

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
- Venus M. Green, Gaius Charles Bolin Fellow in the Department of Anthropology and Sociology
- 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 2024

LEC Section: 01 TR 8:30 am - 9:45 am David B. Edwards

Spring 2025

LEC Section: 01 TR 9:55 am - 11:10 am Joel Lee

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)

Not offered current academic year

ANTH 162 (S) Languages of East Asia

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

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

Attributes: Linguistics

Not offered current academic year

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

Cross-listings: 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:

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.

Not offered current academic year

ANTH 209 (F) Siberia: Region Making and Imperial Imagination in Russia

Cross-listings: RUSS 209

Primary Cross-listing

Siberia is often framed as an essential part of Russia and a repository of all that is Russian. However, imaginations of Siberia also paint contradictory images of the region: as a heaven or a hell, a wasteland or a breadbasket, a place of freedom or a place of imprisonment, a Russian colony or as the Russian heartland. This course takes as its root that Siberia is not any one thing and not any one place. Rather, Siberia is an idea and set of representations that change over time. In this course, we will analyze and unpack this idea. The course asks: what is Siberia; how did Siberia become so integral to Russia and ideas of Russianness; who defines Siberia; what are the images of Siberia and for whom do they matter; and what do these imaginations of Siberia facilitate and obscure? To answer these questions, we will engage in an interdisciplinary study of Siberia incorporating ethnography, history, film, and literature. The primary goal of the course is to expose students to the various ways Siberia has been imagined, who it has been imagined and represented by, and how these imaginations and representations have lives of their own. In doing so, the course will help students view Russia through its peripheries rather than through Moscow and Saint Petersburg and will enable students to grapple with how "regions" are created.

Requirements/Evaluation: Regular GLOW posts and participation in classroom discussion, a midterm paper, and a hybrid reflective and analytic paper comparing imaginations of Siberia with place from their own life that has been highly imagined.

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: Majors in Anthropology and Sociology and majors and certificate-seekers in Russian.

Expected Class Size: 15

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

Distributions: (D2)

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

RUSS 209(D1) ANTH 209(D2)

Fall 2024

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

ANTH 211 (F) Music, Nationalism, and Popular Culture (DPE)

Cross-listings: MUS 211

Secondary Cross-listing

This course surveys the manner, function, and contexts through which sound and ideas of national belonging are linked. We will consider influential and iconic musicians (e.g. Umm Kalthoum, Amalia Rodriguez, Bob Marley, Carlos Gardel), international forums for the expression of national sentiment (the Olympics, World Cup, and Eurovision competitions), and a wide range of instruments, genres, and anthems that are strong conduits for national sentiment. Drawing on the work of critical theorists including Benedict Anderson, Michael Herzfeld, and Homi K. Bhabha, we will pursue a number of analytical questions: What parallels exist between musical and political structure? How do nations adjust as their policies and demographics change? How are cultural forms implicated in postcolonial nation building projects? What marginal populations or expressive forms are included, excluded, or appropriated in the formation of national identity? Finally, what differences emerge as we change our focus from a national to an international perspective, or from officially endorsed representations of national culture to unofficial popular forms of entertainment?

Requirements/Evaluation: Class participation, regular short (1 page) written responses, two 5- to 6-page papers, a Final Paper/Project

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Upperclass students and music majors

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:

MUS 211(D1) ANTH 211(D2)

Difference, Power, and Equity Notes: Owing to its global focus and attention to power and privilege in political and musical structures, this course meets the DPE requirement. Topics include the use of music for social control and subversion in Mobutu's Zaire, its affective power in U.S. campaign ads, and the ways in which constructions of 'folk music' impact power differentials in a national political structure. Assignments help students develop an awareness of the specific strategies whereby music mobilizes national ideologies.

Attributes: AMST Arts in Context Electives MUS Ethnomusicology

Fall 2024

SEM Section: 01 TF 1:10 pm - 2:25 pm Corinna S. Campbell

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

Not offered current academic year

ANTH 216 (F) Cities and Urbanism of the Ancient World (WS)

Cross-listings: GBST 216

Primary Cross-listing

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?

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first years, sophomores, or majors in Anthropology or Sociology

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:

GBST 216(D2) ANTH 216(D2)

Writing Skills Notes: Throughout the semester, writing skills (developing an argument, construction of paragraphs, use of case studies) will be emphasized. An opportunity to rewrite at least one tutorial paper will allow students to actively apply what they are learning.

Attributes: GBST Urbanizing World

Fall 2024

TUT Section: T1 TBA Antonia E. Foias

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

Cross-listings: RUSS 217

Primary 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 Indigeneities.

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) 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 2025

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 / GBST 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:

ANTH 219(D2) ARTH 209(D1) GBST 209(D2)

Spring 2025

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

ANTH 225 (F) 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

Fall 2024

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

ANTH 238 (F) Black Voices in Anthropology

Cross-listings: GBST 238 / AFR 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:

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

Attributes: AFR Black Landscapes

Not offered current academic year

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.

Spring 2025

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

ANTH 243 (S) Reimagining Rivers (DPE) (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.

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: None

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) (DPE) (WS)

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

ENVI 243(D2) ANTH 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.

Difference, Power, and Equity Notes: This course focuses on the role of rivers in struggles over cultural difference, social power, and environmental equity. Throughout the course, students read and write extensively about environmental justice, and they engage with diverse theoretical approaches to studying the intersection of water, power, and social identity. Our focus from beginning to end is on the profound impact of river management on the lives of marginalized indigenous, agrarian, and urban communities.

Attributes: ENVI Humanities, Arts + Social Science Electives

Spring 2025

TUT Section: T1 TBA Nicolas C. Howe

ANTH 249 (S) The Sacred in South Asia

Cross-listings: ASIA 242 / REL 149

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:

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

Attributes: GBST South + Southeast Asia Studies

Not offered current academic year

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

Cross-listings: STS 254 / ENVI 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:

STS 254(D2) ANTH 254(D2) ENVI 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

Not offered current academic year

ANTH 255 (F) Buddhism: Ideas and Practices

Cross-listings: ASIA 255 / REL 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

Enrollment Preferences: religion majors or future religion 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:

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

Attributes: GBST South + Southeast Asia Studies PHIL Related Courses

Fall 2024

LEC Section: 01 MWF 8:30 am - 9:45 am Georges B. Dreyfus

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

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

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

Not offered current academic year

ANTH 260 (F) Great Dramas of Archaeology

Was the tomb of Tutankhamun cursed? How did Esamun, Priest of Amun (c. 1100 BC) live in the Great Temple of Amun? How was his body mummified? Was Otzi the Ice Man (discovered in the Italian Alps) tattooed? Has Lidar (remote mapping using laser light) revolutionized archaeology? Was Yax Nuun Ayiin (one of the most important kings of the Maya city of Tikal) a foreigner? These are some of the questions and case studies of the course as we examine how great discoveries or new technologies have transformed archaeology over the last century. At the same time, these case studies will provide a window into ancient lives and livelihoods, as well as into how archaeologists reconstruct the past. We will pay particular attention to the perspectives of the less powerful, including women, children, and immigrants or foreigners. The course will provide hands-on experience with ArcGIS and Lidar data.

Requirements/Evaluation: two 5pp response papers; ArcGIS/Lidar-based project; class presentation and participation

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: first preference to first years or sophomores; second preference to ANSO majors

Expected Class Size: 15

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

Distributions: (D2)

Fall 2024

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

ANTH 262 (S) Language and Power (DPE)

"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 include, exclude, or accumulate cultural capital by the way that we talk? When a language is a goddess (as with Tamil), what forms of linguistic community follow? How is structural inequality 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 India. Students will gain familiarity with key concepts (speech acts, performatives, code-switching, language ideology), themes and debates in the social scientific study of language. The course is global in orientation, with special attention to South Asia. Assignments include in-class presentations and short response papers; students will also study language policy in a place of importance to them and make recommendations toward improving inclusivity. Finally students will conduct individual ethnographic projects analyzing a distinctive speech genre of their choice.

Requirements/Evaluation: In-class presentations, short response papers, short study of language policy, and an ethnographic final project (roughly 12 page paper).

Prerequisites: None.

Enrollment Limit: 16

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

Expected Class Size: 16

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: The course attends to the operations of power in several linguistic domains: colonial language policy in South Asia, everyday racism and "mock Spanish" in the United States, and conflict between users of "dialect" and "standard" in multiple language contexts. In their ethnographic projects students will carefully analyze the operations of power in language use in our own local community.

Attributes: Linguistics

Spring 2025

LEC Section: 01 MWF 8:30 am - 9:45 am Joel Lee

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 PHLH Social Determinants of Health

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:

REL 274(D2) ANTH 299(D2)

Not offered current academic year

ANTH 301 (S) Sexual Economies (DPE)

Cross-listings: AMST 334 / WGSS 301

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: short-quizzes, reflection papers, participation, short Marco Polo video posts (app 3 min each)

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

Enrollment Limit: 15

Enrollment Preferences: based on statement of interest, brief interviews if necessary

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:

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

Spring 2025

SEM Section: 01 MW 7:00 pm - 8:15 pm Gregory C. Mitchell

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

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

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:

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

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: GBST 322 / ENVI 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 and North America. 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: All students are welcome to the course. If overenrolled, preference will be given to majors in Anthropology and Sociology and concentrators in Environmental Studies and Asian Studies.

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:

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

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Joel Lee

ANTH 324 (S) Empires of Antiquity

Cross-listings: GBST 324

Primary Cross-listing

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)

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

ANTH 324(D2) GBST 324(D2)

Spring 2025

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

ANTH 334 (S) Imagining Joseph

Cross-listings: REL 334 / COMP 334 / JWST 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: 12

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

Distributions: (D2)

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

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

Attributes: JWST Core Electives

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Peter Just

ANTH 345 Political Life in India (DPE)

In 2020, tens of thousands of farmers parked their tractors on major highways leading into India's national capital of Delhi, erected a city of tents and camped out until--sixteen months later--the legislation they were protesting was repealed. Beyond elections, how are politics practiced in the world's largest democracy? In the birthplace of the fast-unto-death, the *rasta roko* (human road blockade), the relay hunger strike and Gandhian non-violent resistance, what does democracy look like beyond voting, and what might we learn from India's distinctive modes of mass mobilization and traditions of political imagination? How do everyday practices conducive to religious, linguistic and ethnic pluralism contend with the rise of Hindu nationalism? This course explores political culture in postcolonial India by way of case studies of three ongoing foci of collective struggle: caste inequality, religious majoritarianism, and environmental injustice. Readings will include ethnographies of popular mobilizations on these issues and students will individually research a particular contemporary movement.

Requirements/Evaluation: Weekly writings in response to readings; periodic leading class discussion; assorted short writing assignments; individual research project culminating in a 12 page paper and presentation.

Prerequisites: Background knowledge of South Asia will be helpful in this course but is not a prerequisite.

Enrollment Limit: 12

Enrollment Preferences: All students are most welcome in the course. If overenrolled, preference will be given to majors in Anthropology and Sociology and concentrators in Asian Studies.

Expected Class Size: 12

Grading:

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: Caste inequality, religious majoritarianism and environmental injustice are issues at the core of this course. This course examines these social injustices in postcolonial India in detail, interrogating the structures of power that underpin them, and investigates how people collectively mobilize to attempt to bring about substantive equality.

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)

Not offered current academic year

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

Cross-listings: WGSS 371 / STS 370

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:

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

Not offered current academic year

ANTH 397 (F) Independent Study: Anthropology

Anthropology independent study.

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

Distributions: (D2)

Fall 2024

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 2025

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 2024

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 2025

HON Section: 01 TBA Christina E. Simko

Winter Study -----

ANTH 31 (W) Senior Thesis: Anthropology

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

Class Format: thesis

Grading: pass/fail only

Not offered current academic year

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

Not offered current academic year