines the difference between work and leisure and how are they valued? How does control over access to work, the organization of work, and the appropriation of its products determine difference, power, and equity in a society? These questions will guide an examination of work drawing on works of philosophy, history, ethnography, literature, and film examining people at work ranging from hunter-gatherers to tin miners, from slaves to corporate managers, from merchant mariners in the age of sail to physicians struggling to adapt to computerized medical records.

**Requirements/Evaluation:** students will compose several response papers, a take-home midterm exam and a final research paper of 15-20 pages

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** Anthropology and Sociology majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**Difference, Power, and Equity Notes:** Access to work, control over the work process, control over the fruits of labor, and compensation for work, are a principal means for creating and maintaining social difference, power, and equity. It is impossible to seriously study the nature of work without discussing these topics. By placing the universal experience of work in a broad spatial and temporal context students will discover an enhanced analytical ability to critically understand their own experiences of work and those of others.

Not offered current academic year

**ANTH 243 (F) Reimagining Rivers (WS)**

**Cross-listings:** ENVI 243

Secondary Cross-listing

In the era of climate change and widening inequality, how we live with rivers will help define who we are. Rivers are the circulatory systems of civilization, yet for much of modern history they have been treated as little more than sewers, roads, and sources of power. Today they are in crisis. Rivers and the people who rely on them face a multitude of problems, including increased flooding, drought, pollution, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and ecological resilience far into the future unless we learn to manage rivers more justly and sustainably. Can we reimagine rivers before it is too late? This course will pursue this question by examining the social, cultural, and political dimensions of conflict over rivers in the twentieth and twenty-first centuries. Drawing on scholarship from a wide range of social science and humanities disciplines and focusing on case studies in Asia, Africa, Europe, and the Americas, it will explore a diverse array of sources: film, fiction, ethnography, history, journalism, and more.

**Class Format:** This class will be taught in a modified tutorial format, with five groups of three students, each of which will meet for one 75-minute session per week.

**Requirements/Evaluation:** Each week, each student will either write a 5-page essay on assigned readings or write a 2-page critique of a partner's paper.

**Prerequisites:** Environmental Studies 101

**Enrollment Limit:** 10

**Enrollment Preferences:** Environmental Studies majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 243(D2) ENVI 243(D2)

**Writing Skills Notes:** Students take turns writing 5-page essays and 2-page responses to those essays, with each writing 6 in total. For each five-page paper, I meet with the student to discuss technical aspects of the paper and specific ways in which it could be improved. At the end of the semester, students have the option of handing in one revised paper as part of a portfolio of papers from throughout the semester. This enables me to have an ongoing, in-depth discussion with each student about their writing skills.

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

### **ANTH 249 (S) The Sacred in South Asia**

**Cross-listings:** REL 149 / ASIA 242

Primary Cross-listing

Is religious identity necessarily singular and unambiguous? The jinn - Islamic spirits born of fire - are sought out for their healing and other powers not only by Muslims in India, but by Hindus, Christians and Sikhs, as well. In parts of Bengal statues of the Hindu goddess Durga are traditionally sculpted by Muslim artisans. Buddhist pilgrimage sites in Sri Lanka contain tombs of Muslim Sufi saints and shrines of Hindu deities. South Asia - where a fifth of humanity lives - provides some of the most striking examples of pluralism and religiously composite culture in our contemporary world. Yet at the same time, strident religious majoritarianism has been a defining feature of the politics of India, Pakistan and Sri Lanka for decades, and haunts Nepal and Bangladesh as well. Are these two modes of religious being - pluralistic and composite on the one hand, singular and majoritarian on the other - reflective of two different conceptions of selfhood? What if we turn from questions of community and identity to questions of unseen power and the sacred? This course is an exploration of lived religion in South Asia. It is simultaneously a study of popular Hinduism, Buddhism and Islam and an introduction to the anthropology of religion. Centered on in-depth studies of popular sites of 'syncretic' ritual practice (shared across religious difference) as well as studies of mass mobilizations that seek to align the religious community with the nation, we approach from multiple angles what the sacred might mean in modernity.

**Requirements/Evaluation:** weekly (1 page) posts on readings, two short (5 page) papers, and one (12-14 page) final research paper.

**Prerequisites:** Interest in the topic!

**Enrollment Limit:** 20

**Enrollment Preferences:** Students in all fields of study are most welcome; if overenrolled, priority will be given to majors in Anthropology, Sociology, Religion and Asian Studies.

**Expected Class Size:** 15

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

REL 149(D2) ANTH 249(D2) ASIA 242(D2)

**Attributes:** GBST South + Southeast Asia Studies Electives

Not offered current academic year

### **ANTH 254 (S) Food, Forests, & Fungi: Environmental Health in the Anthropocene** (DPE) (WS)

**Cross-listings:** ENVI 254 / STS 254

Primary Cross-listing

This tutorial will examine the impacts of the climate crisis on human, environmental, and planetary health via the lens of food systems & plant medicines in the Anthropocene. We use anthropological, environmental, evolutionary, & ecological approaches to explore the ecosystems connecting

humans, plants, animals, and fungi that have been massively disrupted by systems of industrial agriculture, industrial forestry, corporate food systems, and corporate biomedicine. We will dwell on the growing signs of our climate catastrophe including the sharp rise of global temperatures, floods, hurricanes, alongside declining freshwater reserves, melting cryosphere, and falling crop yields, that are helping produce a growing wave of hunger and climate refugees in every world region. Along the way, we will hear from and read about youthful climate activists from Extinction Rebellion, Ende Gelände, Fridays for the Future, 350.org, and the Sunrise Movement who are designing and implementing innovative, local, and sustainable solutions to inaction, apathy, and inertia even as situations of internal migration or displacement, food scarcity, food sovereignty, water shortages, and other climate-related disruptions are increasing in both developing and developed parts of our globe. We learn how activist narratives intersect with wider movements to promote more local and circular economies of regenerative agriculture and forestry, ethically produced and sourced organic food, wild & cultivated botanicals, and complementary medicines that are healing both humans and the planet.

**Requirements/Evaluation:** Weekly attendance, reading 200-300 pages/week, weekly lead essays or oral responses to texts, showing up in mind & body each week.

**Prerequisites:** none, but a class in ENVI or ANTH preferred

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, ENVI, STS majors and concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 254(D2) ENVI 254(D2) STS 254(D2)

**Writing Skills Notes:** Students will write essays: either a lead essay of 1400 words, or written & oral feedback on the lead essay plus an oral response to text. Students receive intensive weekly feedback on their essays and a mid semester writing chat with instructor to negotiate and understand strengths and weaknesses of their writing.

**Difference, Power, and Equity Notes:** We will examine the ways that food systems reproduce social and structural inequalities within public health, environmental health, climate health. We also examined the interconnected nature of the health of our planet, food systems, forests, and fungal networks and how climate activism and action can fight unequal access to food, forests, nature, and health.

**Attributes:** ENVI Humanities, Arts + Social Science Electives PHLH Nutrition, Food Security+Environmental Health

Spring 2024

TUT Section: T1 TBA Kim Gutschow

## **ANTH 255 (F) Buddhism: Ideas and Practices**

**Cross-listings:** REL 255 / ASIA 255

### **Secondary Cross-listing**

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:** discussion

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

**Prerequisites:** none

**Enrollment Limit:** 25

**Expected Class Size:** 25

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 255(D2) REL 255(D2) ASIA 255(D2)

**Attributes:** GBST South + Southeast Asia Studies Electives PHIL Related Courses

Not offered current academic year

### **ANTH 258 (F) Buddhism, Social Change, & Reproductive Justice in the Anthropocene (DPE) (WS)**

**Cross-listings:** ASIA 258 / WGSS 225 / REL 258

#### **Primary Cross-listing**

This course considers how three women profoundly shaped the Buddha's life and legacy in terms of social change & reproductive justice. Our central characters are Maya--the Buddha's mother, who died shortly after delivering him; Pajapati--the Buddha's stepmother & aunt who raised him; and Yasodhara--his wife, whom he abandoned when he left home to seek enlightenment. We explore the classical Buddhist discourses and modern biographies to explore how these three women impacted what the Buddha taught and practiced in terms of social and gender justice. These women helped shape the Buddha's radical decision to found the first renunciate order for women in Asian history and helped shape Buddhist attitudes towards female empowerment, bodily autonomy, and reproductive justice for that past 2500 years. Our historical genealogy will explore how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice. Along the way we consider: How did these three women reject existing social hierarchies in the Buddha's day and with what impacts for modern Buddhist practices and institutions? How do the social transformations of the Buddha's day still impact modern struggles for gender justice & reproductive justice in the Anthropocene?

**Requirements/Evaluation:** Attendance, writing weekly essays or written feedback. There are no grades first half of the semester but weekly feedback on writing.

**Prerequisites:** none, but a course in ANTH or REL is preferred

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, REL, WGSS majors and ASIA concentrators

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 258(D2) WGSS 225(D2) REL 258(D2) ANTH 258(D2)

**Writing Skills Notes:** We write every week--either 1500 word lead essays, or written feedback (and oral responses) to the lead essay and weekly text. We have a mid semester 'writing chat' with the instructor where we discuss strengths and weakness of individual student writing.

**Difference, Power, and Equity Notes:** We explore the three women who left a lasting legacy on the Buddha's teachings and practices in terms of gender egalitarianism, social justice, and reproductive justice. Our historical genealogy explores how Buddhism continues to disrupt modern hierarchies of sex, gender, caste, & class while claiming reproductive and social justice.

Fall 2023

TUT Section: T1 TBA Kim Gutschow

### **ANTH 262 (S) Language and Power**

"A language is a dialect with an army." This (originally Yiddish) aphorism points to ways in which 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 create community - and social exclusion - by the way that we talk? What role does speech play in the accumulation of cultural capital? How are racism and colonialism sustained or subverted by language practices, and how can speech transform the world? This introduction to linguistic anthropology draws together classic works of linguistic and semiotic theory with studies of the politics of actual speech grounded in rich and particular cultural and historical contexts, from witchcraft accusations in rural France to the partition of Hindi and Urdu in colonial South Asia. Students will gain familiarity with key concepts (speech acts, performatives, code-switching, language ideology), themes and debates in the social scientific study of language. Assignments include regular postings of 1-page critical response papers and an ethnographic project analyzing a series of speech events in our local community.

**Requirements/Evaluation:** Regular postings of critical response papers and an ethnographic final project.

**Prerequisites:** None.

**Enrollment Limit:** 20

**Enrollment Preferences:** Students in all fields of study are most welcome. If overenrolled, priority will be given to Anthropology or Sociology majors or final-year students.

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** Linguistics

Not offered current academic year

### **ANTH 269 (F) Mindfulness Examined: Meditation, Emotion, and Affective Neuroscience (DPE) (WS)**

**Cross-listings:** ASIA 269 / STS 269 / REL 269

#### **Secondary Cross-listing**

This course asks students to practice and study mindfulness while observing their own minds, emotions, and behavior for an entire semester. We examine the historic roots and current applications of mindfulness, both as a Buddhist meditation practice as well as a secular tool to improve our awareness of awareness. Throughout, we are interested in the nexus of mind, brain, and emotions and the ways that mindfulness has been studied within contemplative and affective neuroscience, integrative neurobiology, and evolutionary psychology. How and why has the research on mindfulness and other meditative practices exploded since 2000? How has this research helped us understand and explain how our minds as well as brains shape everyday emotions and behaviors? We examine the ways evolutionary psychologists, clinical psychiatrists, neuroscientists, clinicians, and medical anthropologists have studied and applied mindfulness to better understand human emotions. We consider the applications of mindfulness for clinicians, therapists, and educators--all of whom attend to how emotions impact interpersonal relationships. We will train in a variety of meditation practices all semester, while learning to better appreciate our own minds, emotions, and relationships.

**Requirements/Evaluation:** weekly tutorial papers and discussion

**Prerequisites:** A prior class or some experience with meditation is recommended

**Enrollment Limit:** 10

**Enrollment Preferences:** ANTH, SOC, REL, ASST majors; PHLH, STS concentrators; seniors and juniors

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ASIA 269(D2) STS 269(D2) REL 269(D2) ANTH 269(D2)

**Writing Skills Notes:** This class will involve weekly tutorial essays or oral responses, intensive written feedback on every essay, and a mid-semester 'writing chat' with the instructor.

**Difference, Power, and Equity Notes:** This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can address the growing epidemic of anxiety, depression, and other mental health issues we find in the US today. We study mindfulness from an intersectional perspective and relate its benefits to intersecting inequities and intergenerational trauma in the US today.

**Attributes:** GBST South + Southeast Asia Studies Electives PHLH Social Determinants of Health

Fall 2023

TUT Section: T1 TBA Kim Gutschow

### **ANTH 277 (S) Sensing Society**

How does socialization shape sensory perception? Our linguistic upbringing calibrates our hearing: whether we can discern the difference between a dental and a retroflex 't,' for instance. How else do our cultural contexts train us to engage the sensory world - to see in particular ways, to be attuned to particular sounds, to love some smells but be repelled by others, to have a 'discriminating palate'? How are sensory stereotypes - that certain categories of person are less sensitive to pain than others, for example - mobilized in the defense of unequal social orders? What does it mean for an entire class of society to be defined - as is the 'untouchable' in caste society - by reference to a primary sense? This course explores the social life of

the senses, investigating how our very perception of the world is socially conditioned and how 'commonsense' about the senses - that 'seeing is believing' while 'hearing voices' is a problem, for instance - are by no means universal, but are historically and culturally produced. Readings include historical, ethnographic and literary accounts of sensory cultures, in and (mostly) beyond North America. Toward critically examining how sensory socialization shapes us, students will maintain a sense-journal, conduct interviews with family members on sensory experience, and generate a sense-map of our Williamstown environment. This is a class plunged in the sounds, flavors and odors that give our social worlds life.

**Requirements/Evaluation:** Weekly discussion posts, sensory journal, an 8-page interview-based paper, and a collective sense-mapping project.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** Everyone is most welcome. If overenrolled, anthropology and sociology majors would be given preference.

**Expected Class Size:** 10

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

Not offered current academic year

### **ANTH 299 (F) Ritual, Power and Transgression**

**Cross-listings:** REL 274

Primary Cross-listing

The focus of this course is on the role of ritual in harnessing political power. In the first part of the semester, we examine some of the ways in which different cultures manufacture social order and political power through categories of inclusion and exclusion, clean and dirty, proper and improper, and licit and illicit. We will be particularly attuned to the ways in which these categories are performed through and maintained by rituals and how bodies are deployed in ritual spaces as instruments of persuasion and control. We will also look in depth at a variety of ritual forms, including scapegoating and sacrifice, and how they serve as engines of political control and protest, and we will examine the uses of dead bodies and memorials as vehicles for gaining and maintaining political power and the destruction and desecration of bodies and memorials as a form of political protest and dissent. Throughout the semester, we will be relating theoretical texts and historical cases to current political struggles in this country and abroad.

**Requirements/Evaluation:** class participation, biweekly responses to instructor prompts, two short (500 words) response papers, and one 12-page (2400 words) research paper

**Prerequisites:** none

**Enrollment Limit:** 20

**Enrollment Preferences:** ANSO and REL majors, open to first-years

**Expected Class Size:** 20

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 299(D2) REL 274(D2)

Not offered current academic year

### **ANTH 301 (F) Sexual Economies (DPE)**

**Cross-listings:** WGSS 301 / AMST 334

Secondary Cross-listing

This course examines various forms of sexual labor around the world in order to better understand how gendered and sexual performances are used in a variety of cultures and contexts for material benefit. Our topics include "traditional" forms of sex work such as street prostitution, pornography, and escorting as well as other forms of sexualized performances for benefit such as stripping or camming. We also discuss current issues and debates about discourses of "sex trafficking." Course readings come from a range of fields, but focus most heavily on anthropology, sociology, American studies, and gender studies. The readings for this class will frequently foreground the lived experiences of sex workers from a variety of nations, races, classes, religions, and backgrounds in order to explore the broader social implications of our subject matter. The format is largely discussion-based, with short lectures supplementing the reading with summaries of current scholarly and activist debates. We have a variety of guest speakers to share their diverse lived experiences related to this topic.



**Requirements/Evaluation:** midterm essay exam, short quizzes, participation, Marco Polo video chat posts

**Prerequisites:** none, though WGSS 101 and/or 202 may be helpful, but not required

**Enrollment Limit:** 20

**Enrollment Preferences:** based on statement of interest

**Expected Class Size:** 20

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 301(D2) WGSS 301(D2) AMST 334(D2)

**Difference, Power, and Equity Notes:** We pay particular attention to the intersecting questions of race, sexuality, gender, and class as we explore the political economy of commercial sex. The course teaches students to examine the underlying political and economic structures that create systems of privilege and power, thereby complicating questions and assumptions about sexual consent, coercion, agency, and empowerment with particular attention to race and gender in comparative transnational contexts.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

### **ANTH 305 (F) The Gay Menagerie: Gay Male Subcultures (DPE)**

**Cross-listings:** AMST 305 / THEA 304 / WGSS 305

Secondary Cross-listing

Bears. Cubs. Otters. Pups. Twinks. Radical Fairies. Leathermen. Mollies. Drag queens. Dandies. Sisters of Perpetual Indulgence. Gay men, including gay trans men, have organized themselves into various subcultures within their community for centuries. This seminar is devoted to exploring these subcultures in (a mostly US-context) in greater detail using ethnographic texts, anthropological studies, historical accounts (including oral histories), and media. Topics include cruising and flagging, the anthropological significance of gay bars, histories of bath house culture, rural vs urban queer experiences, the ball scene, drag, diva worship, the reclamation of "fabulousness and faggotry," the leadership roles of trans women and effeminate gay men in activist movements, gay gentrification, the growth of gay consumerism/ gay tourism/homonationalism, hierarchies of masculinity in the gay community (i.e., masc for masc culture), HIV/AIDS and the politics of PrEP, chemsex, the role of racialized dating "preferences," genealogies of BDSM and leather culture, sexual health and discourses of "risk," the politics of barebacking and other sexual practices, queering consent, and the effects of hookup apps on gay culture. In addition to lectures, and discussions, there will also be some low-key performance-studies based exercises in queer praxis (e.g., drag workshops, mock debates, animal improvisation, role playing, etc.)

**Class Format:** There will be some minor performance elements such as workshops during class.

**Requirements/Evaluation:** Quizzes, journaling assignment, short diva report, 10 page research paper on a gay subcultural group

**Prerequisites:** None; WGSS 202 (Foundations in Sexuality Studies) will be helpful but is not required

**Enrollment Limit:** 12

**Enrollment Preferences:** WGSS majors; in the event of over-enrollment there statements of interest will be solicited

**Expected Class Size:** 12

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 305(D2) ANTH 305(D2) THEA 304(D1) WGSS 305(D2)

**Difference, Power, and Equity Notes:** This course examines the how marginalized communities respond to their oppression through creative forms. It takes as central to its curriculum the role of sexual diversity and the relationship of the gay community to power through the central idiom of "difference."

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

### **ANTH 322 (F) Waste and Value**



**Cross-listings:** ENVI 322 / GBST 322

**Primary Cross-listing**

What is trash and what is treasure? In what ways does value depend upon and necessitate waste, and how is the dialectic between the two inflected by culture? When we 'throw away' things at Williams College, where exactly do they go, and who handles them 'down the line'? What are the local and global economies of waste in which we are all embedded and how are they structured by class, race, caste, gender and nation? In this seminar we critically examine the production of waste - both as material and as category - and its role in the production of value, meaning, hierarchy and the environment. Readings include ethnographic accounts of sanitation labor and social hierarchy; studies of the political and environmental consequences of systems of waste management in the colonial period and the present; and theoretical inquiries into the relation between filth and culture, including work by Mary Douglas, Dipesh Chakrabarty and Karl Marx. Geographically the foci are South Asia, Japan, and the United States. There is also a fieldwork component to the course. In fieldtrips we follow the waste streams flowing out of Williams - to an incinerator, a sewage treatment plant, recycling and composting facilities and other sites - and students explore in individual, participant-observation-based research projects the everyday social life of waste in our communities.

**Requirements/Evaluation:** regular posting of critical response papers, field notes on waste streams, research-based final paper

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** majors in ANSO, ENVI, ASST

**Expected Class Size:** 12

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

ANTH 322(D2) ENVI 322(D2) GBST 322(D2)

**Attributes:** ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

**ANTH 324 (S) Empires of Antiquity**

Cycles of rise and collapse of civilizations are common in our human past. Among the most fascinating cases are those of empires, conquest-based 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; Qin 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:** research paper, class presentation and active participation

**Prerequisites:** none; open to first-year students

**Enrollment Limit:** 25

**Enrollment Preferences:** ANSO majors

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Not offered current academic year

**ANTH 328 (F) Emotions and the Self**

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?

**Requirements/Evaluation:** typical for that of a tutorial

**Prerequisites:** none; open to first-year students with instructor's consent

**Enrollment Limit:** 10

**Expected Class Size:** 10

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

**Attributes:** AMST Critical and Cultural Theory Electives

Not offered current academic year

### **ANTH 334 (S) Imagining Joseph**

**Cross-listings:** JWST 334 / REL 334 / COMP 334

#### **Primary Cross-listing**

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.

**Requirements/Evaluation:** occasional response papers; substantial final project and paper; class participation

**Prerequisites:** none

**Enrollment Limit:** 12

**Enrollment Preferences:** based on responses to a questionnaire

**Expected Class Size:** 10

**Grading:** no pass/fail option, yes fifth course option

**Distributions:** (D2)

**This course is cross-listed and the prefixes carry the following divisional credit:**

JWST 334(D2) ANTH 334(D2) REL 334(D2) COMP 334(D1)

**Attributes:** JWST Core Electives

Spring 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Thursday Org Mtg 7:30 pm - 7:55 pm Peter Just

### **ANTH 337 (F) Race, Sex & Gender in Brazil (DPE)**

**Cross-listings:** WGSS 337

#### **Secondary Cross-listing**

The course introduces students to anthropological literature of Brazil as well as Brazilian novels and films. Its focus is on understanding the history and contemporary culture of Brazil through attention to racial justice, including the country's unique history and legacies of slavery in comparative context. It also examines questions of gender, including the history of feminism in Brazil and current debates related women's equality such as Brazil's abortion

laws, domestic violence, sexual tourism, and job opportunities for women. Lastly, we also examine LGBT history in Brazil and dive into writing about queer culture there. NOTE: Students must also commit to registering for a winter study travel course with a trip to Rio de Janeiro, during which time students will visit important historical sites, museums, and relevant cultural attractions. They will also meet collectively with faculty members from several universities and NGOs to learn about the research and projects our Brazilian hosts are engaged in. Students also have their own individual exploratory research projects there related to social justice, which are integral to the seminar. Students should also be aware of the physical demands of the trip, which include extensive walking, some hiking, and exposure to summer heat and the elements in the Atlantic Rainforest. Thanks to the Global Initiatives Venture Fund, the cost of the trip is covered for all students enrolled.

**Requirements/Evaluation:** research paper and its various components, participation

**Prerequisites:** none

**Enrollment Limit:** 7

**Enrollment Preferences:** students are required to attend an info session and submit an application that includes a statement of interest, finalists will need to complete an interview

**Expected Class Size:** 7

**Grading:** no pass/fail option, no fifth course option

**Materials/Lab Fee:** The cost of the winter study travel portion is included (i.e., airfare, most meals, lodging, etc.), but costs related to incidental expenses (e.g., souvenirs, drinks), passports, vaccinations, etc. are not and will vary by student.

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

WGSS 337(D2) ANTH 337(D2)

**Difference, Power, and Equity Notes:** This is a class about social justice movements and racial/gender/sexual diversity. It includes experiential learning devoted to these issues and engages questions related to the origins of inequality and prejudice in Brazil.

**Attributes:** GBST Latin American Studies Electives LATS Countries of Origin + Transnationalism Elect

Not offered current academic year

### **ANTH 350 (F) Queer Tongues & Lavender Linguistics (DPE)**

**Cross-listings:** AMST 351 / WGSS 350

Secondary Cross-listing

This course in linguistics provides an introduction to linguistic anthropology, sociolinguistics, and folklore studies using topics and approaches related to gender and sexuality. It is a methods course based in empirical research principles, but a basic familiarity with the broad strokes of queer/feminist theory may be helpful. One goal of the class will be learning to read and write in IPA (International Phonetic Alphabet) and how to construct and use IPA "change charts." We then build on this as we turn to sociolinguistics as students will learn how to do Discourse Analysis and Conversation Analysis, using WGSS-oriented topics (e.g., upspeak, vocal fry, so-called "gay voice," the gendered nature of turn-taking and interrupting.) We then turn to an extended unit on queer folklore and folklife, learning how anthropologists and folklorists use motif type indexes (e.g., Propp Functions, Thompson Type Index, etc) to study oral narratives and how feminist/queer theorists can use these to analyze gender in folk/fairytales and other stories. We also read several linguistic anthropologists' ethnographies of queer communities' language practices in global context. The semester concludes with a unit on LGBT slang, argots, and profanity.

**Requirements/Evaluation:** IPA Quizzes (reading/writing), Conversation Analysis/Turntaking Transcription Assignment, Urban Legends Tale Type Analysis, Short Analytical Paper on Feminist/Queer Folk Figures

**Prerequisites:** None; prior coursework in WGSS may be helpful, but is not required

**Enrollment Limit:** 15

**Enrollment Preferences:** WGSS majors; short statements of interest will be solicited in the event of overenrollment

**Expected Class Size:** 15

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2) (DPE)

**This course is cross-listed and the prefixes carry the following divisional credit:**

AMST 351(D2) WGSS 350(D2) ANTH 350(D2)

**Difference, Power, and Equity Notes:** This course examines the centrality of power in communication as broken down along axes such as sex,

gender, and sexuality. It deliberately takes a canonical field (i.e., linguistic anthropology) that often neglected the gendered nature of communication and puts these questions at the center of the curriculum. Assignments are structured in such a way as to build awareness of the role of gender and sexuality within human interactions and how sociolinguistics reveal power imbalances.

**Attributes:** WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

### **ANTH 360 (S) Lessons Learned from Afghanistan on Governance and Development**

Following the Taliban takeover and the US withdrawal, Americans have been quick to wipe from memory that the twenty year-long conflict in Afghanistan. This case of willful amnesia is unfortunate, not least because ignoring history ensures that past mistakes will be repeated. Without question, much went wrong, and it's important to learn from those mistakes. It's also the case that much went right, and it's equally important to recognize what was achieved in Afghanistan, even if those accomplishments have been overshadowed by the events of last summer. This course seeks to recover from the detritus of state collapse both the positive and negative lessons that can be learned from America's engagement in Afghanistan. This course will include students from Williams and the American University of Afghanistan (AUAF), and will be taught in collaboration with a team of Afghan alumni from Williams' Center for Development Economics who were directly involved in the state-building project in Afghanistan over the last two decades.

**Class Format:** The class will be held in collaboration with the American University of Afghanistan (AUAF), and AUAF students will also be participating in this class.

**Requirements/Evaluation:** Students will be expected to actively participate in class discussions and post responses and questions on each week's topic. Williams and AUAF students will work together in the preparation of their final projects, which will be research papers on a topic chosen and developed in consultation with the instructor.

**Prerequisites:** None

**Enrollment Limit:** 15

**Enrollment Preferences:** There will be 15 Williams students and 15 AUAF students in the class. Enrollment preference for Williams students will be given to ANSO majors and students who have taken courses related to the subject matter of the course.

**Expected Class Size:** 15

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Spring 2024

SEM Section: 01 MWF 8:30 am - 9:45 am David B. Edwards

### **ANTH 371 (S) Campus and Community Health in Disruptive Times (DPE) (WS)**

**Cross-listings:** STS 370 / WGSS 371

Primary Cross-listing

We study and seek "campuses where students feel enabled to develop their life projects, building a sense of self-efficacy and respecting others, in community spaces that work to diminish rather than augment power asymmetries." --*Sexual Citizens* (Hirsch and Khan, 2020). Students will design and pursue innovative ethnographic projects that explore campus or community health. We will learn ethnographic techniques such as observant participation, interviewing, focus groups, qualitative surveys, as well as design thinking and data visualization skills. We use and critique the methods of medical anthropology and medical sociology in order to hone our skills in participatory research. Every week, we collaborate with and share our research with our participants and peers both inside and outside class through a variety of innovative exercises. We attend to the parallel roles of narrative and listening in both medicine and ethnography, as we contrast the discourse of providers & patients along with researchers & participants. We aim to understand the strengths and limits of ethnographic inquiry while privileging marginalized voices and attending to power and identity within our participatory research framework. We recognize that our campus health projects are always already shaped by power and privilege, as we examine the ways that daily life, individual practices, and collective institutions shape health on and off campus. Our ethnographic case studies explore how systemic inequalities of wealth, race, gender, sex, ethnicity, and citizenship shape landscapes of pediatric care, mental health, maternity care, and campus sexual assault in the US and elsewhere. We consider how lived practices shape health access & outcomes as well as well-being in our communities and on our campus.

**Requirements/Evaluation:** Weekly attendance, 3 written fieldnotes (3000 words), weekly writing & fieldwork exercises in class and out of class, a

final presentation that includes data visualizations and analysis of research findings.

**Prerequisites:** A course in Anthropology, Sociology, STS or in DIV II is strongly recommended

**Enrollment Limit:** 19

**Enrollment Preferences:** Majors in Anthropology, Sociology, WGSS; Concentrators in PH, STS, ASIA, ENVI

**Expected Class Size:** 19

**Grading:** yes pass/fail option, no fifth course option

**Distributions:** (D2) (DPE) (WS)

**This course is cross-listed and the prefixes carry the following divisional credit:**

STS 370(D2) WGSS 371(D2) ANTH 371(D2)

**Writing Skills Notes:** This class assignments includes over 9,000 words of essay assignments, and will help students develop critical writing skills, including use of rhetoric, evidence, argument, synthesizing data, logic, and anticipating counter-arguments.

**Difference, Power, and Equity Notes:** This class uses experiential learning to examine the intersectionality of race, class, gender, & sexuality in impacting healthcare and health outcomes. It explores the ways that intersectionality and implicit bias shapes health and well-being in patient/provider encounters as well as ethnographic research. It engages with and critiques efforts to 'improve' community and individual health outcomes in the US and elsewhere across the globe.

**Attributes:** ENVI Humanities, Arts + Social Science Electives EXPE Experiential Education Courses PHLH Methods in Public Health WGSS Racial Sexual + Cultural Diversity Courses

Spring 2024

SEM Section: 01 M 7:00 pm - 9:40 pm Kim Gutschow

### **ANTH 397 (F) Independent Study: Anthropology**

Anthropology independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Fall 2023

IND Section: 01 TBA Christina E. Simko

### **ANTH 398 (S) Independent Study: Anthropology**

Anthropology independent study.

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2024

IND Section: 01 TBA Christina E. Simko

### **ANTH 493 (F) Senior Thesis: Anthropology**

Anthropology senior thesis; this is part of a full-year thesis (493-494).

**Grading:** no pass/fail option, no fifth course option

**Distributions:** (D2)

Fall 2023

HON Section: 01 TBA Christina E. Simko

**ANTH 494 (S) Senior Thesis: Anthropology**

Anthropology senior thesis; this is part of a full-year thesis (493-494).

**Grading:** yes pass/fail option, yes fifth course option

**Distributions:** (D2)

Spring 2024

HON Section: 01 TBA Christina E. Simko

**Winter Study -----****ANTH 15 (W) Photography and Personal Vision**

When you look at a photograph, what is it really saying? How can you make a photograph that says what you mean? This course will delve into the concepts of photographic seeing and visual literacy, while also exploring practical ways to apply these concepts to your own photography. In class we will review photobooks and discuss how a well-sequenced body of work can be greater than the sum of its parts. We will learn how to use professional image editing software like Adobe Lightroom during the course. Students will learn to defend their work during in-class critiques, and at the end of the course the class will produce an exhibition of their photography. The class will meet in Hopkins Hall 105 two times per week - Tuesdays from 10am-12pm and Thursdays from 1pm-5pm. Generally, we'll be talking about reading pictures on Tuesdays, and we'll be talking about making pictures on Thursdays. Outside of class, students will be expected to photograph in the local area. Students must either own or borrow a digital SLR. Williams Equipment Loan has plenty of suitable cameras available for your use, and Adobe Lightroom is available on Williams computers. We will not spend a lot of time building technical proficiency in this class but I will give you suggestions on how to improve your images, regardless of your equipment or level of training. If you are having an issue with your camera or digital workflow, don't hesitate to reach out for technical assistance during the course - I will be available for one-on-one Zoom meetings throughout the winter study.

**Requirements/Evaluation:** final project or presentation

**Prerequisites:** No experience or personally-owned camera equipment is required, but students are welcome to use their own cameras if they have them. Williams Equipment Loan has an excellent selection of cameras to borrow.

**Enrollment Limit:** 10

**Enrollment Preferences:** If overenrolled, prospective students can email me

**Expected Class Size:** NA

**Grading:** pass/fail only

**Unit Notes:** Ben Brody is the Director of Photography for The GroundTruth Project and Report for America, and author of the critically acclaimed 2019 photobook Attention Servicemember. He lives in western Massachusetts.

**Attributes:** EXPE Experiential Education Courses SLFX Winter Study Self-Expression STUX Winter Study Student Exploration

Winter 2024

LEC Section: 01 TF 10:00 am - 12:00 pm W 1:00 pm - 5:00 pm Ben Brody

**ANTH 31 (W) Senior Thesis: Anthropology**

To be taken by students registered for Anthropology 493-494.

**Class Format:** thesis

**Grading:** pass/fail only

Winter 2024

HON Section: 01 TBA Christina E. Simko

**ANTH 99 (W) Independent Study: Anthropology**

Open to upperclass students. Students interested in doing an independent project (99) during Winter Study must make prior arrangements with a

faculty sponsor. The student and professor then complete the independent study proposal form available online. The deadline is typically in late September. Proposals are reviewed by the pertinent department and the Winter Study Committee. Students will be notified if their proposal is approved prior to the Winter Study registration period.

**Class Format:** independent study

**Grading:** pass/fail only

Winter 2024

IND Section: 01 TBA David B. Edwards