

ANTHROPOLOGY AND SOCIOLOGY (Div II)

SOCIOLOGY

Chair: Professor James Nolan

- Zaid Adhami, Assistant Professor of Religion and Faculty Affiliate in Anthropology & Sociology; affiliated with: Anthropology and Sociology
- David B. Edwards, James N. Lambert '39 Professor of Anthropology; on leave 2021-2022
- Antonia E. Foias, Preston S. Parish '41 Third Century Professor of Anthropology
- Kim Gutschow, Lecturer in Religion and Anthropology/Sociology; affiliated with: Anthropology and Sociology
- Nicolas C. Howe, Director of CES and the Environmental Studies Program, Associate Professor of Environmental Studies and Faculty Affiliate in Anthropology and Sociology; affiliated with: Anthropology and Sociology
- Peter Just, Professor of Anthropology
- Joel Lee, Assistant Professor of Anthropology
- James A. Manigault-Bryant, Chair and Professor of Africana Studies and Faculty Affiliate in Anthropology and Sociology and Religion; affiliated with: Religion Department, Anthropology and Sociology; on leave Spring 2022
- Gregory C. Mitchell, Chair and Associate Professor of Women's, Gender and Sexuality Studies and Faculty Affiliate in Anthropology/Sociology; affiliated with: Anthropology and Sociology
- James L. Nolan, Chair and Washington Gladden 1859 Professor of Sociology
- Marketa Rulikova, Visiting Assistant Professor of Sociology
- Olga Shevchenko, Professor of Sociology
- Christina E. Simko, Associate Professor of Sociology; affiliated with: American Studies Program
- Ben Snyder, Assistant Professor of Sociology; on leave 2021-2022
- Phi H Su, Visiting 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.

SOC 101 (F)(S) Invitation to Sociology

This course provides students with an introduction to sociological analysis and an overview of sociology as a discipline. We will focus on the relationship of individuals to the social world and become acquainted with systematic institutional analysis. Students will explore the intersection of biography, history, culture, and social structure as seen in the work of classical and contemporary social thinkers, including Marx, Durkheim, Weber, Simmel, and Goffman. Special consideration will be given to the social and cultural problems of capitalism, rationality and irrationality in modern institutions and organizations, the psychological dilemmas facing the individual in modern society, and the problem of social order and conflict.

Requirements/Evaluation: several short papers, a group presentation, and a final

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: first-year students and sophomores

Expected Class Size: 30

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

Distributions: (D2)

Fall 2021

LEC Section: 01 TR 9:55 am - 11:10 am Christina E. Simko

LEC Section: 02 MWF 11:00 am - 12:15 pm Olga Shevchenko

Spring 2022

LEC Section: 01 TR 11:20 am - 12:35 pm Phi H Su

LEC Section: 02 Cancelled

SOC 210 (S) Networks of Power: Technology in Human Affairs

Cross-listings: STS 210 SOC 210

Primary Cross-listing

Do we control our technologies, or do our technologies control us? This course will explore different philosophies of technological progress, particularly the constructivist and determinist theories, by examining major technological systems that shaped modern society, such as the telegraph system, the electric grid, radio and television broadcasting, and the internet. Each of these innovations entailed the construction of a complex network designed to serve a mix of public and business interests, and each resulted in wide-ranging and often unforeseen changes to people's lives. Guided by pertinent readings in the history and philosophy of technology, we will look critically at the forms and consequences of technological change, seeking answers to a series of complex and important questions: Is the course of technological progress an inevitable byproduct of scientific and engineering advances, or

is it contingent on social and political circumstances and choices? Does technological change reinforce the social and political status quo or challenge it? Are technological and social progress synonymous, or is there a tension between the two? One of the goals of the course will be to provide students with a more informed and critical perspective on the technological upheavals that continue to shape society today.

Class Format: hybrid

Requirements/Evaluation: attendance and participation, team assignments, two in-class exams, one 15-page seminar paper

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

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

Distributions: (D2)

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

STS 210 (D2) SOC 210 (D2)

Not offered current academic year

SOC 211 (S) Race, Environment, and the Body

Cross-listings: AMST 211 ENVI 211 AFR 211 SOC 211

Secondary Cross-listing

This course is organized around three distinct, but overlapping, concerns. The first concern is how polluting facilities like landfills, industrial sites, and sewage treatment plants are disproportionately located in communities of color. The second concern is the underlying, racist rationales for how corporations, in collaboration with state agencies, plot manufacturers of pollution. The final concern is how the environmental crises outlined in the first two sections of the course are experienced in the body. In reviewing a range of Black cultural productions--like literature, scholarship, music, and film--we will not only consider how environmental disparities physically affect human bodies, but also how embodiments of eco-crises lend to imaginaries of the relationship between the self and the natural world.

Class Format: discussion

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference given to AFR concentrators, ENVI concentrators and majors, and ANSO majors.

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:

AMST 211 (D2) ENVI 211 (D2) AFR 211 (D2) SOC 211 (D2)

Attributes: AFR Core Electives AMST Comp Studies in Race, Ethnicity, Diaspora AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives PHLH Nutrition, Food Security+Environmental Health PHLH Social Determinants of Health

Spring 2022

LEC Section: 01 Cancelled

SOC 212 (S) Understanding Social Media

Cross-listings: STS 214 SOC 212

Primary Cross-listing

Over just the last twenty years--beginning with Friendster and MySpace and continuing through Facebook and Twitter, Snapchat and Instagram--the rise of social media has had a profound influence on the way we live. It has given a new rhythm to our daily routines, shaped the way we inform ourselves and converse with others, and transformed media and entertainment, politics and public discourse, and many other aspects of culture. This

seminar course will undertake a broad and critical examination of social media, looking at it from historical, economic, legal, social, and phenomenological perspectives. The topics addressed will include social media's effects on self-image and self-formation, its influence on protest movements and political campaigns, its use as a conduit for news and propaganda, and the way commercial interests and technical characteristics have shaped its design and use. Through pertinent readings and lively discussions, and drawing on students' own experiences with social media, the course will illuminate social media's benefits and drawbacks while providing a foundation for thinking about possible legal, regulatory, and personal responses to this far-reaching and still unfolding social phenomenon.

Class Format: hybrid

Requirements/Evaluation: attendance and participation, team assignments, two 5-page writing assignments, final exam

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

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

Distributions: (D2)

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

STS 214 (D2) SOC 212 (D2)

Attributes: FMST Core Courses

Not offered current academic year

SOC 216 (F) The City

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

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

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

Distributions: (D2)

Attributes: AMST Space and Place Electives GBST Urbanizing World Electives

Not offered current academic year

SOC 217 (F) Inequality in a Classless Society: The Soviet Experiment and its Aftermath (DPE)

Cross-listings: ECON 107 SOC 217

Secondary Cross-listing

All societies have to come up with some way of distributing wealth and income. In turn, individuals and groups comprising these societies grapple with, justify, and at times contest their place in social and economic hierarchy. Complex as they are, such processes are all the more pressing in societies built on the explicit promise of economic equality, as was the case in the USSR and socialist Eastern Europe. Using the combined perspectives offered by economics, history, and sociology, this course will trace the practices and lived realities of social differentiation and income/wealth distribution brought about by the socialist experiment and intensifying after its demise. We will explore the life of class in these supposedly classless societies, and its reconfiguration after 1991, approaching class as, simultaneously, a matter of social classification, consumption differences, cultural

identity, economic policy, and political power. We will study how the economic and political developments of late-socialism and the transition period generated class-based differences in all walks of life, and ask what these experiments have to teach us about inequalities and persistent social and economic divisions closer to home.

Requirements/Evaluation: Class participation; small writing assignments and research exercises; and a final research project

Prerequisites: None

Enrollment Limit: 19

Enrollment Preferences: 1st and 2nd-year students thinking about majoring in Anthropology, Sociology, or Economics

Expected Class Size: 19

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

Unit Notes: This course cannot count toward the ECON major. It may be taken for the SOC major.

Distributions: (D2) (DPE)

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

ECON 107 (D2) SOC 217 (D2)

Difference, Power, and Equity Notes: The subject matter of this course is all about the origins, evolution, current structures, and implications of economic and social differentiation in a region quite apart from the United States. Moreover, by crossing disciplinary lines, we hope it will offer a particularly valuable perspective on such issues. Thus, we felt that it should naturally serve as a DPE course.

Fall 2021

SEM Section: 01 MR 1:10 pm - 2:25 pm Steven E. Nafziger, Olga Shevchenko

SOC 218 (S) Law and Modern Society

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

Class Format: discussion

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

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: Priority given to sociology majors.

Expected Class Size: 30

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

Distributions: (D2)

Attributes: JLST Interdepartmental Electives

Spring 2022

LEC Section: 01 TR 9:55 am - 11:10 am James L. Nolan

SOC 219 (S) Images and Society

"This is obvious!" is what we say when we believe our point is irrefutable. But images are far less obvious than we may like to think. This course will create a forum for discussing the role of images in our lives, as well as the place of the visual in social inquiry. It will explore the variety of ways in which images--and even vision itself--are shaped by the social and cultural context in which they are embedded, develop skills for critical analysis of existing representations, and address the analytical possibilities and limitations of the study of signs and images. The course will touch upon a range

of visual material, from advertising to paintings, but the bulk of the course is dedicated to photography, both as an object of visual analysis and as, increasingly, a research method in social sciences. Topics for discussion include debates around truth in photography and the politics of representation, changing uses of photography in institutional settings, different photographic cultures and their anthropological and sociological significance, as well as the use of photography in social research. Primary sources for the discussions will be drawn from a variety of spheres, from Soviet propaganda posters to Indian studio portraiture, and will include the images we encounter in everyday life, media, politics, academia, "high" art and pop culture.

Requirements/Evaluation: active class participation, several short papers, a midterm paper and a take-home final

Prerequisites: none; open to all

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 19

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

Distributions: (D2)

Attributes: FMST Related Courses

Spring 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Olga Shevchenko

SOC 221 (F) Money and Intimacy (WS)

Does money matter in affectionate relationships? Can dollars buy love and care? What impact does market economics have on intimate relationships? This course will examine these questions and their relevance over the course of history, considering what forces have contributed to the shift in thinking about them, and, most importantly, how sociological research and knowledge helps us understand their current status. We will look into a wide range of aspects of private life that require actors to mix personal affairs with financial transactions, including romantic encounters, marriages (and divorces), families of various kinds and compositions, child adoptions, and outsourced care for dependents to name just a few. Intimacy carries different value and content in these contexts, as so does handling exchanges within them, and negotiating the balance of intimate and economic exchanges also necessitates applying diverse strategies *vis-à-vis* the external social world. The course will simultaneously look into the changing character of the economy as it has responded to shifting social values. We will specifically focus on how previously private concerns have penetrated the public sphere and shaped the evolution of what has been dubbed 'emotional capitalism'. People skills, teamwork, emotional labor, commodification of intimacy, care, sex, and body parts, are only few examples of the central concepts at stake. Naturally, a reflection on the growth of new technologies and social media will enrich many of the discussed themes.

Requirements/Evaluation: Each student will be expected to submit five or six 5-6-page essays and five or six brief responses. In addition, each student will be expected to actively participate in tutorial discussions. There will be no final paper or exams.

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 10

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

Distributions: (D2) (WS)

Writing Skills Notes: Students will be required to submit a 4-5 page essay every other week. During the week when students are not submitting essays, they will submit a brief (1-2 page) response to their partner's essay.

Fall 2021

TUT Section: T1 MW 11:00 am - 12:15 pm Marketa Rulikova

SOC 224 (F) Going Nuclear: American Culture in the Atomic Age

Cross-listings: SOC 224 HIST 273

Primary Cross-listing

This course will examine the historical development and use of the nuclear bomb. Among other features of the early atomic age, the course will look at the Manhattan Project, the delivery of the bombs for combat, and the destructive effects of the bomb's initial use in Hiroshima and Nagasaki and ongoing testing in the Marshall Islands. The class will investigate the role of the nuclear arms race in the Cold War, the consequences of nuclear production on specific communities, and the implications of the atomic age on our critical understanding of technological innovation more generally. We will also consider the saliency of competing narratives interpreting America's decision (and continuing policies) to build, use, and stockpile nuclear weapons. Employing both sociological and historical perspectives, we will explore the interactions between science, politics, and culture in the nuclear age.

Requirements/Evaluation: a midterm, a final exam, and a 10- to 12-page research paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Preference given to sociology and history majors.

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:

SOC 224 (D2) HIST 273 (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Fall 2021

LEC Section: 01 TR 11:20 am - 12:35 pm James L. Nolan

SOC 228 (F) The Panopticon: Surveillance, Power, and Inequality (DPE)

Cross-listings: STS 229 SOC 228

Primary Cross-listing

Surveillance is built into the very fabric of modern life. From CCTV cameras, to supermarket loyalty cards, to the massive gathering of personal data on social media sites, people participate in today's "surveillance societies" just by doing everyday activities. This course uses the metaphor of the "Panopticon" as a doorway to engagement with traditional and new forms of surveillance. First described by philosopher and social theorist Jeremy Bentham, the Panopticon is a physical structure that enables one observer to see all inhabitants without those inhabitants knowing when they are being observed. In *Discipline and Punish*, Michel Foucault famously expanded thinking on the Panopticon as a metaphor for the "disciplinary" power that lies at the heart of inequality in modern society. Since Bentham and Foucault's time, however, surveillance technologies have changed significantly. To what extent does the concept of the Panopticon give us purchase on today's surveillance societies? How does watching people with new digital and algorithmic surveillance technologies shape the exercise of power and, in turn, (re)produce forms of inequality? Can privacy, convenience, and safety ever be truly balanced? Topics include: the historical origins and expansion of surveillance in modern societies, the emerging total surveillance state in Baltimore City, and whether social media is turning us all into self-surveillance addicts.

Class Format: This class will be taught online only with both synchronous and asynchronous components. Students will be asked to attend one synchronous video meeting per week. The asynchronous portion will involve discussion of readings and video lectures.

Requirements/Evaluation: participation, reading responses, midterm essay, final paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 16

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:

STS 229 (D2) SOC 228 (D2)

Difference, Power, and Equity Notes: This course explores how power is distributed unequally through the mechanism of surveillance technologies, particularly in regard to racial and class differences. Among other topics, it will consider the concrete case of surveillance in Baltimore City and the

question of if and when surveillance is appropriate there, given the city's ongoing crisis of citizen and police violence. Students will discuss police surveillance in a context shaped by racial segregation and class inequality.

Not offered current academic year

SOC 230 (S) Memory and Forgetting (DPE)

Cross-listings: AMST 233 SOC 230

Primary Cross-listing

On the surface, remembering generally confronts us as a deeply personal act. What is more private than nostalgic reverie or the secrets of a dark and painful past? Yet even "individual" memories take shape through social frameworks, and we also remember "collectively" through shared myths, narratives, traditions, and the like. This course will explore the social dimensions of memory and remembering as well as their inevitable counterpart--forgetting. How do social frameworks inform our individual understandings of the past and shape our sense of selfhood? How and why are figures from the past cast as heroes or villains? How do collectivities celebrate past glories, and how do they deal with shameful or embarrassing episodes? How do economic and political power relations shape struggles over the past? In an increasingly global society, can we speak of "cosmopolitan" or "transcultural" forms of memory? Topics will include autobiographical memory and self-identity; memorials, museums, and monuments; reputations, commemorations, and collective trauma; silence, denial, and forgetting; and transitional justice, official apologies, and reparations.

Requirements/Evaluation: thoughtful and consistent class participation; an autobiographical essay (4-5 pages); four response papers (2 pages each); and a research paper (8-10 pages) with class presentation

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: if overenrolled, students will be asked to submit a short statement of interest

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:

AMST 233 (D2) SOC 230 (D2)

Difference, Power, and Equity Notes: This course pays particular attention to how power and inequality shape narratives about the past. We will examine and compare several efforts to transform national memories, such as the Equal Justice Initiative memorial in the United States and the Truth and Reconciliation Commission in South Africa. In doing so, we will also consider the role of memory and memorialization in broader processes of social change.

Spring 2022

SEM Section: 01 MR 2:35 pm - 3:50 pm Christina E. Simko

SOC 234 (S) How Emotions Work

What could be more personal and unique than one's own emotions? Over the last century, sociologists, anthropologists, historians, and social psychologists have challenged this taken for granted view of emotion, revealing just how much context, institutional structures, and history shape feeling. Emotion does not just emerge from an individual's brain and body; it is also a product of intersubjective dynamics outside the individual. In this deeply interdisciplinary course, students explore how societies shape emotion. Beginning with psychological research on the brain/body connection, we build a capacious model for how social context, norms, and institutions interact with individual psychology to produce both conscious and unconscious forms of feeling. As the course progresses, we zoom further out from the individual level and unpack emotional dynamics at the national, cross-cultural, and civilizational levels. Along the way, we take a deeper look at specific emotions, including love, shame, sympathy, sadness, and happiness. The course concludes by focusing on a pressing social problem--the seemingly global crisis of mental illness on college and university campuses. What is causing this crisis? What can we do to address this issue right here in our community?

Requirements/Evaluation: participation, two short essays, midterm essay, emotion map activity, open space meeting, final paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 20

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

Distributions: (D2)

Not offered current academic year

SOC 236 (S) Making Things Visible: Adventures in Documentary Work

Cross-listings: SOC 236 AMST 236 ARTH 237 ENGL 237

Primary Cross-listing

Photography, like ethnography, is an art of looking carefully and taking notice. This course will explore the overlaps between documentary photography and field methods of social science, concentrating particularly on the genre in which the two intersect: the photo essay. The students will learn methods of visual narrative and storytelling, using techniques of interviewing, still photography, and video. Concurrently, we will explore a number of examples of investigative work that blend word and image. We will ask questions about the changing practices and expectations associated with the documentarian's role, and the evolving media in which such work can be presented. Lastly, we will discuss ethical questions that haunt documentary work, including issues of responsibility and politics of representation, as well as the perennial question of whether "objective representation" is even possible or desirable. Experience in photography and/or video is not required, but students will be expected to master basic technical skills in image acquisition and audio editing taught in a separate lab section. Students should also be prepared to interact extensively with people in the community and spend a significant time off campus doing fieldwork.

Requirements/Evaluation: full participation in discussions, weekly photographic assignments, a research journal, field materials, and an independent final project; in addition to substantial readings, students should be prepared to spend a significant time out of the classroom doing field work

Prerequisites: none

Enrollment Limit: 12

Enrollment Preferences: Anthropology and Sociology 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:

SOC 236 (D2) AMST 236 (D2) ARTH 237 (D1) ENGL 237 (D2)

Attributes: EXPE Experiential Education Courses FMST Related Courses

Not offered current academic year

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

Cross-listings: THEA 241 WGSS 240 SOC 240 AMST 241 LATS 241

Secondary Cross-listing

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

Requirements/Evaluation: masculinity journal, mid-term essay exam, visual rhetorical analyses of pop culture images

Prerequisites: none

Enrollment Limit: 14

Enrollment Preferences: a short statement of interest will be solicited

Expected Class Size: 14

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:

THEA 241 (D2) WGSS 240 (D2) SOC 240 (D2) AMST 241 (D2) LATS 241 (D2)

Difference, Power, and Equity Notes: This course examines the construction of masculinity as it relates to intersecting identities such as race, sexuality, class, and global political economic considerations. Key to understanding masculinity are questions about the diversity of experiences of masculinity, cultural variations of gender norms, privilege, agency, patriarchy, heteronormativity, and interlocking systems of oppression.

Attributes: EXPE Experiential Education Courses FMST Related Courses LATS Comparative Race + Ethnic Studies Electives

Not offered current academic year

SOC 241 (S) Meritocracy

Cross-listings: PSCI 241 SOC 241

Secondary Cross-listing

Although fewer than 1% of Americans have a degree from the country's top 30 colleges and universities, 39% of Fortune 500 CEOs, 41% of federal judges, 44% of the writing and editorial staff at the *New York Times*, 64% of Davos attendees, and 100% of Supreme Court justices do. Is this a positive sign that the United States is governed by its most talented and capable members who have risen through hard work and equal opportunity? Or a negative one pointing to the power of a corrupt and self-selecting elite? This course explores the theme of meritocracy--rule by the intelligent--in comparative perspective. We will look at both old and new arguments regarding the proper role and definition of merit in political society as well as take the measure of meritocracy in present-day Singapore, France, and the United States. The course concludes with a focus on the current debate over American meritocracy and inequality.

Class Format: Remote

Requirements/Evaluation: two short papers, one long paper, take-home final exam, discussion questions, class participation

Prerequisites: none

Enrollment Limit: 16

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

Expected Class Size: 16

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

Distributions: (D2)

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

PSCI 241 (D2) SOC 241 (D2)

Attributes: POEC Comparative POEC/Public Policy Courses PSCI American Politics Courses PSCI Comparative Politics Courses

Not offered current academic year

SOC 244 (S) What They Saw in America

Cross-listings: SOC 244 AMST 244 HIST 366

Primary Cross-listing

This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. The course will consider their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider's view of America--one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course will analyze the common themes found in the visitors' respective writings about America and will pay particular attention to their insights on religion, democracy, agrarianism, capitalism, and race.

Requirements/Evaluation: A midterm examination, two short essays, and a final paper.

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Priority given to Sociology, History, Anthropology, and American Studies majors.

Expected Class Size: 15

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

Distributions: (D2)

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

SOC 244 (D2) AMST 244 (D2) HIST 366 (D2)

Attributes: HIST Group F Electives - U.S. + Canada

Spring 2022

SEM Section: 01 MR 1:10 pm - 2:25 pm James L. Nolan

SOC 248 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: SOC 248 GBST 247 RUSS 248

Primary Cross-listing

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

Class Format: The course will meet remotely for the most part, although in-person meetings with the appropriate precautions may be arranged at the tutorial partners' and instructor's discretion.

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: Anthropology, Sociology, and Russian 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:

SOC 248 (D2) GBST 247 (D2) RUSS 248 (D1)

Writing Skills Notes: This is a tutorial course, with plenty of opportunities to work on writing and argumentation. Tutorial papers receive written feedback from both the instructor and the tutorial partner, and are workshopped during the tutorial meetings.

Difference, Power, and Equity Notes: Students will learn to identify and interrogate processes of social differentiation and exclusion as they take place across Russia and Eastern Europe. We will also train ourselves to identify parallels, as well as differences, between responses to the social and economic uncertainty ushered by the fall of socialism, and the discontents triggered by similar conditions closer to home.

Attributes: GBST Russian + Eurasian Studies Electives

Not offered current academic year

SOC 252 (F) Im/mobilities

We think of the freedom to move as a mark of privilege. In the United States, passing a driving test, owning a car, and getting a passport are milestones that signal modernity and freedom. Likewise, we think of restrictions on movement as the domain of the underprivileged, such as the current and formerly incarcerated. But as the Covid-19 pandemic reveals, there have always been two sides to immobility: privileged as well as involuntary immobility. There are correspondingly two sides to mobility: those who move because they want to and others because they have no choice. In this class, students will explore conceptions of mobility as adventurous, free, and modern (as with jet-setting international elites). They will compare and contrast when mobility can be threatening, exclusionary, and limited (as recognized by the Black Lives Matter movement). This class

invites students to interpret their environment through the lens of mobility and inequality in the time of coronavirus. Drawing on sociology, anthropology, cultural studies, geography, and migration studies, this interdisciplinary course offers a beginning conversation on the causes and consequences of the freedom to move--or to stay still.

Requirements/Evaluation: Thoughtful and consistent class participation, three reflection papers (4-5 pages), and two drafts of an op-ed (with class presentation/workshopping)

Prerequisites: None

Enrollment Limit: 20

Enrollment Preferences: Given to first-year students and sophomores

Expected Class Size: 20

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

Distributions: (D2)

Fall 2021

LEC Section: 01 MWF 8:30 am - 9:45 am Phi H Su

SOC 262 (S) Paper Trails

Long before the invention of the passport, states or state-like entities sought to document and manage populations and discipline bodies. This course invites students to critically reflect on documentation practices and systemic violence, particularly against racial, ethnic, sexual, and political minorities. Students will explore identity-making through documentary practices such as the three-generation life history, a biographical form that Soviet-allied countries used to reward loyalty and punish disloyalty. Labels, such as a criminal record or pre-existing health conditions, also trail or precede individuals their whole lives. Students will grapple with what happens when the paper trail goes cold--when identification documents are invalidated, birth certificates withheld, household registries purged, and archives destroyed. Students will explore the rise of surveillance and biometric data alongside the actors, technologies, and industries that try to circumvent them in places such as the Xinjiang Uyghur Autonomous Region and along the US-Mexico border. In this project-based course, students will exhume their own paper trails and imagine alternative ways to create, alter, and subvert them.

Requirements/Evaluation: thoughtful and consistent class participation, in-class presentations, field notes, and drafts of an opinion essay

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)

Spring 2022

SEM Section: 01 TF 1:10 pm - 2:25 pm Phi H Su

SOC 264 (S) Transnational Activism: Practice, Problems, Ethics (DPE)

Cross-listings: SOC 264 WGSS 263

Secondary Cross-listing

The world's got problems. These problems don't respect national boundaries. This class looks at how activists have engaged across borders and with transnational institutions in order to address transnational problems like class inequality, sexism, homophobia, climate change, and more. It asks: what are the different forms that transnational activism takes and how have transnational activists advanced their goals? Why and how have transnational activists' efforts failed? What are the practical and ethical difficulties associated with transnational activism? What does ethical transnational activism look like, and can it also be effective? While focusing especially on the role of transnational activism in combating sex and gender-based inequities, we will also engage with activism that targets the other axes of oppression with which sex and gender-based oppressions are inextricably entwined.

Requirements/Evaluation: class attendance/participation; critical profile of transnational activist; essay or project proposal, final essay or project

Prerequisites: none

Enrollment Limit: none

Enrollment Preferences: Women's, Gender, and Sexuality Studies majors and Sociology majors

Expected Class Size: 15

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:

SOC 264 (D2) WGSS 263 (D2)

Difference, Power, and Equity Notes: This course centers activism organized around various axes of difference, enabling students to learn about how various groups are defining and pursuing equity. It requires students to explicitly engage the question of ethical intervention in political movements, stressing attentiveness to the dynamics of privilege and marginalization internal to movements.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

SOC 291 (S) Religion and the American Environmental Imagination

Cross-listings: SOC 291 ENVI 291 REL 291

Secondary Cross-listing

This course examines the relationship between religious and environmental thought in modern America. Exploring a broad range of practices and beliefs, we will examine the religious (and anti-religious) roots of contemporary environmental discourse. Rather than survey the environmental teachings of organized religious groups, our focus throughout will be on ambiguous, eclectic, and fascinating traditions of "eco-spirituality" and popular "nature religion." Where do these traditions come from? What is their relationship to science, to secularism, to politics, and to the search for environmental justice? Starting with the Transcendentalist movement of the 19th century, we will trace a roughly chronological line to the present, taking long detours into several modern religious trends and movements, including the revitalization and contestation of Native American religions, Wicca and neo-pagan ecofeminism, and evangelical Creation Care. Focusing on the writings of activists and radicals from a variety of religious backgrounds, our overarching question throughout the semester is one of the most critical we face in modern environmental thought: what is the relationship between spirituality and the just, sustainable society?

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

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 12

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

Distributions: (D2)

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

SOC 291 (D2) ENVI 291 (D2) REL 291 (D2)

Attributes: AMST Space and Place Electives ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

SOC 301 (F) Social Construction (DPE)

Cross-listings: COMP 315 WGSS 302 REL 301 SOC 301 SCST 301 STS 301

Secondary Cross-listing

"Social construction" can often seem like the great collegial insight. By now, you've all heard that categories such as race, gender, and sexuality are in some sense not part of nature, but instead are created and maintained socially or culturally. The idea of social construction has been vital to critical race theory and queer theory, and, in this course, we will push ourselves into philosophy of science to see whether or not these same insights apply to everything. If we know that "Whiteness," "heterosexuality," and "masculinity," for instance, are all socially constructed, we will ask if the same is true of "electrons," "money," "the solar system," and "climate change." Can it be that all of our reality is socially constructed? Or does social construction have limits? If so, what are they? We will also ask more fundamental questions, such as: What does it mean to say something is socially constructed? How

does social construction relate to claims that an aspect of the world is "real" or "not real?" Is social construction a theory about language, power, culture, societies, human perceptions, or the limits of science? What kind of political, ethical, ontological, or epistemological work do theories of social construction do? We will begin with different accounts of the social construction of race, gender, and sexuality. In the second part of the course, we will dig deeper into philosophical debates about social construction as such. Then we will explore constructionism about natural science. In the last part of the course, we will change gears and explore look at cutting-edge work in the theory of social science aimed at explaining the construction and ontology of social worlds. The class will culminate in a project in which students will put their social construction theories into practice.

Requirements/Evaluation: regular attendance and participation, short weekly reflection papers, a 10-page research paper, and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Religion majors, then majors from cross-listed departments

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

COMP 315 (D2) WGSS 302 (D2) REL 301 (D2) SOC 301 (D2) SCST 301 (D2) STS 301 (D2)

Difference, Power, and Equity Notes: Central to REL 301 will be an analysis of the social construction of race, gender, and sexuality. It will show how power and difference are tied up in their construction and maintenance of these categories. Students will be taught how to critically analyze race, gender, and sexuality as well as social construction as such. Students will also learn sophisticated tools for studying systems of social power and difference.

Attributes: PHIL Related Courses

Not offered current academic year

SOC 303 (S) Cultures of Climate Change

Cross-listings: SOC 303 ENVI 303

Secondary Cross-listing

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

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

Prerequisites: ENVI 101 or permission of instructor

Enrollment Limit: 19

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

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:

SOC 303 (D2) ENVI 303 (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives

Not offered current academic year

SOC 308 (S) What is Power?

Cross-listings: REL 308 STS 308 SOC 308 PSCI 306

Secondary Cross-listing

What is power? Despite the importance of notions of power across the social sciences, there is a broad lack of consensus. Is power essentially domination or resistance? Is it freedom, empowerment, privilege, or oppression? Are there forms of unequal social power which are morally neutral or even good? Is power the kind of thing held by individuals, races, genders, classes, discourses, causal mechanisms, institutions, or social structures? What is the connection between social and physical power? Does power obey laws? How does power relate to technology? Or knowledge? Or agency? Or ideology? This course begins with the observation that power is often described as a causal relation--an individual's power is supposed to equal their capacity to produce a change in someone else's behavior. This suggests that the better we can understand the nature of cause and effect, the better we can understand power. Fortunately, in recent decades philosophers have made significant progress in theorizing causation. Hence, this seminar will put two very different bodies of theory in conversation: **critical theory about power** and **philosophy of science about cause and effect**. We will trace classic philosophical accounts of power and causation (in European and Chinese philosophy), as well as more recent developments in philosophy of science, political theory, and other fields. The insights we gain in this course from analyzing the nature of power should empower us to more effectively transform society. It will help students in the social sciences to understand the nature of causation in the social world, and it will help students interested in political action to better understand the nature of power. Thinkers to be considered may include: Aristotle, Amy Allen, Hannah Arendt, Bourdieu, Judith Butler, Nancy Cartwright, Foucault, Gramsci, Byung-Chul Han, Han Feizi, Giddens, Hobbes, Hume, Locke, Steven Lukes, Machiavelli, J.L. Mackie, Marx, Nietzsche, Sunzi, and Max Weber.

Class Format: Remote

Requirements/Evaluation: critical annotations for every class, midterm review essay (4-6 pages), final essay (10-12 pages)

Prerequisites: None.

Enrollment Limit: 10

Enrollment Preferences: Religion majors, STS concentrators,

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:

REL 308 (D2) STS 308 (D2) SOC 308 (D2) PSCI 306 (D2)

Attributes: PHIL Related Courses

Not offered current academic year

SOC 314 (F) The Social Ecology of Racial and Gender Inequity (DPE)

Cross-listings: SOC 314 WGSS 314

Secondary Cross-listing

Why the political furor over monuments? What would a feminist city look like? Does racial justice require integration? This course trains your focus on space and place, asking you to take a socioecological perspective on race, gender, and other axes of privilege and marginalization. In it, we examine how ideas about race, gender and more shape space as well as how the design of space reinforces social constructs and power relations. After examining specific regions (the city, the suburb, the country) and their relation to one another, we examine specific sites (public transport, public toilets, libraries, houses). The course enables students to better understand the tenacity of inequity by drawing attention to its spatial dimension while at the same time introducing students to -- and providing students tools to engage in -- spatial interventions designed to disrupt vicious social-spatial cycles.

Requirements/Evaluation: attendance, class facilitation, problem identification report, two presentations, reflection

Prerequisites: WGSS/SOC Majors

Enrollment Limit: none

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

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:

SOC 314 (D2) WGSS 314 (D2)

Difference, Power, and Equity Notes: This course introduces students to a socioecological approach, giving them a lens which can help them understand how important axes of difference--race and gender--are socially constructed as well as the stubborn persistence of racial and gender power differentials. Students in this course will be required to apply this lens to their own experience, as well as to discuss difficult questions about different obstacles and potential paths to greater equity in social relations.

Attributes: WGSS Racial Sexual + Cultural Diversity Courses

Not offered current academic year

SOC 315 (F) Culture, Consumption and Modernity

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

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

Prerequisites: none; open to first year students

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

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

Distributions: (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives GBST Urbanizing World Electives

Not offered current academic year

SOC 324 (S) Memory and Identity (DPE)

Our sense of self is inextricably tied to our understanding of our past, both as individuals and as members of society. This sense of origins, however, is far from natural; it itself has its origins in the debates and politics of the time, and evolves under an array of influences. This course analyzes discourses of collective and individual identity and the mechanisms involved in the formulation of the individuals' sense of their place in the world. Topics include: media of memory, politics of commemoration, nostalgia and selective forgetting, narratives of trauma and of a "golden age," the invention of tradition, and battles over remembrance and heritage, such as the struggles over the proper way to face the difficult past around the world, with a particular emphasis on the United States and on the memory wars in the post-Soviet space.

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

Prerequisites: none

Enrollment Limit: 19

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course fulfills the DPE requirement because it explores the diversity of the ways in which communities imagine and engage with their past, and puts struggles over memory in the context of groups' struggles for power and visibility.

Not offered current academic year

SOC 326 (S) Being Mortal

One of the defining features of the human condition is our awareness of our own mortality. How do we cope with this awareness? How does it influence our social institutions? We will begin by exploring how social theorists such as Emile Durkheim, Max Weber, Ernest Becker, and Peter

Berger grappled with mortality and its significance for human social life. We will then turn to the social institutions that structure our confrontation with mortality today. How, why, and with what consequences has death been "sequestered" in modern Western societies and set aside from the social world of the living? What rites and rituals remain for coping with death and dying, and how do our cultural assumptions influence the experiences of grief, loss, and mourning? How does modern medicine--which is oriented toward cure but must ultimately confront the inescapable realities of aging and death--deal with mortality? How have hospice, palliative care, and debates over physician-assisted suicide changed the landscape in recent years? How do societies cope with collective losses in the aftermath of wars, disasters, and atrocities? Our focus will be on the United States, but we will also consider cross-cultural comparisons.

Requirements/Evaluation: three 6- to 7-page papers; an in-class presentation; thoughtful and consistent participation in class discussion

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Sociology and Anthropology majors

Expected Class Size: 15

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

Distributions: (D2)

Not offered current academic year

SOC 329 (F) Work and Future of Capitalism

What does it mean to work? How does capitalism shape the way we work? What might work look like in the future? In this three-part course, students engage with global capitalism's past, present, and future, asking analytic and normative questions about work and the trajectory of capitalism. The first part of the course examines the historical origins of capitalism and leading theories about what capitalism is and how it stratifies the world into racialized social classes. A central theme in part one will be how capitalist labor relations shape meaning and subjectivity, particularly the experience of dignity. In part two, we examine recent and emerging trends in capitalist labor, such as the death of the career, the rise of the "gig" economy, platform capitalism, and even the seemingly inevitable end of work itself as entire occupations become automated by machine learning. A key question will be how these transformations exacerbate and/or alleviate longstanding inequalities from capitalism's 19th century past. The course concludes by asking students to imagine what work might look like in the next century. Should we continue to work at all? What kinds of social activity should we value, and how would we go about taming, eroding, or even smashing capitalism to allow them to flourish?

Class Format: This class will be taught online only with both synchronous and asynchronous components. Students will be asked to attend one synchronous video meeting per week. The asynchronous portion will involve discussion of readings and video lectures.

Requirements/Evaluation: participation, reading responses, midterm paper, final paper

Prerequisites: none

Enrollment Limit: 16

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 16

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

Distributions: (D2)

Not offered current academic year

SOC 335 (F) Nowheres

We live in a world of nation-states. The world map, according to journalist Joshua Keating, is "itself as an institution, an exclusive club of countries" that rarely accepts new members. Throughout the course, we question how countries conquered the world and became the taken-for-granted political unit. We do so, paradoxically, by looking at contemporary nations that do not appear on the world map. These include nations without statehood, such as Somaliland; those that span countries, including indigenous communities across the US and Canada; and nations that have lost their countries, such as Palestine and South Vietnam. By interrogating "nowheres," we tease out what it means to be a country, and pinpoint when and why the definitions do not apply uniformly. Students will reflect on why the world map has been so remarkably static since the end of the Cold War. We will further probe the social, political, and human costs of the exceptions to this general rule. Students will raise questions and attempt answers to what our interconnected world means for "nowheres" looming on the horizon--nation-states that, as a result of climate change, will soon vanish.

Requirements/Evaluation: Thoughtful and consistent class participation, one 15- to 20-page research paper, several shorter writing assignments and drafts building up to the research paper, and class project to create a speculative digital atlas

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 2021

SEM Section: 01 TF 1:10 pm - 2:25 pm Phi H Su

SOC 338 (F) Transhumanism: Religion, Technoscience, Obsolescence

Cross-listings: HSCI 338 SOC 338 STS 338 REL 338

Primary Cross-listing

This interdisciplinary seminar invites students to pursue sociohistorical analysis and sustained critical discussion of the transhumanist movement and its overriding aims: the augmentation, transformation, and eventual transcendence of human biological constitution; the realization, through speculative technoscientific means, of an enhanced or even "postbiological existence"--a "posthuman condition," "Humanity 2.0." Through close readings of primary historical documents, transhumanist texts, scholarship on transhumanism, works of science-fiction film, literature, and popular culture, we will position the movement as an empirical conduit through which to explore the sociohistorical conditions under which transhumanist ideas and practices have emerged, circulated, and taken up residence. To that end, we will consider the ties of transhumanism to eugenics and massive investments in pharmaceuticals, anti-aging medicine, and so-called "GNR" technologies (i.e. genetics, nanotechnology, and artificial intelligence and robotics); the movement's affinities with neoliberalism and what some have pointed to as transhumanism's racialized subtext of whiteness. We will furthermore devote considerable attention to the technological singularity, the figure of the cyborg, mind-uploading, space colonization, and cryonic suspension, all of which, like transhumanism broadly, suggest that science and technology have in some sense come to operate as powerful channeling agents for the very sorts of beliefs, practices, and forms of association that theorists of secularization expected modernity to displace. Lastly, throughout the course of the seminar we will take transhumanism as a provocation to think broadly and seriously about religion, technology, embodiment, and ways of being human.

Class Format: Remote

Requirements/Evaluation: informal weekly writing, two short review essays, and one 15-page seminar paper

Prerequisites: Prior coursework in sociology-anthropology, history, religion, or science and technology studies.

Enrollment Limit: 14

Enrollment Preferences: Anthropology and Sociology majors and Science and Technology Studies concentrators

Expected Class Size: 14

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

Distributions: (D2)

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

HSCI 338 (D2) SOC 338 (D2) STS 338 (D2) REL 338 (D2)

Not offered current academic year

SOC 362 (S) Stories We Tell (WS)

Cross-listings: SOC 362 COMP 362

Primary Cross-listing

From The Moth to StoryCorps to Williams College's own Storytime, stories are ubiquitous in contemporary society. Indeed, sociologists have argued that social life is itself "storied"--that we locate ourselves within familiar narrative structures, using them to "construct" identities and "tell" our lives. Stories, in this view, are not only the stuff of literature, but also the very fabric of social life: the foundation for individual and collective identities. This course grapples with the role of stories and storytelling in modern social life. What role do stories play in constituting personal identity? What cultural templates structure the stories we tell? Why are memoirs so popular, and how can we explain the more recent resurgence of interest in oral forms of storytelling? What role does storytelling play in politics and social movements? Specific topics will include confessional culture, podcasts, memoir,

politics, and social change. Along the way, we will pay explicit attention to medium, and consider how sociologists might learn from journalists, documentarians, and memoirists to convey stories from their own research.

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

Prerequisites: none

Enrollment Limit: 10

Enrollment Preferences: if overenrolled, students will be asked to submit a short statement of interest

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

SOC 362 (D2) COMP 362 (D2)

Writing Skills Notes: As a tutorial, this course includes consistent opportunities to develop skills in writing and argumentation. Partners will alternate between receiving detailed written feedback (from both the instructor and a peer) and offering constructive comments. At the end of the semester, students will have the opportunity to revise one of their essays, implementing and solidifying what they have learned.

Spring 2022

TUT Section: T1 TBA Christina E. Simko

SOC 363 (F) Cold War Technocultures

Cross-listings: SCST 401 STS 402 SOC 363

Primary Cross-listing

In this seminar students will pursue sociohistorical analyses of Cold War American culture(s) by attending to key points of intersection between politics, aesthetics, and major technoscientific developments during this period. Part I will focus principally on the emergence of the computer and its role in shaping American infrastructure and styles of thought aimed at Soviet "containment." We will trace the historical threads connecting MIT's "Whirlwind" computer project and the SAGE continental air defense system; nuclear wargaming at the RAND Corporation and the aesthetics of "thinking the unthinkable"; the science of cybernetics and the prospect of automation; and ultimately the role of computation, intermedia, and systems logic in perpetrating the atrocities of the Vietnam War. Part II will take up the Cold War space race--from Luna 2, Sputnik I, and Yuri Gagarin to Projects Mercury, Gemini, and the Apollo moon landing. Within this context we will also consider the Club of Rome's Limits to Growth report; plans backed by NASA for the industrialization and colonization of outer space; and the place of science-fiction as a Cold War aesthetic (print, televisual, cinematic). Part III, finally, will explore key moments of conflict, resistance, appropriation, and unintended consequences of Cold War technoscientific developments, among them antipsychiatry and environmentalism; Project Cybersyn, an infrastructural casualty of the U.S./CIA-backed Chilean coup of 1973; the New Left, the American counterculture, new social movements, and the countercultural roots of new media and neoliberalism.

Requirements/Evaluation: two 5-page book review essays, weekly 1-page papers, midterm essay exam, final essay exam

Prerequisites: STS 101 or instructor consent; prior coursework in Anthropology and Sociology and/or History

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors, Science and Technology Studies concentrators

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:

SCST 401 (D2) STS 402 (D2) SOC 363 (D2)

Attributes: STS Senior Seminars

Not offered current academic year

SOC 368 (F) Technology and Modern Society

Cross-listings: ENVI 368 SOC 368

Primary Cross-listing

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

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

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

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:

ENVI 368 (D2) SOC 368 (D2)

Attributes: ENVI Humanities, Arts + Social Science Electives FMST Related Courses

Not offered current academic year

SOC 372 (S) Time and Temporality

Duration, rhythm, speed, pace, trajectory, sequence, articulation, busyness, boredom, flow--time is one of the most fundamental categories of our experience of reality. Since the founding of the discipline, sociologists have been interested in how time, while seemingly given and natural, is deeply influenced by history and society. This two-part course will introduce students to the sociological analysis of time and temporality. In part one, students will explore the emergence of the so-called "modern western temporal order"--the sense of time that many people take for granted as the way things are. We will excavate the historical roots of schedules, clocks, calendars, and time zones; examine how capitalism and colonial conquest disseminated particular notions of time around the globe; and discuss leading theories of how constructions of time change through history and vary among communities. In part two, we will focus on one of the most frequently lamented and celebrated qualities of modern temporality: acceleration. Is the world speeding up? Why do so many people feel always pressed for time? What are the promises and limits of speed, acceleration, and ceaseless change for building a robust democratic society?

Requirements/Evaluation: participation, time diary analysis (3-5 pages), final paper (10-12 pages)

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

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

Distributions: (D2)

Not offered current academic year

SOC 397 (F) Independent Study: Sociology

Sociology independent study.

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

Distributions: (D2)

Fall 2021

IND Section: 01 TBA James L. Nolan

SOC 398 (S) Independent Study: Sociology

Sociology independent study.

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

Distributions: (D2)

Spring 2022

IND Section: 01 TBA James L. Nolan

SOC 493 (F) Senior Thesis: Sociology

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

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

Distributions: (D2)

Fall 2021

HON Section: 01 TBA James L. Nolan

SOC 494 (S) Senior Thesis: Sociology

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

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

Distributions: (D2)

Spring 2022

HON Section: 01 TBA James L. Nolan

Winter Study -----

SOC 12 (W) Artificial Intelligence: What a Concept!

Cross-listings: SOC 12 STS 12

Primary Cross-listing

Computer scientists coined the term "artificial intelligence" in the 1950s, and the idea of a digitally fabricated mind has been stirring people's hopes and fears ever since. Will an artificial intelligence bring humanity to perfection, or will it exterminate us? Will it steal our jobs, or make them more fulfilling? Will it resemble us, or be entirely alien? In this course, we will examine society's evolving conceptions of AI, from early fantasies of robot invasions to contemporary speculations about machine learning and the approach of a post-human world. We'll trace the history of efforts to develop AI and the public's responses to them, with a special focus on discerning what our reactions to AI tell us about our conceptions of ourselves--our minds, our bodies, our destiny. In addition to considering scholarly and journalistic explorations of artificial intelligence, we'll examine how androids and other "thinking machines" have been portrayed in movies, fiction, and art. The course will meet for two hours three times a week, and the class sessions will be supplemented by readings and viewings.

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: preference will be given to Sociology majors and Science and Technology Studies concentrators

Grading: pass/fail only

Materials/Lab Fee: none

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

SOC 12 STS 12

Winter 2022

LEC Section: 01 TR 10:00 am - 12:50 pm Nicholas Carr

SOC 16 (W) The Lives of Infamous Men

Michel Foucault is famous for his analysis of how power and knowledge are interwoven in institutions such as the prison or the clinic. Less well known are the life stories that Foucault exhumed from the archives of these institutions--a patricidal peasant assumed to be insane, an intersexed individual raised as a girl in a convent but later legally identified as a man. These stories provoke questions about the self, identity, power, and resistance. Taking Foucault's essay "The Lives of Infamous Men" as our point of departure, we will explore the violence done to lives when they are made to conform to the neatness of the archive, and ask how we might do justice to these lives as historians. This class will meet 6 hours per week and include a research component inviting students to construct a biographical report of a historical individual of their choosing.

Requirements/Evaluation: 10-page paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: seniority

Grading: pass/fail only

Unit Notes: William Stahl is a political theorist researching the politics of biography. Previously, he has taught at New York University, Abu Dhabi and the University of California, Los Angeles.

Materials/Lab Fee: none

Winter 2022

LEC Section: 01 MWF 10:00 am - 11:50 am William Samuel Stahl

SOC 31 (W) Senior Thesis: Sociology

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

Class Format: independent study

Grading: pass/fail only

Winter 2022

HON Section: 01 TBA James L. Nolan

SOC 99 (W) Independent Study: Sociology

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 2022

IND Section: 01 TBA James L. Nolan