ANTHROPOLOGY AND SOCIOLOGY (Div II)

ANTHROPOLOGY

Chair: Professor James Nolan

- Zaid Adhami, Assistant Professor of Religion and Faculty Affiliate in Anthropology & Sociology; affiliated with: Anthropology and Sociology; on leave 2019-2020
- Nicholas Carr, Richmond Visiting Professor
- David B. Edwards, James N. Lambert '39 Professor of Anthropology; on leave Fall 2019
- Antonia E. Foias, Professor of Anthropology; on leave 2019-2020
- Kim Gutschow, Lecturer in Religion and Anthropology/Sociology; affiliated with: Anthropology and Sociology
- Nicolas C. Howe, Associate Professor of Environmental Studies and Faculty Affiliate in Anthropology and Sociology; affiliated with: Anthropology and Sociology, American Studies Program; on leave 2019-2020
- Peter Just, Professor of Anthropology
- Joel Lee, Assistant Professor of Anthropology; on leave Fall 2019
- James A. Manigault-Bryant, Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; affiliated with: Religion Department, Anthropology and Sociology; on leave 2019-2020
- Gregory C. Mitchell, Associate Professor of Women's, Gender and Sexuality Studies and Faculty Affiliate in Anthropology/Sociology, Chair of Women's, Gender, and Sexuality Studies; affiliated with: Anthropology and Sociology; on leave 2019-2020
- James L. Nolan, Chair and Washington Gladden 1859 Professor of Sociology
- Marketa Rulikova, Visiting Assistant Professor of Sociology
- Olga Shevchenko, Professor of Sociology; on leave 2019-2020
- Grant Shoffstall, Visiting Assistant Professor of Sociology; on leave 2019-2020
- Christina E. Simko, Assistant Professor of Sociology
- Ben Snyder, Assistant Professor of Sociology

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

Class Format: discussion of case studies and ethnographic films
Requirements/Evaluation: two short essays, a final examination and class participation
Prerequisites: first-year students and sophomores
Enrollment Limit: 30
Enrollment Preferences: first-year students; sophomores may enroll if there is room
Expected Class Size: 30
Grading: no pass/fail option, yes 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 2019
LEC Section: 01    MWF 11:00 am - 12:15 pm     Peter  Just
Spring 2020
LEC Section: 01    MR 2:35 pm - 3:50 pm     Joel  Lee

ANTH 134  (S)  Leaving the World Behind: The Literature of Reclusion  (DPE) (WS)
Cross-listings: CHIN 134  REL 134  COMP 134  ANTH 134
Secondary Cross-listing

Living in a time of political and social turmoil, Confucius told his followers: “When the realm has the Way, show yourself; when it lacks the way, hide.” Reclusion here is a moral choice, justified by the ethical decline of the state. But it could also be a mortal necessity in a period in which government service was a distinctly hazardous pursuit. In other contexts becoming a hermit could instead be figured as aesthetic stance meant to preserve one’s artistic integrity against the dominant claims of society. This course looks at the literature of reclusion-living a life of seclusion from society-in a range of different cultures and periods, from ancient China to contemporary America. With sources that include poems, essays, novels, and films, we will investigate a set of issues surrounding radical seclusion. What different forms does reclusion take? Can one be a hermit without being completely separated from society? What is the relationship between hermits and the state-to what extent does one depend on the other? What are the philosophical and moral implications of eremitism? Is separating oneself from human society an inherently immoral act? What is the relationship between reclusion and technology in the contemporary world? What is the nature of solitude and can it be experienced in a group (for example, in contemporary “intentional communities”)? While most of our work will focus on textual analysis, there will be an experiential component to the course as well. Each student will design and implement their own experiment in (short-term) eremitism.

Class Format: experiential component

Requirements/Evaluation: tutorial papers, responses, and an individual project

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: first-year students, Chinese majors, Religion majors, Anthropology majors

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:

CHIN 134 (D1) REL 134 (D2) COMP 134 (D1) ANTH 134 (D2)

Writing Skills Notes: Students will write a 5- to 7-page paper every other week for a total of five papers. On weeks in which they are not writing, they will critique their partner’s paper. Papers will receive substantial writing-based feedback from both the instructor and partner.

Difference, Power, and Equity Notes: This course provides students with the opportunity to analyze the shaping of social differences and dynamics of unequal power. Acts of reclusion are often ways that individuals can challenge the dominance of the state and other structures of authority indirectly. Modes of reclusion can differ substantially depending on the social standing of the recluse. These are issues that we will examine in the course.

Spring 2020

TUT Section: T1 TBA Christopher M. B. Nugent

ANTH 138 (S) Spectacular Sex

Cross-listings: WGSS 138 ANTH 138

Secondary Cross-listing

From Beyoncé’s Super Bowl halftime show to Donald Trump's presidential campaign, 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

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

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

WGSS 138 (D2) ANTH 138 (D2)

Not offered current academic year

ANTH 210  (S)  The Challenge of ISIS

Cross-listings:  HIST 210  ANTH 210  GBST 210  ARAB 210  REL 240

Primary Cross-listing

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

Class Format:  lecture

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

Prerequisites:  none

Enrollment Limit:  40

Expected Class Size:  40

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

Distributions:  (D2)

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

HIST 210 (D2) ANTH 210 (D2) GBST 210 (D2) ARAB 210 (D2) REL 240 (D2)

Attributes:  GBST Middle Eastern Studies Electives  HIST Group E Electives - Middle East

Not offered current academic year

ANTH 212  (F)  Foundations of China

Cross-listings:  ANTH 212  REL 218  GBST 212  CHIN 214  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 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
ANTH 214  (F)  The Rise and Fall of Civilizations
Cross-listings:  ANTH 214  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
Requirements/Evaluation: midterm, final exam, paper, two quizzes
Prerequisites: none
Enrollment Limit: 30
Expected Class Size: 25
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 214  (D2)  ENVI 224  (D2)
Attributes:  ENVI Humanities, Arts + Social Science Electives
Not offered current academic year

ANTH 215  (F)  Performance Ethnography  (DPE)
Cross-listings:  DANC 214  GBST 215  THEA 215  AMST 214  ANTH 215
Secondary Cross-listing
The course aims to explore the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. In this course students will be introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) readings in ethnographic studies of dance and performance practices from different parts of the world, and (iii) field research in the local community for their own ethnographic projects. This is primarily a discussion-based seminar course and may include fieldwork, attendance at live performances, film screenings, workshop with guest artists etc. No previous dance or performance experience is assumed or required.
Class Format: community-based field work
Requirements/Evaluation: class participation, reading responses, fieldwork and field notes, short papers, and final essay
Prerequisites: none
Enrollment Limit: 15
Expected Class Size: 10
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:

DANC 214 (D1) GBST 215 (D2) THEA 215 (D1) AMST 214 (D2) ANTH 215 (D2)

Difference, Power, and Equity Notes: This course focuses on ethnographic research with an emphasis on the ethics of doing ethnography in field sites and making performances based on that research. In fieldwork and performance work, there is a difference in social, cultural, and political (broadly conceived) power between researcher and interlocutors. In the course, students’ critical analytical skills are developed for them to be self-reflective about these power differentials and to address issues of social inequality.

Fall 2019
SEM Section: 01    W 1:10 pm - 3:50 pm     Munjulika Tarah

ANTH 216  (S)  Urbanism in the Ancient World
Cross-listings:  GBST 216  ANTH 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: sophomores; or majors in Anthropology or Sociology
Expected Class Size: 10
Grading:  no pass/fail option,  no fifth course option
Distributions:  (D2)
This course is cross-listed and the prefixes carry the following divisional credit:
GBST 216 (D2) ANTH 216 (D2)
Attributes:  GBST Urbanizing World Electives
Not offered current academic year

ANTH 222  (F)  Heroes, Saints and Celebrity
Cross-listings:  ANTH 222  REL 273

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

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

Prerequisites: none
Enrollment Limit: 19
Enrollment Preferences: Anthropology and Sociology majors
ANTH 223 (S) Ethnic Minorities in China: Past and Present (DPE)

Cross-listings: ANTH 223 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 address topics such as the minority-group identification project; the definition of minzu (ethnic group); government policy toward and the current situation of the fifty-five official ethnic minority groups; historical sino-centric views about "foreigners" and "barbarians"; ideas of "diversity", "unity", and "sinicization"; and the roles that "barbarians" have played in China's long history. We will examine how social differences and hierarchy are shaped and discuss various ways of achieving equity for ethnic minorities. Throughout the course, the teaching techniques of role-play and debates will be adopted to encourage students to 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 recommendations for policy-making at the government and community levels for China and the United States.

Class Format: discussion

Requirements/Evaluation: class attendance, active in-class participation, presentations, two short (5-page) response papers, one 24-hr take-home mid-term, and one final paper (10-12 pages)

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

Enrollment Limit: 20

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 will explore various meanings of "diversity" and "being ethnic" in the Chinese context and compare them with students' own experiences through class discussions. Students are also 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
the relationship between morality and freedom; the apparent intractability of moral disagreements; the role of intuition and emotion in moral reasoning; and the influence of power and hierarchy on moral judgment.

**Requirements/Evaluation:** a midterm project and a final paper

**Prerequisites:** none

**Enrollment Limit:** 19

**Enrollment Preferences:** ANSO students

**Expected Class Size:** 19

**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 225 (D2) ANTH 224 (D2)

**Attributes:** PHIL Related Courses

Not offered current academic year

**ANTH 225 (S) Fact/Fiction/Film**

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

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

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

**Prerequisites:** none

**Enrollment Limit:** 30

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

**Expected Class Size:** 30

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

**Distributions:** (D2)

**Attributes:** FMST Core Courses

Spring 2020

LEC Section: 01 Cancelled

**ANTH 226 (F) Spiritual But Not Religious**

**Cross-listings:** ANTH 226 REL 226

**Secondary Cross-listing**

Today, more than one in five people in the United States identify as "none" when asked about their religious affiliation. Yet that does not mean that religious sentiment or spirituality is on the decline. On the contrary, talk of "spirituality" is more pervasive than ever in popular discourse. Increasingly Americans claim that they are "spiritual but not religious" or that they prefer "individual religion" over "organized religion." This course seeks to understand and investigate this phenomenon. What is the lived experience of being "spiritual but not religious"? What counts as spirituality? Is there a meaningful distinction between spirituality and religion? What does this distinction assume about the nature of organized religion? What is the history that led us to this ideology of individualized spirituality? And what are the social and political implications of this trend? We will explore these questions and study this phenomenon through an engagement with ethnography (the qualitative research method generally described as "participant-observation"). Over the course of the semester, students will be expected to conduct an ethnographic research project within local communities in Williams College and Williamstown. Alongside our central readings on spirituality, we will also be studying some background in the theory and practice of this methodology. Throughout the semester, students will work together on developing the practical skills necessary to conduct an ethnographic project, and will be gradually executing their own individual projects. This will include: designing a feasible project and research
question, selecting research sites and interlocutors, taking field-notes and conducting interviews, and finally analyzing data and writing an ethnographic essay.

Requirements/Evaluation: regular reading responses; semester-long research project with frequent small assignments building up to the final product (15- to 20-page paper)

Prerequisites: none

Enrollment Limit: 15

Expected Class Size: 10-15

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

Distributions: (D2)

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

ANTH 226 (D2) REL 226 (D2)

Not offered current academic year

ANTH 227  (F)  Language and Society: What Does Your Speech Say About You?

Cross-listings: ANTH 227  ARAB 227

Secondary Cross-listing

Sociolinguistics is the study of how aspects of society influence the way language is used by the society members. In this course, we will examine the inter-relationships between the way language is used in various social contexts affecting that usage. How and why do languages change? How does language reflect a person's identity? How does language intersect with power relations among individuals within a society? Does language vary according to gender? How are language varieties formed, and what determines their status within speech communities? How and why do speakers code-switch among different varieties? These are some key questions that we will examine in this class, drawing on readings that focus on different languages.

Requirements/Evaluation: active class participation, response essays, assignments, article presentation, variation paper, final exam

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: seniors, students who need to fulfill Arabic major or Anthropology major requirements, students interested in linguistics

Expected Class Size: 20

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

Distributions: (D1)

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

ANTH 227 (D2) ARAB 227 (D1)

Attributes: Linguistics

Not offered current academic year

ANTH 228  (F)  Jihad

Most studies of the global jihad movement focus on ideology, operations, and strategy. Numerous studies have also focused on the individual psychology of those who join jihad groups. Often ignored are the cultural dimensions of Islamic jihad. This course examines both the "global" culture of jihad--those cultural elements of the movement that are common across national and linguistic borders--and the particular ways in which jihadi groups reflect and respond to the local cultures in which they operate. Among the topics to be considered are the ways in which jihadi adherents use ritual, poetry, graphic imagery, dress and grooming codes, music, film, social media, dream interpretation, and mythology to fix their place in the world and advance their political and social agendas. The course will also examine the role of violence in creating a distinctive and exclusionary social milieu within jihad groups and in defining the relationship between these groups and the societies that surround and, in some cases, support them. Of particular interest for the course will be the ways in which cultural elements of jihadi groups and the jihadi "lifestyle" are mobilized to attract new recruits to the jihad movement.

Requirements/Evaluation: class participation, four short and informal blog posts (1-page each), two longer response papers (2- to 3-pages each), one research paper (12- to 15-pages)

Prerequisites: none
Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors and students who have taken one or more Anthropology or Sociology courses

Expected Class Size: 12-15

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

Distributions: (D2)

Fall 2019

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

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

Requirements/Evaluation: class participation, research exercises, major ethnographic research paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

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

Distributions: (D2)

Fall 2019

Spring 2020

SEM Section: 01  M 7:00 pm - 9:40 pm  David B. Edwards, Christopher Marcisz

ANTH 233  (S)  Spiritual Crossroads: Religious Life in Southeast Asia

Cross-listings:

ASST 233  REL 253  ANTH 233

Primary Cross-listing

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

Requirements/Evaluation: midterm, short essays, term paper

Prerequisites: none; open to non-majors

Enrollment Limit: 19

Expected Class Size: 15

Grading: yes pass/fail option, yes fifth course option
ANTH 235  (F)  Refugees and Migrants
An overflow of refugees to the EU and alarmist electoral campaign rhetoric in the U.S. have intensified the issue of international migration around the world. Right- and left-wing politicians and their constituents, human rights activists and state officials, journalists and NGOs discuss, argue, and mull over causes and consequences of population change, strategies of migration management, and predicaments of social integration. In this course, we will examine the emerging conditions of international migration. Specifically, we will focus on how contemporary welfare and labor regimes, claims on citizenship rights, immigration rules, public deliberations, and interethnic and racial experience shape the movements of people and affect their lives by controlling their bodies, subjectivities, social networks, health, and labor. We will draw on domestic and international case studies as we examine a controversy surrounding the Arizona immigration law, DACA debates, challenges of a migration crisis in EU, rural-to-urban migration in India, and a complexity of refugee flows in the Caucasus and the Middle East. We will briefly engage with the subtleties of migration estimation, such as the politics of population censuses, and will analyze consequences of immigration on host populations.

Requirements/Evaluation:  one midterm, two short policy memos, one research paper
Prerequisites: none
Enrollment Limit: none
Enrollment Preferences: seniors and juniors
Expected Class Size: 20
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)
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.
ANTH 242 (S) The Country and the City in the Classical World

Cross-listings: CLAS 242  ENVI 242  ANTH 242

Secondary Cross-listing

A growing urban-rural divide is defining political discourse around the world. The interrelation and tension between "city" and "countryside" are not new, however, but date back to the time when cities first began. How do cities occupy and transform, interact with and displace rural landscapes? What are the values, stereotypes, and ideals—as well as artistic, literary, and architectural forms—associated with the city and the countryside? What role does one play in the political, social, and economic life of the other? With a focus on ancient Greece and, especially, Rome, this course will combine archaeological evidence and contemporary scholarship with primary sources ranging from Hesiod, Theocritus, Vergil, and Propertius to Cato the Elder, Varro, Vitruvius, and Pliny the Elder, to examine an array of topics including land surveying and colonization; agrarian legislation; the urban food supply; rustic religion in the city; urban parks and gardens; and the concept of the pastoral. Together, we will explore the city and the countryside— not just as places, but also as states of mind. All readings are in translation.

Requirements/Evaluation: informed participation, two short papers (2-5 pages), final paper (8-10 pages)

Prerequisites: none, although prior knowledge of the ancient world will be useful

Enrollment Limit: 19

Enrollment Preferences: declared and intending majors in Classics and Environmental Studies

Expected Class Size: 20

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

Distributions: (D2)

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

CLAS 242 (D1) ENVI 242 (D1) ANTH 242 (D2)

Spring 2020

SEM Section: 01  MR 2:35 pm - 3:50 pm  Nicole G. Brown

ANTH 243 (F) Reimagining Rivers

Cross-listings: ANTH 243  ENVI 243

Secondary Cross-listing

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 climate change, pollution, unsustainable agriculture, and ill-conceived dams. These problems will threaten human rights, public health, political stability, and cultural identities 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. Combining approaches 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, legal texts, and more.

Requirements/Evaluation: three 5- to 7-page papers and several short response papers

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

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:

ANTH 243 (D2) ENVI 243 (D2)

Not offered current academic year
ANTH 246  (F)(S)  India's Identities: Nation, Community, & Individual

Cross-listings:  ASST 246  ANTH 246  WGSS 246  REL 246

Secondary Cross-listing

This tutorial considers India's legacy as a booming Asian democracy that is built upon deep and enduring divisions. Why is India's growing population so often described in terms of multiple identities or fragmenting oppositions—including religion, gender, caste, and class? What are the historic roots and recollections of key moments of structural violence in modern Indian history that produce ongoing social conflict as well as social fluidity? We pay particular attention to key historic moments such as Partition, and key communal riots in Gujarat, Hyderabad, and Delhi as well as regions of India such as Jammu & Kashmir in order to understand the struggle for individual subjectivity and identity within a landscape of stark social hierarchies. We will cover climate emergencies, resource scarcities, and ongoing struggles for power and status across very different parts of India. Our readings include ethnographic, sociological, historical analyses as well as fiction, oral history, and popular media sources that attempt to portray India's diverse and fragmented society.

Class Format: meetings weekly, weekly writing, and discussion

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

Prerequisites: none

Enrollment Limit: 10

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

Expected Class Size: 10

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

Distributions: (D2)

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

ASST 246 (D2) ANTH 246 (D2) WGSS 246 (D2) REL 246 (D2)

Writing Skills Notes: Weekly writing, writing chats, intensive feedback on writing grammar, style, argument every week.

Difference, Power, and Equity Notes: This course fulfills the Difference, Power, and Equity by theorizing the ways that social power and equity have been and continue to be a source of struggle and division within Indian society. It analyzes the ways that communities have used religion, gender, ethnicity, and caste to struggle for power and status within Indian society.

Attributes: GBST South + Southeast Asia Studies Electives PHLH Bioethics + Interpretations of Health WGSS Racial Sexual + Cultural Diversity Courses

Fall 2019

TUT Section: T1  Cancelled

Spring 2020

TUT Section: T1  TBA  Kim Gutschow

ANTH 255  (S)  Buddhism: Ideas and Practices

Cross-listings:  ANTH 255  REL 255  ASST 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
ANTH 256  (F)  Buddhism, Sex, & Gender: #MeToo Then and Now  (DPE)

Cross-listings: ANTH 256  REL 256  ASST 256  WGSS 256

Secondary Cross-listing
This course considers the feminist voices that have been part and parcel of Buddhist practices, texts, and institutions for most of its 2500-year history. We will conduct a historical genealogy of Buddhist voices that illustrate the fluid and disruptive role of sex, gender, caste, and class in relation to individual behavior and social relations. How did the Buddha's inner revolution produce a set of practices that both reject and reinforce existing binaries and social hierarchies of sex and gender, and with what effects? We will trace a feminist voice that decries harassment, assault, and systemic sexism within Buddhist communities from the first female disciples (Theri) of the Buddha to the current #MeToo era of embattled toxic masculinity. Along the way, we explore a literary canon that contains misogyny and 'she devils' alongside a rich tapestry of female divinities, transgender fluidity, and female liberation. We pursue an intersectional analysis of Buddhist traditions and texts by considering the multiple forms of social hierarchy—gender, sexuality, race, and class—that Buddhism has attempted to transcend. We begin by considering three women in the Buddha’s life—his mother (Maya), his stepmother/aunt (Gotami), and his wife (Yashodhara)—as well as the tales of the first enlightened Buddhist women whose topics include prostitution, patriarchy, sexism, and pathetic husbands, as well as their own decaying bodies and beauty. Our next theme is the myriad ways that gender is both produced and deconstructed in Buddhist discourses on enlightenment and the human body. Our final theme considers a range of monastic memoirs, including a Buddhist black nun who left Harvard to take ordination in Thailand, and a Dutchman who studied Zen Japan. We close by examining the current debates in the U.S. and Asia that seek to combat systemic racism, sexism, and casteism in Buddhist traditions.

Requirements/Evaluation: class discussion, reading responses (3-4 pages), writing chat, final research paper (12 pages)

ANTH 262  (S)  Language and Power

"A language is a dialect with an army and a navy." 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 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 American presidential elections. 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 the Williams or Berkshire County community.

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

Prerequisites: none

Enrollment Limit: 20

Expected Class Size: 18

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

Distributions: (D2)

Attributes: Linguistics

Spring 2020

LEC Section: 01  TR 11:20 am - 12:35 pm  Joel Lee

ANTH 269  (F)(S)  Mindsight: Mindfulness and Medicine  (DPE) (WS)

Cross-listings: REL 269  STS 269  ANTH 269  ASST 269

Primary Cross-listing

This course offers a social analysis and historical genealogy of meditation and mindfulness from its roots as a Buddhist practice through its modern applications in a variety of social settings including hospitals and clinics, schools & communities where it has been used to improve health outcomes, education outcomes, and other social outcomes. Throughout, we are interested in the scientific evidence that have tried to show how meditation and mindfulness can alter human experience, behavior, and well-being. We begin by considering how mindfulness and meditation practices were introduced and developed by the Buddha and continue to be taught and practiced today in contemporary settings, before turning to the rapid rise of scientific research on mindfulness in recent decades. How and why has research on mindfulness and meditation exploded since 2000 and how does this relate to better understandings of human emotions, human behavior, and human development? We critically examine the use and misuse of modern technologies and models developed by clinical psychiatry and biomedicine to better understand the relationship between the human brain, behavior, and emotions. We ask how meditation and mindfulness has been used to improve the training of doctors & teachers, as well as patient/provider encounters. Throughout, we are interested in how applied research and interventions of mindfulness training with medical training, schools, and other social domains has been used to generate a 'science of personal transformation' that is trying to harness the adaptability of human minds, brains, & behaviors. Students will be expected to engage in mindfulness practices during the semester.

Class Format: weekly tutorial, context-based learning, experiential learning

Requirements/Evaluation: weekly tutorial papers and discussion

Prerequisites: a course on Buddhism is preferred but not required

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:

REL 269 (D2)  STS 269 (D2)  ANTH 269 (D2)  ASST 269 (D2)

Writing Skills Notes: This class will involve weekly tutorial essays of 1200 or 600 words, written feedback on every essay, and a mid-semester 'writing chat' with the instructor to improve patterns in writing.

Difference, Power, and Equity Notes: This class fulfills the Difference, Power, and Equity requirement because it will explore the ways that mindfulness can alleviate pervasive and population wide health issues in the US including rising rates of hypertension, anxiety, and mental health issues that are exacerbated by stress related to social inequality and structural violence. It explores and critiques the ways that mindfulness has been marketed as an elite and non-inclusive practice within the US.

Attributes: GBST South + Southeast Asia Studies Electives  PHLH Social Determinants of Health
ANTH 281 (S) The Seeds of Divinity: Exploring Precolumbian Art & Civilization in a Museum Exhibit

Cross-listings: REL 280 ARTH 281 ANTH 281

Primary Cross-listing

For all ancient civilizations, the gods were a powerful force, affecting all aspects of human lives and dominating ancient art. This course will explore concepts of divinity in five civilizations in Precolumbian Central America: Aztec, Maya, Zapotec, Teotihuacan, and Nayarit. The course examines how the broad concept of divinity is materialized in everyday life. We will query how the human body is used as the prism through which concepts about humanity, the human soul and the supernatural are perceived and depicted in the art of these civilizations. This is a project based course, and each student will study one or more art objects from these five civilizations, and consider how these objects could be presented in a museum exhibit.

Requirements/Evaluation: active class participation; three short papers; 15-page research paper and presentation

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: ANTH, SOC and ARTH majors

Expected Class Size: 12

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 280 (D2) ARTH 281 (D2) ANTH 281 (D2)

Not offered current academic year

ANTH 287 (S) Propaganda

We live in the age of mass persuasion. From commercial ads to political campaigns, from mass media "news"-both fake and real-to large scale movements for social change, we are constantly bombarded by powerful messages that aim to capture, hold, and impact our attention and direct our actions. Drawing on symbolic socio-linguistic analysis, we will examine the institutional and technical apparatus of modern propaganda and will discuss the role of intellectuals, "attention merchants," and receptive audiences in creating the propaganda machine. We will pay special attention to campaigns that aim to overthrow social structures, or to ensure their maintenance and functioning. We will engage with explicit messages received via propagandistic media and implicit directives that aim to silence, obfuscate, and erase. Theoretical discussions will be complemented with intense, in-depth investigations of case studies of persuasive techniques in the Nazi Ministry of Propaganda, Cold war culture wars, Middle Eastern and Post-Soviet regimes, U.S. and Russian electoral and political campaigns. As we explore the overwhelming diversity of persuasive techniques of contemporary propaganda apparatus, we will turn our attention to various ways through which it impacts and molds our individual selves: from organizing dreams and desires to shaping autobiographies. We will conclude the course by creating our own examples of persuasive mass communication.

Requirements/Evaluation: one midterm, one group research project, three short papers

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: none

Expected Class Size: 25

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

Distributions: (D2)

Not offered current academic year

ANTH 297 (F) Theorizing Magic
This is a course about magic. It is not about stage magic, sleight of hand, or the art of pulling rabbits out of hats. You will learn no card tricks. But instead we will learn about those people who believed in the reality of certain powers; from the ability to summon good or evil spirits, transform base metals into gold, predict the future, or manipulate matter by thought alone. The problem of how to theorize magic has long been a cause of concern for the natural and social sciences. Many a sociologist and anthropologist has imagined that belief in magic should have vanished with modernity (despite much evidence to the contrary). Meanwhile, philosophers of science have been long fascinated with the demarcation problem—figuring out grounds by which to distinguish legitimate sciences (like astronomy) from their magical or pseudoscientific cousins (like astrology). We will trace these discussions and problematize them by looking at the beliefs of self-defined witches and magicians. This should put us in a position to interrogate the construction of concepts of magic, science, and religion and show how the boundaries between these categories emerged historically. Topics to be discussed will include: the rationality of magic, the fine lines separating magic, science and religion, the persecution of witches, and the role notions of magic and superstition played in European modernization and colonization projects. The tutorial sessions will be customized to student interests, but texts will likely include selections from primary works in translation, such as Cornelius Agrippa’s *Occult Philosophy*, Giordano Bruno’s *On Magic*, Aleister Crowley’s *Magick Liber Aba*, as well as selections from secondary literature, perhaps including Marcel Mauss, *A General Theory of Magic*, Max Weber, “Science as Vocation,” Tanya Luhrmann, *Persuasions of the Witches’ Craft*, Thomas Kuhn, *The Structure of Scientific Revolutions*, Larry Laudan, “The Demise of the Demarcation Problem,” E.E. Evans-Pritchard, *Witchcraft and Oracles, and Magic among the Azande*, and/or Kelly Hayes, *Holy Harlots: Femininity, Sexuality and Black Magic in Brazil*.

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

**Prerequisites:** none

**Enrollment Limit:** 10

**Expected Class Size:** 10

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

**Distributions:** (D2)

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

COMP 289 (D2) ANTH 297 (D2) REL 297 (D2)

*Not offered current academic year*

### ANTH 299 (S) The Body in Power

**Cross-listings:** ANTH 299 REL 274

**Primary Cross-listing**

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

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

**Prerequisites:** none

**Enrollment Limit:** 19

**Expected Class Size:** 19

**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 301 (F) Sexual Economies  (DPE)

Cross-listings:  WGSS 301  AMST 334  ANTH 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 will have either guest speakers or a field trip to hear from people working in various commercial sex sectors.

Requirements/Evaluation:  midterm essay exam, final research paper, research proposal/annotated bibliography

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

Not offered current academic year

ANTH 322 (F) Trash

Cross-listings:  GBST 322  ANTH 322  ENVI 322

Primary Cross-listing

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

Class Format: discussion

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

Prerequisites:  none
Enrollment Limit: 20
Enrollment Preferences: seniors and juniors
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:
GBST 322 (D2) ANTH 322 (D2) ENVI 322 (D2)
Attributes: ENVI Humanities, Arts + Social Science Electives
Not offered current academic year

ANTH 323 (F) Democracy and Citizenship in the Age of Multiculturalism (DPE)
Democracy (and its particular implementation in the United States) is regularly taken as an unconditional ideal for the rest of the world. In this class,
we will analyze democracy as a culturally and historically specific form of social relations and meanings. We will carefully examine a broad range of
phenomena that pertain to democracy—for instance, cultural notions of participation in public life in Post-Socialist Germany or categorization of citizens
in contemporary India, attachment to homeland among migrant workers in Russia or transnational rhetoric of Chinese bloggers. By so doing, we will
study local meanings, circulating discourses, multiple contestations, and changing forms of power in regimes that are heralded as democratic. Our
focus on citizenship (broadly defined)—i.e., a recognized right to be different while being accepted as a part of a national community—will bring to light
complex issues in the relationship between the state and its subjects. We will discuss how men and women, the abled and the disabled, the migrants
and the natives identify with their statuses and define their place in state structures. Anthropological studies of citizenship and diversity of forms of
belonging and identification in democratic states will enable us to understand cleavages of power inequality and conceptual predicaments of social
fairness in the contemporary world. Ethnographic studies from around the world will be used to provide specific examples of the ability and failure of
democratic regimes to govern their varied populations.
Requirements/Evaluation: one long research paper, three book reports, and seminar discussions
Prerequisites: ANTH 101 or SOC 101 or by permission of the instructor
Enrollment Limit: none
Enrollment Preferences: juniors and seniors
Expected Class Size: 15
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2) (DPE)
Difference, Power, and Equity Notes: Through an in-depth examination of case-studies of citizen exclusion and inclusion around the world, the
course will foster students' critical engagement with a concept of democracy. Special attention will be paid to a differential access to power on a basis
of gender, disability, migration status, and ideological constructions of difference.
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
ANTH 330  (F)  The Documentary Project: Ethnography and the Visual Narrative

The goals of ethnography and documentary work overlap. Both strive to communicate a compelling sense of people's lives, and to connect them to broader struggles and issues faced by others. Further, ethnography as a method emphasizes a close and sustained interaction, or "engagement" between the practitioner and her subjects. In this class, students will have the opportunity to practice both engagement and compelling presentation, by working throughout the semester on planning and executing a documentary project. The course will emphasize the use of visual narratives accompanied by text and audio drawn from interviews. Students will practice different types of documentation, and consider techniques for approaching, imaging and interviewing subjects. The practical aspects of developing a project, gaining access, working in unfamiliar environments and editing both visual and audio material will be reviewed. Conceptual topics will include myths about "truth" and "objectivity" in visual media, tensions between the goals of the documentarian and her responsibilities to her subjects, and differences between the documentary and ethnographic point of view. Acceptance into the class requires technical competence in photography or videography (as evidenced by prior coursework or portfolio), and a demonstrated ability to work independently and to commit to a long-term project. Participants should expect to spend significant time working off campus.

Requirements/Evaluation: develop and execute a semester length documentary project under instructor guidance; produce and edit weekly visual and audio content; participate in class critiques

Prerequisites: SOC 236 or permission of instructor

Enrollment Limit: 10

Enrollment Preferences: Anthropology and Sociology majors

ANTH 334  (S)  Imagining Joseph

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: 3- to 5-page weekly response papers; 15-page final paper; class participation
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: based on responses to a questionnaire
Expected Class Size: 10
Grading: yes pass/fail option, yes fifth course option
Distributions: (D2)

This course is cross-listed and the prefixes carry the following divisional credit:
COMP 334 (D1) REL 334 (D2) ANTH 334 (D2) JWST 334 (D2)
Attributes: JWST Core Electives

Spring 2020
SEM Section: 01    W 1:10 pm - 3:50 pm     Peter  Just

ANTH 337  (S) Race, Sex & Gender in Brazil  (DPE)

Cross-listings: WGSS 337  ANTH 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: The seminar will include a mandatory spring break 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. These form the basis of their final research paper. 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

ANTH 341  (S) Caste, Race, Hierarchy

Cross-listings: ANTH 341  AFR 341  ASST 341  GBST 341

Primary Cross-listing
Caste in India looms large in global social thought as a kind of benchmark against which hierarchical social systems across the world are measured. This prominence has much to do with British colonial ideologies of rule, but it also has a deeper and different history: the Buddha compared caste to Greek slavery, early modern Jesuits related it to the system of European estates, and since the nineteenth century, anti-caste radicals from Dalit, or "untouchable," backgrounds have drawn a sustained comparison between the forms of oppression they face and those with which African Americans contend in the United States. Reciprocally, thinkers from W.E.B. DuBois to Toni Morrison have deployed the category of caste in their writings on race. What can the study of caste in postcolonial South Asia contribute to global debates over the persistence of "traditional" forms of social hierarchy? What are the stakes of bringing caste and race into the same conversation, and what are the implications of refusing to do so? In this seminar we will acquire a thorough grounding in the anthropological literature on caste and then investigate the politics of the caste-race comparison over the last hundred years. Assignments include weekly postings of 1-page critical response papers and either a research paper or an interview-based, ethnographic final project examining "caste" in one's own community.

Class Format: seminar

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

Prerequisites: none

Enrollment Limit: 20

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

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 341 (D2) AFR 341 (D2) ASST 341 (D2) GBST 341 (D2)

Not offered current academic year

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

Cross-listings: WGSS 371  ANTH 371  STS 370

Primary Cross-listing

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? We are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation--also known as ‘deep hanging out.’ Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups. Through the semester, students pursue their own individual, fieldwork-based projects on campus with students & staff. Our goal is a better understanding of the limits and strengths of ethnographic inquiry as we explore the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We consider how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seeks to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

Requirements/Evaluation: four fieldnotes, weekly class discussion and writing exercises, final presentation on ethnographic project

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology, Sociology, Women's, Gender and Sexuality Studies majors; Public Health, Science and Technology Studies concentrators

Expected Class Size: 19

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:

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

Difference, Power, and Equity Notes: This class examines the intersection of race, gender, class, and sexuality in structuring health outcomes and access to health resources. It theorizes the dynamics of race, gender, and class in shaping patient/provider encounters and efforts to 'improve' health
outcomes within contexts of structural violence (poverty, racism, and sexism) and social suffering.

**Attributes:**  EXPE Experiential Education Courses  PHLH Methods in Public Health

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**Fall 2019**

**SEM Section: 01  W 1:10 pm - 3:50 pm  Kim Gutschow**

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

Anthropology independent study.

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

**Distributions:**  (D2)

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**Fall 2019**

**IND Section: 01  TBA  James L. Nolan**

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

Anthropology independent study.

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

**Distributions:**  (D2)

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**Spring 2020**

**IND Section: 01  TBA  James L. Nolan**

**ANTH 412 (S) Graphic Sex: Queer Ethnographic Writing**

**Cross-listings:**  WGSS 412  ANTH 412

**Secondary Cross-listing**

This seminar examines recent and canonical work in queer anthropology, exploring how different cultures construct sexual and gender identities and subjectivities, and what happens when dominant paradigms such as the Euro-American LGBT model become enmeshed in globalization, late capitalism, and consumerism. We begin with a series of case studies highlighting alternative gender and sexual formations in various cultures around the world, emphasizing how these seemingly "authentic" local categories are themselves the products of historical shifts, colonial relations, and political economy. We also examine how these categories overlap, conflict with, subvert, or syncretize with the increasingly global category of "gay." In addition to reading queer ethnographies, we will also learn the methods required for doing ethnography ourselves, including interviewing techniques, participant observation, writing thick description, data analysis, and editing.

**Requirements/Evaluation:**  ethnographic writing assignments (e.g., interviews, field notes, essays, etc.)

**Prerequisites:**  none

**Enrollment Limit:**  15

**Enrollment Preferences:**  Women's, Gender and Sexuality Studies majors and others with substantial background in Women's, Gender and Sexuality Studies or Anthropology and Sociology Studies; statements of interest will be solicited

**Expected Class Size:**  15

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

**Unit Notes:**  WGSS junior/senior seminar

**Distributions:**  (D2)

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

WGSS 412 (D2) ANTH 412 (D2)

**Not offered current academic year**
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 2019
HON Section: 01 TBA James L. Nolan

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 2020
HON Section: 01 TBA James L. Nolan

Winter Study

ANTH 15 (W) Photographic Literacy and Personal Vision
Cross-listings: SOC 15 ANTH 15

Primary Cross-listing

When you look at a photograph, what is it really saying? How can you make a photograph that says what you want to say? This course is about seeing with emotion and literacy, and making photographs that reflect your own personal voice and vision. This is not a course on technical photography--this is about breaking down the barrier between your ideas and your camera. Students will conceptualize and photograph a project of their own choosing. Whether a narrative documentary project or a more abstract exploration of form, students are expected to photograph on their own outside of class for at least five hours a week. Students must own or borrow a digital camera. Williams has a stock of excellent cameras available for loan. Mondays and Fridays we'll be looking at amazing historical and contemporary photographic work to cover a broad range of what is possible with the medium and discussing what the current conversations and controversies are within the practice. We'll be looking at slides, screens, photobooks and gallery shows to get a sense of how photographs function differently depending on how they're shown. The work we discuss is always adapted to reflect students' interests. On Wednesdays we critique each others' work--we look at students' top images for the week and try to reconcile them against the project's conceptual basis. We have a focused discussion about each student's work for 20-30 minutes, and how to make each project better. After critiques I'll be sending everyone photographic references to use for inspiration depending on your subject matter and aesthetic approach. At the end of the course the class will design and produce a campus exhibition of their photography. This event will serve as a synthesis of all the knowledge students gained while working together to make each others' projects stronger. No photography experience is necessary! Anyone is ready to start reading photographs critically, and establish a concept-driven workflow that will serve you well as long as you take pictures. Adjunct Instructor Bio: Ben Brody is an award-winning photographer working on long-form projects related to the American wars in Iraq and Afghanistan, and their aftermath. Themes of generational trauma, propaganda, and tragic comedy recur in his visual approach. His new book, Attention Servicemember, published by Red Hook Editions, will be available this fall.

Requirements/Evaluation: final project or presentation
Prerequisites: none
Enrollment Limit: 12
Enrollment Preferences: instructor will determine selection
Grading: pass/fail only

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

SOC 15 ANTH 15

Winter 2020
ANTH 16 (W) Unsettling Environments: Conservation, Care, and Indigeneity in the Anthropocene

Cross-listings: ANTH 16 ENVI 17

Primary Cross-listing

How might we think of killing animals as a form of care? How do narratives of ecological decline associated with the Anthropocene and climate change potentially exclude Indigenous perspectives? In this course, we will think critically about themes related to resource use and extraction, human-animal relations, and settler colonialism. We will unsettle dominant conceptions of conservation, call into question management models that marginalize Indigenous peoples and ways of being in the world, and explore how ways of relating to the more-than-human shape Indigenous and non-Indigenous responses to climate change and environmental degradation. Drawing upon theoretical works and ethnographic investigations within anthropology and American Indian and Indigenous Studies, as well as poetry and fiction, including the works of Indigenous and settler scholars and writers, we will examine how theorizations of and relations with animals, plants, and landscapes shape conservationist logics, resource management models, and understandings of what it means to "care" for land and the multiple beings that animate it. This course involves six hours of in-class work and an average of 20 hours of outside-of-class work weekly. The course will rely heavily on student preparation for class and student participation in small- and large-group discussions in class. This is an introductory course, and assessments will be weighted more towards students' understandings of broader themes and questions rather than proficiency in any one school of theory or ethnographic locale. Students will earn their grades as follows: with one-sentence summaries and prepared questions for twelve of the assigned readings (once for each class meeting); as co-discussants for one class meeting; with one short take-home essay exam (750-1000 words); and with a final paper (roughly 3000 words) drawing upon ideas and comparative examples encountered in the course to analyze a current episode or event.

Adjunct Bio: William Voinot-Baron is a PhD candidate in cultural anthropology at the University of Wisconsin-Madison. His dissertation is an ethnographic examination of the ways in which salmon are central to both understandings and practices of care in an Alaska Native (Yupiaq) village in southwest Alaska, and the consequences of State of Alaska and federal fishing regulations for tribal sovereignty and well-being. He holds an M.A. in Anthropology from Columbia University and an A.B. in Anthropology and Environmental Studies from Bowdoin College

Requirements/Evaluation: 10-page paper
Prerequisites: none
Enrollment Limit: 30
Enrollment Preferences: seniority; students may be asked to send the instructor and email explaining why they are interested in the course
Grading: pass/fail only
Materials/Lab Fee: approximately $80 for books

This course is cross-listed and the prefixes carry the following divisional credit:
ANTH 16 ENVI 17

Winter 2020
LEC Section: 01 Cancelled

ANTH 31 (W) Senior Thesis: Anthropology

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

Class Format: thesis
Grading: pass/fail only

Winter 2020
HON Section: 01 TBA James L. Nolan

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 2020

IND Section: 01   TBA   James L. Nolan