

SOCIO-PATHS

A Quarterly Undergraduate Newsletter from the Department of Sociology

by Dee-Dee Higgins

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UCSD Department of Sociology

<http://sociology.ucsd.edu>

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Winter 2004

NEW FACULTY—WELCOME!

This Fall, Dr. Amy Binder joined the Department of Sociology as an advanced Assistant Professor. She will teach undergraduate and graduate courses in the department, and she will be affiliated with the Center for Research on Educational Equity, Assessment, and Teaching Excellence (CREATE). She has a B.A. in Anthropology from Stanford University and a Ph.D. in Sociology from Northwestern University. For the past five years she has been on the faculty at the University of Southern California.

Dr. Binder conducts research in the areas of education, social movements, popular culture, and cultural sociology. One of her first pieces of research, published in the *American Sociological Review*, compared how journalists discussed two contemporary music genres: heavy metal and rap. She found that when writers described the harmfulness of these two genres, they used quite different “frames” for discussing what they considered to be “white music” and “black music.” When criticizing heavy metal, they tended to use images of “our children” who might be led to use drugs, have premarital sex, and commit suicide—all self-inflicted dangers. When they criticized rap as harmful, on the other hand, they almost never discussed the music’s self-corrupting hazards. Rather, they focused on the dangers that rap audiences might inflict on *the rest of society*: through killing cops, raping women, and otherwise wreaking havoc on civil society. Binder concluded that these ways of talking about black youth and white youth were significantly shaped by pre-existing cultural codes about race in our society, and that media writers—sometimes strategically, sometimes unconsciously—drew on these codes to make their articles “make sense” to readers.

More recently, Dr. Binder published a book called *Contentious Curricula: Afrocentrism and Creationism in American Public Schools* (Princeton University Press 2002). This study was also based on a comparison—this time of two marginal challenges made to public school systems across the country. Among other findings, Binder found that school systems were inclined to reject both Afrocentrists’ and creationists’ efforts to change curricula, but that the systems had to han-

dle each one of their challengers differently because of the challengers’ unique set of cultural claims and their political support in their communities. *Contentious Curricula* was awarded the 2003 Best Book Prize from the Culture Section of the American Sociological Association and the 2002 Distinguished Scholarship Award from the Pacific Sociological Association.

Dr. Binder has also published on the school to work transition for non-college bound students, identity production in the multicultural movement, and ideological struggles within the creationist movement. Current projects cover the gamut of her interests, including a study of a new urban development in Denver, large-scale high school reform, and a “transitional housing” site for homeless, single parents and their children. She is currently being supported by the National Academy of Education/Spencer Foundation as a post-doctoral fellow, and she serves on the Council for the Culture Section of the ASA.

She is excited to join the UCSD community as a researcher and professor, and she looks forward to meeting students. Her office is in room 495 in the Social Sciences Building, where she can be reached at (858) 534-0483 and at abinder@ucsd.edu.

The Sociology Department welcomes Dr. Amy Binder. She will teach SOCA110A and SOCB115 in winter quarter.



Winter Visitors

Jonathan Markovitz will offer **two new special topic courses** this winter. SOCB120S Black Films and SOCD189 September 11th and its Aftermath.

Faculty News

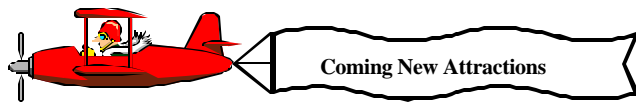
Tracking Your Sociology Major

With the exception of an independent study, which can only be taken pass/no pass, **all course work for the major must be taken for a letter grade.** Grades of C- or better are required in all courses in the major.

Four lower division courses are required for the sociology major. They are: **SOCL1A, SOCL1B, SOCL20, and SOCL60.** It is essential to plan ahead, so you don't come up missing a required course that won't be offered for several quarters. L1A, L1B, and L20, are offered only once each year, while L60 is generally offered twice a year.

A total of twelve upper division courses are required for the sociology major. All majors must take SOCA100. This leaves eleven upper division courses, of which one must be from each of the clusters a-method, b, c, and d. The remaining seven courses, referred to as electives, may be chosen from any cluster.

Winter's course offerings will include the following required courses for the major: SOCL1B, SOCL60, and SOCA100. Remember that A100 is not only required for all sociology majors, it is also re-



In **Spring 2004**, in addition to the new special topics courses that will be offered (see descriptions on page 7), we will introduce two new courses.

SOCB111B Human Rights: Practices and Cases

An investigation into actual human rights practices in contemporary society, focusing on abuses and understanding both their causes and responses to them. We will look at several key cases, probably including the Islamic world and East Asia.

Instructor: Tim McDaniel

SOCD182 Ethnicity and Indigenous Peoples in Latin America

Ethnicity and the reassertion of Indian identity in contemporary Latin America. Issues related to these trends are examined in comparative perspective, with attention to changes in global conditions and in the socioeconomic, political, and cultural contexts of Latin American modernization.

Instructor: Leon Zamosc

Dr. **Maria Charles** was awarded a grant from the National Science Foundation (NSF) to research the cultural and social factors influencing female representation in math, science, and engineering programs of study in 44 countries.

She was invited to give a talk in October at Northwestern University's new Center for Comparative and Historical Studies.

Dr. **Steve Epstein** recently published "Sexualizing Governance and Medicalizing Identities: The Emergence of 'State-Centered' LGBT Health Politics in the United States" in *Sexualities* 6, no. 2 (May 2003) 131-171.

In September, he presented a paper in London at a conference called "Vital Politics: Health, Medicine, and Bioeconomics into the Twenty-First Century."

Dr. **Paul Frymer** has been promoted to Associate Professor.

Congratulations, Professor Frymer!!

Dr. **Rebecca Klatch** will be among fifteen faculty members chosen nationally to accompany about 400 undergraduates on the 65-day 2004 summer voyage of Semester at Sea. The ship will depart from Vancouver, Canada and will travel to Alaska, Russia, China, Japan, Korea, Taiwan, Hong Kong, and Vietnam, returning to Seattle. While on board Professor Klatch will teach two courses, one on Field Research methods and the other on Comparative Perspectives on Women.

Dr. **Hugh (Bud) Mehan** hosted the National Academy of Education retreat for Spencer Foundation-sponsored Post Doctoral Fellows in April 2003. In addition to workshops designed to help the Fellows refine their post-doctoral research, the Fellows were addressed by Anthony Alvarado, who was then Chancellor of Instruction, San Diego City Schools.

He also participated in a National Academy of Sciences Symposium on research in education. The Bush administration is encouraging its Department of Education research agencies to fund only studies that use randomized trials. The committee on which he served discussed the difficulties of random trials research in education and asserted the value of both large scale replication studies and qualitative research that uncovers social processes.

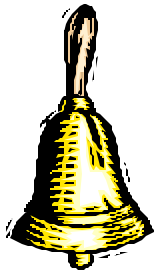
Dr. John **Skrentny's** book, *The Minority Rights Revolution*, won the prize for best book of 2002 by the Political Sociology Section of the American Sociological Association. It was also a finalist for the Liberty Legacy Foundation Award, given by the Organization of American Historians. Professor Skrentny said, "While being a finalist is not as good as winning, it was still nice to be recognized as a decent historian by the historians when I'm in fact a sociologist."

He is continuing research on the role of race and ethnicity in employment in urban America, as well as another project on human rights and immigration in East Asia.

The Supreme Court case on affirmative action brought Dr. Skrentny some local television appearances; Channel 10 with Lee Ann Kim, KUSI with news anchor Stan Miller, and 'Full Focus' on KPBS to discuss Proposition 54.

Professor Skrentny along with Professor Frymer presented a paper at a conference on race and the law at Harvard Law School in September. Dr. Skrentny will also make presentations at Middlebury College in Vermont (in the fall it should be beautiful) and the University of Connecticut Law School in October and November.

Though still enjoying the Chipotle chicken burrito with black beans, Skrentny wishes to encourage burrito lovers in the UCSD Sociology community to try "Cancun" at 3225 Sports Arena Blvd. What a find! If anyone can find a better burrito in San Diego, please send John an email. Yes, he's tried Rubio's, Roberto's and Coti's. Cancun is better. ?



ATTENTION!

Please take note of the last minute addition of new courses for WINTER 2004. Enroll today!

SOCB111A HUMAN RIGHTS: Principles and Problems

An inquiry into the concept of human rights, the history of human rights in the twentieth century, and problems in both the concept and its implementation in modern societies.

Instructor: Tim McDaniel

SOCB115 Social Problems

Analyzes selected social problems in the United States, such as those regarding education, race relations, and wealth inequality, from various sociological perspectives, and also examines the various sites of debate discussion.

Instructor: Amy Binder

[Professor Binder is a new faculty member in the Department of Sociology, see page 1.]

SOCB122 Jerusalem: Sacred and Profane

Examining Jerusalem as world historical city and religious/political center. Focus on Jerusalem's modernization/architecture since Crimean War; struggles over its holy sites between Muslims, Jews, Eastern and Western Christians; its character as an ethnic frontier; the city in memory.

Instructor: Gershon Shafir

[This course was incorrectly listed as SOCD 186 in the fall issue of this newsletter—The correct number is SOCB122.]



Honors Program

The Department of Sociology offers an Honors Program to students who have demonstrated excellence in the sociology major. Successful completion of the program allows participants to graduate "With Highest Distinction," "With High Distinction," or "With Distinction," depending upon their performance in the program. Candidates must have an overall GPA of 3.2 together with a 3.5 GPA in the major.

The honors program is available to majors in their junior or senior year. The two-seminar honors program is held consecutively every fall and winter. It provides participants an opportunity to receive guidance on research and writing techniques, to work on a thesis paper of their choosing, and to receive valuable feedback from their peers. Students will develop their own unique ideas and theories, as they research a topic of interest to them. The two-quarter sequence allows ample time to develop ideas in outline form, conduct research, and prepare the final thesis. Students should understand that graduating with honors provides some very important benefits. Perhaps most important is the fact that one has the opportunity to do in-depth research on a topic of special and personal interest—in effect, you are given the opportunity to become an "expert" on a particular topic. Beyond this, graduating with honors also provides some very practical career benefits, indicating to potential employers that one is highly motivated, shows initiative, and is capable of designing and executing a large-scale research project. Should your topic be specifically related to your career choice, the "extra edge" should seem even more obvious. Above all then, the completion of the honors thesis provides concrete evidence that you have PRACTICAL RESEARCH EXPERIENCE—that you have applied the skills you have developed as an undergraduate. Indeed, the thesis itself often provides an excellent example of your academic writing abilities should you decide to apply to graduate school.

Applications for next years Honors Program (Fall 2004/Winter 2005) must be turned in by April 30, 2004. The application forms are now available in the main sociology office, SSB 401. If you need more information on this exceptional program, please see Dee-Dee Higgins during her office hours.



One on One

*Please meet Professor Richard Biernacki.
He has been in the Department of Sociology
at UCSD since 1989.*

Q: CAN YOU SUMMARIZE YOUR OWN BACKGROUND, AREAS OF INTEREST, AND EDUCATION?

A: I chose to get my PhD at Berkeley because it was one of the last major sociology departments to uphold the traditions of cultural and philosophical inquiry in our field. I saw sociology as the best route to explore the dilemmas in our efforts to preserve our individual autonomy and authenticity in capitalist society. My research focuses on how individuals try to break out of economic and cultural straightjackets in diverse settings, from how factory workers do it at their assembly line to how novelists do it at their writing desks. I lack the specializing instinct that would let me define my "areas of interest" by a buzzword or a topical sub field. Instead, my research starts with broad questions. An example, which at first might sound abstract, would be "How does culture guide human conduct? By providing the ultimate values we strive to realize or by providing practical know-how for organizing our action effectively?" Then I decide upon the most rigorous or dramatic comparison for weighing the alternatives and I become an obsessive fact grubber to formulate an answer. An advantage of starting out with such general questions and to keeping your sights open to neglected events for answers is that it prevents sociology from fragmenting into a grab back of flashy but disconnected topics. I like to think it keeps sociology tied to the passions and puzzles that inspired its birth in the first place.

Q: WHAT TYPES OF COURSES DO YOU TEACH IN THE SOCIOLOGY DEPARTMENT?

A: My preference is for courses that offer a "big picture" of history's tragedies and promises. I teach about theorists' attempts to define the major forces that brought us into the modern world and on what they see as unprecedented about that world. I teach about

the social and psychological forces behind the Holocaust and on what makes historical comparisons valid. In the Spring in Sociology 20 we will try to understand the roots of fascism and gain perspective on the current crisis of democracy in the U.S.

Q: HOW DID YOU BECOME INTERESTED IN SOCIOLOGY AND WHY DO YOU THINK YOU WERE DRAWN TO THIS DISCIPLINE AND TO YOUR PARTICULAR AREA(S) OF RESEARCH?

A: I took my first sociology course, as a high school senior, for free at a local liberal arts college in my small home town in Ohio. Sociology is exciting because at any minute it lets you put everything that people take for granted about our shared life up for grabs again -- like philosophy -- but it requires that you get real-world evidence to do so -- like science. To combine the two, it has been stimulating for me to consider foreign times and places that in some respects resemble the U.S. but in other respects have radically diverging cultures and trajectories. I have compared the ways that the Germans and other Europeans learned to treat their human labor as a crass, quantifiable object that they could alienate to others, how they came to think of people as having ethnic identities, and how they concocted ways of putting price tags on creativity through intellectual property law. What do these examples share? In each we can see how a cultural category we usually think of as natural and real -- the commodity of labor, ethnic belonging, private property in ideas -- actually has an artificial "now you see it, now you don't" quality. Each of these cultural categories I think is a dishonest convention we seem unable to live with or to live without.

Q: WHAT TYPES OF PRACTICAL SKILLS SHOULD STUDENTS ACQUIRE WHO ARE MAJORING IN SOCIOLOGY?

A: Nowadays learning to write mature, cogent essays is a rite of passage to adulthood and to being a credible player in the world. Take writing itself seriously, because organizations in business, in law, in education -- not to mention journalism -- find out who you are mostly from your writing. What is more, anyone who applies themselves can blossom in our excellent courses in quantitative methods. Even if you do not plan to conduct statistical research in your career or do not look forward to a life of fieldwork in remote settings, courses about these and other methods will let you evaluate research completed by others, a key today for teaching, management, or any ?

knowledge-based occupation. Learning about foreign cultures from our faculty who specialize in international studies can help you think outside the box.

Q: WHAT DO YOU THINK ARE VALUABLE WAYS FOR UNDERGRADUATES TO SPEND THEIR TIME?

A: Talking to professors at office hours is a sure fire bet. Everything else in life is the luck of the draw. Come!

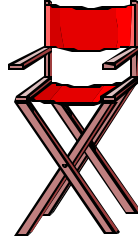
Q: WHAT INTERESTS DO YOU HAVE OUTSIDE OF SOCIOLOGY?

A: I enjoy bicycling to work in our embarrassingly flawless climate. Most of my interests -- architecture, literature -- end up being about sociology, because they tell us how people are made by and in turn make their social worlds.

Q: IS THERE ANY OTHER ADVICE THAT YOU WOULD LIKE TO PASS ON TO THE UCSD SOCIOLOGY MAJORS?

A: If your parents worry that sociology is a flaky major, you can always tell them in all honesty that sociology is a decent route to law schools or to managing people sensibly in business. Do not pick classes to maximize your GPA. It is your best chance in life to explore radically but productively. Anyway, as our own graduate admissions committees will testify, good writing samples, research papers, or detailed letters from a professor who knows how you work usually count just as much if not more. In my college days, the only two courses in which I came close to getting a "C" were history courses, because the teachers found me prone to naive, almost law-like overgeneralizations. Strange to say I think that is why, after those frustrating courses almost drove me crazy, I partly took on the role of historical sociologist -- someone who likes to challenge sociologists to look at the range and accidents of history. There are lots of would-be "resume gods" running around who look good on paper, but in close quarters breadth and substance win out. ?

Professor Biernacki will be offering SOCA100 Classical Sociological Theory and SOCD178 The Holocaust in winter quarter. In spring, he will offer SOCL20 Social Change in the Modern World. (Remember both SOCA100 and SOCL20 are required courses for all sociology majors.)



The 2003-2004 faculty Director of Undergraduate Studies in the Department of Sociology is **Dr. Rebecca Klatch**. She is available during her office hours to answer your questions regarding transfer course credit, Education Abroad credit, the graduate school application process, career choices, and many other undergraduate matters. Her office is located in SSB 484. Please check in the main office (SSB 401) for her office hours each quarter. You may contact her by email at rklatch@weber.ucsd.edu, or her direct telephone number is (858) 534-4629.



Keep Information Current!

Please keep your directory information current in the student link system. The department uses student link to send email messages to all sociology majors and your Instructors may use student link to send messages to the students enrolled in their classes. If you do not regularly check your UCSD email account, please create a link to the email account that you use through the student link sys-

Question and Answer Corner

Where do I pick up my Sociology papers/finals?

Course work is available from the instructor during their office hours for one quarter following the quarter in which the course was taken.

Papers are not available in the Sociology main office, with the exception of courses taught by visiting professors that are in residence for only one quarter. Additionally, if your professor is on leave the quarter following instruction, those papers will be in the front office.

How do I find out my final grade in a course?

Grades are available on Student Link



SEIZE THE OPPORTUNITY

By MOLLY MCCARREN

The Programs Abroad Office (PAO) provides many options through which you may develop a global perspective in today's world. This is a great opportunity for sociology students to study a different society while living in it. Through UC's Education Abroad Program (EAP) and UCSD's Opportunities Abroad Program (OAP), you may study, work, volunteer and pursue internships throughout the world, while earning academic credit toward your degree and gaining valuable international experience.

In the fall, you are encouraged to attend the General Information Session and country specific information sessions, where you can interact with students who have just returned from their adventure abroad. Come to the Programs Abroad Office in the International Center (on Library Walk) for dates and locations.

EXPO – OCT. 22nd: The annual study, work, travel abroad information fair held on Library Walk.

UCSD financial aid may be used by students studying abroad. The cost of study abroad is factored into students' individual needs assessments. Last year, more than \$500,000 (in addition to regular financial aid) was given only to UCSD students abroad.

EAP Deadlines (appropriate for Sociology majors):

- ** October 24 - Japan, Meiji Gakuin (in English)
- ** November 7 - United Kingdom & Ireland
- ** January & February - Barbados, China, Canada, Chile, Denmark, Egypt, France, Germany, Ghana, Hong Kong, Hungary, India, Italy, Japan, Korea, Mexico, Netherlands, Philippines, Russia, Singapore, South Africa, Spain, Sweden, Taiwan, Turkey and Vietnam
- ** May - Australia, Brazil, Chile, Costa Rica, Mexico, Netherlands, and South Africa

Talk to your professors about their experiences abroad. Many Sociology faculty members have international expertise and concentrate on particular societies and regions, and the department encourages the students to do the same. To quote Ivan Evans (1997), "It is a good idea to look into the many Education Abroad-type programs. I have just received an ecstatic e-mail from a sociology major in Italy. She writes that she cannot believe that it is the most educational thing she has ever done at UCSD and also the most exhilarating and meaningful. Nobody ever said that about my classes."

For more information contact us at the Programs Abroad Office in the International Center (on Library Walk). Ph. 858-534-1123, email – abroad@ucsd.edu, Web - <http://www.ucsd.edu/icenter/pao>

Here is a short article from one sociology major sharing thoughts on her study abroad experience in Ireland. Why not include study abroad in your undergraduate experience?

EAP Study Abroad: Ireland

By

Simona Stolpner

At the beginning of each school year, every student must sift through endless commitments and responsibilities and make hundreds of important decisions. Who to live with and where, what classes to take, whether to intern, work, volunteer... All these aspects of our university experience are important and will, in some invariable way, affect our academic and social futures.

However, with all the craziness that shapes our daily grind at UCSD, it is easy to overlook an amazing opportunity to broaden your social, academic and cultural horizons more than any class or club at UCSD.

Every student that walks through the doors of the Programs Abroad Office and takes the leap of faith to study in a foreign country returns with the feeling that the experience enriched their lives in more ways than they ever expected. Sociology majors have an extra incentive to go abroad because academically, sociology is centered on the premise of a broader understanding of human populations and institutions. Taking classes abroad will not only give you a chance to study with people that see life from a totally different cultural, social and political perspective but will also allow you to witness firsthand the effects of the many political, historical and cultural events that we spend time analyzing in the classroom here at UCSD. Along with the academic aspects of study abroad, many students get to do very educational and rewarding "social research" that gives them a much greater understand of the culture and the society that they are visiting. During my year abroad in Cork, Ireland I got to explore hundreds of pubs to really get the feel for the Irish society. I became very familiar with world famous Irish stout, heard some amazing live music and most importantly, got to interact with some of the friendliest and funniest people I have ever met.

In the end, every student makes their own choices and decides which opportunities they will take advantage of. But if you are looking for the most profound way to expand your academic horizons and to get more exposure to different cultures and societies, come to the Programs Abroad Office to research the many great sociology programs in foreign countries all over the world.



Paper Prize

Each year, the Department of Sociology presents an award for the best research paper written by an undergraduate student for a sociology course during the year. In winter and spring, faculty members will be asked to submit papers to be considered for the prize. The Undergraduate Program Committee will read and select the winner. A gift certificate to the UCSD bookstore for \$100, along with an award certificate, is presented to the winner at the end of the year. If a professor is very enthusiastic about one of your papers, ask them if they would consider nominating it for the yearly Paper Prize!



Special Topic” Courses

Three special topic courses are being offered in **winter**. Two courses **Homelessness in America** with Professor Lincoln and **Black Films** with Professor Markovitz are listed as SOCB120S. Please check the section id and section number carefully when enrolling. The third special topic course being offered in winter is SOCD189 **September 11th & its Aftermath** with Professor Markovitz.

Looking ahead to spring, the department will offer **four** special topics courses.

SOCB120S **‘Asian Pacific Islanders in America’** will be offered by a visiting lecturer Nadia Kim. *This course surveys the histories and social realities of Asian Pacific Islanders from the 1840s to the present day. It begins with the international context of migration flows from China, Japan, Korea, India, and the Philippines to Hawaii and to the mainland U.S. in the late 19th and early 20th centuries. The course then examines the lives of Asian American women, men, and their children. Topics covered are: Asian immigrant labor and livelihood, anti-Asian movements and governmental policy, Asian American women and families, resistance to oppression, Asian American communities and institutions, post-1965 Asian immigration, and the experience of young Asian American.*

SOCC159 **‘Youth, Gangs, and Crime’** will be offered by lecturer Stephen Lincoln. *The very complex relationship between youth and criminality or “delinquency” will be explored. More specifically, the distribution and correlates of youth crime, existing explanations for varying patterns of criminality, as well as some very contemporary issues such as homeless youth, youth violence and school shootings, drug addiction and control, and gangs and gang behavior in the United States will be examined. In doing so, however, we must be cautious. Juvenile delinquency itself is a construct, and in regard to extent or prevalence, lost in our rhetoric these days is the fact that the vast majority of juveniles emerge generally unscathed from their teenage years. In-*

deed, the percentage of youth we define as delinquent is far more modest than many assume. Nonetheless, we will deal rigorously with the sizable group of juveniles whose behavior has come to be so worrisome to us. Yet in doing so, we will try to present a balanced view of the nature and extent of the problem—dealing with numbers, history, theoretical explanations, and some of the more celebrated issues of our time.

SOCD189 **‘The Civil Rights Movement: History, Context and Legacies’** will be offered by lecturer Jonathan Markovitz. *This course will present an in-depth introduction to the Civil Rights Movement. In the first part of the course, we will examine various theoretical debates about racial dynamics. These debates will prepare us to better understand and assess the nature and the importance of the Civil Rights Movement. We will then discuss the history of slavery and lynching, in order to place the Civil Rights Movement within its historical context. After the first several weeks of the quarter, we will examine the Civil Rights Movement itself, paying particular attention to the social, economic, and political processes that account for the movement’s emergence and transformation, and to issues of gender and sexuality, and the often neglected role of women, within the movement. Towards the end of the course, we will examine a variety of social movements (including the Black power movement, the Chicano rights movement, the Red power or American Indian Movement and the Women’s liberation movement) that were influenced by the Civil Rights Movement in various ways. In the final week of the quarter, we will examine contemporary racial relations in order to assess the continuing legacies of the Civil Rights Movement.*

SOCD189 **‘Chinese Society in Transition’** will be offered by Professor Richard Madsen. *Students will study the great transformations that Chinese society has been undergoing for the past decade. Issues include: June 4, 1989 (Tiananmen massacre) and its aftermath; the Socialist Market Economy; rapid growth of coastal areas; new inequalities; the floating population (internal labor migration); laid off workers; corruption; ethnic consciousness; the consumer revolution; the Taiwan question; religious revival and persecution; the rise of Greater China (economic and social interactions between China, Taiwan, Hong Kong, Singapore, Overseas Chinese communities in Southeast Asia); transformations in popular culture; and globalization and China’s future.*

Program Changes Coming Soon!

Beginning in Fall 2004, SOCL60 will be a prerequisite for all upper-division method courses. Because both SOCL60 and a method course are already required for the major, this change does not affect required courses, but rather the order in which they are taken. If you have not yet taken SOCL60, now is the time to do so.

SOCL60 will be offered in winter 2004.





RESOURCES

Listed below are a few of the many diverse programs and services available to students on the UCSD campus. If you are not familiar with the services provided, check out the web sites for detailed information.

Psychological/Counseling Services
<http://psychservices.ucsd.edu>

Student Health Services
<http://studenthealth.ucsd.edu>

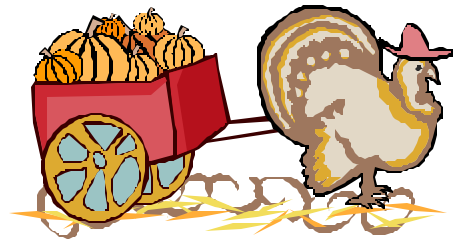
Student Safety Awareness Program
<http://orpheus.ucsd.edu/ssap>



DO YOU HAVE A COPY OF THE HANDBOOK FOR UNDERGRADUATE SOCIOLOGY MAJORS?

It's available on the department's web site at <http://sociology.ucsd.edu> and then click on Undergraduate Program. If you'd prefer, you can pick up the booklet in SSB 401, the main office of The Department of Sociology at UCSD. The office is open M-F 8:00-12:00 & 1:00-4:30.

*"Dreams and dedication are a powerful combination."
-William Longgood
Voices from the Earth*



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