This newsletter provides sociology majors and anthropology majors/minors with important updates including registration information for Fall 2017 classes and news and happenings in the department.

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### Key Dates

**Advising for Fall 2017 Semester**
Enrollment advising for Fall 2017 begins March 15 and continues through April 11. Be sure to meet with your advisor during these dates.

**Online Enrollment Appointments**
- **Class of 2018** - April 20 - 21
- **Class of 2019** - April 24 - 25
- **Class of 2020** - April 27 - 28

**Seminar Application**
Department seminar courses require permission to enroll. To be considered, complete the online application by **Monday, April 10 at noon**. It is available **only** online and can be found on the department's home page: [http://holycross.edu/academics/programs/sociology-anthropology/seminar-application](http://holycross.edu/academics/programs/sociology-anthropology/seminar-application)

Students will be notified by e-mail of their status for enrolling in a seminar and issued a permission number.

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### Anthropology Minor Requirements

**Requirements (6 course minimum):**
- Anthropological Perspective (ANTH 101)
- Ethnographic Field Methods (ANTH 310)
- Theory in Anthropology (ANTH 320)
- One advanced course at 300 or 400-level
- Six anthropology electives (two electives may be sociology courses)

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### Sociology Major Requirements

**Recommended sequence of courses:**
- Sociological Perspective (SOCL 101)
- Development of Social Theory (SOCL 241)
- Social Statistics (SOCL 226)
- Logics of Inquiry (SOCL 223)
- One advanced course at 300 or 400-level
- Five sociology electives (two electives may be anthropology courses)

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### Anthropology Major Requirements

**Requirements (10 course minimum):**
- Anthropological Perspective (ANTH 101)
- Ethnographic Field Methods (ANTH 310)
- Anthropological Theory (ANTH 320)
- One advanced course at 300 or 400-level
- Six anthropology electives (two electives may be sociology courses)

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### Courses - Fall 2017

For schedule of classes and course descriptions, refer to the College Catalog or STAR online.

**ANTH 101s Anthropological Perspective (3 sections - in STAR)**
- ANTH 101 Contemporary Asia MWF 11:00-11:50
- ANTH 253-01 Gender and Development MWF 1:00-1:50
- ANTH 253-02 Gender and Development MWF 2:00-2:50
- ANTH 269 Fashion & Consumption MWF 3:00-3:50
- ANTH 320 Theory in Anthropology WF 12:30-1:45
- ANTH 351 Anthropology of Biotechnology T 1:00-3:30
SOCL 101s  Sociological Perspective (5 sections - in STAR)
SOCL 203  Racial and Ethnic Groups  MTR 1:00-1:50
SOCL 223  Logics of Inquiry  WF 8:30-9:45
SOCL 226  Social Statistics  W 11:00-1:30
SOCL 238  Cities and Environment  TR 12:30-1:45
SOCL 241  Development of Social Theory  M 9:30-12:00
SOCL 274  Sociology of LGBTQ Studies  WF 12:30-1:45
SOCL 277-01  Gender and Society  TR 9:30-10:45
SOCL 277-02  Gender and Society  TR 11:00-12:15
SOCL 299  Race, Crime and Justice  MTR 2:00-2:50

*SOCL 361  Leadership, Religion, & Social Justice  T 9:30-12:00
*SOCL 399  (Precarious) Work  F 11:00-1:30

* Requires a seminar application located on the Sociology and Anthropology department home page:

NEW 200 Level Course

SOCL 299-01  NEW  MTR 2:00-2:50
Race, Crime and Justice
Prof. Melissa Weiner

#BlackLivesMatter #LatinoLivesMatter
#IndigenousLivesMatter #MuslimLivesMatter
#SayHerName #ShutItDown

The Black Lives Matter movement has brought national and international attention to police violence against and the mass incarceration of people of color in the US. The US prison system is the largest in the world and disproportionately incarcerates young men (and increasingly, women) of color while often ignoring wealthy whites who wreak environmental and economic destruction. This course will focus on the ways in which laws embedded in the US criminal justice system exclude vast segments of the population from full citizenship rights by criminalizing the actions (and very existence) of people of color. Tracing the historical development of criminal policies targeting people of color, students will encounter a wide range of topics related to policing, criminalization, and mass incarceration, their consequences for individuals, communities and racial inequality, and contemporary social movements seeking racial justice in these areas, with special consideration of the current administration.

Seminar Descriptions, Fall 2017

ANTH 320  WF 12:30-1:45
Theory in Anthropology
Prof. Jeremy Jones  Permission needed

This seminar provides an in-depth and historical exploration of the ways in which anthropologists have theorized culture since the discipline's founding in the 19th century. We will study some of the key trends, concepts, and models in anthropological theories of culture: evolution, functionalism, interpretive anthropology, Marxism, feminist anthropology, postmodernism, globalization, and neoliberalism. A central concern will be how anthropologists have defined culture, conceptualized its processes, and theorized how individuals interact with culture in ways that challenge or reproduce power relations, political economy, and social structures.

ANTH 351  T 1:00-3:30
Anthropology of Biotechnology
Prof. Alvaro Jarrin  Permission needed

This course examines how our lives, identities and futures have been and will be transformed by new biotechnologies and their implications. From pharmaceuticals and the human genome to plastic surgery and organ trafficking, our subjectivities are being redefined as exceeding the “natural” limits of our bodies and entering a “posthuman” era of uncharted ethical and political implications. In this course, we will learn the analytical tools developed by anthropology, the history of medicine and science studies in order to understand how medical science approaches the body and produces knowledge about it. We will explore the role that globalization and capitalism are playing within the development of new biotechnologies, and examine how race, gender and sexuality are being reconfigured within this new paradigm. If new subjectivities or forms of citizenship are being created through biotechnology, what do they look like, and how are these new actors engaging with society?

SOCL 361  T 9:30-12:00
Leadership, Religion, and Social Justice
Prof. Susan Crawford Sullivan  Permission needed

An advanced community-based learning seminar focusing on leadership development and religious teachings on social justice. Course will look at comparative religions while primarily focusing on Catholic social teaching on issues such as poverty, immigration, and the environment, as well as biography of spiritually-inspired leaders for justice. Course includes sociological analysis of Catholic social thought, leadership, power, poverty, social movements, and organizational behavior. Students will analyze and write about their own semester-long leadership CBL projects in light of course readings.

SOCL 399  NEW  F 11:00-1:30
(Precarious) Work
Prof. Jeff Dixon  Permission needed

“Precarious work” refers to forms of employment that are insecure; Kalleberg (2009, 2011) calls these “bad” jobs. This seminar examines different forms of precarious work, such as part-time and temporary work in the U.S.,
comparing them to what Kalleberg calls “good jobs,” which usually offer benefits, greater pay and more security. In the course, we will attempt to answer a number of questions that should be not only intellectually interesting, but also personally relevant as you enter the labor market yourself: How do economic conditions, labor market regulations, and employers’ decisions shape the availability of jobs? How do sociological factors, such as race, ethnicity, gender, sexuality, and cultural capital shape who gets a job and what type of job one gets? What are the psychological and health consequences of having a good versus a bad job? What does the future of work hold, given technological and other changes? In the seminar, you will be responsible for reading the equivalent of a book a week, writing nearly weekly response/reaction papers, actively participating in class, and completing a presentation and final research paper based on quantitative or qualitative data you collect and analyze. The seminar will be a lot of “work”—pun intended—but it should be worthwhile.

You are invited to attend the presentations of student scholarship at this year’s Academic Conference.

**Ethnographic Field Methods (Anth 310)** students will present on Friday, April 28, 1:00 to 4:00 pm in Hogan.

- Tori Blot '18 Mistrust of Western Medicine: Researching the Perceptions of Western, Non-Western and Alternative Medicine among Multicultural Students and their Families
- Vasco Chavez-Molina '18 Politics and Social Dynamics on a College Campus
- Jonathan Chirico '17 National and State Cannabis Culture
- Kamela Dino '18 Traditions and Culture among Albanian Americans in Worcester
- Kelley Ann Ferreira '17 The Effects of Diversity on Students in the Classroom on the Hill
- Amanda Gibson '17 Class and First Generation College Students
- Lilly Pearce '17 It’s an “Ad” World: The Subjugation of Women within Advertisements
- Vanessa Rai '17 Pieces of Home? Art and Identity among Worcester’s Bhutanese and Nepalese Refugees
- Mary Welsh '17 Affect in Art Education: The Aims of Art Education and the Facilitation of Creativity Through Teaching Styles
- Mia Yee '19 Understanding the Experience of Asian Americans in the United States Across Ethnic, Generational, and Racial Boundaries

**Sociology & Anthropology Honors Program**
The students will present on Wednesday, April 26 from 9:00 – 12:00 pm in Hogan.

- Elena Ferguson '17 A Different World: Exploring Race through Travel Blogs
- Hildie Hoeschen '17 Call the Midwife?: A Comparative Analysis of Women's Lived Experiences of Childbirth Under the Care of a Midwife in the United States and United Kingdom
- Sara Newstein '17 The Self, Authenticity and Postmodernity: Social Media Rejection
- Keith Plummer '17 Avowal and Queer Liberation: Discourse, Identity, and Social Change
- Alex Taurone '17 AfterMath of Genocide: Unraveling Blackboxes in the Guatemalan Civil War
- Hannah Tulinski '17 Barbie as Cultural Compass: Embodiment, Representation, and Resistance Surrounding the World’s Most Iconized Doll

**Women’s March**

**Student Data Collection at the 2017 Women’s March**
By Prof. Selina Gallo-Cruz

On January 21, the day after the presidential inauguration of Donald Trump, an estimated five million people around the world marched peacefully in a collective outpouring of fear, frustration, despair, upset, hope, fervor, solidarity, and resistance. The 2017 Women’s March, a march of historic nature and scale, possessed what sociologists might consider a social ‘magnetism’, a bringing together of participants motivated by so many different types of issues. Following the leadership of women’s organizations and many different constituencies around the country, this event also marked a phenomenal shift in how mobilization now occurs. The march was digitally organized and came together in just months. Its decentralized form allowed for solidarity to be experienced across the nation and across the globe, with over 600 cities hosting marches on January 21. What drew different types of people to the Women’s March and what were they hoping to achieve? These were the empirical questions my colleagues, myself, and students from colleges and universities across the US sought to uncover in our national survey project, MobilizingMillions (info on the survey can be found at: www.mobilizingmillions.org). This data collection effort involved on-the-ground field work at a dozen marches and an online Facebook campaign to disseminate surveys to thousands of participants. This type of on-the-ground survey work is hard work, especially at a protest event where energies are high, the outcome is unknown, and as participant observers who want to both march with and take note of what brings the masses into the streets.

Below are the reflections of your peers in Sociology and Anthropology who attended and collected data at the Boston and DC marches.

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**Sociology and Anthropology Newsletter**

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Katelyn:

2 Majors, 1 Minor ∞ Paths

participate, the other student researchers and our site leads are a throng of people, looking for individuals who I might recruit to participate, the other students a few blocks from where the March had been scheduled to kickoff. We handed off our materials to our site lead, Professor Gallo-Cruz, we were off to start collecting contact information. After a rocky start, I was able to collect a significant number of email addresses before noticing that people were beginning to gather toward the march route. I began to make my way towards the street, but it was well over an hour before I even saw pavement. The wait, however, was pleasant, as the energy in the air was eager, but not impatient. At this point, I started to feel overwhelmed by the solidarity of the day. I was honored to stand peacefully beside so many people who shared my values and beliefs, as well as be part of a project trying to document this historic movement. I marched the route until I reached the Holy Cross bus and sat next to the same woman on the ride home. She hugged me when we arrived back at Holy Cross, told me she was proud of me, and wished me luck in my future endeavors. This moment summed up the day for me — that sense of support from people who really care about others and their futures. My first experience at a march and doing sociological research was overall a wonderful one, and I hope to have many opportunities to do both in the future.

Boston, MA

Keith:

As I listened to each of the speakers at the Women’s March Rally, it quickly became clear why I was there. Speaker after speaker came forward (even our very own Elizabeth Warren!) discussing all the people persecuted under Trump’s campaign and upcoming regime—the Native Americans, people of color, the LGBTQIA+ community, women, Muslim people, immigrants, etc. The message rang ever so clear, we might be targeted but we were ready to fight, and we were going to stand in solidarity while we fought together. It was intersectionality realized; all the sociology and gender studies courses I have taken seemed to take life in the crowd and on the speakers’ stage. A quick survey of the throng of protesters brought back similar affirming feedback. Signs saturated the crowd advocating for each segment of the population in clever and succinct fashions. Certainly, some of these signs could have benefited from a brief sociological reflection.

Washington, DC

Hildie:

When I arrive via metro in downtown Washington, DC around 8:00am, the city is already buzzing. Small seas of pink-topped heads—women and children wearing their “pussy hats”—are already starting to gather on around the National Mall, where the March is scheduled to begin at 1:00pm. After meeting with my fellow researchers at a nearby hotel, we walk together toward the Mall, following the growing crowds of Marchers. Upon reaching a collection of satellites and bleachers, which had been set up in preparation for the day’s event, we decide this is as good a place as any to get started collecting data. While I begin to wander through the crowd, which is growing in energy and intensity by the minute, I find myself becoming more torn from my role as researcher. What I want is simply to find myself becoming more inclined to approach other young women like myself), but I’m also receiving active pushback from individuals who aren’t interested in participating. Some don’t want to take the time, while others appear to be safeguarding their personal information (we are asking for email addresses so that a survey link can be sent later on). One gentleman even harasses me about ethical protocols, asking if I could present evidence of IRB approval. It turns out data collection can be hard work. Furthermore, as I walk amidst the crowd, which is growing in energy and intensity by the minute, I find myself becoming more torn from my role as researcher. What I want is simply to be there, as a citizen and active participant; but this research is important, and I am committed to contributing to it. In the end, I was lucky enough to do both: after about an hour-and-a-half of recruiting participants for the project and handing out flyers, I made my way (more like struggled… Cell service was down across the city center) through the crowd to regroup with my fellow researchers. Though it was much trickier than expected—with upwards of 500,000 people in one small area, it was worse than stop-and-go traffic on Interstate 90—I finally managed to find the other students a few blocks from where the March had been scheduled to kickoff. We handed off our materials to our site lead, grabbed some signs lying on the ground, and away we marched.

Boston, MA

Katelyn:

The morning of the march, I anxiously headed up to Hogan Campus Center where those of us riding the Holy Cross shuttle would be meeting before departure. All I could think about was how in a few hours I would have to randomly approach people and ask them to give me their contact information, which I did not think would be particularly easy for me. I had never been to a march or rally of any kind before and was unsure of what to expect. On board the bus, I chatted with my seatmate (a middle-aged women) who asked me if I had attended previous rallies (no) and what my expectations were for this one (frankly, I had none). Our conversation made the bus ride go quickly, and I loved hearing her stories of protests she had attended in her college years and how it felt to be involved in those historical social movements. As our bus pulled into the Boston Common area, I was immediately struck by the sheer magnitude of people present. I had no concept of how large the event would be or even what a crowd of this size might look like. Once we unloaded from the bus, we were supposed to meet up with the other student researchers, but due to poor cellular service we were unable to find them. With a few final words of advice from our site lead, Professor Gallo-Cruz, we were off to start collecting contact information. After a rocky start, I was able to collect a significant number of email addresses before noticing that people were beginning to gather toward the march route. I began to make my way towards the street, but it was well over an hour before I even saw pavement. The wait, however, was pleasant, as the energy in the air was eager, but not impatient. At this point, I started to feel overwhelmed by the solidarity of the day. I was honored to stand peacefully beside so many people who shared my values and beliefs, as well as be part of a project trying to document this historic movement. I marched the route until I reached the Holy Cross bus and sat next to the same woman on the ride home. She hugged me when we arrived back at Holy Cross, told me she was proud of me, and wished me luck in my future endeavors. This moment summed up the day for me — that sense of support from people who really care about others and their futures. My first experience at a march and doing sociological research was overall a wonderful one, and I hope to have many opportunities to do both in the future.
concerning body-positivity, trans-inclusion, and not to weaponize and reify toxic aspects of masculinity—however the sentiment was still heard loudly despite all the “noise.” We were not *going to be silent* in the face of our own oppression or the oppression of others. In the process of my data collection for the survey this sense of solidarity was sometimes advantageous. Marchers would hear me as I gave my spiel to someone and ask if they could participate *caught up in the fervor* of the event. Yet, I was still met with skepticism and indifference from other participants. Getting participants was especially hard once the march actually commenced as people did not want to be bothered with a survey when they were taken by the collective effervescence of the moment. The Women’s March felt like a *living, breathing piece of Sociology* and I’m so happy I attended.

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**Faculty New Publications**

**Articles**


DOI: [http://dx.doi.org/10.1016/j.emospa.2017.02.001](http://dx.doi.org/10.1016/j.emospa.2017.02.001)


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**Department Events**

**Asian Studies lecture series**

“Engendering Asian Americans”

**Monday, March 20**, 4:30pm, *Rehm Library*

Miliann Kang, Associate Professor of Women, Gender, and Sexuality Studies, University of Massachusetts, Amherst, “Manicuring Race, Gender, Class and Immigration in Nail Salon Interactions.” Co-sponsored with SCAN and GSWS.

**Tuesday, April 4**, 4:00pm, *Rehm Library*

Stanley Thangaraj, Assistant Professor of Anthropology, City College of New York, “Racial Ambiguity and South Asian American Basketball Communities: The Politics of Comparative Racialization.” Co-sponsored with SCAN, GSWS, Rehm Family Fund.

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**Career Night**

**Sociology Majors and Anthropology Majors & Minors**

**Thursday, March 30**, 6:00 pm

*Beaven 125*

*Pizza and dessert will be available*

Professors *Jeff Dixon* and *Ann Marie Leshkowich* will give a background on what YOU can do with a sociology and anthropology degree, respectively. Career Services will provide information on what our department's recent majors and minors are doing with their degrees. Finally, mock interviews will likely be conducted.

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**Study Abroad**

The Department of Sociology and Anthropology strongly encourages students to participate in year-long, semester, Maymester and summer study abroad programs. Students can transfer up to four courses from abroad as electives toward their majors. In addition, sociology majors can often fulfill their theory requirement abroad. Please consult with Prof. *Jennie Germann Molz* to see if your study abroad program offers an equivalent theory course.

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**Graduate Studies**

Professors **Jeremy Jones** and **Ellis Jones** are the department’s Graduate Studies advisors. They can help you explore graduate school opportunities in our fields and also in related areas such as public health, gerontology, area studies, and international development.

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**Department Announcements**

We are delighted to announce that Professor **Renee Beard** has received a Frederick Burkhardt Residential Fellowship for Recently Tenured Scholars, made possible by the generous assistance of The Andrew W. Mellon Foundation. Professor Beard will hold the fellowship during the 2017-2018 academic year at the Gerontology Institute at the University of Massachusetts, Boston where she will continue to work on her research project *Listening to Early Alzheimer’s Disease (LEAD): Experiences over Time.*

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