Welcome to the Sociology Major!

This Handbook is designed to provide you with both general information about the field of sociology and specific information about the sociology program here at Geneseo. We hope it will be helpful to you in developing your course of study and planning your future after graduation. However, the Handbook is only a supplement to other sources of guidance. These sources include the current Undergraduate Bulletin (available from the Office of the Dean of the College in Erwin), your faculty advisor and the other sociology professors, the advisors in the Office of the Dean of the College (Erwin 106), Career Services Office (Blake A - 104), and Counseling Center (Lauderdale Health Center).

There are limits to the amounts and kinds of information that a written guide can provide, so when you have questions or concerns, please do not hesitate to talk with your advisor or other academic and counseling professionals on campus.

To receive information from the Sociology Department as well as from other Sociology majors, you can subscribe to the Sociology listserv by going to the following website and completing the application form:

http://mail.geneseo.edu/mailman/listinfo/socstudents-l
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</table>
The basic insight of sociology is that human behavior is shaped by the groups to which people belong and by the social interaction that takes place within those groups. We are who we are and we behave the way we do because we happen to live in a particular society at a particular point in space and time. People tend to accept their social world unquestioningly, as something "natural." But the sociological perspective enables us to see society as a temporary social product, created by human beings and capable of being changed by them as well.

The sociological perspective invites us to look at our familiar surroundings in a fresh way. It encourages us to take a new look at the world we have always taken for granted, to examine our social environment with the same curiosity that we might bring to an exotic foreign culture.

The study of sociology leads us into areas of society that we might otherwise have ignored or misunderstood. Since our world view is shaped by our personal experience and since people with different social experiences have different definitions of social reality, sociology helps us to appreciate viewpoints other than our own and to understand how these viewpoints came into being.

Sociology also helps us understand ourselves better. Without the sociological perspective (which has been called the "sociological imagination"), people see the world through their limited experience of a small orbit of family, friends, co-workers. The sociological imagination allows us to stand apart mentally from our limited experience and see the link between private concerns and social issues. It permits us to trace the connection between the patterns and events of our own and the patterns and events of our society.

THE FIRST WISDOM OF SOCIOLOGY IS THIS—THINGS ARE NOT WHAT THEY SEEM.

-Peter Berger
DEPARTMENT MISSION

The Department of Sociology seeks to foster the goals of a liberal education by developing in students the ability to understand and apply the sociological perspective.

In order to make this mission more specific, the Department has identified ten outcomes for the students to achieve.

OUTCOMES OF THE SOCIOLOGY MAJOR

1. An understanding of the discipline of sociology and its role in contributing to our understanding of social reality, such that the student will be able to:

   a) describe how sociology differs from and is similar to other social sciences and give examples of these differences,
   b) describe how sociology contributes to the liberal arts, and
   c) apply the sociological imagination and sociological concept and principles to her/his own life.

2. An understanding of the role of theory in sociology, such that the student will be able to:

   a) define theory and describe and illustrate its role in building sociological knowledge,
   b) compare and contrast basic theoretical orientations,
   c) show how theories reflect the historical and social contexts of the times and cultures in which they were developed, and
   d) describe and apply some basic theories or theoretical orientations in at least one area of social reality.

3. An understanding of the role of evidence and qualitative and quantitative methods in sociology, such that the student will be able to:

   a) identify basic methodological approaches and describe the general role of methods in building sociological knowledge,
   b) compare and contrast the basic methodological approaches for gathering data,
   c) design a research study in an area of choice and explain why various choices were made, and
   d) critically assess a published research report and explain how the study could have been improved.

4. An understanding of the basic concepts in sociology and their fundamental theoretical interrelations, such that the student will be able to define, give examples, and show interrelationships among the following:

   a) culture,
   b) social change,
   c) socialization,
   d) stratification,
   e) social structure,
   f) institutions,
   g) differentiation by race/ethnicity, gender, and age,
   h) social interaction, and
   i) the self.
5. An in-depth understanding of at least one area within sociology, such that the student will be able to:
   a) summarize basic questions and issues in the area,
   b) compare and contrast basic theoretical orientations in the area,
   c) show how sociology helps understand the area,
   d) summarize current research in the area, and
   e) develop specific policy implications of research and theories in the area.


7. Capability of engaging in graduate study.

8. Ability to think critically, such that the student will be able to:
   a) move easily from memorization to analysis and application to synthesis and evaluation,
   b) identify underlying assumptions in particular theoretical orientations or arguments,
   c) identify underlying assumptions in particular methodological approaches to an issue,
   d) show how patterns of thought and knowledge are directly influenced by political-economic social structures, and
   e) present opposing viewpoints and alternative hypotheses on various issues.

9. Ability to write effectively.

10. Ability to speak effectively to a group.
Total Credit Hours: 36

**Basic Requirements:** (18 credit hours)

- Socl.100 S/Introduction to Sociology
- Socl. 211 Statistics for Social and Political Research
- Socl. 212 Sociological Research
- Socl. 265 Classical Sociological Theory
- Socl. 365 Contemporary Sociological Theory
- Socl. 376 Senior Seminar:Selected Topic; or
- Socl. 377 Senior Seminar:Internship Seminar; or
- Socl. 378 Senior Seminar:Study Abroad; or
- Socl. 379 Senior Seminar:Senior Thesis

**Electives:** (18 credit hours)

Six electives must be chosen from at least four of the five sub-areas listed on page 6 of the handbook; two of these electives must be 300-level courses. No more than three of the 18 total elective hours may be earned through Internships and Directed Study. Internship credit hours may not be counted toward the required six hours of 300-level electives.

* No more than 6 hours at the 100-level may be applied to the major.

**Related Requirements:** None

**Writing Requirement:** [All disciplines in the College have a writing requirement for their majors. Below is the requirement that the Sociology Department has established for its majors.]

All majors shall successfully complete the existing program requirements. Program requirements involve extensive writing in at least 83 percent of the course offerings. To complete program requirements, students are required to write a variety of papers and essays. It is the responsibility of the faculty, in consultation with the department chair, to identify students with deficient writing skills. Students identified as needing work in improving their writing will be notified at the beginning of the following semester. In consultation with their faculty advisor, the student will be required to complete one of the following options:

- Satisfactory completion (C- or better) of ENGL 200 College Writing II is required.

- Satisfactory completion of Socl 199 Writing for the Social Sciences (to be done as a directed study).
## ELECTIVES

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Socl. 210</td>
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<td>Sociology of the Family</td>
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<tr>
<td>Socl. 213</td>
<td></td>
<td>Sociology of Medicine</td>
</tr>
<tr>
<td>Socl. 240</td>
<td></td>
<td>Sociology of Religion</td>
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<tr>
<td>Socl. 290</td>
<td></td>
<td>Sociology of Work</td>
</tr>
<tr>
<td>Socl 333</td>
<td></td>
<td>Sociology of Education</td>
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<tr>
<td>Socl 335</td>
<td></td>
<td>Organization and Society</td>
</tr>
<tr>
<td>Socl. 354</td>
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<td>Political Sociology</td>
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<thead>
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<tr>
<td>Socl. 209</td>
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<td>American Criminal Justice System</td>
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<tr>
<td>Socl. 215</td>
<td></td>
<td>Women &amp; the Law</td>
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<tr>
<td>Socl. 250</td>
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<td>Sociology of Deviance</td>
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<td>Socl. 310</td>
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<td>Sociology of Law</td>
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<tr>
<td>Socl. 316</td>
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<td>Juvenile Delinquency</td>
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<tr>
<td>Socl. 347</td>
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<td>Criminology</td>
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<table>
<thead>
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<tr>
<td>Socl. 241</td>
<td></td>
<td>S/The Individual &amp; Society</td>
</tr>
<tr>
<td>Socl. 314</td>
<td></td>
<td>Illness, Self, &amp; Society</td>
</tr>
<tr>
<td>Socl. 356</td>
<td></td>
<td>The Social Self</td>
</tr>
<tr>
<td>Socl. 358</td>
<td></td>
<td>Sociology of Emotions</td>
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<tr>
<td>Socl. 361</td>
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<td>Field Research Methods</td>
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<table>
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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>Socl. 102</td>
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<td>S/Intro to Social Problems &amp; Public Policy</td>
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<tr>
<td>Socl. 201</td>
<td></td>
<td>Black Women in American Society</td>
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<td>Socl. 217</td>
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<td>S/U/Urban Sociology</td>
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<tr>
<td>Socl. 220</td>
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<td>U/Inequality, Class &amp; Poverty</td>
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<td>Socl. 225</td>
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<td>Sociology of Gender</td>
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<tr>
<td>Socl. 230</td>
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<td>S/U/Race &amp; Ethnicity</td>
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<td>Socl. 340</td>
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<td>Social Movements</td>
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<td>Aging &amp; Society</td>
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<td></td>
<td>S/M/Intro to Global Social Change</td>
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<tr>
<td>Socl. 218</td>
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<td>Environmental Sociology</td>
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<td>Socl. 260</td>
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<td>Population Studies</td>
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<td>Socl. 325</td>
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<td>Social Change</td>
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ABOUT THE MAJOR COURSES

*Introduction to Sociology* (Socl. 100): This course, designed for majors and non-majors, provides a basic introduction to the concepts, principles, and major areas of study within sociology. Topics include: the nature of society, social organization, social institutions, and social change.

*Statistics and Research Sequence* (Socl. 211, 212): These courses provide a basic introduction to the statistical techniques and major styles of research used in sociology. Students who plan to attend graduate school or a professional program should develop these skills further by taking Socl. 361: Field Research Methods or a directed study with a research component. Students should take Socl. 211 and 212 in the sophomore or junior year.

*Theory Sequence* (Socl. 265, 365): The theory sequence provides the sociology major with a broad foundation in the theoretical knowledge of sociology, as formulated by the masters of sociological thought in the classical period of the discipline's history and by their successors in the field of contemporary theory today. Since the study of social theory is developmental in approach, students should try to take the two theory courses in their proper order, i.e., Classical Sociological Theory (Socl. 265) before Contemporary Sociological Theory (Socl. 365). Students should plan to take the theory courses in their junior year.

*Electives:* The electives offered by the department cover most of the major sub-areas of sociology. They are designed to provide students with an in-depth examination of empirical evidence and theoretical ideas related to these topical areas and introduce students to some of the important sociological literature in the field.

*Senior Seminar Courses:* In conjunction with a senior seminar course or an independent senior-thesis course, each student will conduct research and write a research paper, which they will summarize in a brief oral presentation.

*Internship in Sociology* (Socl. 395)*: The internship program is designed to give students practical experience working in one of a wide range of public sector organizations in the local community. Credits may range from 3-15 hours per semester.

*Directed Study* (Socl. 399)*: The department offers students the opportunity to work directly with one faculty member on a topic that is of interest to both of them and is not covered in the regular course offerings. The course may involve intensive reading in sociology and/or completion of a special research project.

* No more than 3 of the 18 total elective hours may be earned through internships and directed study.
# B. A. in Sociology*

Sample Program Outline

based on requirements for majors entering the College before August 1996

(see page 4 of the handbook for details)

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## FIRST YEAR

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<thead>
<tr>
<th></th>
<th>Fall Hours</th>
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<td># Socl. elective 3</td>
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<tr>
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## THIRD YEAR

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<td># Socl. elective</td>
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<td>Socl. 376, 377, 378 or 379 3</td>
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<td># Socl. 3--</td>
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<td>Minor</td>
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<td>(Socl 378 or 379)</td>
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**Total Semester Hours --- 120**

* This guide also includes an interdisciplinary minor and an optional internship. The inter-disciplinary minors most frequently chosen by sociology majors are Criminal Justice, Environmental Studies, Human Development, Legal Studies, Urban Studies, and Women's Studies.

** Students may elect to begin the sequences of Socl. 211-212 and 265-365 in either spring or fall semester, since all four courses are generally offered each semester.
CHARTING YOUR PROGRESS

Checklist of Sociology Requirements (to be checked off as completed):

<table>
<thead>
<tr>
<th>Basic Requirements</th>
<th>Electives</th>
<th>Sub-Areas</th>
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<tr>
<td>Soc. 100</td>
<td>Soc. ___</td>
<td>Institutions</td>
</tr>
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<td>Soc. 211</td>
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<td>Criminology, Law, and Deviance</td>
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<tr>
<td>Soc. 212</td>
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<td>Soc. ___</td>
<td>Social Problems and Inequality</td>
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</tr>
<tr>
<td>Soc 379</td>
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</table>

Internships may be counted for up to 3 credits of electives in Sociology but may not be counted toward the required 6 hrs. of 300-level electives.

Checklist of Common Core Requirements (to be checked off as completed):

- **Natural Science** (2 lab courses from different depts., not from major) 8 hrs.
  - N/ __________________________ N/ __________________________

- **Social Science** (2 courses from different depts., not from major) 6 hrs
  - S/ __________________________ S/ __________________________

- **Fine Arts** (2 courses from different depts. not from major) 6 hrs
  - F/ __________________________ F/ __________________________

- **Humanities** (required 2 semester sequence) 8 hrs
  - H/Humn 220 ____________ H/Humn 221 ____________

- **Critical Writing/Reading** (required freshman course) Intd 105 3 hrs

- **Non-Western Traditions**
  - (1 course may be from major and may satisfy more than one gen ed area) 0-3 hrs
  - M/ __________________________

- **Numeric/Symbolic Reasoning**
  - (1 course – may be from major and may satisfy more than one gen ed area) 0-4 hrs
  - R/ __________________________

Credits Earned Each Semester Outside Sociology (at least 69 needed for graduation):

| Freshman | 1 || 2 |
|----------|---|---|
| Sophomore | 1 || 2 |
| Junior | 1 || 2 |
| Senior | 1 || 2 |

Credits Earned Each Semester (120 needed for graduation):

| Freshman | 1 || 2 |
|----------|---|---|
| Sophomore | 1 || 2 |
| Junior | 1 || 2 |
| Senior | 1 || 2 |

Advanced Placement Credit _______
Transfer Credit _______
Summer School Credit _______
MINORS

Many students with career interests in specific fields choose to combine their sociology major with one or more minors. Geneseo offers a wide range of minors that will broaden your knowledge in a substantive area and may prove helpful when seeking employment after graduation. Some of the interdisciplinary minors which integrate well with a sociology major are:

- Criminal Justice
- Environmental Studies
- Human Development
- International Relations
- Latin American Studies
- Legal Studies
- Public Administration
- Public Relations
- Religious Studies
- Urban Studies
- Women's Studies

Students may also choose to minor in a related discipline, such as Anthropology, Economics, Political Science, and/or Psychology, among others.

Information about these minors is available in the College Bulletin. Consult your advisor and/or the coordinators of the program in which you are interested for additional information.

INTERNSHIPS

A number of students majoring in sociology elect to do an internship to provide experience in their field of future employment and to find out about certain careers they are considering. Internships also frequently lead to useful contacts that students are able to use in their job searches. In general, students do their internship during their senior year. The student selects an organization in which to work and contracts with the department internship coordinator. Internships are not for everyone -- certain academic standards have to be met and a level of maturity and self-direction is required. If you are interested in doing an internship, talk to your advisor as early on as possible so that you can arrange your schedule to allow for this. You can get more information on internships through the Sociology Internship Coordinator.

The following is a list of some of the agencies in which students have interned in the past. These are only examples, though; you are encouraged to pursue placement in any agency or location that suits your needs and interests. Other internship possibilities are listed with the Department's Internship Coordinator.

- Livingston Co. Probation Dept.
- Livingston Co. Youth Bureau
- Livingston Co. Council on Alcoholism
- Livingston Co. Sheriff's Department
- Monroe Co. Public Defender's Office
- Division for Youth: Oatka Residential Center
- Hillside Children's Center
- Chances & Changes Women's Shelter
- Monroe Co. District Attorney's Office
- Groveland Correctional Facility
- Rochester Police Department
- Rush-Henrietta Central School District
- Help for Adolescent Mothers
- Center for Governmental Research
- Avon Nursing Home
- NYS Executive Department Division of Human Rights
SOCIOLOGY CLUB

The Sociology Club offers students an opportunity to pursue sociological interests outside of the classroom. Club meetings include discussions, guest speakers, and films. Guest speakers have included faculty members, professionals, former students, and counselors who have discussed careers, graduate school, research, and policy issues related to sociology. Other club activities include field trips, picnics, and student-faculty mixers.

The club also elects student representatives who participate in Sociology Department meetings and standing committees.

Membership in the Sociology Club is open to all students, whether or not they are sociology majors.

ALPHA KAPPA DELTA

Alpha Kappa Delta is the international sociology honor society. The society's purposes are to promote interest in the study of sociology and to use sociology to improve the human condition. Past members have presented their own research papers at professional sociology meetings. The AKD also sponsors a local and a national paper competition every year. The national competition offers a cash award for first place.

Members in AKD receive a certificate of membership and a subscription to the sociology journal, Sociological Inquiry. Qualifications for membership include junior or senior standing, completion of four sociology courses, a 3.0 GPA in those courses, and a cumulative GPA of 3.0. Students who qualify are sent a letter inviting them to join.

*************************************************************************************************

SOCIOLOGY DEPARTMENT COORDINATORS

Bill Lofquist  Coordinator, Criminal Justice Minor
Denise Scott  Graduate School Coordinator and
                  Public Service Internship Coordinator
Yuichi Tamura  Alpha Kappa Delta Advisor & Sociology Club Advisor
C. Wright Mills Award
This is awarded for outstanding scholarship in sociology. Candidates will be evaluated on the following criteria (It is not necessary to meet every criterion):

   a. Outstanding overall GPA
   b. AKD (Sociology Honor Society) membership
   c. Quality of papers written
   d. Intellectual curiosity as exhibited in class/colloquium discussion
   e. Research done with faculty or independently
   f. Intention to attend graduate school

Jane Addams Award
This is awarded for community service. Candidates will be evaluated on the following criteria (It is not necessary to meet every criterion):

   a. Volunteer work with community agencies
   b. Active involvement in a social movement organization
   c. Commitment to social change as exhibited in class/colloquium discussion
   d. Public service internship
   e. Research on public policy or social problems

W.E.B. DuBois Award
This is awarded for leadership and departmental service. Candidates will be evaluated on the following criteria (It is not necessary to meet every criterion):

   a. Service as a student representative to the department meeting
   b. Service as a student representative to the department committee
   c. Leadership of the Sociology Club
   d. Administrative Intern to the department
   e. Leadership of other campus organizations

To apply for any of these awards come to the Sociology Department and pick up an application.

There can be no perfect democracy curtailed by color, race or poverty. But with all we accomplish all, even peace.

W.E.B. DuBois
One of the most common questions asked of any sociology professor is, "What can I do with a Sociology BA?" In reality, there are several answers to this question.

First, a Sociology BA provides you with a useful background for some specific jobs. For example, employers in fields such as criminal justice, human services, or personnel and industrial relations often employ sociology majors in a variety of capacities in their organizations. Students who pursue graduate training in sociology and related fields can also expect to find employment in fields such as teaching, research, planning, social work, and public policy. If you are interested in a career in one of these fields, there are several things you can do to make yourself more attractive to a prospective employer. You may want to choose your elective courses in sociology (as well as your general electives) with your career goals in mind. If you are planning a career in human services, for example, you should choose sociology courses that deal with the sorts of social problems with which human services agencies deal, such as poverty, family problems, aging, or health care problems. It would also be a good idea to select electives in other departments that are related to your area of interest (perhaps a course in abnormal psychology or human development or a political science course in public policy). You also may want to add a minor (or even a second major) in a related field or to consider an internship or graduate training in your area of interest (see below). Your advisor can be a valuable resource in helping you to decide which courses are best suited to your career goals. If you have definite ideas about what you would like to do, be sure to discuss them with your advisor as soon as you can.

Second, like most liberal arts majors, a BA in sociology gives a general background for a broad range of jobs. Most businesses, for example, hire prospective managers as trainees. They expect the applicant to possess good analytical, writing, and oral skills and to be educable; they do not usually assume a major in a particular subject. Many employers prefer liberal arts majors both because they have been well-trained in "the basics" and because their broad education makes them flexible and adaptable to changing conditions. Sociology majors who develop their basic skills, are well-placed to apply for a wide range of jobs that are not directly related to the subject matter of sociology itself and will find themselves well-prepared to adapt to changing opportunities. Courses in writing, math, computer sciences, and foreign language may provide you with the background for a number of jobs.

Two final points may help you keep your career prospects in proper perspective. First, anyone starting out on a career must expect to start out at the bottom (or near it). Most people do not move immediately from a BA program to their "dream job." Very often, finding that job takes many years and may require a laborious process of waiting, creating opportunities for oneself, and taking advantage of those that present themselves. In other words, the fact that a sociology BA does not lead automatically and quickly to an ideal job is absolutely normal. Second, while career preparation is an important part of undergraduate education, it is not its only purpose. In addition to teaching skills that may prove useful later on, a sociology BA also provides valuable insights on topics not directly related to careers -- politics, religion, family problems, gender, the economy and many others. In constructing your undergraduate program, you should try to balance career-oriented courses with courses on matters of general interest.
**POPULAR CAREER CHOICES**

**Sociology Professor or Researcher:**
Requires M.A. or Ph.D. in sociology

Sociologists can teach at the community level with a master's degree or at the college level with a Ph.D. Some sociologists chose to do research with government or nonprofit agencies, such as the Department of Health and Human Services or the Urban Institute.

*Recommended courses:*
1. Independent research project under faculty supervision, either Directed Study (Socl 399) or Senior Thesis (Socl 391)
2. An extra course in research methods, either Field Research Methods (Socl 361) or Statistical Software (CSci 216)
3. One or more 300-level Socl electives in addition to the required two 300-level courses

**Market Research or Polling:**
Requires a B.A. or M.A.

Market research and public opinion polling are simply applications of the survey research techniques you learn in your research class.

*Recommended courses:*
1. Statistical Software (CSci 216)
2. A directed study (Socl 399) conducting a survey or analyzing data
3. An internship in the Survey Research Center of the School of Business or a market research firm
4. Electives in Management Science or Political Science, selected with the help of your advisor

**Social Work:**
Requires MSW to advance in the field; a B.A. or B.S. to enter

There are many different kinds of social work: providing services in group settings (as a counselor), dealing with individual clients (as a therapist), overseeing recipients of public services (as a caseworker), or supervising a social service agency (as a manager). Social workers work in schools, hospitals, group homes, government offices, and private agencies.

*Recommended courses:*
1. An internship with a social service agency
2. Sociology electives in Social Problems and Public Policy (Socl 102), Sociology of the Family (Socl 210), Inequality, Class, and Poverty (Socl 220), Race and Ethnicity (Socl 230), Aging and Society (Socl 352)

Additional possibilities:
3. Psychology minor including Introduction to Community Psychology (Psyc 262), Humanistic Psychology (Psyc 311), or Abnormal Psychology (Psyc 360).

or

4. Human Development minor, concentrating on courses about children, adolescents, the elderly, or whatever population with which you want to work.
**Teaching in Public School:**
Requires certification in education (elementary or secondary), and M.A. or M.S. to become permanently certified

In recent years, several sociology majors have become teachers, especially in urban schools. They report that their sociology background is very useful in the classroom.

*Recommended courses:*
1. Teaching certification program (pre-K - 6), including one semester of student teaching
2. Teaching certification program (7 - 12) in social studies, including one semester of student teaching

**Lobbying / Social Advocacy / Political Staff**
Requires initiative and creativity more than specific degrees.

Some sociology majors have gone to work for lobbying, social advocacy, or nonprofit groups dealing with issues such as domestic violence, women's rights, prisoners' rights, child advocacy, the environment, racial and religious discrimination, disabilities, health care reform, and family planning. A related career option is to work in the office of an elected official. The curriculum appropriate for these jobs will vary according to the type of issue or organization with which you would like to work. By reading the *College Bulletin* carefully and talking to faculty, other students, and the Career Services staff, you can make up your own list of courses relevant to your interests. Don't overlook Directed Studies courses to study issues that are not covered by existing courses!

*Recommended courses:*
1. One (or even two) internships with agencies in your area of interest
2. An interdisciplinary minor (if one exists) in your area of interest (*e.g.*, Women's Studies, Environmental Studies)
3. Electives in sociology and other departments that relate to your area of interest (*e.g.*, for family planning advocacy, Sociology of the Family (Socl 210), Human Fertility (Biol 107), Political Parties and Interest Groups (Plsc 211), Psychology of Women (Psyc 308), etc.)

**The Law**
To be an attorney requires a J. D.; to be a paralegal usually requires a paralegal certificate (approximately 6 months beyond the B. A.)

Preparation for law school does not require any particular major.

*Recommended courses:*
1. A minor in Legal Studies (including legal internship)
2. Writing (Engl 100, 200) and Logic (Phil 111)
   Additional recommendation: A preparatory course to prepare for the LSAT exam, particularly if you have difficulty with standardized exams.
Criminal Justice (Bill Lofquist, Coordinator Sturges Hall 122B)
Police or probation work, substance abuse counseling, court administration, campus security positions

Environmental Studies (David Aagesen, Coordinator Fraser Hall 107B)
Consulting on community environmental impact statements, environmental advocacy work (e.g., Natural Resources Defense Council)

Human Development (Steven Kirsh, Coordinator Sturges Hall 16)
Child advocacy, social work, gerontology, counseling, family planning, day care, elder care

Integrated Marketing Communications (Mary L. Mohan, Coordinator Blake B 115)
Writer, media relations specialist in business or nonprofit organizations

Latin American Studies (Rose McEwen, Coordinator Welles 212B)
Immigration work, international development work

Legal Studies (Kenneth Deutsch, Coordinator Welles Hall 3E)
Attorney, paralegal

Public Administration (Mary Klotz, Coordinator Welles Hall 3D)
Federal, state, or local government administration

Religious Studies (Carlos Filice, Coordinator Welles Hall 102D)
Human resources, research, administrative positions in church-related organizations

Urban Studies (Jennifer Rogalsky, Coordinator Fraser Hall 107)
Urban planning, research, or administration in local government

Women's Studies (Melanie Blood, Coordinator Brodie 121)
Advocacy or administrative work in agencies dealing with women (e.g., domestic abuse, rape)
HOW TO STRENGTHEN YOUR CAREER POTENTIAL

SKILL DEVELOPMENT
Of course sociology majors must compete with other liberal arts majors for jobs. There are several things you can do to strengthen your competitive position. First and foremost, you should try to maintain a good grade point average. Good grades will impress employers and will increase the chances that you will get strong letters of recommendation from professors. In addition, you should make a point of developing your basic skills, especially if they are weak in certain areas, but even if they are not. Courses in writing, mathematics, computer science, and the like are generally wise choices in this respect. In particular, it is a good idea to emphasize courses in research methods and statistics. Many sociology majors who have obtained non-academic jobs have reported that these courses were valuable to them in their work and in their careers.

INTERNSHIPS
Internships are useful in developing your career for three reasons. First, they enable you to gain experience that you can list on your resume. Even though internships are usually unpaid, they are very similar to "real" jobs in the field. Second, your internship supervisors and colleagues may be able to help you get leads on jobs, may write you letters of recommendation, and may provide contacts for the future. Third, you can find out if this is the kind of work you really want to do (or not do). If doing an internship is not feasible because of scheduling or other constraints, you may choose to volunteer in an agency or business related to an occupation in which you are interested.

GRADUATE SCHOOL
Many careers, especially professional careers, require training beyond the BA. Sociology majors have many opportunities to pursue a graduate education in a variety of fields. The most obvious field of study for a sociology graduate is sociology itself, especially if you are considering a career in teaching or sociological research. However, many sociology BAs pursue graduate training in other fields. Business, social work, industrial relations, law, counseling, and urban planning are some of the fields of study Geneseo graduates have pursued.

Graduate study requires substantial preparation. Most programs require a minimum GPA of 3.0; many have higher standards. Frequently, an applicant will be required to take one or more standardized tests (GREs, LSATs, etc.) before entry. You should be aware that the required courses in the sociology major (i.e., introductory sociology, classical and contemporary theory, and research statistics and methods) are particularly designed to prepare you for graduate study in sociology.

You must give considerable thought to what institution to attend, what specific program to choose, etc. If you are interested in graduate school you should start to investigate it in your junior year. Work as closely as possible with your advisor, the department's graduate school coordinator, and the college Career Services Office to prepare yourself for graduate study.

There are binders located in the Sociology Department that may be helpful to Sociology students. One is a compilation of job opportunities, one has information on different graduate schools and a third contains possible internship opportunities. Stop by the Sociology Department (Sturges 122) for more information.
Writing is one of the most difficult and most rewarding of all scholarly activities. Few of us, students or professors, find it easy to do. The pain of writing comes largely as a result of bad writing habits. No one can write a good paper in one draft on the night before the paper is due. The following steps will not guarantee a good paper, but they will eliminate the most common problems encountered in bad papers.

1. Select a topic early. Start thinking about topics as soon as the paper is assigned and get approval of your topic choice from the professor before starting the research on the paper. When choosing a topic, think critically. Remember that writing a good sociology paper starts with asking a good sociological question.

2. Give yourself adequate time to do the research. You will need time to think through the things you read or to explore the data you analyze. Also, things will go wrong and you will need time to recover. The one book or article which will help make your paper the best one you've ever done will be unavailable in the library and you have to wait for it to be recalled or to be found through interlibrary loan. Or perhaps the computer will crash and destroy a whole afternoon's work. These things happen to all writers. Allow enough time to finish your paper even if such things happen.

3. Work from an outline. Making an outline breaks the task down into smaller bits which do not seem as daunting. This allows you to keep an image of the whole in mind even while you work on the parts. You can show the outline to your professor and get advice while you are writing a paper rather than after you turn it in for a final grade.

4. Stick to the point. Each paper should contain one key idea which you can state in a sentence or paragraph. The paper will provide the argument and evidence to support that point. Papers should be compact with a strong thesis and a clear line of argument. Avoid digressions and padding.

5. Make more than one draft. First drafts are plagued with confusion, bad writing, omissions, and other errors. So are second drafts, but not to the same extent. Get someone else to read it. Even your roommate who has never had a sociology course may be able to point out unclear parts or mistakes you have missed. The best papers have been rewritten, in part or in whole, several times. Few first draft papers will receive high grades.

6. Proofread the final copy, correcting any typographical errors. A sloppily written, uncorrected paper sends a message that the writer does not care about his or her work. If the writer does not care about the paper, why should the reader?

Such rules may seem demanding and constricting, but they provide the liberation of self-discipline. By choosing a topic, doing the research, and writing the paper you take control over a vital part of your own education. What you learn in the process, if you do it conscientiously, is far greater that what shows up in the paper or what is reflected in the grade.
EMPIRICAL RESEARCH PAPERS

Some papers have an empirical content that needs to be handled differently than a library research paper. Empirical papers report some original research. It may be based on participant observation, on secondary analysis of social surveys, or some other source. The outline below presents a general form that most articles published in sociology journals follow. You should get specific instructions from professors who assign empirical research papers.

1. Introduction and statement of the research question.
2. Review of previous research and theory.
3. Description of data collection including sample characteristics and the reliability and validity of techniques employed.
4. Presentation of the results of data analysis including explicit reference to the implications the data have for the research question.
5. Conclusion which ties the loose ends of the analysis back to the research question.
6. Endnotes (if any).
7. References cited in the paper.

Tables and displays of quantitative information should follow the rules set down by Tufte in the work listed below.

HOW TO CITE SOURCES

There are several acceptable alternative forms for making footnotes, citations, and references. The form that sociologists use is derived from the *American Sociological Review*, the major journal of the American Sociological Association. This abbreviated version was taken from "Notice to Contributors," *American Sociological Review*, February 1994 59(1):iii-iv.

CITATIONS

Students sometimes think that citations are necessary only when using material that is a direct quote. This is not true. A citation is necessary any time you include any information or idea that is not yours (that is, directly or indirectly derived from someone else's thinking or writing). Any non-original idea that you fail to cite is plagiarized. PLAGIARISM IS STEALING. IT CAN RESULT IN YOUR FAILING THE COURSE!

The purpose of citations is to permit other researchers to locate the sources used. It is important to make them complete and understandable. For every source, include the title, author(s), and date. For books, note publisher and place of publication. For articles, note the name of journal, volume number, issue number, and page numbers.

All references should be identified at the appropriate point in the text by the last name of the author, year of publication, and page number where needed. Identify subsequent citations of the same source in the same way as the first. Examples:

If author's name is in the text, follow it with year in parentheses.
… Duncan (1959) …

If author's name is not in the text, insert, in parentheses, the last name and year.
… (Gouldner 1963) …

Page number, if necessary, follows year of publication after a colon. Page numbers are used for direct quotes or specific statistics.
… Kuhn (1970: 71) …

Give both last names for joint authors. Give all last names on first citation in text for more than two authors; thereafter use "et al." in the text.
… (Carr, Smith, and Jones 1962) … and later … (Carr et al. 1962) …

For institutional authorship, supply minimum identification from the beginning of the complete citation.
… (U.S. Bureau of the Census 1991: 117) …

Separate a series of references with semicolons and enclose them within a single pair of parentheses.
… (Burgess 1968; Marwell et al. 1971; Cohen 1962) …

Your paper might look something like the following fictitious example:

Duncan (1959) argues that sociologists have a firm grasp of the causes of social inequality while other authors are not so sure (Gouldner 1963). The widening of the gap between the rich and the poor during the 1990s (U.S. Bureau of the Census 1991: 117) contradicted some long-held theories of the convergence of social classes (Burgess 1968; Marwell et al. 1971; Cohen 1962).
REFERENCES

The last page(s) of the paper should contain a complete list of all works cited in the paper. The heading of the page is References (not Bibliography). All works, whether books, periodicals, interviews, or other sources, should be included in one list in alphabetical order.

Information about books should be listed in the following order: author(s), date, title, place of publication, and publisher. The title of a book should be underlined or italicized. Put the author's last name first and arrange the references in alphabetical order. If there are multiple authors, list only the first author's name last name first, and list all others with first name before last. Examples:


For articles, indicate information in the following order: author(s), date, title, name of journal, volume number, issue number, and page numbers. Enclose the title of an article in quotes and underline or italicize the name of the journal. Volume number should be followed by issue number (in parentheses) followed by a colon (:) and finally the page numbers. Examples:


WHERE TO GET HELP ON PAPERS

The following books can assist you in researching and writing your papers. The first two stress research while the last four stress writing skills.


REFERENCE TOOLS

The following reference tools are useful for researching papers on sociological topics.


This paperback book by Pauline Bart and Linda Frankel (published by Random House) is very helpful in many ways. Sociological periodicals are listed in Chapter 4. Reference tools and resource materials are described in Chapter 5. The Handbook is reasonably priced and is available at the College Bookstore or Sun Dance Books.

Sociofile

This is a computer database of the series of annual volumes known as the Sociological Abstracts. The Sociofile computer is on the main floor of Milne Library and the printed abstracts are in the reference stacks.

In addition to bibliographic information, the abstracts provide summaries of articles published in sociology and sociology-related professional journals. These enable you to decide if the article is appropriate to your research and gives the citation so you can look up the entire article.

Social Science Index

These are volumes, bound by year, which are located in the reference section of Milne Library.

This reference tool is a cumulative index of periodicals in sociology, anthropology, economics, environmental sciences, geography, law and criminology, planning and public administration, political science, psychology, social aspects of medicine, and related subjects.

Subjects are arranged alphabetically. Under each subject heading are full references to articles which have been written about the topic in a given year.

Government Documents

Milne Library is one of the few libraries in western New York that is a depository for material published by the federal government. These documents are housed in the basement of Milne, and provide a wealth of up-to-date information from the Census Bureau, the U.S. Congress, and various government agencies. Documents published by New York State are also included in this collection. The documents librarian can help you locate information you need.
The following is a list of sociological journals. The journals are shelved alphabetically in the basement of Milne.

Administrative Science Quarterly
American Demographics
American Journal of Sociology
American Sociological Review
American Sociologist
Annual Review of Sociology
Armed Forces and Society
British Journal of Criminology
Berkeley Journal of Sociology
Canadian Journal of Social and Political Theory
Canadian Review of Sociology and Anthropology
Comparative Studies in Society and History
Contemporary Sociology
Crime and Delinquency
Crime and Social Justice
Criminology
Current Sociology
Demography
Deviant Behavior
Ethnic and Racial Studies
Family Relations
Feminist Issues
Gallup Report
Industrial and Labor Relations Review
International Bibliography of Sociology
International Journal of Comparative Sociology
International Social Science Journal
International Social Science Review
Journal for the Scientific Study of Religion
Journal of the American Planning Association
Journal of Contemporary Ethnography
Journal of Criminal Law and Criminology
Journal of Educational Sociology
Journal of Gerontology
Journal of Health and Social Behavior
Journal of Intergroup Relations
Journal of the Institute for Sociometric Studies
Journal of Marriage and the Family
Journal of Peace Research
Journal of Research in Crime and Delinquency
Journal of Urban Affairs
Labor Studies Journal
Law and Society Review
Milbank Memorial Fund Quarterly
Politics and Society
Population Bulletin
Population Studies
Population Today
Qualitative Sociology
Review of Religious Research
Research in Social Movements, Conflicts, and Change
Research in Social Problems and Public Policy
Research in the Sociology of Organizations
Rural Sociology
Sex Roles
Social Forces
Social Justice
Social Policy
Social Problems
Social Psychology
Social Research
Social Service Review
Social Science and Medicine
Society
Sociological Analysis
Sociological Forum
Sociological Inquiry
Sociological Methods and Research
Sociological Perspectives
Sociological Quarterly
Sociological Theory
Sociologus
Sociology and Social Research
Sociology of Education
Sociology of Health and Illness
Sociology of Religion
Sociology of Work and Occupations
Symbolic Interaction
Urban Affairs Review
Urban Review
Work and Occupations
Youth and Society
Theory and Society
James Bearden, Associate Professor  
Ph.D. from SUNY Stony Brook  
Teaching areas: Statistics; Research Methods; Sociology of Third World; Urban Sociology  
Research areas: Power Structure and Military Industrial Complex, Sexual Behavior and AIDS, Unemployment  
E-mail: Bearden@geneseo.edu

Elaine Cleeton, Associate Professor  
Ph.D. from Syracuse University  
Teaching areas: Illness, Self & Society; Sociology of Medicine; Field Research Methods  
Research areas: Women’s Health, Social Welfare; Race, Class and Gender Relations  
E-mail: Cleeton@geneseo.edu

F. Kurt Cylke, Associate Professor  
Ph.D. from University of Delaware  
Teaching areas: Environmental Sociology; Social Problems; Inequality, Class and Poverty; Social Movements  
Research areas: Environmental Movement, Sociology of Obesity  
E-mail: Cylke@geneseo.edu

Steve Derne, Professor  
Ph.D. from University of California, Berkeley  
Teaching areas: Sociology of the Third World; Classical Sociological Theory; Contemporary Sociological Theory; Sociology of Religion; Sociology of Emotions  
Research areas: Globalization, Sociology of Culture, Emotion, Mass Media, India, Pacific Islands, and Gender  
E-mail: Derne@geneseo.edu

Anne Eisenberg, Associate Professor  
Ph.D. from University of Iowa  
Teaching areas: Individual and Society; Classical Sociological Theory; Contemporary Sociological Theory; Social Self; Science, Gender and Knowledge; Sociology of Medicine  
Research areas: Neurosociology; Fringe Groups, Legitimacy and Power; Gender, Science and Technology  
E-mail: Eisenberg@geneseo.edu

William Lofquist, Professor  
Ph.D. from University of Delaware  
Teaching areas: Criminology and Deviance, Criminal Justice, Punishment  
Research areas: Patterns of death penalty use, wrongful convictions  
E-mail: Lofquist@geneseo.edu
Paul McLaughlin, Assistant Professor
Ph.D. from Cornell University
Teaching areas: Environmental Sociology, Social Movements
Research areas: Environmental movement, Organizational ecology
Email: mclaughp@geneseo.edu

Lisa B. Meyer, Associate Professor
Ph.D. from: Emory University
Teaching Areas: Research Methods; Statistics; Political Economy of Development, Gender and Development, Stratification; Political Sociology
Research Areas: Gender and Development, Economic Globalization
E-mail: Meyer@geneseo.edu

Denise Scott, Associate Professor
Ph.D. from University of Massachusetts at Amherst
Teaching areas: Sociology of Work; Organizations and Society; Sociology of the Family
Research areas: Power, Gender, Work and Organizational Structures and Processes
E-mail: Scott@geneseo.edu

Yuichi Tamura, Associate Professor
Ph.D. from: University of Kansas
Teaching Areas: Race and Ethnicity; Sociology of Education; Sociology of the Third World
Research Areas: Educational Changes, Globalization, Social Movements and Revolutions, Asian Societies (especially Japan)
E-mail: Tamura@geneseo.edu
FACULTY RESEARCH INTERESTS

Dr. Bearden's research interests include the involvement of large corporations in the weapons business (the "military industrial complex"), the measurement of unemployment and the social construction of unemployment as a statistical fact. He has also worked with a series of students in joint research on student attitudes and knowledge about HIV, AIDS, and sexual behavior.

Dr. Cleeton studies the regulation of women’s lives through medicine and law. In her work on the pregnancy and delivery experiences of minority women living in poor urban neighborhoods, she argues that relations of race, class and gender shape the focus on personal responsibility for poor birth outcomes. This, in lieu of examining the links between poverty and infant mortality.

Dr. Cylke's research focuses on the environmental movement and the social construction of environmental concerns. He studies how the mass media and the environmental movement present scientific findings so that people become concerned about problems they can't see for themselves (e.g. air and water pollution, the depletion of the ozone layer).

Dr. Derne’s study of family life in India explores the interconnections between culture, family, gender and emotion. His study of film-going in India examines how mass media consumption shapes family, emotion, sexuality and male dominance. His more recent work examines the effects of globalization in India.

Dr. Eisenberg's research interests center on two areas in social psychology and one area of focus in theory. First, Dr. Eisenberg has initiated a new research program in the area of neurosociology which examines the impact that social interactions have on cognitive and neural processes. She is using the experimental laboratory space in Sturges basement as part of the Center for Cognitive and Social Sciences (CCSS). Dr. Eisenberg's second area of research in social psychology concerns issues of power—who has it, how do you get it, and how do you maintain it. Her on-going research examines how fringe scientists, such as parapsychologists, have contributed to debates concerning what constitutes legitimate science. Finally, Dr. Eisenberg actively conducts research examining the links between classical sociological theory and contemporary sociological theory.

Dr. Lofquist's research deals with historical and contemporary patterns of death penalty use, particularly the relationship between systems of racial control such as slavery and lynching and the death penalty. He also researches wrongful convictions.

Dr. McLaughlin’s primary interest is in tracing the parallels between the Darwinian revolution and changes currently occurring within various subfields of the social sciences. He has also done empirical research in organizational ecology, including studies of the cooperative movement in Saskatchewan, Canada and the U.S. environmental movement. Dr. McLaughlin’s current research is focused on the use of evolutionary models to understand the dynamics of vulnerability to climate change and other natural hazards. The goal of his research is to produce better models for identifying vulnerable populations and strategies to mitigate their risk.

Dr. Meyer's research interest is in the area of economic globalization, specifically the relationship between trade and investment liberalization and gender relations in national labor markets. Feminist, world system, and international political economy models are central to her analyses. In addition, she is interested in the rise of global social movements (e.g. labor, feminist, environmental) as they relate to global economic processes that have taken shape over the last twenty years.
Dr. Scott’s recent research has been on women in corporate-government affairs, specifically gender differences in the work and family connections of government affairs managers. Using in-depth interviews and a mail survey, she finds that both women and men are highly involved in networking at all levels of business and government yet the character of their connections differ significantly. Her research interests include the study of women’s organizations and relations between legislative staff and government relations managers.

Dr. Tamura's research interests center on the consequences of globalization on schools in various societies including Japan and the United States. He has also worked on and is planning to continue a comparative examination of social movements and revolutions.