

Literature in Translation 263—19th-Century Russian Literature in Translation  
 Literature in Translation 363—Russian Literature in Translation  
 Politics 245—European Politics and Society  
 Politics 246—Post-Communism and New Democracies  
 Russian 111, 112—Elementary Russian I and II  
 Russian 113—Elementary Conversation  
 Russian 261, 262—Intermediate Russian I and II  
 Russian 301—Advanced Russian I  
 Russian 302—Advanced Russian II  
 Russian 313—Advanced Conversation  
 Russian 315—19th-Century Russian Literature  
 Russian 316—20th-Century Russian Literature  
 Russian 363—Supervised Study Abroad  
 Russian 401-403—Directed Individual Study  
 Russian Area Studies 401-403—Directed Individual Study  
 Russian Area Studies 473—Senior Thesis  
 Russian Area Studies 493—Honors Thesis  
 Sociology 245—European Politics and Society  
 Sociology 246—Post-Communism and New Democracies

The following courses may also meet major requirements when the topic is appropriate:

Art History 380—Seminar in Art History  
 History 401, 402, 403—Directed Individual Study  
 Politics 380—Global Politics Seminar  
 Politics 401-403, 406—Directed Individual Study

**Russian Area Studies 401 (1), 402 (2), 403 (3)—Directed Individual Study**

*Prerequisite: Permission of the Russian Area Studies Committee. Staff.*

**Russian Area Studies 473 (3)—Senior Thesis**

*Prerequisites: Senior standing, Russian Area Studies major, and permission of the program head.* Students explore specialized issues in Russian Area Studies through writing a thesis on a topic chosen in consultation with two members of the Russian Area Studies faculty committee. *Staff.*

*Fall, Winter*

**Russian Area Studies 493 (3-3)—Honors Thesis**

*Prerequisites: Senior standing and honors candidacy. Staff.*

*Fall-Winter*

## SOCIOLOGY AND ANTHROPOLOGY (SOC, ANTH)

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

### MAJORS

A major in **sociology and anthropology** leading to a Bachelor of Arts degree consists of at least 39 credits as follows:

1. Anthropology 101, 354; Sociology 102, 351, 375 (Politics 375), and 376 (Politics 376). Students with a double major in psychology may request substitutions for 375 and 376
2. One of the following statistics courses: Interdepartmental 202; Mathematics 118; or Psychology 250
3. At least two additional courses in the sociology and anthropology department numbered 200 or above
4. Four courses chosen from among the following: Biology 220, 245, 340  
 Interdepartmental 342  
 Courses approved by the department and numbered above 200 in anthropology, economics, history, philosophy, politics, psychology, religion or sociology.

A major in **archaeology and anthropology** leading to a Bachelor of Arts degree consists of at least 39 credits as follows:

1. Anthropology 101, 205, 207, 210, 354; Geology 102; and Sociology 102
2. Anthropology 377 or 379
3. One of the following statistics courses: Interdepartmental 202; Mathematics 118; or Psychology 250
4. At least nine credits chosen from among the following: additional courses in anthropology or sociology numbered 200 or above  
 Art History 301, 380 (when the topic is relevant and approved by the department)  
 Biology 220, 245, 340  
 Geology 108, 160, 209, 330.

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 Sociology 102, 202, 351, 375 (Politics 375); Mathematics 118 (or a comparable statistics course); and either Sociology 212 or Psychology 113; 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.*

### **Anthropology 101 (3)—Introduction to Anthropology**

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*

### **Sociology 102 (3)—General Sociology**

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*

### **Sociology 114 (Psychology 114) (3)—Introduction to Social Psychology**

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*

### **Sociology 190 (1)—Bibliographical Resources**

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*

### **Sociology 200 (Religion 200) (3)—Religion and American Social Institutions**

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 2008-2009*

### **Sociology 202 (3)—Contemporary Social Problems**

*Prerequisite: Sociology 102 or consent of the instructor.* 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 2009 and alternate years*

### **Anthropology 205 (3)—Archaeology**

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) *Galke.*

*Fall 2008 and alternate years*

### **Anthropology 207 (3)—Biological Anthropology**

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 2009 and alternate years..*

### **Anthropology 210 (3)—Cultural Anthropology**

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 2008-2009*

### **Sociology 212 (3)—Theories of Social Psychology**

*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 2008-2009*

### **Sociology 221 (Religion 221) (3)—Sociology of Religion**

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.) *Staff.*

*Not offered In 2008-2009*

**Anthropology 224 (Religion 224) (3)—American Indian Religions, Landscapes, and Identities**

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 their understanding of the relationship they sought to maintain 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*

**Sociology 225 (3)—Peoples of Central Europe**

This course provides basic information about the inhabitants 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 some core textbook readings supplemented by feature films, video materials, novels, short stories, and poetry. Class discussions focus on interpreting these works of art in the context of comparative sociological analysis of the Polish, Czech and Hungarian cultures and societies. (SS4, GE6d) *Jasiewicz.*

*Spring*

**Sociology 228 (3)—Race and Ethnic Relations**

*Prerequisite: One introductory course in sociology or anthropology or consent of the instructor.* 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*

**Anthropology 230 (3)—Anthropology of East Asia**

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 2008-2009*

**Sociology 245 (Politics 245) (3)—European Politics and Society**

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 2008 and alternate years*

**Sociology 246 (Politics 246) (3)—Post-Communism and New Democracies**

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*

**Anthropology 252 (3)—Linguistic Anthropology**

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 2008 and alternate years*

**Anthropology 255 (3)—Terror and Violence in Anthropological Perspective**

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*

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

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.*

*Fall 2009 and alternate years*

**Sociology 262 (3)—The Sociology of Culture**

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*.

*Fall 2008 and alternate years.*

**Sociology 264 (3)—Work and Family**

*Prerequisite: One course in sociology or anthropology or permission of the instructor.* 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 2009 and alternate years*

**Sociology 266 (3)—Cities and Regions**

*Prerequisite: One course in sociology or anthropology or permission of the instructor.* 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*

**Sociology 270 (3)—Deviance**

*Prerequisite: One introductory course in sociology or anthropology or consent of the instructor.* 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*.

*Not offered in 2008-2009*

**Sociology 272 (3)—Social Revolutions**

*Prerequisite: Anthropology 101, Sociology 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. *Eastwood*.

*Winter 2010 and alternate years*

**Sociology 274 (3)—Sociology of Literature**

*Prerequisite: Anthropology 101, Sociology 102, or permission of the instructor.* 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*.

*Spring*

**Anthropology 275 (3)—Feminist Anthropology**

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 2008 and alternate years.*

**Sociology 280 (3)—Gender and Sexuality**

*Prerequisite: One introductory course in sociology or anthropology or consent of the instructor.* 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*

**Anthropology 285 (Religion 285) (3)—Introduction to American Indian Religions**

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*

### **Anthropology 288 (3)—Childhood**

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 2009 and alternate years*

### **Anthropology 290 (3)—Special Topics in Anthropology**

*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 Fall 2008: To Desire and Acquire: Consumer Practice in Anthropological Perspective.**

The seemingly simple question of why people desire and acquire things turns out to have complex and often contradictory answers, particularly when consumer behavior across time and space is considered. This course surveys diverse theories about and case studies in consumption, including the use of resources in traditional foraging band societies, in complex ancient societies such as the Maya, in early-modern Europe during the “consumer revolution,” and in many parts of the world affected by 20<sup>th</sup>-century globalization. The class considers consumer behavior broadly as the use of food, drink, and drugs; personal adornment, vehicles, houses, and domestic accoutrements; art, literature, music, and leisure activities. It concludes with inquiries into the rationality and sustainability of some modern consumer practices. *Bell.*

**Topic for Spring 2009: Artifacts, Buildings, Cemeteries: Field Survey in Historical Anthropology.** This course adopts historic communities as case studies through which to explore relationships among cultural values, social relations, and forms of material culture such as artifacts, buildings, and cemeteries. Students in this course investigate these articulations both by reading the work of preeminent anthropological theorists, archaeologists, architectural historians, and folklorists, and by conducting in-depth studies of historical material culture. The field project focuses on 18<sup>th</sup>- and 19<sup>th</sup>-century cemeteries in Lexington and Rockbridge County. Approximately one-third of class time is spent in seminar discussions, two-thirds in the field. *Bell.*

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

### **Sociology 290 (3)—Special Topics in Sociology**

*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.

#### **Topic for Winter 2009: Modernization and Secularization: The Demise of Religion?**

For some years, “secularization theory” – the view that political and economic “modernization” inevitably produce religion’s demise – was nearly the consensus view among social scientists. More recently, scholars have been forced to question this once common view. Religion seems to remain a powerful force in today’s world. So what is its relationship with modernity? Can societies go through modernization processes and retain their religious character? Is today’s world witnessing a “religious return” or are most cases of large-scale social action in fact oriented towards secular ends? We attempt to answer these and related questions. Students have the opportunity to do field research in local religious settings, though they will not be required to do so.

*Eastwood.*

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

### **Sociology 305 (3)—Power and Society**

*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 2008-2009*

### **Anthropology 332 (3)—Historical Archaeology**

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. *Galke.*

*Not offered in 2008-2009*

### **Sociology 334 (History 334) (3)—Nationalism in Latin America**

*Prerequisite: Anthropology 101, Sociology 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 any FDR or GE requirements). *Eastwood.*

*Winter 2009 and alternate years*

### **Anthropology 338 (History 338) (3)—Anthropology of American History**

*Prerequisites: Anthropology 101, Sociology 102, History 107, History 340, or permission of the instructor.* 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*

### **Sociology 350 (Politics 350) (3)—Social Movements**

*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) *Staff.*

*Not offered in 2008-2009*

### **Sociology 351 (3)—Sociological Theory**

*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*

### **Anthropology 354 (3)—Cultural Theory**

*Prerequisite: Anthropology 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*

### **Sociology 375 (Politics 375) (3)—Methods of Social Inquiry**

*Prerequisites: Politics 100 or 105 or Sociology 102 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*

### **Sociology 376 (Politics 376) (3)—Seminar in Survey Data Analysis**

*Prerequisite: Sociology/Politics 375 or 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. *Jasiewicz.*

*Winter*

### **Anthropology 377 (6)—Field Techniques in Archaeology**

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

*Spring 2010 and alternate years*

### **Anthropology 378 (4)—Archaeological Field Survey Techniques**

*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 2008-2009*

### **Anthropology 379 (6)—Ethnographic Field Methods**

*Prerequisite: Anthropology 101 or permission of the instructor.* Preference given to students who have completed Anthropology 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 2008-2009*

**Anthropology 390 (3)—Special Topics in Anthropology**

*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*.

**Sociology 390 (3)—Special Topics in Sociology**

*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. **Topic for Spring 2009: Microsociology.** An analysis of various models of social interaction with particular emphasis placed on social exchange, symbolic interaction, reality construction, and social dramaturgy. As each approach is studied, socialization and self-development are examined within the context of social determinism and voluntarism. The course concludes with an integration of these orientations, focusing on ideological issues and the development of an emergent model of social interaction. *Novack*.

**Anthropology 401 (1), 402 (2)—Directed Individual Study**

*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*.

**Sociology 401 (1), 402 (2)—Directed Individual Study**

*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*.

**Anthropology 403 (3), 404 (4), 405 (5), 406 (6)—Directed Individual Study**

*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*.

**Sociology 403 (3), 404 (4), 405 (5), 406 (6)—Directed Individual Study**

*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*.

**Sociology 453 (3), 456 (6), 459 (9)—Internship**

*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.

**Anthropology 453 (3), 456 (6), and 459 (9)—Internship**

*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.

**Anthropology 493 (3-3)—Honors Thesis**

*Fall-Winter*

**Sociology 493 (3-3)—Honors Thesis**

*Fall-Winter*