Anthropology ~ Fall 2005 Courses

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Anthropology ~ Fall Courses

**Anth. 10: Introduction to Sociocultural Anthropology**

* TBD

Time Block: K – Monday & Wednesday 4:00- 4:50

Cross cultural analysis of the varieties of human experience in social life. Topics include belief systems and symbolic forms, politics, warfare and social control, family and kinship, subsistence, economic production, and cultural critique. This course emphasizes problems inherent in understanding unfamiliar cultures in their own terms.

**Note:** Students must also register for recitation.

**Anth. 30: Prehistoric Archaeology**

* Lauren Sullivan

Time Block: L+ - Monday & Wednesday 5:30 – 6:45

Survey of human culture from the earliest Paleolithic hunters and gatherers to the formation of states and the beginning of recorded history. Course provides an introduction to archaeological methods, a worldwide overview of prehistoric life ways, and a more detailed analysis of cultural development in the New World.

**Note:** cross-listed as ARCH 30

**Anth. 50: Freshman Seminar: Armies of the Young: Children & Youth in Armed Conflict**

* Rosalind Shaw

Time Block: 7 – Wednesday 1:30 – 3:55

- “I joined the guerillas to escape. I thought I’d get some money and could be independent.” (Girl soldier with FARC in Columbia)
- “Other trainees, if they were caught trying to run away, their hands and feet were beaten with a bamboo stick.” (Boy abducted at age 13 by government forces in Myanmar [Burma])
- “I joined the Mahdi army to fight the Americans.” (12-year-old boy in Najaf, Iraq)

Children and youth are used as soldiers in armed conflicts all over the world. Those who do not become fighters are often displaced and separated from their families. In this full-credit discussion-based class for Freshmen only, we will explore the lives of children and youth in war zones through the lens of Anthropology. Why are children and youth used as combatants? How are they recruited and trained? How do armed groups retain them? What are young peoples’ experiences as fighters or camp followers? What are the challenges of disarming and reintegrating them after conflict? How do the lives of young combatants differ from those of non-combatants, and how do the experiences and needs of girls differ from those of boys? How do cultural ideas about childhood and youth shape these experiences? We will explore these questions through a focus on children and youth in African and Latin American conflicts. As a final project, members of this class will collect materials for a post-9/11 comparison of children and youth in Iraq, Afghanistan, and the USA.

**Prerequisite:** Freshmen only
Anth. 118: Culture and Power in Africa  
*TBD*  
Time Block: M+ - Tuesday & Thursday 5:30 – 6:45

Instead of viewing culture in Africa as a static, “traditional” way of life that is “corrupted” by Westernization, we will explore people’s creativity as cultural actors. Both in the past and today, people in African rural and urban communities alike reshape their cultural ideas and practices with new historical circumstances. In conditions of unequal power such as the slave trade, colonialism, labor migration, postcolonial domination, and globalization, African cultural practices do not simply wither away or become “deformed.” Through the dynamic production of culture, people address processes of modernity and often seek to reshape them in new forms of religion, new forms of ethnic, cultural, cultural, and gendered identity, new legal practices, and new syntheses of art, music, and drama. In this course, we will explore this production of culture through studies in West, East, and Southern Africa.  
**Prerequisite:** Sophomore standing or consent.

Anth. 130: The History of Anthropological Thought  
*Sarah Pinto*  
Time Block: J+ - Tuesday & Thursday 4:00 – 5:15

An exploration into the history of anthropological thought from its origins in 19th century France, Britain, and the United States to the present. Evolutionist, historical-particularist, functionalist, structuralist, materialist, and symbolic approaches will all be discussed.  
**Prerequisite:** Anthropology major or consent.

Anth. 132: Myth, Ritual, and Symbol  
*Cathy Stanton*  
Time Block: F+ - Tuesday & Thursday 12:00 – 1:15

Myth, ritual, and symbol exist in all human societies and play key roles in helping humans to comprehend, function within, and reshape their worlds. Mythography—the study of these topics—can deeply enrich our sense of human possibility and creativity. The course will begin by surveying mythography’s own origin story and development over the past century. We will examine some of the ways in which anthropologists and others have explained myth, ritual, and symbol, including functionalist, historical-geographic, structuralist, psychoanalytical, and interpretive approaches. In the middle part of the semester we will explore some of the specific ways in which myths, rituals, and symbols can serve to organize societies, integrate individuals, facilitate change, and explain and maintain our connection to the cosmos. Drawing on the work of Victor Turner and others, we will investigate liminality, tricksters, shamans, initiation, and the changing relationship of myth and science. Finally, we will ask how myth, ritual, and symbol become located in bodies and landscapes, finishing with a particular focus on contemporary tourist rituals and spaces.  
**Prerequisite:** Anthropology 010, sophomore standing or consent.
Anth. 148: Medical Anthropology
Sarah Pinto
Time Block: H+ - Tuesday & Thursday 1:30 – 2:45
This course introduces students to the cultural basis of illness and curing. The course is concerned both with how non-Western societies perceive and treat illness, and also with how knowledge of non-Western practices can be used to critique and inform the management of our own health problems. The course addresses the meanings of sickness, the nature of relationships between patients and healers, and the effects of culture on health. Ethnographic examples will be drawn from a variety of societies and cultures.
Prerequisite: Sophomore standing or consent

Anth. 149A Sophomore Seminar: Performance & Politics
Cathy Stanton
Time Block: 6 – Tuesday 1:30 – 3:55
This seminar will explore the interweaving of the political and the performative in human cultures. We will explore at the political dimensions of many forms of performance and display (for example, parades, films, plays, festivals, reenactment, museum exhibits, visual art and monuments) as well as the performative aspects of such explicitly political behavior as election campaigns, legal proceedings, speeches, party conventions, and military display. The class will consider how different groups may make use of various performance forms to support, legitimate, challenge, or re-make nation-states and other political systems. We will examine how performative or symbolic violence may relate to actual violence, and some of the complex ways in which performances—often drawing on notions of authenticity and tradition—can be used to articulate and negotiate many kinds of cultural differences. Course materials will be drawn from a wide range of time periods and human cultures, but there will be an emphasis throughout on performance and politics in the U.S., particularly relating to race and nation-building. The iconic figure of Abraham Lincoln will serve as a case study, connecting the course thematically with the exhibit “Forever Free: Abraham Lincoln’s Journey to Emancipation” at Tisch Library during the fall of 2005. We will consider Lincoln both as a political performer in his own right and as a potent symbol invoked in countless performance forms over the past century and a half.

Anth. 149B: Growing Up Latino
TBD
Time Block: G+ - Monday & Wednesday 1:30 – 2:45
What's it like to grow up Latino/a in the United States around the turn of the millennium, a time when Latinos/as are the nation's largest and fastest growing minority? What are the consequences of speaking two languages and living between two cultures? How have US concepts of race influenced the formation of Latino/a identities? What does it mean to be Latino/a, anyway? This course will explore the social and cultural forces shaping how Latino/a youth define themselves within an increasingly multi-cultural society.
Anth. 149C: Music, Blackness, Caribbean Latinos
Raquel Rivera
Time block: J+ M+ - Tuesday 4 – 6:45
Blackness and latinidad (Latinoness) are too often imagined as discreet categories that do not intersect. This course explores the ways in which they do intersect using Caribbean Latino history, identities and musical expressions as examples (from "traditional" Afro-Caribbean music like Dominican palos, Puerto Rican bomba and Cuban rumba, to more recent genres like salsa, rock, hip hop and reggaetón). This course explores the similarities and differences among Spanish Caribbean Latino groups, and also the cultural convergences between Spanish Caribbean Latinos, African Americans and non-Latino Caribbeans. The assigned readings, films and recordings examine the historical and social contexts from which these musical forms have emerged (both in the Caribbean and in the United States), highlighting the intricate relationship between music, race, ethnicity, national identities, migration, gender and commercialization.

Prerequisites: Sophomore standing
Note: cross-listed as Soc 188B

Anth. 149D: Royal Arts of Africa
Peter Probst
Time Block: L+ - Monday & Wednesday 5:30-6:45
Based upon a critical examination of what royal African arts reveal about the nature of kingship and ideas about the divine in Africa, the lecture will focus on three dimensions of art: 1. art as a medium of representation (enhancement, and sublimation of political status) 2. art as a medium of communication (particularly communication with deities, spiritual beings, by sacrificial offerings) and 3. art as a medium of remembrance. (art as a means to arrest, store and report about the past).
Note: cross-listed as FAH 006

Anth. 150: Human Evolution
Stephen Bailey
Time Block: F+ - Tuesday & Thursday 12:00-1:15
Detailed examination of the human evolutionary record from Australopithecus through contemporary populations. Emphasis on the analysis of functional morphology. Particular problems are stressed, including the interplay of early social organization, ecological systems, and bipedalism; origins of modern human populations; and the impact of technology on cognitive evolution.
Prerequisite: Anthropology 020 or consent.

Anth. 182WW: Human Physique
Stephen Bailey
Time Block: 10 – Monday 7 - 10
Our bodies are adaptive landscapes formed by genes, environment, and culture. Physique is studied in the context of biological growth from conception to adulthood with an emphasis on childhood and adolescence. Topics include prenatal determinants of shape and size; impact of malnutrition and disease on children’s growth; sex differences in body
composition and shape; the interplay between cultural and biological constructions of physique; and selective models of attractiveness.

**Prerequisite:** Anthropology 020, consent or graduate standing.

**Anth. 191: Directed Reading in Anthropology**
*Department Members*
**Prerequisite:** Consent. Credit to be arranged.

**Anth. 197: Directed Research in Anthropology**
*Department Members*
Areas for directed research may include physical anthropology, social anthropology, and archaeology. Credit to be arranged.
**Prerequisite:** Consent

**Anth. 198: Apprenticeship in Anthropological Research**
*Department Members*
An intensive application of research techniques to projects currently underway with direct supervision. Credit to be arranged.
**Prerequisite:** Consent

**Anth. 199: Senior Honors Thesis**
*Department Members*
If you are an anthropology major who has been on the dean’s list you may be eligible to do an honors thesis in anthropology. Please discuss this with your advisor, after you have read the section on “Thesis Honors” in the Tufts Bulletin.
**Prerequisite:** Consent
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**SOCIIOLOGY ~ Fall 2005 Courses**

**Sociology 001: Introduction to Sociology**  
*Matthew Gregory*  
Time Block: H – Tuesday & Thursday 1:30 – 2:20  
Introduction to sociological perspectives and concepts for observing and analyzing interaction in large and small groups. How societies maintain social control, set up stratification systems based on race, class and gender, and regulate daily life through institutions such as families and education. Emphasis will be placed on the uses of Sociology.  
**Note:** Students must also register for recitation.

**Sociology 030: Sex & Gender in Society**  
*Jeffrey Langstraat*  
Time Block: K+ - Monday & Wednesday 4:00- 5:15  
Gender defines who we are on the personal and interpersonal levels. For sociologists, gender is also a principle by which division of labor, distribution of resources, and power relations are organized in society. Gender intersects with race and class. Families, labor markets, sexual intimacies, politics, religion, popular culture, etc. are all socially organized according to gender.  
The major aim of this course is to understand how and why (in sociological terms) gendered social arrangements take the form they do, and to empower students to think and act more knowledgeably for self and society around gender issues. The course focuses largely on the United States, As does current thinking, we will emphasize “womanly ways of seeing”. While men may benefit from gender arrangements on a societal level, many men pay a very high cost on a personal level.  

Classes are conducted as part-lecture, part-discussion, with frequent small-group structured-discussion activities centered around the day’s readings. There will be a take-home midterm and final exam; and two short writing assignments in reaction to readings.  
**Note:** This course counts towards the interdisciplinary minor in Women’s Studies.

**Sociology 040: Introduction to Mass Media**  
*Sarah Sobieraj*  
Time Block: C – Tuesday & Wednesday 9:30-10:20  
A general introduction to the social significance of mass media. Explores different channels of communication and how form affects content. Considers the following topics: how media reproduce our values, what effects violence and sexual imagery have on viewers, economics of media production, political regulation, inequality and the representation of minorities in the media, impact of globalization on media.  
**Note:** Students must also register for recitation.

**Sociology 099: Internships in Sociology**  
*Department Members*  
This course consists of a semester’s work in an institutional setting which may be, for example, a government social welfare agency, hospital, or a community organization or action program of some type. Students may make their own arrangements for placement or may receive help from the department, but all placements must be approved by the instructor before the internship is begun. The course grade is based on an evaluation of the student’s work made by the supervisor under whom the work is performed in the field, on at least one substantial tutorial with the instructor, and on a term paper submitted and graded by the instructor.  
**Prerequisite:** Sociology 001 or 010, plus one course in sociology related to internship area.

**Sociology 102: Qualitative Methods in Action**  
*Rosemary Taylor*  
Time Block: K+ – Monday & Wednesday 4:00-5:15  
Social science research requires that we ask our questions in the right manner and acquire information and use it in appropriate ways. This course is about how to do research with a focus on using qualitative information to
address research questions. We will approach our study of qualitative social science from two directions. First, we will review the principal perspectives on research, reading both descriptions of qualitative approaches and examples of qualitative research in sociology. Our focus in this part of the course will be to understand the context of different research approaches and to develop our skills in posing research questions.

The second part of the course is aimed at integrating specific qualitative research methods including data collection and data analysis. Here we will develop our skills in study design and data collection techniques including how to develop questions for surveys, interviewing, and implementing focus groups. We will look at analysis techniques that best use the resulting information, and we will review computer software that help us organize and understand qualitative information.

Students will be required to work on a project throughout the course and are encouraged to select a project of interest. Possible topics will also be discussed in class. The project will serve as an ongoing individual research-design example throughout the course though we will also work together on examples presented in class. By the end of the semester, students will understand how to form a research question, select an appropriate research perspective, and use the basic tools of qualitative data collection and analysis. A mid-term exam and a research paper are required.

**Prerequisites:** One social science course and sophomore standing or consent.

**Sociology 103: Survey of Social Theory**

*Matthew Gregory*

Time Block: M+ - Tuesday & Thursday 5:30-6:45

An overview of three paradigmatic thinkers in the field of sociology—Marx, Weber, and Durkheim, plus an introduction to recent challenges to grand theories of this type including micro-sociological, feminist, post-colonial, & post-modern ways of thinking. Class will construct an intellectual history of the development of these frameworks and trends. Developing interdisciplinary readings of these texts will be foremost among our tasks. Required for majors in Sociology.

**Prerequisite:** Introduction to Sociology or permission of instructor.

**Sociology 112: Crime and Delinquency**

*John Conklin*

Time Block: D – Monday, Tuesday, & Thursday  M 9:30-10:20, TR 10:30-11:20

Sociological findings and perspectives on crime and the processing of criminal offenders. Problems of definition and statistical assessment, public reaction to crime, theories of causation, and treatment programs. Examination of white-collar crime, organized crime, and professional theft. This course will primarily be a lecture course, with questions and comments from students being encouraged in class. There will also be several films. Grades are based on three multiple-choice examinations, two short papers, and a series of data analysis exercises.

Tentative Readings:

- Conklin, John: *Criminology, 8th Edition*
- Conklin, John: *New Perspectives in Criminology*
- Conklin, John: *Why Crime Rates Fell*
- Schwartz & DeKeserdy: *Sexual Assault on the College Campus*

**Prerequisite:** Sophomore standing or consent.

**Sociology 120: Sociology of War & Peace**

*Paul Joseph*

Time Block: G+ – Monday & Wednesday 1:30-2:45

intervention in Afghanistan and Iraq. Impact of media coverage of recent conflicts. Debate over the meaning of
global security.

**Note:** cross-listed as PJS 120.

**Prerequisite:** One Sociology course or PJS 001, or junior standing, or consent.

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**Sociology 121: Sociology of Law**

*John Conklin*

**Time Block:** H+ - Tuesday & Thursday 1:30 – 2:45

Law as an agency of social control and its relation to other social institutions. Legal enactments and decisions
seen in sociological perspective. Social functions of courts, judges, and the legal profession. The potential
contribution of social research to understanding, formulating and implementing the law.

The first half of the course will focus on general perspectives of the law, including the social sources of the law
and the impact of the law on behavior. The second half of the course will emphasize aspects
of the legal system including the police, lawyers, legal aid, and the courts. This course will
combine lectures with class discussion of legal controversies around certain social issues.

There will be four book essays, three brief “reaction papers” following films, and two student
paper presentations to the class.

**Tentative Readings:**

- Abel, Richard: *Lawyers: A Critical Reader*
- Harr, Jonathan: *A Civil Action*
- Kassin, Saul & L. Wrightsman: *The American Jury*
- Kennedy, Randall: *Race, Crime, and the Law*

**Prerequisites:**

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**Sociology 184: Non profits, states, and markets**

*Susan Ostrander*

**Time Block:** 6 – Tuesday 1:30 - 3:55

What is nonprofit organization and activity? What is its relationship to democracy, civil society, and civic
participation? Why do nonprofit organizations exist, how are they governed, and what is their impact?

Nongovernmental nonprofits (or NGO’s) are a focus of citizen action public policy advocacy, service delivery,
and a host of other activities. All of us use the services of nonprofit education and health and human service
agencies; act in local, state, and national organizations to improve our communities and society; contribute time
and money to groups that do community service, community development, and community organizing; and attend
events at arts and cultural organizations. A growing number of people are employed in nonprofits. Nonprofits are
essential to democracy, civil society, and civic action.

This course is intended for people who are considering future careers in nonprofits; or who simply want to
increase their knowledge about nonprofits to be more fully informed volunteers, donors, and clientele of
charitable and other nonprofits.

Readings are largely research and concept based. While this is not a “how-to” or nonprofit management course,
we consider how knowledge informs practice, and practitioner knowledge is valued.

All aspects of nonprofit activity are considered, including public-private partnerships and cross-sectoral
collaborations; fundraising and governance; board-staff relations; the use of volunteers; and evaluating impact and
effectiveness.

This is an upper division seminar so student participation is central. There will be several guest speakers. The
main assignment is a final paper – perhaps an organizational case study, or an in-depth look at one of the main
issues based on the kind of reading assigned for the course.

**Prerequisite:** Senior Undergraduate or Graduate Student status. Must have volunteered or worked in a nonprofit.

**Note:** cross-listed as UEP 273
Sociology 186 Seminar: International Health Policy
Rosemary Taylor
Time Block: L+ N+ - Wednesday 5:30 – 8:15
This seminar examines health-related dilemmas faced by nations in the post-war period: how they become defined as an immediate threat to the public’s health, and how political economy, social structure, political institutions and cultural myths about health and illness affect policy responses in different countries. Strategies to deal with the re-emergence of infectious diseases (eg. tuberculosis) are compared with those utilized to combat chronic illnesses (eg. cancer and heart disease). What kind of resources are made available for basic research, for treatment and for prevention in different nations? Who initiates action? How have nations mobilized to meet new or perceived threats to their citizens’ health such as environmental hazards and bioterrorism? How do they choose solutions as they debate the appropriate limits to government intervention? What is the role of international organizations in the construction of national policy? Case studies such as infant mortality, cancer, the human form of “mad cow disease”, the global “drug problem”, and AIDS are explored in a comparative context. We will also explore health care system problems, such as cost containment, quality and access, when they bear on nations’ policy options.
Prerequisite: Junior standing, two social science courses
Note: cross-listed as CH 186

Sociology 188A Seminar: Children of Immigrants and Immigrant Children
Paula Aymer
Time Block: 5 – Monday 1:30 – 3:55
Millions of children have accompanied parents and relatives into exile and settlement in host countries throughout the world. Researchers are just beginning to examine the issues of parenting, childhood, transnationalism, and identity that immigrant children face. The course will focus on refugee and immigrant communities in the United States and East Africa to highlight the unique parenting patterns that are evident cross culturally, and issues of childhood and adolescence that affect children who arrive as part of immigrant families or rejoin immigrant parents through family reunification policies. Attitudes of citizens in receiving countries, institutional processes that help or hinder assimilation, and policies that encourage or discourage settlement of immigrant children in host countries will be studied.
Prerequisite: Junior standing, Sociology 001, or consent

Sociology 188B Music, Blackness, Caribbean Latinos
Raquel Rivera
Time block: J+ M+ - Tuesday 4 – 6:45
Blackness and latinidad (Latinoness) are too often imagined as discreet categories that do not intersect. This course explores the ways in which they do intersect using Caribbean Latino history, identities and musical expressions as examples (from "traditional" Afro-Caribbean music like Dominican palos, Puerto Rican bomba and Cuban rumba, to more recent genres like salsa, rock, hip hop and reggaetón). This course explores the similarities and differences among Spanish Caribbean Latino groups, and also the cultural convergences between Spanish Caribbean Latinos, African Americans and non-Latino Caribbeans. The assigned readings, films and recordings examine the historical and social contexts from which these musical forms have emerged (both in the Caribbean and in the United States), highlighting the intricate relationship between music, race, ethnicity, national identities, migration, gender and commercialization.
Prerequisites: Sophomore standing
Note: cross-listed as Anth. 149C

Sociology 198: Directed Research
Department Members
Open to properly qualified advanced students through consultation with a member of the faculty. Credit as arranged.
Prerequisite: Permission of instructor
Sociology 199: Senior Thesis

Department Members

If you are a sociology major who has been on the dean’s list, you may be eligible to do an honors thesis in sociology. Please discuss this with your advisor, after you have read the section on “Thesis Honors” in the Tufts bulletin.