

ANTHROPOLOGY AND SOCIOLOGY (Div II)

SOCIOLOGY

Chair: Professor James Nolan

- Zaid Adhami, Assistant Professor of Religion and Faculty Affiliate in Anthropology & Sociology; affiliated with: Religion, Anthropology & Sociology; on leave 2024-2025
- David B. Edwards, James N. Lambert '39 Professor of Anthropology
- Antonia E. Foias, Preston S. Parish '41 Third Century Professor of Anthropology
- Venus M. Green, Gaius Charles Bolin Fellow in the Department of Anthropology and Sociology
- Kim Gutschow, Senior Lecturer in Religion and Anthropology/Sociology; affiliated with: Religion, Anthropology & Sociology; on leave 2024-2025
- Nicolas C. Howe, Professor of Environmental Studies and Faculty Affiliate in Anthropology and Sociology; affiliated with: Environmental Studies, Anthropology & Sociology
- Peter Just, Professor of Anthropology
- Kamal A. Kariem, Mellon Postdoctoral Fellowship in Anthropology
- Joel Lee, Associate Professor of Anthropology
- James A. Manigault-Bryant, Professor of Africana Studies; affiliated with: Africana Studies, Anthropology & Sociology, Religion; on leave 2024-2025
- Gregory C. Mitchell, Chair and Dennis Meenan '54 Third Century Professor of Women's, Gender and Sexuality Studies and Faculty Affiliate in Anthropology/Sociology; affiliated with: Women, Gender & Sexuality Studies, Anthropology & Sociology; on leave Fall 2024
- James L. Nolan Jr., Washington Gladden 1859 Professor of Sociology
- Marketa Rulikova, Visiting Assistant Professor of Sociology
- Olga Shevchenko, Paul H. Hunn '55 Professor in Social Studies; on leave Fall 2024
- Christina E. Simko, Chair and Associate Professor of Sociology; affiliated with: Anthropology & Sociology, American Studies
- Ben Snyder, Associate Professor of Sociology
- Phi H. Su, Assistant Professor of Sociology; affiliated with: Anthropology & Sociology, Science & Technology Studies

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

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

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

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

MAJORS

The department offers separate majors in both Anthropology and Sociology, with a broad and diverse array of courses in both disciplines. The

department is committed, however, to the unity of the social sciences. To this end, Anthropology and Sociology offer joint core courses in methodology and theory, as well as several elective courses in common. All joint courses are designated "ANSO."

Requirements

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

Core Courses

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

Anthropology

ANTH 101 How to Be Human

Sociology

SOC 101 Invitation to Sociology

Joint Courses

ANSO 205 Ways of Knowing

ANSO 305 Social Theory

ANSO 402 Senior Seminar

Elective Courses

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

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

STATISTICS AND DATA ANALYSIS

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

AREA STUDIES CONCENTRATION

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

LANGUAGE STUDY, STUDY ABROAD, AND WINTER STUDY

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

FAQ

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

THE DEGREE WITH HONORS IN ANTHROPOLOGY OR SOCIOLOGY

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

SOC 101 (F)(S) Invitation to Sociology (DPE)

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, Du Bois, 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. Students will emerge from the semester equipped with an analytical lens that will enable them to see the social world -- ranging from everyday interactions to broad political struggle -- in a new light.

Requirements/Evaluation: Thoughtful and consistent participation, several research memos and presentations, book review, final research paper

Prerequisites: none

Enrollment Limit: 30

Enrollment Preferences: strictly limited to first-year students and sophomores (with exceptions for declared ANTH or SOC majors)

Expected Class Size: 30

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course interrogates the social construction of identities, and how these differences manifest unequally in institutions.

Fall 2024

LEC Section: 01 MW 11:00 am - 12:15 pm Christina E. Simko

LEC Section: 02 TF 1:10 pm - 2:25 pm Ben Snyder

Spring 2025

LEC Section: 01 TR 11:20 am - 12:35 pm Olga Shevchenko

SOC 150 (F) Data for Justice (DPE) (QFR)

Cross-listings: STS 150 / AMST 150 / WGSS 150 / INTR 150

Secondary Cross-listing

This course is a unique and inclusive introduction to data science where quantitative thinking, programming, and social justice intertwine. We will build our data science skills using R, a popular open-source data science tool. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration. But rather than divorcing these techniques from the social issues they can help illuminate, we ground them in a social justice context. Overall, we will apply data science skills to topics drawn from criminal justice, environmental justice, diversity and inclusion in arts and media, education equity, and much more, with the goal of growing our collective capacity to use data science as a tool for social good. During a time when humans are increasingly subjugated to data-driven algorithmic decisions, when there are social media accounts dedicated to highlighting misuses of data, and when artificial intelligence makes faking data a nearly trivial task, using data to ethically and carefully promote justice is more important than ever.

Class Format: This course is taught in a highly interactive format and will frequently use a flipped-classroom approach. Students should expect substantial time devoted to in-class collaboration.

Requirements/Evaluation: Students will complete regularly assigned activities, problem sets, and other assessments. To move towards a non-hierarchical, transparent, and egalitarian grading system, the instructor adopts a mastery-based approach.

Prerequisites: None. This course assumes no prior knowledge of data science or R programming. An interest in social justice and a willingness to engage intensively with data and computing are essential.

Enrollment Limit: 18

Enrollment Preferences: Students without prior college-level courses in statistics and programming.

Expected Class Size: 18

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

Distributions: (D2) (DPE) (QFR)

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

STS 150(D2) AMST 150(D2) SOC 150(D2) WGSS 150(D2) INTR 150(D2)

Difference, Power, and Equity Notes: This course uses data science as a lens for injustice in spheres such as criminal justice, environmental justice, diversity and inclusion in arts and media, education equity. We will consider race, gender, LGBTQ+, disability, and other axes of identity. Additionally, we will adopt a data-critical perspective, thinking about how social forces shape data and our understanding of it.

Quantitative/Formal Reasoning Notes: This course teaches quantitative tools in R, a widely-adopted data science platform. We will focus on essential stages of data analysis, including data acquisition, cleaning, wrangling, visualization, and exploration.

Fall 2024

LEC Section: 01 TR 9:55 am - 11:10 am Chad M. Topaz

LEC Section: 02 TR 11:20 am - 12:35 pm Chad M. Topaz

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

Cross-listings: STS 101

Secondary Cross-listing

This course offers an introduction to science and technology studies. Attention will be devoted to exploring the nature of science and technology, their relationships to and interactions with one another, society and the natural world, and the influences these interactions exert in shaping what humans value. With widespread use of new social media, controversial developments in such bio-technical practices as gene-editing and the cloning of mammals, rapid advances in various forms of technological surveillance, 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. As with other features of modernity, however, technology has also had significant, albeit largely unanticipated, social consequences. This course will focus on the less often examined latent functions of science and 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: A midterm, final, and two short papers.

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: first-years and sophomores

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:

STS 101(D2) SOC 201(D2)

Spring 2025

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

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

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

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

Not offered current academic year

SOC 213 (S) Remembering Nagasaki

Cross-listings: HIST 216 / ASIA 223

Primary Cross-listing

On the morning of August 9, 1945, the B-29 military plane *Bokscar* dropped an atom bomb on the city of Nagasaki, killing an estimated 74,000 people. The *Fat Man* plutonium bomb would be the second and last nuclear bomb used in a military conflict. The course will consider this monumental historical event against the backdrop of Nagasaki's fascinating history. For centuries, Nagasaki had been a place uniquely open to Western ideas, customs, and practices. During *sakoku*--Japan's more than two century long isolation from the international community--Nagasaki was the only Japanese port city to allow any form of Western trade. The course will look at this era, as well as the years when Nagasaki was a stronghold of Japanese Catholicism and a hub of Japan's persecuted "hidden Christians." The class will also give attention to the early Meiji period when Nagasaki, along with the rest of Japan, reopened its doors to international trade, introduced more liberal religious freedom policies, and initiated features of Western-styled modern industrialization--a time and place that inspired Puccini's famous opera, *Madam Butterfly*. A survey of this remarkable history--and the intersecting role of the United States in it--will shed light on both the manner in which the people of Nagasaki responded to the atom bomb and the narratives they constructed to interpret and remember it in the years that followed.

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

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Priority given to History and Sociology 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:

HIST 216(D2) SOC 213(D2) ASIA 223(D2)

Attributes: HIST Group B Electives - Asia

Spring 2025

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

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

Not offered current academic year

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, "community justice," jury trials, 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 2025

LEC Section: 01 Cancelled

SOC 219 (F) 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 popular culture.

Requirements/Evaluation: active class participation, several short papers, and a final project

Prerequisites: none; open to all

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors

Expected Class Size: 15

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

Distributions: (D2)

Attributes: FMST Related Courses

Fall 2024

SEM Section: 01 Cancelled

SOC 221 (F) Money and Intimacy

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 write a final research paper. Other requirements will include response papers to assigned readings and films, as well as contributions to both classroom and Glow discussions. There will be no final exam.

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

Cross-listings: HIST 273 / STS 224

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, the destructive effects of the bomb's initial use in Hiroshima and Nagasaki, and the ongoing testing of nuclear weapons in the Marshall Islands after WWII. 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:

HIST 273(D2) STS 224(D2) SOC 224(D2)

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

Fall 2024

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

SOC 226 (F) The Working Globe: North and South Workers in Globalized Production (DPE)

Cross-listings: GBST 226

Primary Cross-listing

The course introduces students to the concept of globalization of production by focusing on how workers from distant cities and villages across the Global North and South are joined together in the same transnational labor processes. We will reflect on case studies that trace the real-world production of everyday goods and services like automobiles, garments, retail, and electronics. We will map global supply chains and investigate how they exploit and reproduce global inequalities. Focusing specifically on the labor process and on the condition of workers, students will acquire a grounded perspective on the global economy, as well as on the dynamics underlying precarity, deindustrialization, and uneven development. The key guiding concern for the course will be to understand the relationship between workers of the North and South: Does global production place these workers in a relation of fundamental conflict, or can a community of interest emerge between them?

Class Format: Assignments will require group work and presentations

Requirements/Evaluation: Class participation; 1-2 group presentations; 1 final paper

Prerequisites: None, open to all students

Enrollment Limit: 20

Enrollment Preferences: Preference given to ANTH/SOC majors and GBST concentrators

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

GBST 226(D2) SOC 226(D2)

Difference, Power, and Equity Notes: Primarily the course investigates how historical inequalities between countries are reproduced by centering production relations and the site of work. Students will delve deeply into the inequality between workers of the global North and South, and they will also encounter situations where these differences intersect with racial and gendered dynamics.

Not offered current academic year

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

Cross-listings: STS 229

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, policing and state surveillance, and social media surveillance.

Requirements/Evaluation: participation, reading responses, midterm essay, final 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) (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 by police 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.

Spring 2025

SEM Section: 01 MR 2:35 pm - 3:50 pm Ben Snyder

SOC 230 (S) Memory and Forgetting (DPE)

Cross-listings: AMST 233

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:

SOC 230(D2) AMST 233(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.

Not offered current academic year

SOC 241 (S) Meritocracy

Cross-listings: PSCI 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.

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

Prerequisites: none

Enrollment Limit: 19

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

Expected Class Size: 19

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 241(D2) PSCI 241(D2)

Attributes: POEC Depth PSCI American Politics Courses PSCI Comparative Politics Courses

Not offered current academic year

SOC 244 (F) What They Saw in America

Cross-listings: HIST 366 / AMST 244

Primary Cross-listing

This course traces the travels and writings of important observers of the United States, including Alexis de Tocqueville, Max Weber, G.K. Chesterton,

Sayyid Qutb, and Wang Huning. 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) HIST 366(D2) AMST 244(D2)

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

Fall 2024

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

SOC 246 (F) Goals Points Seconds

Sport is sometimes dubbed a civic religion in America. Figuratively, it has its values to uphold and rituals to follow, its professional sport gods to worship. Engaging in sports -- whether actively as athletes or passively as fans -- supplies a sense of personal identity, provides a basis for community, and even injects meaning into their lives. In the broader society, the world of sport anchors social hierarchies and mirrors other social dynamics. Through the analysis of the world of sports and athletics, broader social trends and trajectories can be traced. While some of these trends are a century old, some of them have evolved relatively recently, as sport has moved beyond its traditional role as ritual and recreation and become a centerpiece of capitalism and consumer culture. Particular attention will be paid to changing values and practices associated with amateur and professional sports, the transformation of collegiate sports, social mobility through athletics, the role of media and marketing, the rise of sports betting, esports, and the culture of sports celebrity and fandom.

Requirements/Evaluation: 12-page research paper; 2 response papers; group project; active participation in discussions

Prerequisites: none

Enrollment Limit: 20

Enrollment Preferences: seniors; juniors; if relevant no more than 2 students per athletic team (lottery would be applied)

Expected Class Size: 20

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

Distributions: (D2)

Fall 2024

SEM Section: 01 MR 1:10 pm - 2:25 pm Marketa Rulikova

SOC 252 (F) Im/mobilities (DPE) (WS)

Cross-listings: AMST 252 / AAS 252

Primary Cross-listing

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 revealed, 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. 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, several short reflection papers, two drafts of an opinion essay, class presentation

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Given to first-year students and sophomores, particularly those who have demonstrated an interest in AAS/SOC. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

Expected Class Size: 15

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:

AMST 252(D2) AAS 252(D2) SOC 252(D2)

Writing Skills Notes: Emphasis on the processes of writing and revising, several short papers on which students will receive close feedback, and drafts of a final written assessment

Difference, Power, and Equity Notes: This course explores a politics of im/mobilities: how we move through space through different bodies at the intersection of race, class, gender, ability, and citizenship. Students will use their own bodies as research sites for deepening their understanding of how we navigate the freedom to move or stay still.

Fall 2024

SEM Section: 01 MR 2:35 pm - 3:50 pm Phi H. Su

SOC 255 (F) Race, Environment, and the Body

Cross-listings: AFR 255 / AMST 257 / ENVI 256

Secondary Cross-listing

This course examines the relationship between structural racism and racial/ethnic health disparities. Through class discussions of readings and media images, we will explore three topics: 1) how racism intersects with classism, sexism, and xenophobia to govern the implementation of local, state and federal health care policies; 2) how the uneven enforcement of health care policies ultimately produces differences in mortality, morbidity, and quality of life among various populations; and 3) anti-racist public health scholarship that offers strategies for creating racial health equity.

Class Format: Discussion

Requirements/Evaluation: Class participation, 2-3 short papers (5-7 pages), and a final presentation

Prerequisites: None

Enrollment Limit: 25

Enrollment Preferences: Preference given to AFR majors, 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:

SOC 255(D2) AFR 255(D2) AMST 257(D2) ENVI 256(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

Fall 2024

LEC Section: 01 TF 1:10 pm - 2:25 pm Christopher O. Ndubuizu

SOC 262 (F) Paper Trails (DPE)**Cross-listings:** STS 262 / GBST 262**Primary Cross-listing**

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 paper trails and imagine alternative ways to create, alter, and subvert them.

Requirements/Evaluation: thoughtful and consistent class participation, facilitation of guest speakers, Special Collections visit, project memos, and final project and presentations

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and sociology majors, Global Studies concentrators; Science and Technology Studies concentrators. If the course overenrolls, the instructor will send out a Google Form to make enrollment decisions.

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 262(D2) STS 262(D2) GBST 262(D2)

Difference, Power, and Equity Notes: In this course, students will interrogate some of the key documents that structure our lives and serve as tools for waging systemic violence against ethnic, racial, sexual, and political minorities. Students will synthesize and apply these lessons about bureaucratic documentation toward the benefit of a community partner.

Fall 2024

SEM Section: 01 WF 8:30 am - 9:45 am Phi H. Su

SOC 291 (F) Religion and Ecology in America (WS)**Cross-listings:** ENVI 291 / REL 291**Secondary Cross-listing**

This course examines the relationship between religious and environmental thought in American cultural history. Exploring a broad range of practices, stories, and beliefs, we will examine the spiritual roots and branches of modern environmentalism. Rather than survey the formal teachings of organized religious groups, we will explore the creation and contestation of environmental meaning in the public sphere through literature, art, philosophy, and popular culture. How have religious writers, thinkers, and artists shaped the way we think about nature? How have they shaped the way we think about politics, science, and social justice? In pursuit of these questions, we will consider a diverse array of topics and cases, including struggles to protect Native American sacred places, the role of Black churches in fighting environmental racism, Protestant outdoorsmanship, Catholic climate activism, Jewish eco-mysticism, atheist biological theory, Buddhist eco-spirituality, and more.

Requirements/Evaluation: Each week each student will either write a 5- to 7-page essay on assigned readings or offer a 2-page critique of their partner's paper.

Prerequisites: None

Enrollment Limit: 10

Enrollment Preferences: Environmental Studies majors and concentrators

Expected Class Size: 10

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

Distributions: (D2) (WS)

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

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

Writing Skills Notes: Each student will write five five-page papers and five two-page papers in this class. They will be given extensive weekly feedback on their writing in the form of one-on-one meetings and written comments, and they will be given multiple opportunities for revision. Emphasis will be placed on the mechanics of argumentation, logic and rhetoric, and the development of a distinctive voice.

Attributes: ENVI Humanities, Arts + Social Science Electives

Fall 2024

TUT Section: T1 TBA Nicolas C. Howe

SOC 301 (S) Social Construction (DPE)

Cross-listings: COMP 315 / WGSS 302 / STS 301 / REL 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 8-10 page research paper, and final project

Prerequisites: none

Enrollment Limit: 15

Enrollment Preferences: Preference will be given to majors and concentrators from STS, ANSO, COMP, REL, PHIL, WGSS, AAS, LATS, JWST, and AFR. If the class is overenrolled students will be asked to submit an email about themselves and why they want to take the course.

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(D1) WGSS 302(D2) STS 301(D2) SOC 301(D2) REL 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

Spring 2025

SEM Section: 01 W 1:10 pm - 3:50 pm Jason Josephson Storm

SOC 303 (S) Cultures of Climate Change

Cross-listings: 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 what climate change means? How does something as complex as climate change become a "problem" in the first place? And what can its many proposed "solutions" tell us about the role of culture in environmental policy, politics, and decision-making. This course will explore a broad array of factors, from religion to race, class to colonialism. Emphasizing ethnographic and historical accounts of climate change as lived experience, it will apply a range of theories from the social sciences and humanities to case studies from around the world.

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: no 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: STS 308 / REL 308

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 touch on classic philosophical accounts of power and causation, but focus our attention on 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, Steven Lukes, Machiavelli, J.L. Mackie, Marx, Nietzsche, and Max Weber. **(Note that in 2023 this course will also fulfill the senior seminar requirement for STS)**

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

Prerequisites: None.

Enrollment Limit: 15

Enrollment Preferences: STS concentrators, then Religion, Sociology, and Political Science majors.

Expected Class Size: 14

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

Distributions: (D2)

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

STS 308(D2) REL 308(D2) SOC 308(D2)

Attributes: PHIL Related Courses STS Senior Seminars

Not offered current academic year

SOC 313 (S) The 626 (DPE)

Cross-listings: AAS 312

Primary Cross-listing

Ryka Aoki's *Light from Uncommon Stars* is "a defiantly joyful adventure in California's San Gabriel Valley, with cursed violins, Faustian bargains, and queer alien courtship over fresh-made doughnuts." What sociological insight could a sci-fi novel about intense extracurricular pressure, food, and foreignness have to offer about the San Gabriel Valley, area code 626? In this course, we take the fantastical characters and plots of Aoki's novel as an invitation to delve into the histories of Asian American settlement to Gabrielino/Tongva lands on the eastern fringes of present-day Los Angeles County. The multilingual boba shops, restaurants, and store fronts throughout the valley mask a history of violent backlash and English-only initiatives. Media reports of academic and musical prodigies skew a broader socioeconomic picture that includes crimmigration, deportation, and xenophobia. And the figure of an intergalactic refugee mother exposes the toll that crossing borders takes on individuals, families, and communities. In this project-based course, we survey the formation of a particular place and its surroundings. In doing so, students grapple with general questions such as: How does migration shape intergenerational dynamics? When and with what tools do people confront racism and intersecting forms of discrimination? How do ethnic enclaves form and fracture? And how do communities mobilize for political rights?

Requirements/Evaluation: thoughtful and consistent participation; mock film festival screening and vote; regular writing assignments; teach-ins

Prerequisites: N/A

Enrollment Limit: 15

Enrollment Preferences: ANSO majors, prospective ANSO majors, and AAS concentrators. If the course overenrolls, the instructor will send out a survey for interested students to fill out.

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 313(D2) AAS 312(D2)

Difference, Power, and Equity Notes: This course explores the making of the San Gabriel Valley as the "Asian American Holy Land." It delves into actors' diverse responses to the model minority stereotype, class, and belonging. Students will evaluate (pan)ethnicity as something to be explained, rather than explanatory, and consider the gaps between diversity and inclusion versus equity in the so-called majority-minority context of the 626.

Attributes: AAS Core Electives

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Phi H. Su

SOC 320 (S) Thinking the Family Album

What is a family? How does it function as a metaphor, and is this metaphor a political one? How does the family remember, and how does it tell its own story? What do everyday forms of family memory, like scrapbooks and family photo albums, do to shape the family? Are they a thing of the past? What comes to replace them? Who talks through them, and who is there to listen? And how can we reclaim the many untold stories and unheard voices by engaging with the idea of a family album? This course will convene as a seminar in which the participants will engage with the notion of the family as a social institution, and with the genre of family photography as one of the key practices through which this institution is experienced and upheld. We will pay particular attention to the idea of a family album, as an object and as a metaphor, as expressed in the controversial exhibition *The Family of Man* (1955) and its critical reception, or in the ongoing participatory project *Family Pictures USA* by Thomas Allen Harris. The seminar's goal is to unsettle the uniform notion of the family, and to experiment with ways of making the genre of family photography better reflect the difficult and varied histories that the notion of the family may conceal.

Requirements/Evaluation: Thoughtful and consistent class participation, three position papers and a final project

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 2025

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

SOC 329 (F) Capitalism and the Future of Work

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 a better vision for work in the next century. Should we continue to work at all? What kinds of productive activity should we value, and how would we go about taming, eroding, or even smashing capitalism to allow them to flourish?

Requirements/Evaluation: participation, reading responses, midterm paper, final 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 2024

SEM Section: 01 TF 2:35 pm - 3:50 pm Ben Snyder

SOC 331 (S) Automation in an Unequal Society (DPE)

Cross-listings: STS 331

Primary Cross-listing

Could you be competing for a job--even after getting a college degree--with a robot or an AI-powered chatbot? As technologies advance, every few years debates emerge: will this new kind of automation increase unemployment, or will it generate new kinds of jobs? Will these new jobs be more interesting and high paying, or will they be boring and poorly paid? To think these questions through, in this course we will study some key attempts to understand the socio-economic and political determinants as well as the repercussions of automation. We will delve into the micro-level dynamics operating between machines and workers involved in concrete production processes. We will also explore the macro-level trends in national and global inequality that social scientists associate with automation. In our investigation of both macro- and micro-levels, we will focus on how the risks and benefits of automation get distributed unevenly along already existing axes of class, race, gender, etc.

Requirements/Evaluation: Class participation; 1 mid-term paper proposal; 1 final paper

Prerequisites: none, open to all students

Enrollment Limit: 20

Enrollment Preferences: Preference given to ANTH/SOC majors and STS concentrators

Expected Class Size: 20

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

Distributions: (D2) (DPE)

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

SOC 331(D2) STS 331(D2)

Difference, Power, and Equity Notes: The course is centrally concerned with the iniquitous distribution of risks and benefits of automation. Students will gain familiarity with how social scientists study the impacts of automation on class, racial, and gendered dynamics. We will consider how automation may disempower certain workers, and deepen already existing social segmentations.

Not offered current academic year

SOC 335 (F) Nowheres (DPE)

Cross-listings: GBST 335

Primary Cross-listing

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 nations 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, visits to Sawyer Library and WCMA, three short response papers, and a final assessment on a "nowhere" of students' choosing

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology majors, Global Studies concentrators

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 335(D2) GBST 335(D2)

Difference, Power, and Equity Notes: This course asks students to grapple with the asymmetries of modern statehood--why some places meet the criteria for statehood but are denied it, while others fall short of formal definitions but are still considered states. Students will assess the stakes of statehood for places that cannot achieve it or do not aspire to. They will creatively marshal these lessons to become the class expert on a "nowhere" that provides us with a lens for interrogating the world map as it currently exists.

Not offered current academic year

SOC 340 (F) Performing Masculinity in Global Popular Culture (DPE)

Cross-listings: AMST 358 / WGSS 347 / THEA 341 / LATS 341

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, 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 reflections, mid-term essay exam (or quizzes), visual rhetorical analyses of pop culture images

Prerequisites: none; WGSS 202 would be helpful

Enrollment Limit: 15

Enrollment Preferences: a short statement of interest will be solicited; a subsection of applicants may be interviewed

Expected Class Size: 15

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

Distributions: (D2) (DPE)

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

AMST 358(D2) WGSS 347(D2) SOC 340(D2) THEA 341(D1) LATS 341(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 348 (F) Altering States: Post-Soviet Paradoxes of Identity and Difference (DPE) (WS)

Cross-listings: GBST 348 / RUSS 348

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 post-socialist 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 Russia's invasion of Ukraine, or the lingering 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 Ukraine and Russia, but will also read comparative studies, as well as works on East Germany and Georgia. 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 post-socialist condition.

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:

GBST 348(D2) RUSS 348(D1) SOC 348(D2)

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

Fall 2024

TUT Section: T1 Cancelled

SOC 349 (S) Race, Gender, and Labor (DPE)

This course draws on approaches from sociology, labor studies, and Black studies to examine the historical and contemporary intersections of race,

gender, and labor. In particular, we will explore the racial, classed, and gendered dimensions of the labor movement, historic economic shifts that impacted and reorganized U.S. labor regimes, Black labor in slavery's afterlife as it relates to prisons, and global analyses of racialized gendered labor regimes for migrant and immigrant labor within the Global South and the U.S. We will begin the course by grounding ourselves in the Black feminist framework of intersectionality, which will guide our analyses of the intersections of race, class, and gender in labor formations. We will then focus on the monumental shift in labor relations that enslaved Black people's toppling of the plantation system in the US South brought forth, as well as the technologies of re-enslavement instituted as a reaction to Black people's emancipation. After that, we will move through different themes and time periods, considering how race, gender, and class intersect in regimes of labor exploitation and the successes and setbacks of labor movements.

Requirements/Evaluation: Major course requirements include engagement in course discussions, reading reflections, a midterm paper, group presentations, and final research paper.

Prerequisites: None

Enrollment Limit: 15

Enrollment Preferences: Anthropology and Sociology, Women, Gender, and Sexuality Studies (WGSS) and/or Africana Studies majors

Expected Class Size: 15

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course foregrounds intersectional subjectivities and perspectives. It provides interdisciplinary toolkits to strengthen students' ability to identify and address how unequal power dynamics sustain difference and inequity--e.g., in racial and gender pay gaps and inequalities in the globalized care economy--and to practice collective strategies for transformative social change, engaging with critical epistemologies developed by workers fighting for racial, gender, and economic justice.

Spring 2025

SEM Section: 01 TF 1:10 pm - 2:25 pm Venus M. Green

SOC 362 (S) Stories We Tell

Cross-listings: 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: occasional discussion questions, one 2-page reflective essay, one 6-8 page paper, and a final project (either a 10-page paper or an equivalent podcast or video essay)

Prerequisites: none

Enrollment Limit: 15

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

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 362(D2) COMP 362(D1)

Spring 2025

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

SOC 380 (S) Who Cares? (DPE)

What does it mean to care--about a person, a situation, or a cause? We often assume that care arises spontaneously and organically. Yet both feelings of care and acts of care always take shape in social contexts. In this course, we will uncover and critically interrogate the norms surrounding caring, caregiving, and care-receiving in our own communities. What social factors influence our willingness to offer care, and to accept it from others? Why is caregiving so heavily gendered and racialized? Is care inevitably corrupted by capitalism? Specific topics will include domestic work and reproductive labor; parenthood; therapy and mental health care; the discourse of self-care; and social movements that center around enacting care. The course will culminate in a significant experiential learning component: as a class, we will work collaboratively to design and implement a project that pushes or challenges the "care norms" in the northern Berkshires.

Requirements/Evaluation: thoughtful and consistent participation, including in-class discussions and shared resources created outside of class time; four journal entries (2-3 pages each); collaboratively designed experiential learning project; annotated bibliography; op-ed style essay (4-5 pages)

Prerequisites: none

Enrollment Limit: 15

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

Expected Class Size: 15

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

Distributions: (D2) (DPE)

Difference, Power, and Equity Notes: This course centers the relationship between structural inequality and the cultural norms surrounding caregiving and care-receiving. Throughout the semester, we will reflect on how care norms both reflect and perpetuate larger systems of inequality, especially race and gender. Through a student-designed experiential learning project, we will strive to create social change in the local community.

Spring 2025

SEM Section: 01 TR 11:20 am - 12:35 pm Christina E. Simko

SOC 384 (F) The Maghreb in Europe: Colonialism, Migration, and Racism (DPE)

Cross-listings: GBST 384 / RLFR 384 / AFR 386 / ARAB 384 / COMP 382

Secondary Cross-listing

This interdisciplinary seminar introduces students to the multifaceted contemporary presence of the Maghreb in Europe. Themes covered include the socio-economic and cultural manifestations of the long durée of the European colonization of North Africa, and the political economy of the post-colonial labor immigration of North African workers to European countries like France, Italy, or Spain, for instance. Other key topics include the racialization of Maghrebian migrants and their descendants as Muslims. In this regard, we will discuss anti-Maghrebian racism and how it links to Islamophobia. To explore these themes, we will read a selection of theoretical texts by Franz Fanon, Abdelmalek Sayad, Pierre Bourdieu, Fatima Mernissi, Leïla Benhadjoudja, Nacira Guénif-Souilamas, and Hafid Bouazza, among others. We will also engage with a wide range of multimedia sources, including movies by Mahmoud Zemmouri and Leïla Sy, a selection of rap videos by various artists (Karima Khelifi, Saliha, Sorah, etc), the novel *Hope and Other Dangerous Pursuits* by Laila Lalami, and the graphic novel *Burning Up the Strait: The Graphic Memoir of a Moroccan Migrant Child* by Susan Plann and Ariel Lacci. In addition, we will examine current public debates and media analysis concerning the banning of the veil, the separatism law, the French concept of *laïcité*, and the representation of Maghrebian soccer players in the European national teams. All readings will be in English, but if a student is fluent in French, they will be provided with additional readings in French if they are interested.

Requirements/Evaluation: Class participation 10%, two twenty-minutes in class presentations 30%, and two papers: first paper (7 pages); 30% and second paper (7 pages) 30%. No final exam

Prerequisites: None but a short letter of motivation is required

Enrollment Limit: 15

Enrollment Preferences: Arabic 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:

GBST 384(D2) RLFR 384(D1) AFR 386(D2) SOC 384(D2) ARAB 384(D1) COMP 382(D1)

Difference, Power, and Equity Notes: The entire course centers around the legacy of European colonialism in North Africa and the asymmetric power dynamics between European countries and the racialized and minoritized Maghrebian immigrant communities in Europe. The primary objective of this course is to educate students about the socio-economic and racial struggles of Maghrebians in Europe.

Attributes: GBST Borders, Exiles + Diaspora Studies GBST European Studies

Fall 2024

SEM Section: 01 W 1:10 pm - 3:50 pm Souhail Chichah

SOC 390 (S) Sex Marriage Family

Cross-listings: PSCI 380

Secondary Cross-listing

Something has happened to America over the past fifteen years. Large minorities of young adults, especially young men, are now celibate. Cohabitation has skyrocketed but marriage is disappearing, and the country's birth rate is at an all-time low. Not surprisingly, loneliness has become epidemic. A similar story can be told for most other developed countries. The implications for political polarization, economic growth, social insurance programs, public health, military defence, even national survival are grim. What is the cause of this loss of faith in the future? Can public policy reverse these trends? This course is an investigation into relations between the sexes in the developed world, the fate of children and the family, and government attempts to shape them. The course investigates family models in historical and comparative context; the family and the welfare state; the economics of sex, gender, marriage, and class inequality; the dramatic value and behavioral changes of Gen Z around sex, cohabitation, and parenthood; and state policies to encourage partnership/marriage and childbearing.

Requirements/Evaluation: Two short papers, research paper proposal, every-class discussion questions, class participation.

Prerequisites: none

Enrollment Limit: 18

Enrollment Preferences: Political Economy, Political Science, and Sociology majors and prospective majors

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 380(D2) SOC 390(D2)

Attributes: POEC Depth POEC Skills PSCI American Politics Courses PSCI Comparative Politics Courses PSCI Research Courses

Spring 2025

SEM Section: 01 TF 2:35 pm - 3:50 pm Darel E. Paul

SOC 397 (F) Independent Study: Sociology

Sociology independent study.

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

Distributions: (D2)

Fall 2024

IND Section: 01 TBA Christina E. Simko

SOC 398 (S) Independent Study: Sociology

Sociology independent study.

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

Distributions: (D2)

Spring 2025

IND Section: 01 TBA Christina E. Simko

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 2024

HON Section: 01 TBA Christina E. Simko

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 2025

HON Section: 01 TBA Christina E. Simko

Winter Study -----

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 2025

HON Section: 01 TBA Christina E. Simko

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 2025

IND Section: 01 TBA Christina E. Simko