

SOCIO-PATHS

A Quarterly Undergraduate Newsletter from the Department of Sociology

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UCSD Department of Sociology

<http://sociology.ucsd.edu>

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GOOD NEWS – ELECTRONIC WAIT LISTS HAVE ARRIVED AT UCSD!

Impacts ALL Students, Undergraduate and Graduate!

- If a class you hope to add for Fall 2006 is full, get on the Web Reg wait list now, during pre-registration.
- Web Reg wait lists will be used by ALL departments from pre-registration through the add deadline.
- The wait list sequence is first-come, first-served.
- An automated computer program will move eligible students off the Web Reg wait lists and into classes as seats become available. It will run nightly from early September through the end of the second week of the quarter (October 6).
- The program will send messages to your @ucsd email about the outcome of add attempts.

Read Important Details: <http://blink.ucsd.edu/go/wait>



SOCIOLOGY COURSES OFFERED DURING SUMMER SESSION

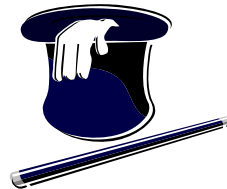
There is still time to enroll in courses being offered in summer session.

First Session: July 3—August 5

SOCL1A The Study of Society
SOCA100 Classical Sociological Theory
SOCC129 The Family
SOCD187S The Sixties

Second Session: August 7—September 9


SOCL60 Practice of Social Research
SOCA109 Analysis of Sociological Data
SOCB160L Law and Culture
SOCB162 Popular Culture
SOCB172 Films and Society
SOCC153 Urban Sociology
SOCC157 Religion in Contemporary Society
SOCD169 Citizenship, Community, and Culture
SOCD177 International Terrorism
SOCD188J Change in Modern South Africa



Disappearing Acts for 2006/2007

- Dr. **Tomás Jiménez** received a joint fellowship at the Center for Comparative Immigration Studies and the Center for US-Mexico Studies. He will be gone fall and winter quarters, but will teach in the spring.
- Dr. **Andy Lakoff** received fellowships from the International Center for Advance Studies at NYU and the Social Science Research Council in New York and will be spending another year in New York.
- A Guggenheim fellowship was awarded to Dr. **John Skrentny**. He will only be teaching in the fall. ■

CONGRATULATIONS ONE AND ALL!



HATS OFF
to the Sociology Majors
who successfully completed
the 2005/2006
HONORS PROGRAM

Christina Burke..... *'High Distinction'*
Rafael Colonna..... *'Highest Distinction'*
Jami Frazier..... *'Distinction'*
Jenny Gilligan..... *'High Distinction'*
Minh Ho..... *'Distinction'*
Lindsey Jenkins-Stark..... *'High Distinction'*
Joseph Klett..... *'Highest Distinction'*
Louise Ly..... *'Highest Distinction'*
Maki Matsumura..... *'High Distinction'*
Caroline Matthew..... *'Distinction'*
Sarah Morando..... *'High Distinction'*
Mark Nichols..... *'Highest Distinction'*
Kate Stormogipson..... *'High Distinction'*

WELL DONE!

The Department of Sociology was well represented at the **19th Annual Undergraduate Research Conference**, which was held on May 20, 2006. The conference is coordinated by the Academic Enrichment Program, which relies on nominations from faculty members. The sociology majors who presented papers were:

Rafael Colonna, “Doing Motherhood, Doing Labor: A Qualitative Study of the Relation-

ship between Biological Parenting and the Division of Domestic Labor in Lesbian Households”

(Nominated by Professor Mary Blair-Loy)

Ivy Dulay, “Filipino Language: Connecting Generations through Language”

(Nominated by Professor Christena Turner)

Louise Ly, “Can ‘Ana’ Help? Examining Cyber Spheres of Pro-Ana”

(Nominated by Professor Maria Charles)

Maki Matsumura, “The Economic Effects of a Living Wage Ordinance: A Comparative Analysis of Pittsburgh and Cleveland”

(Nominated by Professor Isaac Martin)

Caroline Matthew, “Entering the Feminine Domain: Male Nurses’ Negotiation of Gender and Occupational Stereotypes”

(Nominated by Professor Maria Charles)

Sarah Morando, “Gendered Jobs: How the Male Presence in the United States Apparel Industry has Affected Garment Work and Garment Workers”

(Nominated by Professor April Linton)

Kate Stormogipson, “A Micro-Level Study of Living Wages: The Effects of Hourly Wage on UCSD Service Workers’ Well-Being”

(Nominated by Professor Isaac Martin)



AND THE WINNER IS:

Joseph Klett

Recipient of the 2005/2006 Outstanding Academic Paper Award in the Department of Sociology for his honors thesis entitled A Lossy Medium: Digitized Music and Consumer Understanding is Joseph Klett, graduating senior.



Honors Program

Now is a good time to consider whether you want to participate in the 2007/2008 honors program and plan accordingly. Don't miss out on the opportunity to participate in the

honors program because you failed to prepare in enough time to complete the prerequisites. Applications will be due at the end of week five in spring 2007.

The eligibility requirements for students interested in applying to the Department of Sociology Honors Program are:

- ◆ **Junior or Senior Standing.** Students must have completed 90 units prior to the program's start date. Because the applications are due in the spring, sophomores may apply for the following fall, provided they will have completed the 90 units prior to the beginning of the fall quarter.
- ◆ **Sociology Major GPA** must be at least 3.5. **Overall GPA** must be at least 3.2.
- ◆ **Soc/A 100 and one upper-division "method" course** must be completed prior to the program's start date.
- ◆ **Completion of at least four upper-division sociology courses** prior to the program's start date. Even though applications are due in early spring, you may count the upper division sociology courses that you are enrolled in during spring. Soc/A 100 and Soc/A "method," (both required) count as two of the four courses.
- ◆ **Recommendation by faculty members** familiar with your work. You are asked to provide the names of at least two sociology professors who will recommend you. They will be asked to evaluate your class participation and your writing ability. Make yourself visible, both in class and by visiting your professors during their office hours. When given, take the option to write a paper. Your professors will then have the materials they need to give a complete evaluation.

If you have specific questions or need more information on the honors program, please meet with Dee-Dee Higgins in the sociology main office, SSB 401, at your convenience. ■

**"Be faithful to that
which exists within yourself"**

-André Gide

Question and Answer Corner

Can I take a course that is to be used for my sociology major with a PASS/NO PASS grading option?

NO, all course work for the major must be taken for a letter grade and a C- or better must be achieved. This includes courses taken abroad or transferred from another university.

What about an Independent Study course, which can only be taken for a PASS/NO PASS?


One Independent Study course can be used for the major, even though the grading option is Pass/No Pass. This is the only exception to the rule above; no other course that is to be used for the Sociology major can be taken Pass/No Pass. ■



Miscellaneous Reminders

Course descriptions for fall courses are now available in the main office (SSB 401) as well as on our web site - <http://sociology.ucsd.edu>

Always make a **back-up** copy of your papers. Turn papers in to your professor at the appointed day and hour or during their office hours. If that is not possible, you may turn them in at the main office where they can be date stamped and placed in your professor's mail box. Never slide papers under a door. ■



Didn't we just have spring break? The answer is YES, but it is not too early to start planning for next year if you want to take advantage of a wonderful volunteer opportunity available to students. You'll need time for fund raising, educating yourself about the culture that you may be traveling to and obtaining a passport/visa if necessary. Alternative Spring Break is a registered student organization open to all UCSD students. Trips are life changing for the volunteers who go to distressed communities providing an array of much needed services.

Some examples of past trips include:

- Tijuana: orphanage/day care center
- Brazil: homeless shelter, day care center, center for mentally disabled children
- Peru: Senior Citizen Care Center

Two of the site leaders for the 2006 spring break trip to Peru, Chapin Cole, Sociology Major and Melissa Higgins, Sociology Minor have written of their experience in the following articles. You will see what they mean when they say the trip is life changing. In addition to their articles, they also write "we want to stress the wide variety of Alternative Breaks on campus. There are also spring break trips to Costa Rica, Russia, and the areas effected by Katrina, summer trips to Africa and more. These are hosted by organizations such as Alternative Spring Break, Habitat for Humanity, CALPIRG, Hillel, Arusha Project and others.

It's important to note that Alternative Breaks extend far beyond the one (or few) week experience. They are extremely intense and fast-paced trips during which participants volunteer, learn, and reflect on their experiences. By doing this, students come back home and remember lessons learned, such as the importance of service-learning and cross cultural understanding. They can then implement these ideals in their day to day lifestyle and continue to promote them to everyone they meet."

Students interested in learning about any Alternative Breaks on campus, can email altsprngbreak@yahoo.com or check out the website: <http://lead.ucsd.edu/getinvolved/>

Alternative Volunteering: My ASB Experience in Peru by Melissa Higgins

I was a site leader for this year's Alternative Spring Break trip to Lima, Peru. It has been a goal of mine that through the creation and expansion of this organization at UCSD, students learn about social issues in and outside the U.S. and experience these issues through volunteering. Through this I hope they will be motivated to continue a life

of service and social action. This year's trip has far exceeded my expectations and has affected me deeply.

Our group volunteered in a community of Lima called Villa El Salvador, a self-built community raised from desolate conditions in the 70s. These Peruvians built a community on top of nothing in the arid desert land of the Lima outskirts, organizing themselves into blocks of participatory residents, all responsible for separate social sectors of the very poor and in need of much help.

The week we were there we volunteered at an elderly care center called "Los Martincitos" with poor and abandoned abuelos (elders). It is open to the abuelos on Mondays, Wednesdays, and Fridays, whereas Tuesdays and Thursdays are reserved for building projects, cleaning, outreach, and checking up on the abuelos that don't come to the center anymore. We went to the center on Monday, Wednesday and Friday and served breakfast and lunch—this food is sometimes the only food the abuelos eat all week, and is even taken home by some and shared with family members. We also engaged in numerous other activities with the abuelos such as stretching, haircuts, massages, arts and crafts, manicures, and Spanish education (many abuelos speak only Quechua, one of the indigenous languages of Peru).

While I was initially unsure how much of an impact we'd really make in just one week with the abuelos, these doubts were almost immediately crushed. Just one example of this is when a man asked us if we were from Peru. When I replied that we were from "los Estados Unidos," he was shocked and continued to thank us and bless us for coming to his community.

I felt really good at that moment. The U.S. is involved in so much negative activity abroad and I've encountered so many negative attitudes about America. I was happy to have the opportunity to reverse these attitudes for one moment and possibly represent my country in a positive light—we weren't saviors trying to change their culture or their lives, we only came with caring and open hearts, willing to experience anything.

The most moving part of the trip was on Thursday when I had the opportunity to go on house visits in the community with one of the Sisters from Los Martincitos. We stopped in on homes of abuelos who were too sick or were incapable of coming to the center anymore. These abuelos were afflicted with a wide range of problems, including depression, tumors, and congestive heart problems. These problems affected them threefold because of the inability of many of their children to give them the care they need, therefore leaving them to take care of themselves. All of the abuelos we visited lived in houses often smaller than the small single bedroom I have here at home. Sometimes and sometimes not they consisted of one light bulb, a stove, dirt floors, a window and corrugated tin roofs—in all cases, parts of the house were exposed to outside weather conditions—no protection against the dense fog and cold that Lima gets at certain times of the year.

Despite their conditions and difficult lives, their hope really inspired me—one 84-year-old woman ran enthusiastically to show us her house—she was so proud of a light-switch connected to a hanging light bulb that some volunteers

had installed in her house. On another day, abuelos rushed us into an area to dance with us (for hours!)—they had incredible energy, love, and warmth—amazing to me among their conditions.

This trip has inspired me in so many ways. The people I met and talked with and the things I witnessed, learned, and experienced will stay with me forever. They have further motivated me to continue my career in the social and non-profit sectors and Alternative Spring Break's service-learning philosophy—my involvement will continue as an alumna! Alternative Spring Break is such a rewarding experience for all members that participate and there are so many options of places to go, ways to get involved and social issues to work with. I would whole-heartedly recommend any student at UCSD to get involved in one of UCSD's many programs—it's a week that will change you forever!

If you are interested in next Spring Break's programs, e-mail us at the end of Spring quarter or the beginning of Fall Quarter: ABatUCSD@ucsd.edu

**Change the World:
The Importance of Alternative Spring Break
by Chapin Cole**

The quintessential UCSD student, I've always been the straight-laced, studious college student who spends her afternoons doing community service and evenings reading and doing homework. I came from a very suburban city, where the norm was to be a do-gooder and get straight-A's at the same time. I was average in Palo Alto, but when I reached UCSD, I realized I had an inner spark that seemed different from my study-sleep-class-study-sleep-class peers. I had a passion for helping others that reached farther than once-a-month soup kitchen visits. After leading an Alternative Spring Break, I recognized where that passion could be channeled: helping others realize the importance of international service learning and cross-cultural understanding, and therefore social action in general. After leading three Alternative Spring Breaks, I have realized that spreading this awareness is possible and necessary for a socially-conscious society.

An Alternative Spring Break has four key components: education, service, reflection, and reorientation. Before embarking on the trip, it is important to make sure the participants have a passion for understanding the new culture they will be immersed in. A big aspect of the program is learning about a new culture, and by starting that process months before you are there, you continue to inspire students to want to learn. While on the trip, students should participate in direct service during which they are interacting with locals from the area and helping grassroots organizations develop their organizational capacity. In doing this service, students will help the organization they are volunteering for, but they will also discover an impact on their own views that is so far-reaching that it can be life changing. In order to understand this process, reflection activities where students discuss their experiences and feelings are crucial to solidify the experience and the impact it will make in their

lives. When students go back to their hometown, they can then reorient themselves into their old lives with a new perspective on the social issues of the world and those that they may or may not personally deal with on a daily basis. Many students change their mindset about a lot of things after the experience and often continue a life of service and cross-cultural sensitivity.

My personal experience with Alternative Spring Break reaches farther than the trip's affects. Through these affects, I've realized the importance of making sure more students have the opportunity to experience them. Instead of taking them as my own and continuing in my own life of service and cultural curiosity, I have made an effort to make the experience available to my peers. I have led three Alternative Spring Breaks my past three years at UCSD, to Tijuana, Brazil, and Peru. I encouraged a participant from the Brazil program to lead a trip the next year and she did, and I am happy to say I and my co-site leader helped her develop her own site leader skills. Seeing the passion she has to lead trips now has reaffirmed my notion that leading Alternative Spring Breaks can be a defining aspect in one's life.

I am also happy to say that seeing the affects of the trip on the participants I lead is an overwhelming joy that makes every hardship and stressful night of planning on the way to the trip worth it. Many students have never experienced anything of this magnitude and it can change their entire view of life. They often then realize the importance of social action at home, which can be life changing. Watching the participants talk about their day and the realizations they came across in relation to important issues like poverty and cultural barriers makes me stop and think about the role I had in helping them do that. By not only leading the trip but also making sure the key components were there, I like to think that I helped each participant to have such an impacting experience. And then I am overwhelmed with the notion that I have had a role in changing this group of people's lives, and subsequently, I have had a role in changing the world. And that, to me, is what life is all about—helping to teach the importance of these values in life.

Although I am graduating in June, I plan to continue my involvement next year in some capacity through an advisory role as a community member. Anything that I can do to still help inspire students to create effective Alternative Spring Breaks I will eagerly do. I hope to help with the continuance and development of Alternative Breaks @ UCSD, a collaborative effort my co-site leader and I started this year to provide trainings, networking and resources to Alternative Breaks on this campus. This collaborative will be key in developing the effectiveness of Alternative Breaks, by allowing organizations to work with each other and understand how to make sure each participant is getting a worthy experience. Because if some groups of students have gotten a worthy experience from my leadership, it is my responsibility to make sure many more get the same treatment through similar leadership. I hope that I can help Alternative Breaks grow and improve more and more each year.

Editor's note: Thank you Chapin and Melissa for sharing your experi-

FINISH-IN-FOUR

The department has prepared a sample plan for sociology majors to assist them in completing their requirements in four years. Pick up the information sheet in the main office, SSB401.



More Miscellaneous Reminders

Keep your contact information current in TritonLink. The department and the faculty use this information to contact you. Don't miss out on important announcements because your information is not up to date. Also check your UCSD email regularly.

Develop the habit of printing out and keeping your confirmations for all transactions done in TritonLink. ■



Important Dates

FALL 2006

Fall Enrollment..... *May 10-September 20*
Fall Instruction.....*September 21-December 1*
Fall Final Exams.....*December 4-9*

HOLIDAYS

Veterans Day.....*November 10*
Thanksgiving.....*November 23 & 24*
Winter Break for students...*December 10—January 7*
Pay attention to deadlines at <http://tritonlink.ucsd.edu>



Enjoy the summer!

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