Sociology in Times of Challenge

Message from the Chairperson, Stephen Pfohl

These are challenging times to study sociology. As both sociologists and citizens, we live in an era of unprecedented global economic, technological, and cultural change. Such change impacts us from all sides and at multiple levels — from the ways we experience our senses of self to the meanings we make of the actions of others and the world. Engaging with the implications of such change at the crossroads between biographical experience and the forceful exigencies of social structure is at the core of what C. Wright Mills once called the sociological imagination. Indeed, confronted by far-reaching historical transformations in major social institutions and the complexities of corporate globalization, terrorism, and war, sociology is today called upon to both imaginatively interpret our rapidly changing world and to assist struggles aimed at securing more just futures.

How are rapid changes the globe over affecting the meaning of gender, race, sexual-ity, and class-based structures of power? What is the fate of human subjectivity in an era dominated by fast-moving televisionary images and sound-bytes? What is the future of the human body in a time marked by gene-altering technologies and the omnipresence of pharmaceutical drugs? What does it mean to live in a society where everyday culture is consumer culture and where some classes and categories of people are offered previously unimaginable access to resources of power and privilege while the hopes, aspirations and social security of others are marginalized or denied? Why do prisons compete with the military as among the most common venues for working and lower class peoples struggling to make ends meet? How are these and other aspects of contemporary history affecting our approaches to social theory and research, public policy and activism? While there are no simple answers to such questions, they are among the concerns addressed daily by the faculty and students of the Department of Sociology at Boston College.

Over Academic Year 2003-04 our collective sociological engagement with issues such as those mentioned above has resulted in numerous accolades, honors, and awards. Diane Vaughan was selected as a recipient of a prestigious Guggenheim Fellowship to pursue ethnographic research on the sociology of air traffic control. Diane was also elected as an at-large member of the Council of the American Sociological Association. Sarah Babb was named Co-Recipient of the 2004 Mirra Komarovsky Award of the Eastern Sociology Society for best book in sociology. This award was presented to Sarah for her path-breaking study Managing Mexico: Economists from Nationalism to Neoliberalism (Princeton University Press, 2001). In addition, for the third consecutive year Paul Schervish was named to the Nonprofit Time’s “Power and Influence Top 50” for his outstanding contributions to research in the area...
of philanthropy and wealth, while I was appointed Co-Chair of the Program Committee for the 2004 Annual Meetings of the Society for the Study of Social Problems.

Scholarly publication on the part of our faculty and graduate students also remained high over the last academic year, with faculty publishing nine new, revised or translated books, as well as twenty refereed journal articles and nineteen chapters in edited volumes in calendar year 2003 alone. Of particular significance were books by Eva Garrouxte, Sharlene Hesse-Biber, Sarah Babb, Charles Derber, and Juliet Schor. Moreover, in addition to the scholarly accomplishments of individual members of our department, two major publishing projects appeared in 2004 which highlighted the collective character of our department’s sociological concerns. These included the publication of a special issue of the refereed journal *Critical Sociology* on the theme “Culture, Power and History,” edited by a collective of Boston College faculty and graduate students, and a special section of the journal *Social Problems* on “Public Sociologies: A Symposium from Boston College,” edited and introduced by 2004 ASA President Michael Burawoy. The “Culture, Power and History” issue of *Critical Sociology* was edited by Patricia Arend, Abigail Brooks, William Gamson, Idolina Hernandez, Denise Leckenby, Jess Littenberg, Juliet Schor, Aimee Van Wagenen, William Wood and I, and features articles and book reviews by recent BC faculty and graduate students. The “Public Sociologies” symposium in *Social Problems* includes essays by Charles Derber, William Gamson, Charlotte Ryan, Juliet Schor, Diane Vaughan and me. Together these publishing projects represent exciting aspects of our department’s commitments to both critical modes of ethically-driven inquiry and to forms of sociology that seek to engage the public-at-large.

Academic Year 2003-04 also involved the awarding of tenure and promotion to the rank of Associate Professor for both Sarah Babb and Eva Garrouxte. This was also the first year of our department’s participation in the College of Arts and Sciences new Post-tenure Faculty Development Program with Professors David Karp and Ritchie Lowry sharing aspects of their current research as well as reflections on the nature of university-level teaching with their faculty peers and graduate students. The Post-tenure Faculty Development Program is aimed at encouraging the ongoing development of faculty as scholars and teachers by providing opportunities for us to reflect periodically upon our work and receive a thoughtful response from colleagues. This initiative promises to contribute to our ongoing formation as tenured faculty members and to the nurturing of scholarly community within our department and university. The engaging and well attended research seminars presented by both Ritchie and David in the program’s first year are already strong indicators of this innovative program’s fledgling success. Over the course of 2003-04 the Sociology Department also hosted two prominent Visiting Scholars — Swedish legal theorist Maria Grahn-Farley, whose current work addresses the issue of children’s rights in a global context, and Fulbright Fellow Inga Tomic-Koludrovic from Croatia, whose research involves the social and cultural implications of new forms of interactive technology. In addition, the department was pleased to bring to the campus James Holstein, editor of *Social Problems*, to conduct an extremely valuable in-depth workshop on writing for refereed journals in sociology.

The last year also marked important innovations in both our undergraduate and graduate programs. With regard to our undergraduate program, in addition to our existing Major, in Spring of 2004 the department instituted a new Minor in Sociology to serve the needs of students within the College of Arts and Sciences who are majoring in another discipline, while wishing to develop a supplemental concentration in sociology. Two new course sequences to our graduate program were developed last year as well — a year-long...
Dissertation Seminar for Ph.D. students and a year-long 2nd year Writing Seminar for Ph.D. and M.A. students. In addition, as part of the 75th Anniversary of Boston College’s Graduate School of Arts and Sciences, the Sociology Department was pleased to host a lecture by one of our most prominent Ph.D. alumni, Richard Swedberg. Richard is a Professor of Sociology at Cornell University. His lecture addressed the historical development and contemporary trends in the field of economic sociology.

Also of note over the last year are an assortment of prestigious award and honors bestowed upon Ph.D. students in the Sociology Department. Aimee Van Wagenen was selected as the 2004-05 Recipient of the Benedict Alper Graduate Fellowship. Aimee also serves as a student representative to the Executive Board of the Society for the Study of Social Problems. Abigail Brooks was the holder of the Alper Fellowship during 2003-04. Matthew Williams was named 2003 recipient of the Severyn Bruyn Award for Outstanding Graduate Student Paper in Sociology for his paper “Political Economy, Social Location and Opportunities for American Social Movements: A Gramscian Model of Political Opportunity Structure.” Graduate Teaching Fellows Denise Leckenby and Robert Goldstein were named as 2004 recipients of the Donald White Award for Teaching Excellence, while Deborah Piatelli and David Nnyanzi won prestigious Boston College Dissertation Fellowships. In addition, Anders Hayden, William Wood, Chiwen Bao, Michelle Gawerc, Lara Birk, Delario Lindsey and Adria Goodson each received highly competitive graduate fellowships.

Many of the issues mentioned above are described in greater detail elsewhere in this edition of Sociology Speaks. As you read through this issue I encourage you to meditate upon and contribute your own observations about the challenges facing sociology in the complex and contradictory global social scene that envelops us in the early years of the twenty-first century. In closing, I wish to draw attention to two matters that will occupy the attention of the Boston College Sociology Department in the next academic year. The first concerns national searches that we will conduct for tenure-track hires in two areas — Sociology of African American Society and Advanced Quantitative Methods. These hires are occasioned by the decisions of Assistant Professors Kerry Ann Rockquemore and Robert Kunovich to accept academic positions elsewhere. Both Kerry Ann and Bob made important contributions to our department over the last several years and each will be greatly missed. At the same time, it is with great enthusiasm that the department looks forward to recruiting top new scholars to join us in enhancing the strengths and building the future of sociology at Boston College. The next academic year will also involve the fourth of our exciting Distinguished Visiting Scholars Series in which three cutting-edge scholars are invited to campus to deliver lectures, conduct seminars and engage in dialogue with our faculty and graduate students. The series next year will be funded in large measure by a generous grant from Robert and Risa Lavizzo-Mourey and the Beckman Coulter Foundation. Bob Lavizzo-Mourey is a Ph.D. alumnus from our department and Risa, his wife, is currently the President of the Robert Wood Johnson Foundation. With the support of the Lavizzo-Moureys the theme for the 2005 Distinguished Visiting Scholars Series will be “Black Social Thought and Research in the Early Twenty-First Century.” I am confident that this series, as well as the multiple job candidates we anticipate bringing to campus, will stimulate conversation and thought about some of the most important issues facing our society as we struggle to make sense of and intervene within the swirl of powerful global social forces that characterize this moment in history.
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Who is a “real Indian”? Who cares? How do our answers help us think about changing ideas of race in America that affect everyone—White, Black, Asian, and other Americans?

Assistant Professor Eva M. Garroutte takes on such questions in her recent book *Real Indians: Identity and Survival of Native America*. Garroutte, a former municipal Commissioner of Indian Affairs in the state of Oklahoma, explains that a legally established American Indian identity is associated with certain rights and privileges, such as exemption from state taxes and laws. She offers a range of examples of the kind of exploitation that can occur when people improperly claim an American Indian identity.

For example, in the 1990s, the federal government held hearings focusing on an unscrupulous character who had taken advantage of several laws designed to help Native American businesses and used them to his own benefit in an insurance scam that had the potential for disaster had he not been caught.

“He basically had an off-shore tax haven set up on a sand bar in the Rio Grande,” recalled Garroutte. “It was really amazing what he had gotten away with before he was caught and prosecuted,” she said, explaining that the man was claiming to be able to insure major corporations despite the fact that he was nearly broke.

“This example leads us into a discussion about race in America,” Garroutte says. “It helps us think about how we classify people into different races, and the consequences that should be associated with particular classifications. These are discussions that America will increasingly confront in the next decades, and not just in relation to Indians.”

Revised procedures for the 2000 census are a powerful indicator of a “paradigm shift” in American thinking about race. In that year, for the first time, people were allowed to categorize themselves as belonging to more than one race. Now an important question becomes: is a person who describes himself as both white and some other race “really” a minority? Are further determinations of his “real” racial identity going to be based on his degree of ancestry, his self-identification, cultural characteristics, physical appearance, or something else?

Those are important questions because federal agencies consider data on race in order to discover and address such things as systematic discrimination against minorities in hiring, housing, banking, or voting practices, or racial segregation in public schools. There have already been federal hearings debating the issues of how we are going to divide people into different races for these purposes, now that we formally recognize, by the new census procedures, that people can have more than one racial identity.

Garroutte joined the faculty of Boston College after graduating from Princeton University in 1993, and following a period of teaching at the University of Tulsa from 1992-1998. As she says, “the example of American Indians is a very rich one to draw upon as we consider the implications of the increasingly ambiguous system of racial classification in the United States. A whole range of American institutions have been thinking about that question for hundreds of years specifically in relation to Indians. So we can use the American Indian experience to think about the consequences of different choices for defining race in a whole range of groups.”

At the same time, identity is an extremely controversial and difficult issue for American Indians. In addition to legal definitions of Indian identity, there are definitions based on the individual’s culture, ancestry, and self-identification. The definitions can be based on very different things, so that a person who satisfies one definition may well not satisfy another. It is possible, for instance, for a person of exclusively Indian ancestry, who speaks his tribal language and was raised with a strong awareness of his tribal culture, to be unable—through no fault of his own—to satisfy legal definitions of identity. This can exclude him from many of the rights and protections that he should have, including the right to live on the reservation. Conversely, in some times and places (including the present), people who have no cultural connection to Indian communities and even no Native American ancestry may be legally classified as Indians, and claim the rights connected with that status. These realities have caused deep, painful rifts in Indian communities.

While some may never consider their identity, for Garroutte it is very much a part of her family history. As a US citizen and a citizen of the Cherokee Nation, she is the descendent of those who suffered through the 1838 Trail of Tears, an infamous episode in American history when the Cherokee were forced by the US government to relocate from their native homeland in present-day North Carolina. The Cherokee walked over 1,000 miles to Indian Territory, which now is the state of Oklahoma. Along the way, many weaker members of the tribe, elderly and infants perished.

In *Real Indians* Garroutte documents how the identity of Indian people and tribes has frequently been manipulated by the federal government, tribal officials, and Indians and non-Indians alike to gain political, social, or economic advantage. “I don’t know that you can say one group is trying harder than another to revise or even manipulate those categories,” she says. “All those groups had—and continue to have—a hand in it at one time or another. But the federal and state governments have had the most power to enforce varying definitions of identity in ways with really profound consequences having to do with things like land cessions and the collective rights of whole categories of people.”

By combining scholarly sources, personal accounts, interview data and her own reflections Garroutte compiles and examines the ways in which individual and collective American Indian identities are created, challenged, and manipulated.

Regarding manipulation, Garroutte said that she is disturbed when she sees newspaper advertisements inviting others to pay money to take part in deeply sacred Indian ceremonies.

“There has been a long history of fascination with Indians in America. It seems as though it is something exotic to people,” she said. “But you have to be wary of anyone who is charging money for such things.”

She said that Indian tribes are very concerned with people using traditional practices to gain money or power.

“That would be like a Catholic priest charging $50 to perform a baptism,” she said. “I think the Catholic church would be troubled by that.” These issues are also part of struggles about identity for Indian people. But at the same time it is imperative that tribes be able to maintain their boundaries and resist such exploitation, it is also important to them not to deny people who are genuinely Indian, even if they do not seem to satisfy certain formal or typical criteria. “Tribes are struggling to attend to issues of identity with the seriousness they deserve, but
without being destroyed by them.”

She said the difficulty in writing *Real Indians* was in being responsible not only to the values and interests of academia, but also to American Indians. “As an American Indian person writing about this topic, I think you can’t avoid having an agenda, and I’m no different. I do worry about the way that people try to exploit claims to an Indian identity and inflict harm on Indian communities—which often exist in pretty tenuous circumstances to begin with. But I am also very concerned about the way that disagreements about identity have become bitter and divisive within tribes. I admit to being invested in seeing Indian communities be able to heal the wounds that battles over identity have inflicted. But people have very strong feelings about these things, and in this book I just tried hard to let everyone make their case, from all perspectives, just as persuasively as they could—whether or not I agreed. And I tried hard to make sure that the people I interviewed were comfortable with the ideas that I attributed to them.

“I hope that through this book I have opened a space for further conversation people will have,” she said.

**Sarah Babb Wins Mirra Komarovksy Award**

Professor Sarah Babb was named co-recipient of the prestigious Mirra Komarovsky Award for her book *Managing Mexico: Economists from Nationalism to Neoliberalism* (Princeton University Press, 2001). Each year the Eastern Sociological Society (ESS) presents the award for the book deemed to make the most valuable contribution to sociology. In selecting Babb and her co-recipient Harvey Molotch (*Where Stuff Comes From*), the award committee stated “These two very different books both seemed to us to advance sociology, to reframe the problems posed and/or to ask new research questions.”

Babb became interested in the prominent role of U.S. trained economists in the Mexican government when she visited the country while working on her Ph.D. at Northwestern University. *Managing Mexico*, her first book, examines the phenomenon in detail, exploring the evolution of Mexican economics from its leftist origins as a state-centered profession in the continental mold to its “Americanization” over the last few decades. The book describes the complex institutional struggle between the public National University (UNAM), the primary training center for economists in the early stages of this evolution, and the more conservative Autonomous Technological Institute of Mexico (ITAM), established by businessmen in 1946 as an ideological counterweight to UNAM. Babb employs a variety of innovative and pains-taking sociological methods to demonstrate this ideological shift, including the coding and analytic interpretation of hundreds of undergraduate economic theses from these schools. (She used undergraduate rather than graduate work because the number of Ph.D.s was relatively small.) This scrupulous research is tied to larger theoretical concerns, providing a basis for comparison between Mexico and other developing countries. The book has already been translated into Spanish and is, according to Mauro Guillén, a “landmark achievement.”

The woman who served as the inspiration for the ESS award, Mirra Komarovsky (1906-1999), became a prominent sociological scholar when that achievement was unusual for a woman, especially a woman who was also a Jew and an immigrant. (Her family came from Russia in 1921.) She specialized in issues of class, was a pioneer in the study of gender, and was one of the first to challenge the functionalist approach in sociology, in particular the justification for conventional gender roles. She authored several books, served as president of both ASA and ESS, and won numerous awards, among them the Banard Medal of Distinction, the Banard Distinguished Alumni Award, and ASA’s Distinguished Career Award.
By Michael A. Malec

On February 27, 2004, eleven students and I left Chestnut Hill for the town of San Juan del Sur, Nicaragua. These travelers included my co-leader on this trip, Janet Smith (a doctoral student in the Lynch School of Nursing), and ten undergraduates: Lindsay Magura, Michael Chang, John Garcia, Jennifer Hall, Casey Sherman, Tamara Dawli, John Pavletic, Kaya Hazard, Ali Plocha, and Sean Corlett. The twelve people who returned nine days later include several who, in some important ways, were different from those who departed.

Nicaragua is, depending on the source, either the second- or third-poorest nation in the Western hemisphere. San Juan del Sur, located on the southwest coast, is perhaps better off than much of the country; it has a sizeable port that is scheduled for a major expansion, and nascent tourism and real estate industries. But its once-prosperous fishermen have, in the age of the supertrawler, fallen on hard times, and many boats sit idle in the port. Its population is about 10,000, with a similar number living very close by.

San Juan del Sur is a “sister city” of Newton, MA, and our trip was in part organized by the Newton/San Juan del Sur Sister City Project, Inc. (NSJSCP). This organization began in 1987 and has helped arrange more than a dozen volunteer group trips to San Juan to work on projects.

**What We Did In San Juan**

During our first morning in San Juan, we met with a half-dozen or so of the local leaders—the principal of the elementary school; a representative from the town library; the coach of the town’s youth base/softball teams; someone from the public health clinic; and others. These people told us something about their organizations, and described things that we might do during our short visit. After this initial meeting, our BC group met to discuss the various projects and to commit ourselves to one or several of them. Indeed, that very afternoon, five of us went to a special “Saturday high school” for “dropouts” and adult learners, to assist in their English language classes. Our simple presence as native speakers of English was a valuable resource, we were told.

Perhaps the greatest number of work hours was spent on “the mural project.” Monday morning, a few of us arrived at the town’s elementary school. The principal had indicated that she would like us to paint the newly constructed one-room school library. Doña Ana was a stern but loving taskmistress: two coats of paint, inside and out; the cinderblock had hundreds (it seemed like millions) of little holes that just had to be filled in with paint; and could we paint a mural on an exterior wall? Privately I blanched, but the students joyfully accepted the challenge and went to work. Some set off to purchase paint and brushes and turpentine; two others met with students to get ideas for the mural (“we want a rainbow, and fish, and sunshine and...”), and then with the art...
Another project that five of us were privileged to join was the library’s “bookmobile.” San Juan del Sur boasts the first free lending library in all of Nicaragua. Its size is quite modest, perhaps 4000 volumes in three small rooms. Among the library’s many programs, one especially stands out. Twice a week, a truck is loaded with books and visits one or two outlying rural schools. Students borrow and return books. On the day that three of us went with the bookmobile, we visited a school about 14 miles from town—the last 3 miles on a dirt road that could only be handled by a 4-wheel drive vehicle (or a 4-footed horse, mule, or ox). This school had electricity (some rural schools do not), but no running water. Of note is the fact that this school on that day received its first-ever visit from the library, the students received their first-ever library cards, and checked out their first-ever books! As an educator, I cannot tell you how happy I was on this day.

How And With Whom We Lived

We stayed with local families, who generally spoke no English. I stayed with Carlos Guzman, who generously allowed his home to become the site of our evening gatherings—our daily reflection periods. The students, in twos or threes, stayed with: Sarita Pomares, the best cook in town; the Gonzalez family, whose patriarch, Emilio, or el pajaro loco, told us stories of the Sandinista days; Veronica & Efrain Carmona — Veronica is a teacher and member of the city council; the Moñiz family—Demetrio escorted us on our great adventure to “Da Flying Frog” canopy tour; and Roger Cantillano and his wife Lydia Garcia, with their beautiful extended family coming and going, and whose house is right across from the town square, and therefore a great place to sit and watch and learn about life in San Juan. I personalize these people because I believe that, for the students, the experience of living with these wonderful, warm, generous people was perhaps the high point of the entire trip. As one student wrote in his journal:

If God is love in the sense of agape (concern with a sense of sacrifice), I definitely experienced God through the people of San Juan. Their friendliness, thankfulness, and sense of what is important in life have rubbed off on me. My interaction with the people from San Juan del Sur has reinforced my belief that people and our relationships with those whom we love are what we must put first on our priorities list.

Our interactions with the everyday life of the people of San Juan affected us deeply. Another journal entry:
I had the great fortune to sit and have coffee one afternoon with Doña Rosita Gonzalez and her grand-daughter Nadiesda... The simple act of having coffee together in the close quarters of the family dining area was both intimate and profound in scope: the conversation soon focused on Doña Rosita’s life during the days after the Sandanista Revolution. She recounted how countries from around the world offered assistance to show their support. The Swiss began building a hospital and clinics throughout the country, the Germans offered monetary aid for community buildings, the Russians and the Cubans sent doctors and teachers... She emphasized they taught her to read—that that was such a special gift, like no other. Listening intently to this story was Nadiesda, her grand-daughter who was attending her second year in university in Rivas. I was witnessing what the door-to-door literacy campaign had brought to this family in the short span of two generations: a place in an institute of higher learning, access to a world of knowledge that could complement and extend the knowledge of all the generations that came before. Local, personal efforts making a lasting difference, and in such short time.

I believe firmly that our very small “local personal efforts,” even in such a short time, also have made a lasting difference, perhaps not greatly in the lives of the sanjuañeros, but certainly in an important way in the lives of the twelve of us.

Janet’s Comments

Janet Smith, my co-leader on this trip, is a former Peace Corps member who worked for four years in Costa Rica. As such, she brought special insights about Central America to us. One of her journal comments that she shared with me must be included in this narrative:

I was amazed day after day at the impact of the trip on the BC students. After only half a dozen pre-trip meetings and 8 days in Nicaragua, the BC students traversed ethical and personal landscapes that I usually think of happening over the course of years. The ambiguities of history, economic status and development, coupled with the immediacy of friendship and giving in a place like San Juan del Sur was a learning experience that from the first, evinced questions, concerns and joys from the students. And it has continued, back in the US, to prod and challenge the thinking of the BC students in a way that NO amount of coursework ever could. The Nicaragua trip was a form of education that has been permanently imprinted in all our minds, consciences, funny bones and hearts. The focus on service learning and the opportunity to live with families and choose how to spend our hours working with the people of San Juan was an opportunity without parallel to know and
serve others, and in the process, to know ourselves in a brand new way. It offered a vivid, authentic dimension to BC’s focus on education for social justice. I feel I’m very fortunate to have been part of it.

My Conclusion

In every way that I can count, the trip was a great success. The planes were on time. No one got sick. But these are superficial aspects. What was most successful was the simple experience of living in a small town in Nicaragua, with people who were caring and generous. Many of the students have remained in touch with their families. In a few days, we will be sending a packet of letters, photos, medicine, etc., to our amigos y familias in San Juan. The students continue to stop by my office, and talk about their hope of one day, in the not too distant future, returning. They tell me how they now see the world in a new perspective, of how their values have shifted. Of course, I have no way of knowing how long these new views will hold. Time and distance can be very powerful foes. But I suspect that most of them will, for many years to come, have in their hearts a special place for the people of San Juan.

[All photographs courtesy of Mike Malec. To see more pictures of San Juan, check his website at www2.bc.edu/~malec.]

The Newton/San Juan del Sur Sister City Project, Inc. (NSJSCP) has helped organize more than a dozen volunteer group trips to San Juan, including church groups and Newton High School students and teachers, to work on projects. The projects focus mainly on the local pre-schools and elementary schools, and more recently on two health clinics. NSJSCP annually sends several large shipments of shoes, clothes, and school supplies, along with toys, tools, and sports equipment. Delegations have repaired leaking roofs and faulty electrical systems in various schools, and improved playgrounds; built fourteen primary and pre-schools; built two houses for teachers; installed water lines in poor barrios; supported the district’s first free lending library, and much more. A teacher from San Juan was brought to Newton to study English in the Newton high schools. Newton’s Underwood Elementary School hosts an annual book fair to raise funds for San Juan schools and, like many other schools, provides material aid for the shipment of the books. A great deal of useful information about the NSJSCP can be found on this web site:

http://www.newtonsanjuan.org/
Grads Speak!

Papers, Presentations, Publications

Patricia Arend

Abigail Brooks

Christine Crofts

Jeffrey Langstraat

Denise Leckenby

Delario Lindsey

Sandra George O’Neil

Charles Sarno

John Shandra


Catherine Sigworth
Cheryl Stults

Aimee van Wagenen

William Wood


Graduate Student Awards 2003-2004

Boston College Dissertation Fellowship: Deborah Piatelli and David Nnyanzi

Benedice Alper Graduate Fellowship: Abigail Brooks

Donald J. White Award for Teaching Excellence: Robert Goldstein, Denise Leckenby

Boston College Graduate Presidential Fellowships: Anders Hayden, William Wood, Chiwen Bao, Michelle Gawerc, Lara Birk

Boston College Graduate Minority Fellowship: Adria Goodson

Severyn T. Bruyn Award for Outstanding Scholarship in Social Economy and Social Justice: Matthew Williams for his paper “Political Economy, Social Location and Opportunities for American Social Movements: A Gramscian Model of Political Opportunity Structure.”

Elected Graduate Student Representative, Board of Directors, Society for the Study of Social Problems, 2003-06: Aimee van Wagenen
Juliet Schor and Sarah Babb are both BC Sociology professors and award-winning authors. Schor’s current research areas are consumer society, trends in work and leisure, and the relationship between work and family. She’s been interviewed by NPR, People, and Time Magazine, among others, about her most recent book, Born to Buy: the Commercialized Child and the New Consumer Culture. Sarah Babb’s research focuses on economic sociology. She is currently investigating historical changes in the International Monetary Fund, and the role of the Fund in Latin American countries.

SB: Can you remember a particular moment when you became interested in studying consumption in children?

JS: Well, I can tell you that there are two main things that got me interested in this issue. When I was working on The Overspent American, which is about adult consumer pressures, one of the things that I kept noticing was how much was going on in the field of marketing and advertising to kids, and that just seemed to be a place where things were changing rapidly. This was in the mid-to second half of the 1990s. And as I was finishing up The Overspent American, which came out in ’98, I felt like this was the next big thing that was going on and it was probably something I should move on to. The other thing is that my own children were getting to the age where these issues were becoming relevant, so I was interested in them from a personal point of view.

SB: I imagine that there are a lot of parents out there who would say “Hey, I grew up watching advertisements for Silly Putty and Frosted Flakes and I pretty much turned out OK. So why shouldn’t I let my kids enjoy the same popular culture that I enjoyed? I mean, it doesn’t do any harm.”

JS: Very important question, and it’s one I have been asked a lot. I’ve spent the last two months going across the country and doing lots of media and speaking to parents and so forth, and I have been asked that question many times.

It’s important for parents to realize that the scale of advertising for children has changed radically - even since the 1970s, where children were estimated to see about 20,000 commercials a year. By the ’90s it was 40,000, which is 110 commercials a day. So the amount of exposure has increased a lot.

Number 2, the sophistication of advertising has changed dramatically. When today’s parents grew up, children’s advertising was a backwater. There was very little money going into it, because children had very little money. And advertising follows purchasing power. So as kids got more money, then the agencies began to put a lot more money into the commercials. What that means is that it shifted from a process in which a child marketer relied on intuition – and typically that meant they just used whatever worked for their own kids, which was not nearly as effective a form of advertising. It was very formulaic and kind of low budget -very unsophisticated.

Now, you have huge amounts of money going into the production of advertising, you have things like neuro-marketing, which is trying to analyze the way the brain reads commercials. One of the guys I interviewed analyzes attention – very quantitative stuff in which children are put before machines that measure how frequently they blink when they’re watching a commercial, how frequently their eyes move to the side, and so they’re able to create commercials that are absolutely captivating for kids, and are more effective. They use psychologists, they use anthropologists, sociologists, I met quite a few sociologists in the field of children’s marketing. These are people who just have a lot more understanding about the way the world works in kids.

And the third really important thing is that advertising has proliferated far beyond Saturday morning commercials and an hour or two after school. It is pervasive throughout the program-
There’s kid’s stuff on all the time. Kids are watching much more television. There’s advertising in zoos and museums, there’s advertising in the playground. Virtually all of the institutions of society are being pulled into and getting enlisted in this advertising effort. One of the things I heard about just last week was that now Nickelodean magazine is targeting churches to get them to pass out its magazine, which is, you know, chock full of advertising.

SB: What led to children having more purchasing power?

JS: There are a couple of different things – the most obvious has to do with income trends, and as household incomes have risen, parents have transferred more income to kids in the form of allowances and gifts. Grandparents are transferring a lot of income to kids, and the current cohort of grandparents has had a major wealth accumulation, so you’re getting a lot of transfers through that. That’s one thing.

The second thing, which is more sociological and less economic, is you’ve had a radical change in parenting styles, from an earlier generation’s much more authoritarian parenting to what has been called “permissive” – it’s not exactly the right word here, I think “empowering” is probably a better word, it’s the one the marketers use. Parents are not only giving their kids more money but they’re also listening to their kids’ opinions about the purchases that they as parents are making. And this is very prevalent in food where kids are driving food decisions, but also a whole range of products that would have previously been targeted to “Mom,” as they call her in the marketing discourse, to mothers, are now directly targeted to kids so that kids then go and become, as they say, the advocate for the product. In the past, I would have seen that interaction and thought, “Oh, spoiled brat kid,” or, you know, “Indulgent parent” or something. Now I understand it as part of a triangulation that has changed. If you think about the three parties, marketer, parent, child – in the past, marketers and parents were connecting with each other to do things for children or to children, in some sense, make decisions for them. Now, it’s marketer and child ganging up on parent. And that’s what we were just talking about in the cases of things like food and other products, where a whole range of products that would have previously been targeted to “Mom,” as they call her in the marketing discourse, to mothers, are now directly targeted to kids so that kids then go and become, as they say, the advocate for the product. In the past, I would have seen that interaction and thought, “Oh, spoiled brat kid,” or, you know, “Indulgent parent” or something. Now I understand it as part of a triangulation that has changed. If you think about the three parties, marketer, parent, child – in the past, marketers and parents were connecting with each other to do things for children or to children, in some sense, make decisions for them. Now, it’s marketer and child ganging up on parent. And that’s what you’re seeing there, which is the child in many ways bringing the message that they’ve gotten from the marketing into the store and then, when you’re seeing parental resistance, the child pushing back. I’ve been involved in doing some survey data on this nag stuff and we find very high levels of persistent nagging among kids and also a fairly high level of parents giving in after those naggs become very persistent. It’s hard for
parents to resist that kind of persistence.

I would say the other thing that’s come into it is that the marketers have figured out how to market in such a way that the mothers will be much more likely to say yes than to say no. It’s happened just really dramatically in food, where mothers have allowed the influx of a huge quantity of junk food into kids’ diets. So the marketers have figured out how to manipulate and affect, particularly because they believe there are a lot of mothers in America who feel guilty, who feel they are not spending enough time with their children. So they’ve developed messages that play into this and basically encourage mothers to say yes, and tell them that it’s OK if they say yes, and that will, in some sense, compensate. So that’s part of it. You’ve got a lot of sophisticated messaging going on that’s speaking to some deep stuff happening in people’s daily lives and in their psychological lives.

SB: Is there a fundamental difference in the way that advertisers market to kids versus the way they market to adults?

JS: I think one of the things that’s happened is – I think partly you have the migration of things that work for adults coming down to kids. That’s one of the things. So in that sense I think you’re seeing commonalities.

On the other hand there are certain things about kids’ advertising that are different. For example, the exploitation of emotional vulnerability, which goes along with messages that are sort of saying “You need the product to be OK, you need the product to be cool, without it, you’re a loser.” That whole theme – although it has existed in adult marketing – is not as prevalent now, that’s a sort of older theme. That’s still very common in kids’ marketing.

Marketing around the concept of cool, which, if you can group marketing messages, is probably still the dominant theme, taps into issues of self esteem and identity in a pretty profound way. Kids are also marketed to with messages that promise them fun and freedom from their cares and worries, kind of very hedonistic. There isn’t a lot of rational marketing to kids. You still see some of that to adults. Not a lot – I mean, adults’ marketing has also moved away from a sort of rational consumer model and we’re giving you information and that’s what the ad is about.

But of course the themes tend to be different. Social connection, which is a much bigger theme in adult marketing, is not very big in the marketing for kids, say, from 3 to young adult. Well, they are in the sense of love and there are other social connection messages, but ads for kids are more about being cool and being in.

SB: You make the case in your book that this is not just an issue of values in American society but it’s actually an issue of public health, and I was wondering if you could elaborate on that.

JS: The research that I did had two major parts of it. One was to look at what’s happening in the world of advertising and marketing to children, what are the trends and so forth. The second piece, which was a survey of kids age 10-13, asks the question, “How is their growing exposure to marketing and their growing levels of involvement in consumer culture affecting well being?” And I looked in that study at a series of psychological and psychosomatic well being measures, for example depression, anxiety, self esteem, headaches, stomach aches, boredom. I also looked at connection with parents, which is a more social measure. And what I found is that the kids who become more consumer involved are more likely to have higher levels of depression and anxiety, lower self esteem, more psychosomatic complaints. That is a public health issue, in the sense that these are health outcomes. I mean, depression and anxiety are mental or emotional issues for kids and their well being.

There’s another part to it, of course, and this is the one that’s gotten the most attention, and that is the relationship between food marketing and diet and obesity. I didn’t study that directly – the survey didn’t measure food particularly, but there is quite a bit of research now showing that food marketing affects food choices. We know, of course, American kids’ diets have deteriorated dramatically; they have become very junk food heavy, we have an obesity epidemic. If I had a chance to redesign my study, what I think I would want to look at is the connections between junk
food consumption and some of these psychological outcome variables, because I think actually that the kids who eat junk food may also be more depressed and anxious, there may be some complicated physiological things going on here, that haven’t been studied because of the way the literature is divided up. You have the medical literature on the one hand that’s dealing with obesity issues, and food, diets etc; you have the social-psychology literature on the other that’s dealing with emotional states, and actually I think they’re connected. People don’t study them that way but I wish I had done that. It’s my big regret about this book.

SB: To do the study, you interviewed a lot of people at advertising agencies that do a lot of marketing to kids and – I was wondering if you could talk a little bit about your sense of – what did these people think about what they were doing? How did they feel about it? Did any of them have regrets?

JS: This was actually one of the most interesting things that happened in the research for me. When I went into the advertising agencies, I was pretty concerned about not raising questions about what I was doing, so I was fairly conservative about the kinds of things I asked, in the sense that – I didn’t ask for proprietary information and I didn’t initially get into the whole question of the ethics of these activities. I really tried to focus on “What are you doing? Why are you doing it?”

What happened was the people began to raise these questions about their own feelings about it to me. I think, being an outsider, maybe being an academic, someone seen as a researcher, maybe more neutral and outside the whole process, they began to spontaneously articulate a lot of guilt and ambivalence about what they were doing, and it was fascinating to me. I actually expected they would be a lot more defended against those feelings and that they would have elaborate rationalizations, and that that sort of guilt wouldn’t be poking through so much. I think it was partly because, especially in the later part of the research, the whole question of children’s obesity was coming to the public awareness more, and I think marketers were having to deal with it. Food is the number one product that they advertise, and it’s all junk food. So virtually all of them have to deal with the fact that they’re selling sugar and fat to kids. But it still remains to me one of the most surprising things, the extent to which people confessed and articulated those doubts.

There was a survey done, after my book was finished, of children’s marketers. Almost 900 of them participated in it, and it was about this whole debate of marketing to kids. The survey found a lot of criticism of what’s going on in the industry, a lot more ambivalence, so that confirmed what I found qualitatively in my interviews.

The other big thing was that you have a situation where although people are making a pretty profound critique of what’s going on in children’s marketing, they are still pointing the finger at the other people in the field and not willing to take enough responsibility themselves. And that’s a common phenomenon when people talk about social problems – it’s always the other guy’s disease. And that survey showed that pretty dramatically.

SB: If you had to get a single message out there to parents about their own children and dealing with this hyperactive world of marketing and advertising, what would it be?

JS: Well, to parents it would be, it’s a dangerous culture. It’s actually pretty insidious, and it will hurt your kids. Do as much as you can to keep them protected from it, keep their exposure to advertising as low as possible. Keep them away from electronic media as much as you can. Get them involved in other things which are a lot more nourishing for their souls, and healthier foods, and healthier activities, and so forth. We desperately need an activist social movement to reclaim childhood from what some people, I think rightly, have called corporate predators.” - Juliet Schor
The 25th Anniversary of the Graduate School of Arts and Sciences

Richard Swedberg on Economic Sociology

by Stephen Pfohl and Paul Gray

As part of the 75th Anniversary Celebration of the Graduate School of Arts and Sciences Richard Swedberg, one of our department’s most distinguished Ph.D. alumni and Professor of Sociology at Cornell University, was invited to deliver a lecture at Boston College on April 5th, 2003.


The importance of Swedberg’s contributions to the study of economic sociology is underscored by a forthcoming review essay on his work by Emily Barman and Alya Guseva in the journal Theory and Society. According to Barman and Guseva (2005), in recent years Swedberg’s name “has been synonymous with American economic sociology as he has been instrumental for the last decade in promoting and defining the field.” Describing Swedberg’s Weberian analytic approach as “an emergent school within economic sociology,” Barman and Guseva (2005) suggest that “this approach merges neoclassical economics and the new economic sociology by stressing both the centrality of interests and the importance of culture.” This, Barman and Guseva observe, represents a fundamental paradigm shift in the sociological study of economic life, moving sociological scholarship beyond the study of traditional economic practices to include a focus on the systematic operation of economic interests.

In his lecture at Boston College Swedberg provided an overview of the history of economic sociology, concluding with a discussion of future issues to be addressed by scholars in the field. Mid-twentieth century explorations of the field in both the U.S. and Europe were rooted in the writings of Max Weber, Emile Durkheim and George Simmel. But after an initial flurry of interest, according to Swedberg, major studies in economic sociology subsequently declined until the mid-1980s when concerns with the social “embeddedness” of economic practices and the “social construction” of economic meanings and institutional practices sparked the field’s revival. As a result of this revival economic sociology has today become a major subfield within the discipline, with its own handbooks, published books of readings, and recent distribution of course syllabi by the American Sociological Association. Moreover, since 2001, the economic sociology section of the ASA ranks among the highest in terms of per-
percentage of graduate student membership. Economic sociology is dispersed across a wide range of sociology departments and business schools. While there is today no single dominant center for the study of economic sociology, Princeton University Press has emerged as the leading scholarly publisher in this field.

In assessing future directions in economic sociology Swedberg identified four specific areas of concern—(1) the need for more developed theory, particularly with regard to issues raised by what was described as the “Bourdieu school” of thinking about social dimension of the economy; (2) analytic attempts to address “structural holes” in the field as currently constituted, with a focus on questions pertaining to economic social “interests” as well as connections to sociological literatures involving the study of stratification, law and gender; (3) engagement with issues pertaining to reflexivity on the part of economic actors and those who analyze them; and (4) discussion of whether or not economic sociology should itself be a “policy science.” Richard’s attention to these and related matters proved engaging to a variety of our department’s current faculty and graduate students as Boston College itself has today become a leading site for the study of economic sociology and what Professor Emeritus Severyn Bruyn—who introduced Richard Swedberg—has long called the “social economy.” In addition to the work of Bruyn, courses in the general area of economic sociology are today offered in our department by Professors Sarah Babb, Juliet Schor, Leslie Salzinger and Charles Derber.

Reference


Where Are They Now?

Below is a list of recent Ph.D. and Graduate Student placements:

Leah Schmalzbauer, Ph.D. 2004: Tenure-track Assistant Professor of Sociology, Montana State University.

Karen McCormack, Ph.D. 2002: Visiting Assistant Professor of Sociology, Wellesley College.

Calvin Moore, Ph.D. 2002: Visiting Assistant Professor, Colgate University.

Jonathan White, Ph.D. 2002: Tenure-track Assistant Professor, Colby College.

Charles Sarno, Ph.D. 2004: Instructor, Holy Names College, Oakland, CA.

Julie Childers, Ph.D. 2004: Visiting Instructor, Babson College.

Alan Fairfax (ABD): Visiting Instructor, Sociology Department, Holy Cross.

If you are an alumnus or alumna of the Boston College Sociology Department and wish to share information about your current work, feel free to e-mail us at sociology@bc.edu.
David Fasenfest, the editor of *Critical Sociology*, invited Boston College Sociology faculty and grad students to develop a special issue of the journal after being impressed by their contributions during a session of “The Future of Critical Sociology” at the annual meeting of the Society for the Study of Social Problems. While ten faculty members and students made up the core collective, a number of students, alumni, and faculty contributed. The project, described in *Sociology Speaks 2002-3*, was completed in March of 2004 and published in Volume 30, Number 2 of *Critical Sociology*. The table of contents is shown below. A slightly expanded version of the same material will be published as an edited book.

Stephen Pfohl: “Culture, Power, and History: An Introduction”

**Culture**

Abigail Brooks: “‘Under the Knife and Proud of It’: An Analysis of the Normalization of Cosmetic Surgery”

Steven D. Farough: “The Social Geographies of White Masculinities”


**Power**

R. Danielle Egan: “Eyeing the Scene: The Uses and (RE)uses of Surveillance Cameras in an Exotic Dance Club”

Delario Lindsey: “To Build a More ‘Perfect Discipline’: Ideologies of the Normative and the Social Control of the Criminal Innocent in the Policing of New York City”


William R. Wood: “Viral Power: Interview with Arthur and Marilouise Kroker”

**History**

Davarian L. Baldwin: “Black Belts and Ivory Towers: The Place of Race in U.S. Social Thought, 1892-1948”

Jackie Orr: “The Militarization of Inner Space”

Charles Ryan: “It Takes a Movement to Raise an Issue: Media Lessons from the 1997 U.P.S. Strike”

William R. Wood: “(Virtual) Myths”

**Book Reviews**

All books are by BC Sociology alumni, reviews are by current students or alumni.

Patricia Arend’s review of Janet Wirth-Cauchon’s *Women and Borderline Personality Disorder: Symptoms and Stories*

Christine Crofts’ review of Reto Muller’s *Manufacturing Whiteness*

Kelly Joyce’s review of Andrew Herman’s *The ‘Better Angels’ of Capitalism: Rhetoric, Narrative, and Moral Identity Among Men of the American Upper Class*

Jeffrey A. Langstraat’s review of David Croteau and William Hoynes’ *The Business of Media: Corporate Media and the Public Interest*

Catherine Sigworth’s review of Julie Manga’s *Talking Trash: The Cultural Politics of Daytime TV Talk Shows*
Controversial author, television producer and filmmaker Michael Moore packed O’Neill Plaza in October of 2004, when he came to BC to launch the promotional tour for his book, *Dude, Where’s My Country?* The event, organized by the Undergraduate Government of Boston College with the Sociology Department as a cosponsor, drew “one of the largest congregations of BC students in recent years,” according to *The Heights*.

Moore was introduced by Stephen Pfohl, who praised the writer’s commitment to social justice, comparing it to that of Liberation Theology. Once introduced, Moore began to criticize the Bush administration, the Republican Party, and, more subtly, a media that doesn’t always fulfill its function as a watchdog for the public interest. He was particularly critical of the erosion of our civil liberties since 9/11. “What better way to fight for our freedom than by getting rid of our freedom?” he said. “Take away my civil liberties, that’ll show ‘em.”

He also expressed concern about what he called America’s “culture of stupidity,” encouraged by Bush bragging about his low grades at Yale, and perhaps best illustrated by the reported inability of many American students to answer basic questions about geography and measurements. “When you don’t have an idea of your place in the world and you don’t have a sense of volume, you’re confused and easy to manipulate with lies and fear,” he said.

As might be expected from the director of *Roger and Me*, *Bowling for Columbine*, and *Television Nation*, Moore interacted extensively with the audience. He began by supporting students demonstrating for more deans of color; later incorporated a game of “Stump the Yank,” in which American and Canadian students were asked questions about each other’s governments (the Canadian won); and ended with a lively question and answer period with both supporters and detractors.

A Boston College junior who plans to dedicate her life as an activist for Latin American causes is the winner of the 2004 Oscar A. Romero Scholarship.

University President William P. Leahy, SJ, presented Arivee Vargas with the award at the annual Romero Scholarship Awards Ceremony held March 27 in the Welch Dining Room of Lyons Hall.

The award, which is equal to three-quarters of a year’s tuition, is given to a junior who best represents the ideals and values of Archbishop Romero, an activist for the poor in El Salvador who was assassinated in 1980 while celebrating Mass.

The Romero Scholarship winner is selected by a committee of faculty, staff, students and alumni. The Romero Committee also announced Magnolia Contreras ’90 as this year’s recipient of the Father John A. Dineen, SJ, Hispanic Alumni Community Service Award.

“Romero believed in social change, giving his life for his people because...”

*Continued on page 23*
While James Hairston was a junior in Sociology Professor Kerry Rockquemore’s Introduction to African-American Society course, he learned about the rapid growth of the Black middle class in America. He began to think about this in relation to media perceptions of the homogeneity of Black attitudes: the ideas that all Blacks are Democrats, for instance, that they support Black owned businesses, that they all support affirmative action (and are the only ones to benefit from it). If such uniformity of attitudes ever existed, Hairston suspected that the rise of Bourgie Negroes (slang for Black bourgeoisie) had changed all that.

His subsequent research proposal, “Bourgie and Black in Boston: An ethnographic study of Boston’s Black Middle Class,” proposed examining middle class Black perceptions of the state of Blacks in America, particularly in the areas of politics, business, and education. He planned to do fieldwork in middle class organizations in Boston; to observe, ask questions, and keep a log on everything, even mannerisms and the use of brand name products. The direction of his proposal was influenced by Professor Rockquemore, his advisor, and by other sociological scholars: Eduardo Bonilla-Silva, Joe Feagan, Franklin E. Frazier, and Mary Pattillo-McCoy, whose Black Picket Fences: Privilege and Peril Among the Black Middle Class explored issues in a similar way in suburbs outside of Chicago.

Ultimately, Hairston submitted the proposal to the Association of Black Sociologists and was asked to present at the ABS conference in August. With support from the College of Arts and Sciences, the Sociology department, and Black Studies, he flew to Atlanta, read his proposal at a round table discussion attended by professors and graduate students, and attended the four day conference. The experience was “phenomenal,” he said, especially the chance to meet some of the scholars he’d been reading. He learned a lot from it, not only about the topics of presentations and discussions, but about sociological aspects of the event itself: the administrative relationship between ABS and the American Sociological Association, for example. He also described the difference in focus between established Black scholars, who concentrate on African-American sociology, and newer Black scholars, who study the sociology of all African peoples, wherever they live.

### Undergraduates selected for membership in Alpha Kappa Delta, the Sociology Honor Society

- Carrie L. Alexandrowicz
- Diana Colangelo
- Elizabeth R. Conway
- Rose Ann DiSalvo
- Caitlin Rose Dolan
- Leslie Durkin
- Mindy Lynn Gayer
- Sarah Mia Ha
- Blair Elizabeth Kanis
- Anina S. L. Klein
- Anne M. Mahoney
- Michelle Lee Maroto
- Courtney Anne McKinney
- Leah R. Middleton
- Kerry M. Salvo
- Arivee Vargas
- Kerry Anne Whalen
- Ashley Eileen Wright
- Ingrid E. Wulczyn
Undergraduate Achievements

The William A. Gamson Award
This award was established during the 2001-02 academic year by the Sociology Department in honor of Professor William Gamson. It is given each year to a graduating senior who shows outstanding academic achievement in sociology.

The 2004 recipient of this award was Michelle Maroto. After graduating from Boston College, she entered the University of Washington in Seattle as a Ph.D. student in Sociology.

The Donovan Award
The John D. Donovan Award is given each year in honor of Professor Emeritus John D. Donovan to the undergraduate student “who submits the best paper written for a course in sociology.” The 2003-4 Donovan Award recipient was Elizabeth Gregory for her paper “Prospects for Growth and Stability in Iraq after the War.”

Sociology Undergraduate Honors Program
Coordinated by Professor David Karp, the Sociology Department Honors Program is composed of a junior-year seminar, SC550 “Important Readings in Sociology” and a two-semester Senior Thesis seminar, SC555 and SC556. In the 2002-2003 academic year the following students participated in our Honors Program:

Senior Majors:
Rose DiSalvo, Luke Elliott, Henry Hail, Bruce McManus, Carmen Manrara, Margaret Meador, Brian Moynihan, Kristin Nazar, Miho Yamaguchi

Junior Majors:
Sarah Ha, Jesse Kirdahy-Scalia, Dyan Kozacka, Christopher Pesce, Maureen Traynor, Arivee Vargas, Michael Yaksich

Romero Scholarship Winner Arivee Vargas

he believed that everyone deserved the gift of love and of life,” said Vargas in a recent interview. “His message is very powerful and that’s an excellent example of how I want to live my life.”

A native of Lynn majoring in sociology, Vargas has been active in a number of international and local service programs throughout her undergraduate career, including the Organization for Latin American Affairs. She also serves as a tutor at the Massachusetts Arts and Technology Charter High School in Boston.

Vargas, whose family is from the Dominican Republic, credits her parents for instilling in her a sense of pride in her native culture and for teaching that it was her responsibility to stand up for other Latin Americans.

“My father would always stress the value of education. He knows a lot of Latin American history and was always telling us to learn more,” said Vargas.

An aspiring attorney, Vargas not only wants to earn a law degree, but also wants to earn graduate degrees in public policy and education.

“I want to work as a civil rights lawyer, fighting for policies such as Affirmative Action and immigrant rights,” said Vargas, who wants to help formulate educational policies that will “benefit disenfranchised Latino and other AHANA children who are often told in one form or another, that they do not belong here in the U.S. and that they cannot make it.”

“I am here to tell them that they can make it, despite the society that tells them they cannot. I am here to tell them to believe in themselves, to love themselves as God loves them,” said Vargas.
Holstein opened his remarks by emphasizing both the importance and the difficulty of publishing, which can cause even more anxiety than getting a degree. At least qualifying exams and dissertations are done for a sympathetic audience, he said, whereas in publishing, “You’re going to have to send stuff to strangers, and sometimes you feel like you’re plunging into something that’s completely arbitrary and capricious.” Feedback from editors and reviewers isn’t always encouraging or even consistent. Journal acceptance rates are low, with *American Journal of Sociology (AJS)*, *Social Problems*, *American Sociological Review (ASR)* and *Social Forces* accepting 10% or less of all submissions. “The most common editorial response at most journals is to reject the paper; the second is to ask the writer to resubmit it, and that may be with various degrees of enthusiasm.”

“Don’t be daunted by that,” he said. It happens to everyone, and is not a reaction to the status of the writer. (In fact, most journal editors expect their best work to come from junior faculty members, whose dissertation data may be the most thorough they’ll ever collect.) Holstein outlined stages of the review process to help writers understand the mechanics, and he and other published authors in the seminar suggested stage-specific and overall strategies for success.

### The Review Process

When a paper is first received by a journal, the editor (or editorial staff) scans the article to determine whether to send it out for review. While some journals review every submission that comes in, *Social Problems* rejects about 35% during this initial screening, usually for criteria that are easy to spot: the paper is not in the area of social problems, is not empirically grounded, or doesn’t offer a theoretical contribution.

Holstein tries to get four reviews on every submission that makes it through the initial screening. Ideally, reviewers include two or three people with expertise in the subject matter, at least one with a general perspective, and someone who’s familiar with *Social Problems*. Generally he asks from eight to ten people to get four to do a review, and then badgers them to get the reviews back within about two months – a fairly rapid turnaround for sociology journals. (He indicated that three months is a reasonable time to wait before calling any journal to ask about the status of a submission.) If even two out of four reviewers recommend publication, it’s an exception to the rule. In part that’s the nature of the job, Holstein said: editors look for reasons to accept; reviewers look for reasons to reject.

Reviewers tend to agree on papers with serious shortcomings, but can have widely different opinions about articles with a chance at publication. Holstein provides a rationale along with reviews when rejecting a paper, but devotes more time to articles that might make it into *Social Problems*. If he agrees strongly with one of the reviewers in these cases, he communicates that; if he
doesn’t agree or doesn’t know enough about the area to have an opinion, he provides a “road map” through the reviews, essentially conveying that the writer has to choose from among contradictory suggestions rather than trying to follow them all.

Resubmitted articles are again sent to four experts, two new people and two of the previous reviewers (excluding the biggest supporters and detractors and anyone the writer has had to ignore when choosing from competing suggestions). Holstein looks for a critical mass of favorable responses to accept a revised submission. In the absence of that, he asks for a second revision only if he knows exactly what the paper needs to be publishable. Otherwise, he said, “I’ve seen too many unending rounds of reviews.”

**Strategies**

Strategies were discussed by Holstein and other published writers throughout the seminar, and range from the philosophical to the pragmatic.

**Become a Reviewer:** Perhaps most fundamentally, Holstein encouraged authors to prepare for peer review journals by becoming reviewers themselves, for two reasons: to learn “that the world isn’t full of a lot better writers and scholars that you,” and to begin to anticipate what reviewers look for. He and other writers pointed out that critical reviews can be done diplomatically, and that there’s always something that can be praised. Holstein also said that he needs detailed reviews, and will give more weight to a detailed bad review than a positive one that simply recommends publication.

**Have a Theoretical Point:** While some journals publish good descriptive material, several others – *Social Problems*, *ASR*, and *Social Forces* among them – only publish articles with an analytical point. Generally, this means a clear, empirical, and theoretically grounded answer to a good question. He cautioned against some common problems related to this: articles which have something like “Wasn’t Goffman smart?” as their main idea, papers which provide conversational extracts and no analysis, and statistical displays without an explanation, or with the line “The data speak for themselves.” “The data do not speak for themselves, in any mode,” Holstein said. “Presume you have readers who are intelligent but not directly in tune with what you are trying to write.”

**Don’t Annoy the Reviewer:** This consideration concerns the most basic practices: don’t use small fonts, watch out for spelling and grammatical mistakes, be sure to number the pages, don’t use excessive jargon or passive voice, for instance. But it also involves the more complex question of how to best express criticism of established scholars. “The leverage you’re going to get on an issue is almost always going to be ‘We haven’t done that well enough,’” Holstein said, pointing out that “we” comprises the leading people in the field, who are certain to be reviewing submissions in their topic. He cautioned authors to frame criticism in a constructive manner, identifying both the strengths and weaknesses of previous research. Although there may be times to be strident, it’s important to know the risks and select the right venue. In general, this is “an inherently conservative enterprise.” Most of what gets published is appreciative of the existing body of knowledge and makes “an important incremental contribution” to it.

**Write Well:** In part, the admonition to write well is a subcategory of *Don’t Annoy the Reviewer:* “Half the battle is making it so it’s not an ordeal to read your work.” But writing well is more than palliative;

Jim Holstein has written on a wide variety of topics, including mental illness and social control, social problems, family, the life course, human service work, and qualitative methods. Working mainly in collaboration with Jaber Gubrium, currently at the University of Missouri, Holstein has recently published a series of volumes on interviewing, qualitative inquiry, the self, and social psychology. His most recent book, *Challenges and Choices: Constructionist Perspectives on Social Problems* (Hawthorne), takes him back into the discussion of social problems theory, challenge and choice, and constructionist perspectives on social problems.  

*Sarah Babb*
writing clearly and precisely is an integral part of thinking through the arguments in a paper and reaching valid conclusions as a result. “Thinking and writing are the same in my book,” Holstein said. “Don’t think you have a great idea but you just didn’t say it well. You don’t have a great idea until you’ve said it well.” He recommended reading the article out loud before sending it, and asking one or more colleagues to read it and confirm that everything is expressed in a way that makes sense.

Use Dissertation Data Effectively: Occasionally papers are rejected because they are too long (over 35 pages), and this often appears to be because they’ve been taken from dissertations wholesale. While dissertation data and conclusions are valuable material for journals, it’s impossible to summarize an entire dissertation into an article, and unrevised chapters lose their meaning when lifted from context. Chapters should be converted into articles or, better yet, the articles should be developed and published before the chapters are even complete. Holstein suggested that this may be more advantageous professionally, since hiring committees pay more attention to publications than completed dissertations.

Be Methodologically Self Conscious: Many submissions reflect a presumption that sociology is a naturalistic enterprise; they fail to acknowledge the epistemological framework of their data collection and analysis. Holstein doesn’t require an entire section on this, but he indicated that reviewers want to know where the data came from, how they are analyzed, and why they should be regarded as good indicators of the paper’s claims.

Research Journals: Holstein suggested asking questions about and reading previous editions of target journals, not only to learn who and what they publish but to identify shared and journal-specific conventions. Papers which conform to these conventions have a better chance at publication, but once again, there may be times to risk breaking with tradition. Holstein indicated that these choices are part of a strategic approach to publishing. In either case, it’s important to write well and be imaginative. Even if a topic is quantitative, Holstein said, “You don’t have to do everything you can to beat the life out of a paper.”

Anticipate/Influence Reviewer Choice: The author can anticipate an article’s potential reviewers: the obvious experts in the field, anyone who’s published in the journal in question, especially in the previous year, and people who are frequently cited in the article itself. In fact, authors can, to a limited degree, influence the editor’s choice of reviewers through liberal citations and by judicious use of acknowledgments page, since anyone mentioned there is automatically eliminated as a reviewer. Holstein advised against listing potentially sympathetic scholars on the acknowledgments page; another published writer in the seminar suggested sending the article to unsympathetic scholars for feedback and then formally thanking them on the acknowledgments page.

Holstein indicated that articles are very seldom accepted on the first submission. Although some people have ignored negative reviews and successfully submitted unrevised articles to other journals, there’s a risk in attempting this. Journals in the same field – particularly if it’s a small one – share the same pool of reviewers, and their resentment at being ignored can be professionally damaging. Moreover, for all of its faults, Holstein indicated that the review process does perform a useful function, that it’s something sociology scholars owe one another, and is ultimately “part of how our work collectively gets better.”

The website for Social Problems, including a link to previous issues, is http://www.ucpress.edu/journals/sp/edsub.htm.
Michael Burawoy, Professor of Sociology at the University of California Berkeley and then President-Elect of the American Sociological Association, visited the BC Sociology Department in the spring of 2003 as part of our Distinguished Visiting Scholars Series on “Social Class and Inequality.” Burawoy was joined in the Distinguished Visiting Scholars Series that year by Mary Waters and bell hooks. But in addition to the lecture he presented and two seminars he conducted, Michael also delivered a second lecture, anticipating the theme of his 2004 ASA Presidential address - “Revitalizing Public Sociologies.” Professor Burawoy’s lecture sparked immediate interest and engaged conversation on the part of our faculty, many of whom are themselves active contributors to a variety of public sociologies. Struck by the range of public sociologies being practiced at Boston College, Burawoy subsequently invited six Sociology Department faculty members to contribute essays to a special section of the journal Social Problems that he had been asked to edit.

Burawoy’s opening essay describes the moral commitment of sociology’s origins, and the subsequent repression of that commitment as sociology became a recognized science. His advancement of public sociology is an attempt to revitalize this “moral moment,” to take sociology to a wider audience while still integrating it with the other three types of sociology: professional (theory and research), critical (the examination of underlying values), and policy. He points to the BC essays as accounts of the problems and benefits that emerge in the actual practice of public sociology.

The first authors, William Gamson (“Life on the Interface”) and Charlotte Ryan (“Can We Be Compañeros?”) both write about their experience with Media Research Action Project (MRAP), describing the demands of financing the program itself as well as the complex, time consuming, and mutually productive interaction of theory and practice. Stephen Pfohl (“Blessings and Curses in the Sociology Classroom”) discusses the practice of conveying a more complex vision of power structures as well as capacities for discernment and reasoned discourse to the classroom public. Diane Vaughan (“Public Sociologist by Accident”) references her periodic and somewhat unexpected plunges into public life, including her work on the Columbia Accident Investigation Board. Charles Derber (“Public Sociology as a Vocation”) describes the unique benefits and drawbacks of a deliberate focus on public sociology. Juliet Schor (“From Obscurity to People Magazine”) recounts her alienation in the increasingly conservative field of economics until her public success with The Overworked American.

While Burawoy describes the complementarity and interdependency of the four sociology types, the essays by BC Sociology faculty members often reference the conflicts between them, in particular the denigration of public sociology by professional sociology, or what Diane Vaughan calls “the Reader’s Digest dilemma.” “In giving public sociology a name, perhaps Burawoy’s most enduring gift is to confer it with legitimacy,” she writes. Burawoy echoes this idea in his final essay, noting “The first step to public sociology is to recognize it, the second step is to legitimate it, the third step is to institutionalize it, the fourth step is to defend and expand it!” He concludes by suggesting how to overcome the various obstacles to public sociology, and by emphasizing the vital importance of doing so.

The collected essays can be found in the February 2004 issue of Social Problems.
Graduate Degrees Awarded

Ph.D. degrees awarded

Eitan J. Alimi
2004 - The 1987 Palestinian Intifada – Cracks in the Israeli Second Republic

The study promotes a new perspective of inquiry into the analysis of the unprecedented 1987 Palestinian uprising against the Israeli occupation. Combining theories of social movements and conflict study, I attempt to account for the so far neglected aspect in the literature on the Intifada: the reasons for the specific time context in which the Intifada consolidated. For accomplishing this, I combine two methods for data collection. As an exploratory method, I use in-depth interviews with several Palestinian grassroots activists and Israeli journalists and officials. Next, as an explanatory method, I analyze the content of three Palestinian dailies for examining the framing processes that take place in regards to (1) contention with Israeli forces and (2) internal Israeli events and developments throughout the 1970s and 1980s. The style and nature of Palestinian newspapers as a resource of political mobilization provides a rare opportunity for a researcher to grasp the process of social construction of meaning by a consolidating challenging collective actor. The study suggests that the Intifada’s inception is determined by a deepening Palestinian shared perception regarding ripe conditions to act collectively - an internal Israeli system-wide conflict over the future status of the occupied territories and the Palestinian populace inside them. The study suggests further that such a shared perception affects the internal relations among various rival Palestinian political actors and organizations such that a specific mode of action evolves and is elevated as the appropriate strategy for contentious politics. Finally, I argue that the tactics for contention Palestinian insurgents employ during the Intifada should be seen as a deliberate attempt to capitalize on their favored strategy, an attempt to influence the Israeli sociopolitical system and the international community, thereby increasing the prospects for political goals.

Isabel Araiza
2004 - How Alternative Definitions of Retirement and Social Class Shape Conclusions about the Retired Population

The conceptualization and operationalization of retirement remains a challenge in retirement research. Those studies which have examined multiple conceptualizations of retirement often limit the investigation to two, three, or four definitions of retirement. These studies also produce contradictory results with respect to the degree of overlap among various definitions of retirement. Moreover, in the investigation of the relationship between predictor variables and the probability of retirement, push and pull factors (such as pension receipt and health) are often the focal point of the inquiry. While most studies include in their analysis a class measure as a control variable for the model, seldom is the relationship between social class and the probability of retirement the focal point of investigation. This study employs data from the 1998 wave of the Health and Retirement Study to perform an extensive analysis of seven operationalizations of retirement and five operationalizations of social class to evaluate how the use of alternative definitions of retirement and social class shape conclusions drawn about the composition of the retired population. Analyses are performed for the entire sample selected for this study, as well as for Non-Hispanic White, Hispanic, and Non-Hispanic Black subgroups. The results of the analyses indicate that different operationalizations of retirement affect
the characterization of the retired population; moreover the use of different operationalizations of social class influences the perception of the socio-economic condition of the retired population. Despite socio-economic achievements, the findings suggest that initial inequalities associated with ascriptive traits like race and gender continue to constrain women and minorities’ life course trajectories. While it is not possible to conduct a comprehensive examination of operationalizations of retirement in Gerontological literature, this study includes operationalizations of retirement that acknowledge retirement as an event, an identity, and a process.

**Julia Childers**

2004 - Achieving a ‘Beautiful Birth’: Holistic, Feminist and Medical Discourse in a Free-Standing Birth Center

In this dissertation I suggest that scholars should take seriously the social movement organizing that occurs inside mainstream institutions. My research takes up the issue of insider politics through examination of one of the most powerful discourses in our society: medical discourse and its incarnation in the institution of the hospital. I use ethnographic methods to develop a case study of the Baytown Birth Center, a free-standing birth center on the East Coast. In a renovated Victorian house on the campus of a public hospital, women are empowered to give birth according to a holistic, non-medicalized philosophy while attended by their family of choice, midwives, and doulas.

I argue that the Baytown Birth Center cultivates an identity as an alternative, counter-hegemonic health care group that remains part of the conventional Baytown Hospital. In order to achieve what midwives call a ‘beautiful birth’ and to continue to practice within the traditional institution of medicine, Birth Center midwives and staff draw on three discourses, strategically, to explain, justify, and negotiate their existence: holistic discourse, feminist discourse, and medical discourse. Organizational identity is not easy to categorize and is better understood as a weaving together of ideas rather than strict adherence to one set of beliefs. The maintenance of this complex identity requires the negotiation of situations in which these discourses come into conflict with one another. My findings contribute to the study of alternative health practices, social movement change within institutions, third wave iterations of the women’s movement, and organizational identity and culture.

**Cheryl Holmes**

2004 - Sacred Meets Secular: Commonality and Difference Associated with the Self-Determined Nature of the Sacred Christ-Centered and Secular Assertive Life Practice

This study describes what happens when sacred and secular meet in the day and life of the sacred Christ-centered Disciple and the secular assertive practitioner. It suggests there is a difference between ritualized Christianity and sacred Christ-centered life practice. The term orthodox is used to describe how the sacred Christ-centered population learns to view the Holy Bible as the literal Word of God. The term reflexive describes how individuals within the population learn to believe that the person of Christ lives within the heart of the Disciple of Christ. Individuals within the sacred Christ-centered life practice suggest that they surrender individual free will to Christ by accepting him as Savior and Lord. It is a life practice engulfed by reflecting on how Christ responded to tension-generating dilemmas and then normalizing the character of Christ when bombarded by contemporary tension-generating dilemmas. The three tension-generating dilemmas considered within the study are:
Cheryl Holmes, *Sacred Meets Secular*, continued

- Anger
- Sexual propensity to act on sexual desire while single
- Gossip and speaking ill of others

Within the study the above life practice is juxtaposed against secular Assertiveness in the attempt to uncover areas of commonality and difference associated with the two self-determined life practices. The term self-determined is used suggesting that at some point in a practitioner’s life, individuals self-determine that it is best to adopt precepts associated with either life practice. The individual desire becomes the acquisition of greater inner stability while living within a violent and confused world.

Moreover, the study assists in developing an appropriate vocabulary bridging the sociological, secular humanistic psychological, theological and literal orthodox Christ-centered domains. One might ask why study the relationship between these populations? The answer to this question is twofold. The field of sociology has neglected comparative discourse of these groups. In neglecting this area of study, sociology can not comprehend the unique import of commonality and differences associated with the relationship existing between both life practices and the secular society wherein they exist. Additionally, the study provides the field of sociology opportunity to explore the import and impact Christ-centered Disciples have within the secular world as they attempt to adopt biblical narrative while living within contemporary secular society.

Primary framing data is drawn from full-participant observation, in-depth interviews conducted with more than twenty five individuals and a survey of secular humanistic psychological literature. With one exception research participants are African American. Yet, research participants indicate that issues addressed in this project extend to anyone who self-ascribes to the literal-orthodox Christ-centered life practice. Diversity was sought in gender, education, economics and age. The sample includes men and women 25-40, and over, who completed college, high school or less. Clusters consist of at least five individuals in each group.

**Charles Sarno**

*2004 - Power and the Spirit: Methodological Studies in a Black Apostolic Church*

This dissertation examines the sociological workings of the Holy Spirit in a Black Apostolic Church located in the Boston area. Using both participant observation and intensive interviewing techniques, this research explores the variety of meanings the experience of the Holy Spirit has for church members at God’s Victorious Tabernacle. At the same time this research attempts to locate these subjective meanings of the church and its members within the immediate organizational and broader institutional contexts within which and against which they are generated. This research has three distinct but interrelated objectives that should make a significant contribution to the field of sociology in both the areas of religion and research methodology: 1) to provide a thick and rich ethnographic account of the worldview, meaning structures and rituals found in a black Apostolic Pentecostal church which would further add the few existing case studies on this topic; 2) to further exemplify and develop the theoretical concerns of a critically interpretative (phenomenological) sociology which links up this ap-
proach with questions about the structuring effects of power in history, while not engaging in a completely form of reductive analysis; and 3) to follow the logic of a power reflexive methodological approach and thereby explore the knowledgeable possibilities, limitations and tensions of interpretative sociology itself as it desires to achieve understanding of a “sectarian” religious worldview vastly different from its own.

Leah Schmalzbauer  
2004 - Striving and Surviving: A Daily Life Analysis of Honduran Transnational Families

Sociologists and anthropologists have focused considerable attention on contemporary transnational flows of capital, labor and culture, as well as on the ways in which communities create and maintain transnational ties. However very few have studied the specific role of the family in transnational processes and fewer still have looked at how families actually function in a transnational space. In this dissertation I address this gap in the literature by investigating how transnationalism works as a survival strategy in which families use the difference in living costs between Honduras and the United States to support household consumption. Drawing on data I gathered in Honduras and the United States from one-week time diaries, in depth interviews, participant observation and interpretive focus groups, I look specifically at the experience and prospects of transmigrant labor in the United States; the aspirations and consumption practices of transnational family members in the United States and Honduras, especially as they relate to the American Dream; and I explore the ways in which families negotiate caretaking responsibilities, both financial and emotional, while striving and surviving in a transnational space. This is the first daily life study of undocumented immigrants and the first transnational analysis of Honduran families.

M.A. degrees awarded
Nahoko Abe  
Social Withdrawal and Cultural Pressure: The Case of Japan

Venu Keesari  
Fair Labor Standards in the Global Supply Chain: Humane Working Conditions and their Effects on the Manufacturing Performance of Apparel Factories

Amy Moff  
Parental Consent Laws and the Politics of Abortion

Akiki Sasazawa  
Construction of Motherhood in the Popular Media

Catherine Sigworth  
The Blurred Boundaries of Work and Home: An Examination of Work-Life Balance and Teacher Job Satisfaction

Owen Whooley  
Legitimating Repression Through Identity Framing: A Dynamic Model of the Repression of the IWW

Rebekah Zincavage  
The Caregiver’s Dilemma: Negotiating on the Job to Give Good Care, Meet Standards and Protect One’s Dignity
Staff Assistant Hire

In 2004, Sociology department Staff Assistant Toni Vicari completed her M.A. in Higher Education Administration at BC and went on to a job as graduate and international admissions counselor at Long Island University. Toni’s both efficient and innovative and did a wonderful job for the department during her years here. Her many contributions included an orientation package for grad students that served as the inspiration for the orientation page we’re now developing on the website (http://www.bc.edu/schools/cas/sociology/orient/).

After Toni left, Mary Kovacs, a Sociology MA student headed for the Rutgers PhD program, worked for us as a temp during our search for a new Staff Assistant. Mary’s incredibly well organized, and finished a surprising number of projects while she was here. She did so much work on improving the lounge for sociology graduate students, in particular, that I’m still thinking of calling it the Mary Kovacs Memorial Grad Lounge.

So many great people applied for the job that we couldn’t even interview them all. But when Jessica Alvarez worked for us as a temp following Mary’s departure, her skills and personality impressed us so much that we offered her the job. She’s been a terrific addition to the department: smart, conscientious, and a pleasure to be around, handling all our special events and crisis jobs with what one faculty member calls “her calm presence.”

We feel lucky to have had all these talented people working here, contributing to the community and making the place run smoothly.

If you need help from the Sociology department, Jessica can be found in 426 McGuinn (where, in fact, all of our administrative space will be located after the move in summer of 2005). She can also be reached at 617-552-4130, at jessica.alvarez.1@bc.edu, or at sociology@bc.edu.

Other Updates

We are creating two voluntary alumni email lists: an “offers” list for job openings and calls for papers, and an “events” list for departmental announcements (the Visiting Scholar Series, for instance). If you’re an alumnus or alumna and would like to be included on either or both of these lists, please email us at sociology@bc.edu.

We are in the process of upgrading our website (http://www.bc.edu/sociology/), which now includes an orientation section, more comprehensive grad student information, a revised home page, and a faculty resources page. Additional revisions are planned.
News and Notes

Sarah Babb

Sarah Babb co-received the 2004 Mirra Komarovsky Award from the Eastern Sociology Society for the best book in sociology (see page 7).

Lisa Dodson

Lisa Dodson has joined a team of researchers from the Schneider Institute at Brandeis and the Kennedy School at Harvard. The project, entitled Improving Institutional Long-Term Care for Residents and Workers: The Effect of Leadership, Relationships and Work Design, is part of the “Better Jobs, Better Care” program sponsored jointly by The Robert Wood Johnson Foundation (RWJF) and The Atlantic Philanthropies.

Sharlene Hesse-Biber

The National Association of Women in Catholic Higher Education (NAWCHE), under the direction of Sharlene Hesse-Biber, held its national meetings with the theme Making Connections VII: Creating Circles of Conversation – Women of the Academy, the Community, and the Church. The conference was held at Providence College June 11-12th.

Eva Garroutte

Eva Garroutte received an extension of her grant from the Resource Center for Minority Aging Research at the University of Colorado, with funding from the National Institute of Health. Her grant is entitled “Medical Communication with American Indian Elders.”

Jeanne Guillemín

Jeanne Guillemín received a 2003 Research Grant from the McArthur Foundation.

Paul Schervish

For the third year in a row, Paul Schervish was named to the Nonprofit Time’s “Power and Influence Top 50.”

As Director of the Social Welfare Research Institute (SWRI), Schervish was also awarded several grants: a 4th year extension of his grant from the T.B. Murphy Foundation; the first full year of a multi-year grant from the Lilly Endowment; the first year of a new two year grant from the Boston Foundation; a Gateway to Giving grant funding the St. Louis Metropolitan Area Wealth Transfer Study; and a Twenty-first Century Foundation grant funding the African American Wealth Transfer Study.

Diane Vaughan

Diane Vaughan received a Guggenheim Fellowship to pursue research on the sociology of air traffic control.
Publications and Talks

Sarah Babb


Charles Derber


Lisa Dodson


Ted Gaiser


Bill Gamson


Eva Garroude


Presentations

“American Indian Patient Satisfaction” (poster), Association of American Indian Physicians conference. 2004.


Invited Chapters


Paul Gray


Jeanne Guillemín


Sharlene Hesse-Biber


Lynda Lytle Holmstrom


David Karp


Robert Kunovich

Publications


Presentations


Stephen Pfohl


**Leslie Salzinger**


**Natalia Sarkisian**


“Research on Parenting.” Presented at the Student Colloquium Series Roundtable. Sociology Department, University of Massachusetts, Amherst, MA, 2003.


“Authority and Difference in Teaching,” Presented at the Student Colloquium Series Roundtable. Sociology Department, University of Massachusetts, Amherst, MA, 2003.


**Paul Schervish**


Juliet Schor


**Diane Vaughan**


**John B. Williamson**


“Reforming the Chinese Social Security System: Transition from the FDC to the NDC Model” with Ce Shen, *Comparative Economic & Social Systems*, 113 (3): 71-77 (2004). This article was written in English and then translated into and published in Chinese.


