

SOCIO-PATHS

A Quarterly Undergraduate Newsletter from the Department of Sociology

by Dee-Dee Higgins

UCSD

Department of Sociology

Number 52

FALL 2003

New Faculty—Welcome!

The Department of Sociology has been successful in recruiting new faculty this year. Mary Blair-Loy will teach two undergraduate courses in fall quarter. Please meet Dr. Mary Blair-Loy!

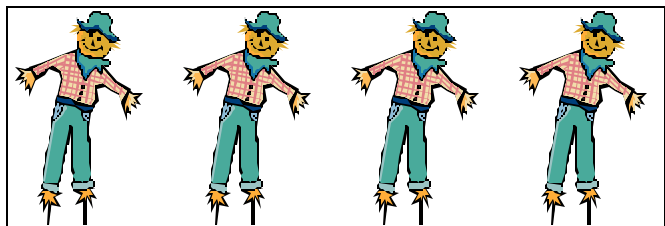
I have been asked to introduce myself. I am Mary Blair-Loy, and I have just arrived at UCSD's Sociology Department after teaching at Washington State University. I have a B.A. and Ph.D. (Sociology) from the University of Chicago and an M.Div (religion) from Harvard University.

My research is in the areas of gender, work and family. In the United States, adults spend the lion's share of their time and energy at home or in the workplace. Today, workers face arduous demands and exciting opportunities. People have to deal with increasing levels of conflict between work and family responsibilities. Few families have a homemaking spouse anymore, and work hours for professionals and managers are going up. Women now have a chance to compete for the prize jobs in American businesses, and many are highly dedicated to careers that demand much time and devotion. At the same time, many women—and a growing number of men—want to be involved caregivers for their children.

Much of my research has studied workers in the competitive and globalizing financial services industry. I study how people respond to and reshape powerful cultural models of what it means to be a good worker, a good mother, and a good father. These cultural models are taken-for-granted: we often do not even realize how influential they are in organizing our

thoughts and assumptions. They are also moral: they tell us what is right and what is wrong. And they are emotional: they elicit and organize feelings of dedication, love, and guilt. These cultural models also create gender: they convey society's powerful messages about what it means to be a man or a woman. Although tenacious, these cultural models can be transformed by human beings trying to create better and freer lives. My book, *Competing Devotions: Career and Family among Executive Women* (2003, Harvard University Press), shows how the institutions of the capitalist firm and the nuclear family in the U.S. are shaped in part by professional women's cultural constructions of work devotion and family devotion. I have also published several articles on similar topics.

I enjoy teaching and am excited to meet the undergraduates at UC San Diego. On a personal note, I love the outdoors, many different kinds of music, and cafes. I lived in Berkeley as a teenager and am thrilled to be back in California. I look forward to seeing you soon.



Fall Visitors

Jonathan Markovitz will offer SOCB120S *Cinematic Representations of Gender & Sexuality*, B172 *Films and Society*, and D187S *The Sixties*.

CONGRATULATIONS ONE AND ALL!



HATS OFF

to the Sociology Majors
who completed the
2002/2003
Honors program.

Lauren Beresford	<i>"Highest Distinction"</i>
Risa Blumlein	<i>"Highest Distinction"</i>
Emily Bolt	<i>"High Distinction"</i>
Zachary Goldman	<i>"Highest Distinction"</i>
Jason Jarvinen	<i>"Highest Distinction"</i>
Max Loewenthal	<i>"Distinction"</i>
Kathryn Martin	<i>"High Distinction"</i>
Christen Mellano	<i>"Distinction"</i>
Samira Motaghedhi	<i>"Distinction"</i>
Heena Patel	<i>"High Distinction"</i>
Harmony Rhoades	<i>"Highest Distinction"</i>
Sarah Schwartz	<i>"Highest Distinction"</i>
M. Tyler Sullivan	<i>"High Distinction"</i>



Stephen Lincoln

received the 2003 Barbara J. and Paul D. Saltman Distinguished Teaching Award for Non-Senate Members.

WELL DONE!

The Department of Sociology was well represented at the **16th Annual Undergraduate Research Conference**, which was held on May 17, 2003. The conference is coordinated by the Academic Enrichment Program, which relies on nominations from faculty members. The sociology majors who presented papers were:

- Lauren Beresford**, "The War on Freedom" (Nominated by Professor Paul Frymer)
- Risa Blumlein**, "The Modern Industrial Woman in Conflict: Simone De Beauvoir and Female Hygiene Advertisements, 1945 – 1950" (Nominated by Professor Martha Lampland)
- Amy Brown**, "Handbag Mania: A Critical Look at the Meaning of the Handbag in a Cultural Context" (Nominated by Professor Suzanne Cahill)
- Brandi Forte**, "The Construct-shun of Black Conservatism" (Nominated by Professor John Skrentny)

Brad Higby, "The Real G.I. Janes: Investigating the Female Experience in Today's Armed Forces" (Nominated by Professor Rebecca Klatch)

Anna Huynh, "The Academic Performance and Cultural Adaptation of Somali Refugees in U.S. High Schools" (Nominated by Professor Hugh Mehan)

Michelle Jackson, "The Need to Succeed: The Triumph or Tragedy of African American High School Students" (Nominated by Professor Hugh Mehan)

Jason Jarvinen, "Screening Mammography Guidelines: The Evolution of Controversy and the Construction of Medical Practice" (Nominated by Professor Steven Epstein)

Annie Kim, "LIVE Poetry: Performing Poetry in Social Settings" (Professor Suzanne Cahill)

Max Loewenthal, "Legislative and Social Obstacles to Teaching the Homeless: The Struggle for Equality and Integration of Homeless Youth in the Public Education System" (Nominated by Professor Stephen Lincoln)

Trevor Mackin, "The Dull Point: A Comparative Case Study of Two Needle Exchange Programs" (Nominated by Professor Christena Turner)

Kathryn Martin, "Positive Action: Interaction, Empowerment and Community among Women Living with HIV/AIDS" (Nominated by Professor Kathleen Grove)

Ellen Medina, "Automobile Driver Behavior, Communication and Self-Image" (Nominated by Professor Rebecca Klatch)

Samira Motaghedhi, "Student Recruitment into Social Movement Activism: A Case Study of Students for Economic Justice" (Nominated by Professor Jeffrey Haydu)

Saiqa Qureshi, "President's Pals: How External Factors Affect Unrestricted Funding for the University" (Nominated by Professor Harvey Goldman)

Lara Rankin, "Through the Veil of Language: The Linguistic Construction of the LGBT Community" (Nominated by Professor Harvey Goldman)

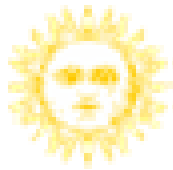
Harmony Rhoades, "Knowledge and Behavior: Complications for HIV Prevention among College Students" (Nominated by Professor Kathleen Grove)



AND THE WINNER IS:

Sarah L. Schwartz

Sarah Schwartz is the recipient of the 2002/2003 Outstanding Academic Paper Award in the Department of Sociology for her honors thesis entitled Essential Education: Conceptions of Gender and Power in Adolescent HIV Prevention Programs.



SOCIOLOGY COURSES
OFFERED THROUGH
SUMMER SESSION 2003

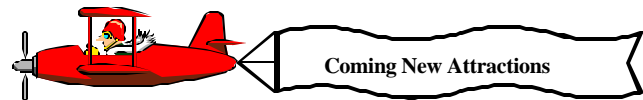
Session I

SOCA 100	Classical Sociological Theory
SOCB 118	The Sociology of Gender
SOCB 162	Popular Culture
SOCB 172	Films and Society
SOCC 129	The Family
SOCD 169	Citizenship, Community, and Culture
SOCD 177	International Terrorism
SOCD 187S	The Sixties

Session II

SOCL 1B	The Study of Society
SOCL 60	The Practice of Social Research
SOCA 109	Analysis of Sociological Data
SOCB 145	Violence and Society
SOCC 135	Medical Sociology
SOCC 157	Religion in Contemporary Society

*The man who graduates today
and stops learning tomorrow
is uneducated the day after.*
—Newton D. Baker



Winter 2004 brings a new course from Professor Shafir. In addition to the course described below, there will be two new Special Topic Courses offered as well. You can read about them on page 5 under Special Topics.

SOCD 186 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

Honors Program



Now is the time to consider whether you want to participate in the 2003/2004 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. There are several courses that must be taken prior to applying to the Department of Sociology Honors Program, in addition to GPA requirements. Applications will be due in week five of spring quarter, 2004.

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.

- ♦ ***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. If you are enrolled in either of these courses during the spring quarter, when the applications are due, that is acceptable.
- ♦ ***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 any sociology courses that you are enrolled in during spring to satisfy this requirement. 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 ask 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.

*“Keep your eyes on the stars
and your feet on the ground.”
—Theodore Roosevelt*

Faculty News

Dr. **John Evans** was promoted from Assistant Professor to Associate Professor.

Bravo Professor John Evans!

He, in conjunction with a number of graduate students at UCSD and at other universities, is beginning to interview 180 people across the country to see what they think about reproductive genetic technologies.

He has also been busy with his forthcoming publications, “The Creation of a Distinct Sub-Cultural Identity and Denominational Growth” in the *Journal for the Scientific Study of Religion* and “Commodifying Life? A Pilot Study of Opinions Regarding Financial Incentives for Organ Donation” in the *Journal of Health Politics, Policy and Law* 28 (6). Also in press is “A Brave New World?: How Genetic Technology Might Change Us” in *Contexts* 2:2.

Department of Sociology graduate students Charlene Bredder and Tanya Kravatz presented a paper entitled “The Enactment of the San Diego City Schools Balanced Literacy Framework in Classrooms” in a session on school reform organized by Dr. **Hugh Mehan** at the annual meeting of the American Educational Research Association (AERA) in Chicago on April 24, 2003. AERA is the largest scientific association in the U.S. devoted to the study of education; 12,000 people attended this year’s conference.

Professor Mehan and Lisa Rosen (who received her PhD in Anthropology at UCSD and is now at the University of Chicago) have written a paper on the politics associated with the formation of the Preuss School at UCSD; it will appear in the *American Educational Research Journal* in October 2003.

Dr. **Akos Rona-Tas** is the recent recipient of sev-

eral grants, including the National Science Foundation three-year Research Grant, the Social Science Dean’s Conference Grant, the National Science Foundation-Hungarian National Science and Research Foundation Grant and the Vice Chancellor’s Graduate Conference Grant.

His current research project is on Credit Card Markets in Transition Economies and he developed a new Freshman Seminar this year on Trust in Society.

In April, he attended the Pacific Sociological Association in Pasadena and in August, he will attend the American Sociological Association in Atlanta.

In September, Dr. **Andrew Scull** will be giving a talk on “Social Control in Historical Perspective” at the University of Edinburgh Law School in Scotland.

A seminar is being hosted at the University of California Washington Center in Washington, D.C, by the University of California Institute on Global Conflict and Cooperation for Dr. **Gershon Shafir** in June, 2003. Professor Shafir will discuss his book (co-authored with Professor Yoav Peled of the University of Tel Aviv) Being Israeli: The Dynamics of Multiple Citizenship, winner of the Middle East Studies Association’s Albert Hourani Award for best book in Middle East studies in 2002.

He has developed a new course, to be offered in winter 2004, entitled Jerusalem: Sacred and Profane. (See course description on page 3.)

Question and Answer Corner

Do I have to take a course from the different Clusters in order; for example A before B, B before C, etc.?

There is no requirement that courses must be taken in order. However, it is highly recommended that the Cluster A courses (Theory & Method) are taken before other upper division course work. These courses are foundational and you will find that you do much better in your upper division course work once you have these foundations to build on.

“Special Topic” Courses

Soc/A 109S, Soc/B 120S, Soc/C 159, and Soc/D 189, designated as special topic courses, may be taken up to three times each providing that the subtitle is different each time.

This Fall, two courses will be offered in Cluster B-Culture, Language and Social Interactions. They will both be numbered Soc/B 120S, so please check your section id and section number carefully when enrolling.

“**Drugs in American Society**” will be taught by Stephen Lincoln, while “**Cinematic Representation of Gender & Sexuality**” will be taught by Jonathan Markovitz.

Looking ahead to Winter, the department will offer three special topic courses. The courses are:

- Soc/B 120S “Homelessness in America”
- Soc/B 120S “Black Film”
- Soc/D 189 “September 11th & Its Aftermath”

“Homelessness in America” continues to be a very popular special topic course. The two new special topic courses are described below.

“Black Film”

Mainstream cinema has been one of the primary sites for the production and rearticulation of meanings of “blackness” since D.W. Griffith’s *The Birth of a Nation* (1915) and the dawn of the studio system. Griffith’s film consolidated powerful racist myths and disseminated them to a national audience, helping to solidify white supremacy while providing ideological justification for lynching. While 1915 marks a low point in cinematic depictions of American race relations, much of the later history of Hollywood film making is similarly problematic when it comes to representations of African Americans. There is, however, an alternative cinematic tradition that has only begun to receive the attention it is due. Just a few years after *Birth*, an African American film maker named Oscar Micheaux released *Within Our Gates* (1919), challenging the racism of *Birth*, and putting forward an alternative understanding of lynching and the brutality of white supremacy. In subsequent years and decades there

has been a vibrant tradition of African American independent film making. This course will examine that tradition, focusing on the work of film makers ranging from Micheaux to Gordon Parks to Spike Lee to Cheryl Dunne. We will also venture briefly outside of the United States and address film making within the black diaspora. Throughout the course, we will focus on the kinds of social critique posed by various black film makers, the relationships between mainstream and independent cinema, and the power of film as a social force.

“September 11th and Its Aftermath”

It is not hyperbolic to say that the events of September 11th, 2001 have affected virtually every aspect of the contemporary social landscape. Cultural production, political debates, civil liberties, economic policies, and, of course, international relations have all been altered in profound ways. This course will examine the September events and their aftermath in historical and sociological context. Key issues to be addressed include: theoretical discussions of the nature of terrorism; U.S. foreign policy in the middle east, with particular emphasis on Afghanistan and Iraq; American civil liberties and efforts to maintain domestic security; shifts in domestic spending priorities post-9-11; hate crimes in the wake of the attacks and the nature of national “unity”; media representations and collective memory of September 11th.

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 fall and winter in 2003-2004.





Important Dates to Remember

- Summer II Enrollment deadline.....**July 18**
- Fall quarter enrollment.....**May 7-September 22**
- Fall instruction begins.....**September 25**
- Add period.....**September 25-October 10**
- Deadline to change units, change grading option, and drop without a 'W' on transcript.....**October 24**
- Winter quarter enrollment begins.....**November 5**
- Veterans Day Holiday.....**November 11**
- Thanksgiving Holiday.....**November 27 & 28**
- Deadline to drop without penalty of 'F' grade
.....**December 1**
- Fall quarter instruction ends.....**December 5**
- Finals week.....**December 8-13**
- Fall quarter officially ends.....**December 13**
- Deadline to file 'Request to Receive Incomplete' for fall classes.....**December 15**
- Grades available on student link.....**December 24**

DATES ARE SUBJECT TO CHANGE
 For current information check on Student Link.



Disappearing Acts for 2003/2004

- Dr. **Steven Epstein** will be on sabbatical during *fall and winter* quarters.
- Dr. **Richard Madsen** will be on sabbatical during *fall* quarter.
- Dr. **Hugh Mehan** will be on sabbatical during *spring* quarter.
- Dr. **Akos Rona-Tas** has received a fellowship and will be on leave during *fall and spring* quarter. He will be in residence during winter.
- Dr. **Christena Turner** will be on sabbatical during *fall* quarter.



Enjoy your Summer!

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