

## SOCIOLOGY AND ANTHROPOLOGY (SOC, ANTH)

PROFESSORS **NOVACK**, JASIEWICZ  
ASSOCIATE PROFESSOR GOLUBOFF  
ASSISTANT PROFESSORS BELL, CINTRON,  
EASTWOOD, MARKOWITZ  
INSTRUCTOR DEVLIN

### MAJOR

A **major in sociology and anthropology** leading to a Bachelor of Arts degree consists of at least 36 credits as follows:

1. ANTH 101, SOC 102, 375
2. One course chosen from INTR 202; MATH 118; and PSYC 250
3. Completion of one of the two following areas of emphasis

#### *Sociology (24 credits)*

- a. Theory: SOC 351
- b. Emphasis: Three additional courses numbered 180 or above in the department, two in sociology and one in anthropology
- c. Electives: Three additional courses chosen from courses numbered 200 and above in anthropology, sociology, or, when approved by the department head, economics, history, philosophy, politics, psychology, religion, or other disciplines
- d. Capstone: SOC 395

#### *Anthropology (24 credits)*

- a. Theory: ANTH 354
- b. Emphasis: Three additional courses numbered 180 or above in the department, two in anthropology and one in sociology
- c. Electives: Three additional courses chosen from courses numbered 200 and above in anthropology, sociology, or, when approved by the department head, economics, history, philosophy, politics, psychology, religion, or other disciplines
- d. Capstone: ANTH 395

Students who also declare a major in psychology may request a substitution for SOC 375.

Students who intend to enroll in a graduate program in Sociology should complete the Sociology emphasis and consider enrolling in SOC 374 as one of the Sociology-emphasis electives.

Students who wish to attend graduate school in Anthropology should complete the Anthropology emphasis. Those who have a particular interest in Archaeology should select the Anthropology emphasis and should enroll in ANTH 205 and 377. In addition, they should consider taking other Archaeology courses within the Anthropology track. Those students considering a

graduate program in Archaeology are advised to take, as well, ANTH 207, 252, and an elective course in cultural anthropology. Many graduate programs in this field of Anthropology want to see a degree of expertise in the other three fields of the discipline.

In conjunction with Mary Baldwin College, the department offers a number of courses designed to assist students in their preparation for admission to the profession of social work. The Washington and Lee courses include SOC 102, 202, 351, 375; MATH 118 (or a comparable statistics course); and either SOC 212 or PSYC 114; the required Social Work courses offered at Mary Baldwin are Sociology 153 (Introduction to Social Work), Social Work 156 (Interviewing in Human Service Professions), Social Work 287 and 387 (Social Work Field Observation), Social Work 357 (Social Work Theory), and Social Work 400 (Field Instruction). Certain courses in psychology, politics, and economics are also recommended. Students interested in the possibility of a career in social work should plan their programs of study in consultation with department faculty as early as possible.

**Note:** This program does not result in certification as a social worker. For details and information regarding the Mary Baldwin College courses that can be completed locally, see the department head. Students may receive credit through the Consortium EXCHANGE Program; see the University Registrar's office for details.

*HONORS: An Honors Program in sociology and anthropology is offered for qualified students; see department head for details.*

### **ANTH 101: Introduction to Anthropology (3)**

An examination of people and their cultures. An introduction to the techniques employed by the physical anthropologist, archaeologist, and ethnographer is provided. Specific subjects considered include: the physical prerequisites to the acquisition of culture, archaeological interpretation of cultural behavior, and the influences of culture upon the individual and society. (SS4, GE6d) *Staff.*

*Fall, Winter*

### **SOC 102: General Sociology (3)**

Human society: culture, personality, human nature, social groups, associations, and institutions; analysis of major institutions and of modern social trends. (SS4, GE6d) *Staff.*

*Fall, Winter*

### **SOC 114 (PSYC 114):**

#### **Introduction to Social Psychology (3)**

The scientific study of how individuals' feelings, thoughts, and behavior are affected by others. Topics include prejudice, the self, interpersonal attraction, helping, aggression, attitudes, and persuasion. This course meets the general education requirement in social science only. (SS3 as psychology only; GE6c as psychology only) *Woodzicka.*

*Fall, Winter*

**SOC 190: Bibliographical Resources (1)**

An introduction to the use of the library and other compilations of information on sociology and anthropology. Directed by library and sociology and anthropology department staff. Degree credit is awarded for only one 190 course regardless of academic discipline. *Staff.*

*Fall*

**SOC 200 (REL 200): Religion and American Social Institutions (3)**

A study of religion in American society in relation to other fundamental social institutions—family, polity, economy, and education—with special attention to religion and politics. (SS4 as sociology only; GE6d as sociology only). *Staff.*

*Not offered in 2009-2010*

**SOC 202: Contemporary Social Problems (3)**

A study of the relationship of social problems to the cultural life and social structure of American society. An analysis of the causes, consequences, and possible solutions to selected social problems in American society. (SS4, GE6d) *Cintron.*

*Fall 2010 and alternate years*

**ANTH 205: Archaeology (3)**

An examination of anthropologically-oriented archaeology. Specific subjects to be considered will include the history of the subdiscipline, theoretical developments, field techniques, substantive contributions for the prehistoric and historic subareas and recent developments in theory and methodology. (SS4, GE6d) *Bell.*

*Fall 2009 and alternate years*

**ANTH 207: Biological Anthropology (3)**

This course considers the emergence and evolution of *Homo sapiens* from fossil, archaeological, and genetic evidence. The class focuses on evolutionary mechanisms; selective pressures for key human biological and behavioral patterns, such as bipedalism, intelligence, altruism, learned behavior, and expressive culture; relations among prehuman species; the human diaspora; and modern human diversity, particularly "racial" variation. The course also examines theories from sociobiology and evolutionary psychology about motivations for modern human behaviors. (SS4, GE6d) *Bell.*

*Winter 2010 and alternate years*

**ANTH 210: Cultural Anthropology (3)**

This course addresses the fundamentals of cultural anthropology, including an exploration of the techniques of fieldwork and ethnography. Students examine the issues central to the anthropological study of culture: ritual, kinship, gender, sexuality, economic and political systems, and globalization and social change. (SS4, GE6d) *Goluboff.*

*Not offered in 2009-2010*

**SOC 212: Theories of Social Psychology (3)**

*Prerequisite: Three credits in psychology or sociology or permission of the instructor.* An introduction to the major theories in social psychology, with origins in both psychological and sociological traditions. The course examines psychoanalytic, behaviorist, cognitive, and symbolic interactionist theories. *Staff.*

*Not offered in 2009-2010*

**SOC 221 (REL 221): Sociology of Religion (3)**

Theories of the origin and functions of religion; institutionalization of religious belief, behavior, and social organization; and conditions in which religion maintains social stability; and/or generates social change. (HU as religion only; GE4d, as religion only.) *Eastwood.*

*Winter 2011 and alternate years*

**SOC 222: Secularization and Modern Society: The Demise of Religion? (3)**

For some years, secularization theory, the view that political and economic "modernization" inevitably produces religion's demise, was nearly the consensus among social scientists. More recently, scholars have been forced to question this once common position. Religion seems to remain a powerful force in today's world. This course explores this central debate in the sociology of religion. (SS4, GE6D) *Eastwood.*

*Not offered in 2009-2010*

**ANTH 223: Social Sciences and Religion (3)**

Scholars still debate the appropriate relationship between social science and religion, with the two most extreme positions assuming the impossibility of a social science of religion, on the one hand, and denial of the validity of religious claims, on the other. Beginning with an examination of the fundamental debates regarding the nature and goals of social scientific inquiry, we examine classical and contemporary analyses of religion in psychology, sociology, and anthropology. The major social scientific paradigms - materialist, functionalist, and phenomenological - differ in their implications for understanding and explaining religious phenomena; they provide the context for consideration of questions of reductionism, explanation vs. understanding, insider vs. outsider orientations, and the nature and limits to truth claims made both by social scientists and religious devotees and scholars. *Markowitz.*

*Fall 2009 and alternate years*

**ANTH 224 (REL 224): American Indian Religions, Landscapes, and Identities (3)**

Drawing on a combination of scholarly essays, native accounts, videos, guest lectures, and student presentations, this seminar examines the religious assumptions and practices that bind American Indian communities to their traditional homelands. The seminar elucidates and illustrates those principles concerning human environmental interactions common to most Indian tribes; focuses on the traditional beliefs and practices of a particular Indian community that reflected and reinforced the community's understanding of the relationship to be maintained with the land and its creatures; and examines the moral and legal disputes that have arisen out of the very different presuppositions which Indians and non-Indians hold regarding the environment. (HU as religion only, GE4d as religion only) *Markowitz.*

*Fall 2010 and alternate years*

**SOC 225: Peoples of Central Europe Through Literature and Film (4)**

This course provides basic information about the citizens of the Central European nations of Poland, the Czech Republic, and Hungary. The beliefs, attitudes, and value systems of the people of Central Europe are studied using

core textbook readings supplemented by feature films, video materials, novels, short stories, plays, and poetry. Class discussions focus on interpreting these works of art in the context of comparative, historical-sociological analysis of the Polish, Czech, and Hungarian cultures and societies. (SS4, GE6d) *Jasiewicz*.

*Spring 2010 and alternate years*

### **SOC 228: Race and Ethnic Relations (3)**

An analysis of minority groups in America. Theories of ethnicity are examined focusing on the relationship between class and ethnicity, and on the possible social and biological significance of racial differences. Attention is also given to prejudice and discrimination, as well as to consideration of minority strategies to bring about change. *Novack*.

*Fall*

### **ANTH 230: Anthropology of East Asia (3)**

An exploration of the human geography, demography, and social and cultural organization of East Asian societies, intended to help students develop a synoptic view of this important region. Readings include both classics of East Asian anthropology and recent scholarship; films and music add visual and aural dimensions. In addition to work with local library resources and traditional tools of scholarship, students use Geographic Information System (GIS) software to create maps, and develop and publish Web projects expressive of their particular interests. (SS4, GE6d) *Staff*.

*Not offered in 2009-2010*

### **SOC 234 (HIST 234): Nationalism in Latin America (3)**

*Prerequisite: ANTH 101, SOC 102 or permission of the instructor.* This course focuses on the emergence and development of nationalism in Latin America. Readings include works by scholars from across the range of the social sciences, including history, political science, and sociology. The course devotes consideration to the following issues: a variety of explanatory accounts that scholars have provided of why the region turned to nationalism in the early 19th century; the main social and political implications of this transformation of identity; the various competing images of the nation in the region; the question of whether some Latin American nations understand themselves in "civic" and others in "ethnic" terms; the relationship between particularistic Latin American nationalisms and Bolívar's pan-American dream; and, finally, the nature and roles of nationalism in more recent Latin American politics. Background knowledge of Latin American history is not required. (This course does not meet FDR/GE requirements). *Eastwood*.

*Spring 2011 and alternate years*

### **ANTH 238 (HIST 238): Anthropology of American History (3)**

This course explores issues within historic American communities that ethnographers often investigate among living groups, including cultural values, religious ideologies, class structures, kinship networks, gender roles, and interethnic relations. Although the communities of interest in this course ceased to exist generations ago, many of their characteristic dynamics are accessible

through such means as archaeology, architectural history, and the study of documents. Case studies include early English settlement in Plymouth, Massachusetts; the 18th-century plantation world of Virginia and South Carolina; the post-Revolutionary Maine frontier; and 19th-century California. (SS4 as anthropology only; GE6d as anthropology only.) *Bell*.

*Fall 2009 and alternate years*

### **SOC 245 (POL 245): European Politics and Society (3)**

A comparative analysis of European political systems and social institutions. The course covers the established democracies of western and northern Europe, the new democracies of southern and east-central Europe, and the post-Communist regimes in eastern and southeastern Europe. Mechanisms of European integration are also discussed with attention focused on institutions such as European Union, NATO, OSCE, and Council of Europe. (SS4 as sociology only; GE6d as sociology only) *Jasiewicz*.

*Fall 2010 and alternate years*

### **SOC 246 (POL 246): Post-Communism and New Democracies (3)**

A comparative analysis of transition from Communism in the countries of the former Soviet bloc. Cases of successful and unsuccessful transitions to civil society, pluralist democracy, and market economy are examined. The comparative framework includes analysis of transition from non-Communist authoritarianism and democratic consolidation in selected countries of Latin America, the Mediterranean, Southeast Asia, and South Africa. (SS4 as sociology only; GE6d as sociology only) *Jasiewicz*.

*Fall 2009 and alternate years*

### **SOC 251 (POL 251): Social Movements (3)**

*Prerequisites: Junior standing and permission of the instructor.* A survey of American social movements, including an evaluation of competing theoretical approaches to the study of social movements and an examination of the strategies, successes, failures, and political and social consequences of the civil rights, labor, student, and women's movements. Close attention is given to factors contributing to the rise and decline of these movements. (SS4) *LeBlanc, Eastwood*.

*Not offered in 2009-2010*

### **ANTH 252: Linguistic Anthropology (3)**

This course surveys anthropological approaches to understanding the intersections among language, culture and society. Topics include non-human communication systems, the origins of human language, and methods of establishing historical relationships among languages. Formal linguistic analysis receives some attention, but the greatest part of the course concerns language in sociocultural contexts. Examples of linguistic phenomena in ethnographic perspective are drawn from people around the world, including the Gullah, the Apache, and the Bedouin of Egypt. (SS4, GE6d) *Bell*.

*Fall 2011 and alternate years*

**ANTH 255: Terror and Violence in****Anthropological Perspective (3)**

This course investigates violence and terror in historical and contemporary societies. We discuss the various causes, methods, and effects of violence and terror, and then look at how anthropologists have documented, challenged, and even condoned such processes. *Goluboff. Winter 2010 and alternate years*

**ANTH 260: Conflicts in Eurasia: Globalization, New States, and Soviet Legacies (3)**

In this course, students learn how to apply anthropology and a wide range of other disciplinary techniques to understand and attempt to solve post-socialist problems. Students do independent research on issues relevant to their main areas of course work. We explore how ethnographic fieldwork and cultural theory provide key information about how people in Eurasia relate to daily conflicts through common past socialist experiences and new interactions with globalization, transnational movements, and the world market. Throughout the term, we discuss differences and similarities, advantages and disadvantages of various disciplinary approaches to key conflicts in the region. Topics include crime, the emerging marketplace, poverty, health, gender, and ethnic conflict. We study Eurasia via issues rather than geography, and we focus intensely on the transnational effects of wars in Chechnya and Afghanistan. The class reads material from anthropology and other disciplines and watches several documentaries. (SS4, GE6d) *Goluboff.*

*Winter 2011 and alternate years*

**SOC 262: The Sociology of Culture (3)**

This course introduces research and theory in the sociology of culture. Explores such questions as: What is culture? What is the relationship between culture and society? How and why does culture change? In addition to these questions, topics covered include an examination of the various theoretical approaches to culture; the relationship between high and popular culture and the debate over cultural boundaries; the production, distribution and consumption of culture; national culture and national identity; globalization; and the intersections between culture and class, gender, ethnicity and race. Special attention will be paid to examining key cultural forms, such as television, fashion, music, advertising, museums, art, and literature. *Cintron.*

*Winter 2010 and alternate years.*

**SOC 264: Work and Family (4)**

Surveys research and theory in the growing area of work-family studies. Explores how work and family life interconnect and influence each other and the implications of these linkages for women, men, children, employers, the community and society. Examines how gender, social class, family structure, poverty, and race and ethnicity affect individuals' ability to manage work and family. Topics will include work-family conflict, single-parent families, dual-career families, childcare and eldercare issues, international perspectives on work and family, and changing attitudes towards work-life integration. Private and public policy initiatives will be reviewed. *Cintron.*

*Spring 2010 and alternate years*

**SOC 266: Cities and Regions (3)**

Examines how cities and regions are shaped and the social, political, economic, historical, technological, ecological and other forces that help shape them. Focuses on the spatial dimension of evolving societies. Topics include: the development of the U.S. North and South; the plantation complex; the emergence of the industrial Northern metropolis; suburbanization and post-suburbanization; the "crisis of the cities" and policy responses (such as urban renewal); gentrification; de-industrialization; and the debate over the future of cities and regions. *Cintron.*

*Winter 2010 and alternate years*

**SOC 270: Deviance (3)**

An examination of theories of deviance from a sociological perspective. Particular emphasis is placed on the causes of deviant acts and on the social processes utilized in evaluating these behaviors. Theoretical applications are made to crime and mental illness. *Novack.*

*Winter*

**SOC 272 (POL 272): Social Revolutions (3)**

*Prerequisite: ANTH 101, SOC 102 or permission of the instructor.* This seminar provides an in-depth exploration of a variety of social revolutions. The overarching goal of the course is to discern whether or not a single "theory of revolutions" can be constructed. Are there common patterns to be observed in (and common causes behind) events as separated by time, place, and ideology as the 17th-century "Glorious Revolution" in England, the French Revolution, Latin American revolutions (including the Wars of Independence and the Mexican Revolution), the Russian Revolution, and more recent events such as the revolution that brought the current regime in Iran to power? To this end, students read and discuss a variety of such theories that have been put forward by sociologists, historians, and political scientists and then consider case studies of the aforementioned social revolutions in order to scrutinize these theories. (SS4, GE6d) *Eastwood, Zarakol.*

*Winter 2010 and alternate years*

**SOC 274: Sociology of Literature (3)**

This seminar introduces students to the field of the sociology of literature. After surveying a number of the classic problems of the field, the course focuses on several sociological theories of the emergence and development of the novel. In addition to reading theorists such as Benedict Anderson, Pierre Bourdieu, Wendy Griswold, Michael McKeon, and Ian Watt, among others, there is a sociological reading of several classic novels (for example, by Cervantes, Defoe, Austen, and Flaubert, among others). *Eastwood.*

*Not offered in 2009-2010*

**ANTH 275: Feminist Anthropology (3)**

This course covers the complex and sometimes "awkward" relationship between feminism and anthropology. We explore topics such as the place of feminist theory and politics within the discipline of anthropology, the problems involved in being a feminist and an anthropologist, and the creation of feminist ethnography. *Goluboff.*

*Fall 2011 and alternate years*

**SOC 280: Gender and Sexuality (3)**

An anthropological and sociological investigation of sex roles in preliterate and modern societies. Special consideration is given to the role of innate sexual differences, cultural variation, technology, and power in determining patterns of male dominance. Emphasis is placed on real and mythical female and male power in the context of changing relationships between men and women in American society. *Novack.*

*Winter*

**ANTH 285 (REL 285): Introduction to American Indian Religions (3)**

This class introduces students to some of the dominant themes, values, beliefs, and practices found among the religions of North America's Indian peoples. The first part of the course explores the importance of sacred power, landscape, and community in traditional Indian spiritualities and rituals. It then examines some of the changes that have occurred in these traditions as a result of western expansion and dominance from the 18th through early 20th centuries. Lastly, the course considers some of the issues and problems confronting contemporary American Indian religions. (HU as religion only, GE4d as religion only). *Markowitz.*

*Fall*

**ANTH 288: Childhood (3)**

This course explores the experience of childhood cross-culturally. It investigates how different societies conceptualize children, and our readings will progress through representations of the life cycle. Beginning with the topic of conception, the course moves through issues pertaining to the fetus, infants, children, and adolescents. Discussions of socialization, discipline, emotion, education, gender, and sexuality are included and special attention is given to the effects of war, poverty, social inequality, and disease on children and youth. *Goluboff.*

*Winter 2012 and alternate years*

**SOC 289: Sociology of the Self, Self-Help, and the Pursuit of Happiness (4)**

Beginning with a survey of sociological theories of modernity and modern identities, the course moves to a consideration of empirical scholarly claims that modern identity is somehow problematic, and modern persons somehow especially "world-open" and incomplete. In trying to understand the emergence of social movements oriented toward "helping" and "healing" the self, the following questions are considered: What sociological conditions underlie these movements? Do they have analogues in other times and places or are they tightly linked to the conditions of "modern" societies? If, in the end, "self help" aims to address problems that are sociological at root, can we expect its remedies to be useful? Are any non-individualized solutions to the problems lying behind a felt need for "self help" possible? (HU, GE4d) *Eastwood.*

*Spring*

**ANTH 290: Special Topics in Anthropology (3)**

*Prerequisite: Permission of the department.* A discussion of a series of topics of anthropological concern. May be repeated for degree credit with permission and if the topics are different. **Topic for Winter 2010: Medi-**

**cal Anthropology.** This seminar will offer students an introduction to the anthropological subfield of medical anthropology. It will first examine traditions of diagnosis and healing found among various non-Western peoples throughout the world. It will then examine the widely varying ways in which non-Western peoples have responded to the introduction of western health care, personnel, and institutions into their communities. *Markowitz.* **Topic for Winter 2010: American Indian Ethnohistory.** One of the major goals of modern ethnohistory is to use anthropological and historical methods to uncover the understandings that non-Western peoples have of their own histories. This seminar will introduce students to the theoretical and methodological principles of ethnohistorical research and their application to North American Indian peoples. Participants will first study American Indian conceptions of time and their relationship to the criteria by which tribal communities selected and comprehended the events comprising their histories. The seminar will then examine how Indian tribes from different parts of North America, including the Southwest, Northeast, Southeast, and Plains interpreted, evaluated, and responded to their encounters with colonial and the United States governments. *Markowitz.*

*Offered when interest is expressed and departmental resources permit.*

**SOC 290: Special Topics in Sociology (3)**

*Prerequisite: Permission of the department.* A discussion of a series of topics of sociological concern. May be repeated for degree credit with permission and if the topics are different.

*Offered when interest is expressed and departmental resources permit.*

**SOC 305: Power and Society (3)**

*Prerequisite: Junior standing or permission of the instructor.* An analysis of the concept of power is followed by an examination of the distribution and exercise of power in hunting and gathering, agrarian, industrial, and post-industrial societies. Special attention is devoted to the neo-Marxist, elitist, and pluralist accounts of power in American society and their implications for social stratification. *Staff.*

*Not offered in 2009-2010*

**ANTH 332: Historical Archaeology (3)**

This course considers the discipline of historical archaeology from developmental, theoretical, methodological, and substantive perspectives. Beginning with the age of European exploration and continuing through modern times, this course surveys archaeological approaches to understanding social relations, class structures, and economic strategies among people of diverse ethnicities in North America, South America, Europe, Africa, and Australia. Students become familiar with prominent theoretical orientations within historical archaeology, debates about archaeologists' ethical obligations, and methodological developments in fieldwork and artifact research. *Bell.*

*Not offered in 2009-2010*

**SOC 351: Sociological Theory (3)**

*Prerequisite: Three credits in anthropology or sociology or permission of the instructor.* An introduction to the main ideas of classical social theorists, who established

the foundations of sociology, and to the basic theoretical concepts of modern sociology, covering the period from the early 19th century to the present. The origins of theorists' basic ideas are studied, along with the nature of their basic works and their legacies to modern sociological theory. The major schools of sociological theory (functional, conflict, exchange, interactionist, and structural) are discussed, along with the possibilities for the integration of various theoretical perspectives. *Cintron*.

Fall

#### **ANTH 354: Cultural Theory (3)**

*Prerequisite: ANTH 101.* A consideration of the development of social and cultural theory from an anthropological perspective. A discussion of the major contributors to the field is pursued. Required of all majors in anthropology and sociology. *Goluboff*.

Winter

#### **SOC 374: Introduction to Survey Data Analysis (3)**

*Prerequisite: Permission of the instructor.* This course is designed as a group research project. Students select a topic, prepare a list of hypotheses, select indicators, construct a questionnaire, conduct interviews, analyze data, and write research reports. When appropriate, the course may include service-learning components (community-based research projects). *Jasiewicz*.

Winter

#### **SOC 375: Methods of Social Inquiry (3)**

*Prerequisites: SOC 102 or ANTH 101 and the completion of the sociology major statistics requirement, or permission of the instructor.* The rationale and utility of research and its relationship to social and political theory. The two major aspects of social inquiry—measurement and interpretation—are examined focusing on the structuring of inquiry, modes of observation (experiments, surveys, field research, unobtrusive research, etc.), and analysis of data. The course includes lectures, discussions and field exercises. *Eastwood*.

Fall

#### **SOC 376: Seminar in Survey Data Analysis (3)**

*Prerequisite: SOC 375 or permission of the instructor.* This course is devoted to secondary analysis of survey data. Working on a subject of their choice, students learn how to formulate research hypotheses, test hypotheses through univariate, bivariate, and multivariate analyses (utilizing appropriate statistical packages such as SPSS for Windows), and write research reports. *Jasiewicz*.

Winter

#### **ANTH 377: Field Methods in Archaeology (4)**

*Prerequisites: ANTH 101 and permission of the instructor.* Fieldwork in archaeology. The student participates in all phases of ongoing archaeological projects. Students who have successfully completed ANTH 205 are assured of a place in ANTH 377. With the supervision of the instructor, students may take ANTH 377 more than once. May be repeated for degree credit with permission and if the topics are different. (Additional special fees) *Bell, Devlin*.

Spring

#### **ANTH 378: Archaeological Field Survey**

##### **Techniques (4)**

*Prerequisite: Permission of the instructor.* The course will be designed to provide the student with an opportunity to engage in archaeological field survey in Rockbridge County. Classroom meetings concerning the theory and methods of modern archaeological survey are supplemented by field research concerning sites of historic and prehistoric significance. *Bell*.

Not offered in 2009-2010

#### **ANTH 379: Ethnographic Field Methods (6)**

*Prerequisite: ANTH 101 or permission of the instructor. Preference given to students who have completed ANTH 210.* This course is designed to give students firsthand experience with fieldwork in cultural anthropology. Classroom meetings focus on the methods and theories of fieldwork and the techniques of writing ethnographies. Topics include writing field notes, choosing informants, analyzing and synthesizing information, coping with problems in the field, writing styles, and the politics of ethnography. Students apply what they learn by engaging in their own ethnographic projects in the local area. *Goluboff*.

Not offered in 2009-2010

#### **ANTH 390: Special Topics in Anthropology (3)**

*Permission of the department required. Topics and prerequisites to be arranged.* A discussion of a series of topics of anthropological concern. May be repeated for degree credit with permission and if the topics are different. *Staff*.

#### **SOC 390: Special Topics in Sociology (3)**

*Permission of the department required.* A discussion of a series of topics of sociological concern. May be repeated for degree credit with permission and if the topics are different.

#### **ANTH 395: Senior Seminar in Anthropological Analysis (3)**

*Prerequisite: SOC 375 or permission of the instructor.* This course provides students with a capstone experience in anthropology. It builds on and expands students' knowledge of anthropological theory, methods, and interpretation by drawing on diverse published case studies in cultural anthropology and archaeology, and on students' experiences in the course. Each student designs and implements an original research project in an area of particular interest within cultural anthropology or archaeology. This process involves students thinking through and choosing among theoretical perspectives, research methods, analytical approaches, and interpretive media individually and collaboratively. Students also reflect on key ethical issues in anthropology, assess their anthropological foundation, and consider the ways in which their educational experiences have encouraged them to think about global cultural diversity and their own positions in western society. *Bell, Markowitz*.

Winter 2012

#### **SOC 395: Senior Seminar in Sociological Analysis (3)**

*Prerequisite: SOC 375 or permission of the instructor.* This course is designed as a capstone experience for majors with the sociology emphasis. Students, utilizing

their knowledge of sociological theory and research methods, design and execute independent research projects, typically involving secondary analysis of survey data. Working on a subject of their choice, students learn how to present research questions and arguments, formulate research hypotheses, test hypotheses through univariate, bivariate, and multivariate analyses (utilizing appropriate statistical packages such as SPSS), and write research reports. *Jasiewicz.*

*Winter 2012*

**ANTH 401, 402: Directed Individual Study (1,2)**

*Prerequisite: Permission of the department.* A course for selected students, typically with junior or senior standing, who are preparing papers for presentation to professional meetings or for publication. May be repeated for degree credit with permission and if the topics are different. *Staff.*

**SOC 401, 402: Directed Individual Study (1,2)**

*Prerequisite: Permission of the department.* A course for selected students, typically with junior or senior standing, who are preparing papers for presentation to professional meetings or for publication. May be repeated for degree credit with permission and if the topics are different. *Staff.*

**ANTH 403, 404, 405, 406: Directed Individual Study (3,4,5,6)**

*Prerequisite: Permission of the department required.* A course for selected students with junior and senior standing, especially for anthropology honors students, with direction by different members of the department. May be repeated for degree credit with permission and if the topics are different. *Staff.*

**SOC 403, 404, 405, 406: Directed Individual Study (3,4,5,6)**

*Prerequisite: Permission of the department required.* A course for selected students with junior and senior standing, especially for sociology honors students, with direction by different members of the department. May be repeated for degree credit with permission and if the topics are different. *Staff.*

**SOC 453, 456, 459: Internship (3,6,9)**

*Prerequisites: Grade-point average of 2.500 in sociology and 2.500 overall, and permission of the staff.* Supervised off-campus experience in a social service agency, research organization or project, or therapeutic or custodial institution. May be repeated for degree credit with permission and if the topics are different.

**ANTH 453, 456, 459: Internship (3,6,9)**

*Prerequisites: Grade-point average of 2.500 in anthropology and 2.500 overall, and permission of the staff.* Supervised anthropology laboratory or off-campus experience in a museum, research organization, cultural program, social service, or archaeological collection management. May be repeated for degree credit with permission and if the topics are different.

**ANTH 493: Honors Thesis (3-3)**

*Fall-Winter*

**SOC 493: Honors Thesis (3-3)**

*Fall-Winter*

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