
The Interactionist

An Informative Newsletter for Wittenberg Sociology Students

2009 Senior Theses Presentations

Monday, February 23rd &

Tuesday, February 24th

201 Shouplin

Luncheon Monday from 12 to 1

**“The Best Sociology Conference in Ohio”
(See Page Two for Presentations)**



**Professor Jerry Pankhurst and Mrs. Parveen
Mohammed at Iftar Banquet
(See Page Three for Story)**

Senior Thesis Presentation Titles

Sarah Nelson

Are Springfield Businesses and Schools as Likely to Recycle as Upper Arlington Businesses and Schools? A Study of Recycling and Social Factors

Kris Gingerich

Role of Probation in Juvenile Delinquency: An Exploratory Study

Kara Guss

The Portrayal of the Homeless Population in Mass Media: A Study of Homeless Men and Women in Movies

Brandi Bobo

Aggressive Behavior among Young Adults in Public Places

Amelia Boyer

A Trophy Child Athlete: The Effects of Parent Pressures on Student Athletes

Emily Beavers

Military Recruitment of High School Students: Does Socioeconomic Status, Academic Achievement and Race Influence the Prevalence of Military Recruitment among High School Students?

Abby Reese

Second-Shift Work: The Effects of Male Job Status

Chase Bryson

The Dynamics of Informal Associations among Students: An Analysis of College Drinking Games

Cassidy Short

A Gender Comparison: Do College Students' Perceptions of Their Professors Affect Their Academic Achievement?

Melissa Straight

Attitudes towards the "Coming Out" of Gay, Lesbian, and Bi-sexual Youth

Jessica Arvin

Is the White Way the Right Way? The Affects of American Advertising and Entertainment on Native Americans' Perception of Self

Jane Lyle Hord

The Effect of Society's Stigma of Borderline Personality Disorder on the Identities of Persons with BPD

Brittani Sterling

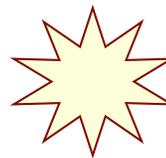
How Does Racial Identity Affect the Educational Aspirations of College Males?

Yo Iezawa

The Relationship between Socio-economic Status of Family and Students' Capacity of Self-reliance

Jean Hardesty

Has the Proliferation of Cell Phones Reduced the Levels of Common Courtesy in Public Spaces?



COMMUNITY IFTAR ORGANIZED BY SOCIOLOGY PROFESSOR AND HIS CLASSES ON ISLAM

On October 24 Dr. Pankhurst's classes on Islam and Islamic Societies (SOCI 277) joined members of the Wittenberg and greater Springfield community for a "Community Iftar." An Iftar is the celebration of the breaking of the fast at sundown during the Muslim Holy Month of Ramadan. This year's Community Iftar was the third consecutive one organized by Dr. Pankhurst and his classes.

The Wittenberg Community Iftar brought together local Muslims and other Springfield area residents with faculty, staff and students to learn about Islam and its practices during Ramadan. Muslims abstain from all food and water during the days of Ramada and seek to come closer to God through prayer and fasting. The fast begins at daybreak and ends at sundown. The daily end of the fast is marked by specific prayers and a meal that typically is served to extended families and friends. At the Wittenberg Iftar, Non-Muslim guests were given information concerning the prayers and were invited to observe the prayer at sundown. After those who were fasting broke the fast with the traditional dates and water or fruit juice, the call to prayer was movingly chanted by Springfield cardiologist Dr. Akber Mohammed. The prayers were led by Imam Mustafaa Islam of the An-Nur Islamic Center.

The main Iftar meal followed, and while participants waited for their turn in line to pick up their food, they chatted with each other at the tables. One of the most important goals of the Community Iftar is to encourage one-on-one interaction between the members of the Muslim community and their Wittenberg neighbors. Students in the SOCI 277 class have found these conversations very helpful in order to learn about the more personal or family-based aspects of being Muslims in America.

After a pause for the meal, Mrs. Parveen Mohammed, who is an Adjunct Professor of Arts and Science at Urbana University and President of the Islamic Speakers Bureau of Ohio, discussed a wide range of topics related to Islamic practice and, especially, her family's experiences living out their faith in Springfield. Mrs. Mohammed is one of the founders of the Global Peace and Education Network in Springfield and has received a Citizen Award from the Springfield Police Department for her contributions to the city. She ended her presentation by answering a series of questions that had been submitted by Dr. Pankhurst's students prior to the event.

As in other years, the Sociology Club was one of the supporters of the Iftar, and students who were not taking the course on Islam joined club members in participating in the event. Many expenses were underwritten by the Faculty Endowment Fund. Other supporters included Global Studies, the Office of Multicultural Programs, the Pastors to the University, the Provost and the President. Both Provost Bladh and President Erickson gave remarks expressing Wittenberg's welcome to guests from the community, as well as faculty, staff and students. They also affirmed the commitment of Wittenberg to supporting multicultural and interfaith experiences like the Iftar.

INFORMATION ON SENIOR THESIS IN THE SOCIOLOGY MAJOR

As part of the major in Sociology, students are required to complete a senior thesis under the supervision of the "Senior Thesis Professor" and a "Primary Reader" who has a related scholarly interest. The thesis is seen as a capstone experience for majors in that it allows them both to explore research and analytical skills that they have learned earlier and to develop these skills with direct application. In addition, in the process of research and writing, the student develops new skills for the analysis that grow out of the first-hand

research tasks. Finally, the thesis process allows the department to assess how well it is doing in preparing students for critical and creative thinking, and for professional or allied careers using their major.

The topic of thesis research is chosen in consultation between the student and the faculty. Hands-on empirical research is encouraged, sometimes using available data sets -- including those developed through the surveys carried out in the Research Methods course in the department -- and

sometimes requiring the full initiation and carrying out of data gathering in the form of a survey, participant observation project, content analysis or other research method.

Senior theses are completed largely during the fall semester of the sociology students' last year at Wittenberg. However, revision tasks normally run into the spring semester, and a presentation of the research paper in a student conference format is carried out in the middle of spring semester. The Senior Thesis Presentation is one of the

programs in the departmental colloquium series, so an audience made up of students, faculty and local guests has an opportunity to hear about the studies carried out by the senior majors.

Outstanding and accomplished majors are encouraged to seek to earn department honors in Sociology by preparing a Senior Honors Thesis in place of the regular Senior Thesis. The honors thesis is more extensive and requires completion of a more complex and detailed research paper comparable to those found in journals in the discipline.



Reflections from the Department Chair

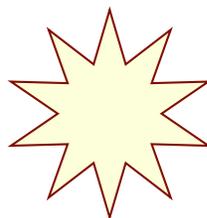
Professor Doubt

This is a difficult year for the Sociology Department. We miss Professors Beckett Broh and Alan McEvoy terribly. Professor Broh took a job at Capital University so that she could work closer to her two very young children, and Professor McEvoy who has been at Wittenberg since 1976 retired. Since Professor Stephen Smith is taking phased retirement, he is with us one semester a year. As you can imagine, given the economic times, it is a concern as to whether we can hire colleagues to replace these irreplaceable people.

Professors Pankhurst, Nibert, and I are doing all we can to sustain a strong sociology major and also recruit new faculty. We are very fortunate to have three outstanding adjunct faculty with us, Professors Kath-

erine Rowell (Gender and Society), Sharon Houseknecht (Introduction to Sociology) and Mike Norris (Deviance). We are grateful to have these fine professors as colleagues. Here are some selective course notes that may help you plan your major career.

(News flash: We recently heard that the Sociology Department will be able to hire at least one tenure track faculty member for fall 2009, and we are starting this search now. For this search, the Sociology Department will ask for and need student input. In the past such input has been indispensable to the hiring process.)



Looking Ahead to Some Sociology Course Offerings, a Selective and Tentative Listing

Spring 2009

- Research Methods, Keith Doubt
- Deviance, Mike Norris
- Introduction to Cultural Anthropology, Katherine Rowell

Summer 2009

- Identity, War, and Justice: Lessons from Bosnia, Keith Doubt

Fall 2009

- Social Theory, Jerry Pankhurst
- Senior Thesis, Keith Doubt
- Identity, Self, and Society, Keith Doubt
- Race and Ethnicity, Katherine Rowell

Fine Letters from Wittenberg Sociology Graduates to the Department

Hello, this is Tony Ottomaneli.

Just wanted to check in to see how everything is going. I hope all is well. I'm about 20 credits into the Master's Program at DePaul University and loving every minute of it! I am currently taking 12 credit hours this quarter which unfortunately includes the course "Statistics for the Social Sciences." Of course, I love Sociology, but I don't understand the quantitative aspect of it. I mean, I do see the significance in implementing Statistics for Social Research, but most of the material we learn, I can't imagine ever applying it. Any kind of numbers are definitely not included in my strengths, but I continually remind myself that if I want to be a Sociologist, then I need to learn this stuff for when I decide to do research later in my career. Slowly, but surely I am trying to grasp the quantitative aspect of Sociology.

Regardless, I'm also taking "Sociological Perspectives," which is basically Social Theory. We just finished with Goffman's "Behavior in Public Places" which is undoubtedly reflective of Face-Work. Although, many perceive Goffman as somewhat cynical, I have become appreciative of how well his writing flows because we are now reading "Distinction" by Pierre Bourdieu. I've been reading Pierre Bourdieu for the last few days and I find myself constantly going back to re-read his insights. Bourdieu is the epitome of an Intellectual. His writing is amazing, yet very difficult to understand. Very complex and dense, but at the same time undeniable. It's a challenge to not highlight the entire book. Bourdieu un-

doubtedly implements many profound expressions of his work.

But anyway, I'm also taking an Independent Study called "Advanced Ethnographic Film Production." I'm going to make another short documentary. But this time out, I want to document the American Consciousness, which will be extremely challenging. However, the challenge of this project does not outweigh the necessity of its documentation.

Furthermore, from all my graduate work thus far, I've come to realize not only the many levels of Sociology itself, but also the levels of Sociologists that exist. It seems as if there are three types of Sociologists: 1) The Quantitative Sociologist that loves to crunch numbers. 2) The Service Sociologist who believes public service or community service is at the forefront of Sociology, bridging the gap of Sociology and Social Work. And 3) The Intellectual Sociologist who writes and re-writes while dissecting and applying Social theory. Due to the enjoyment I receive from writing and the fascination I have with Social Theory I believe that I lean more towards the Intellectual type. I have come across many different levels of Social Scientists, but I believe the Intellectual of Sociology is the essence of its being. These three levels of Sociologists is a theory I have come up with recently, so I just thought I would share it with you.

Hello all, Kevin Hooker (02) here,

It has been awhile since I have talked with some of you, but I have some exciting news to share with all of you. I recently was accepted into the Air Force Social Work Residency Program. The program will allow me to finish up my requirements for licensure while learning and meeting the mental and emotional health needs of the thousands of our brave men and women returning from Iraq and Afghanistan. I will be entering at the rank of 1st Lt on active duty.

On June 30th I will report to Maxwell AFB in Montgomery, AL for Commissioned Officer Training (COT) for Healthcare Professionals. COT will last for 4 weeks and I will graduate from there on August 1st. I was fortunate enough to get my first choice out of the four possible placements for the residency program. Upon graduation, I will be returning to my home state of Ohio at Wright Patterson AFB for the next 9 months while I complete the residency program. The other options were in FL, MD, and CA, but I decided I am about to go through a huge life transition and it will help to be surrounded by friends and family. I am really looking forward to coming back to Ohio at least for a short time. I am looking forward to visiting Wittenberg and UIM during that time and see some faces that I have not seen in awhile. Once I complete the program, I will then be stationed at an Air Force Base somewhere in the United States for at least the remainder of my initial 3 year commitment.

I wanted to share this news with all of you because you are either family, a friend, or served as a mentor or source of inspiration sometime in my life. This was a highly selective program as only

14 applicants nationwide were selected into the program. I truly feel honored to be selected and have the opportunity to serve my country by helping our service men and women.

Some of you may be wondering why I chose to pursue the military? Oddly enough it was my mother (who did not initially take the decision well) who was able to put words to it. It is my calling and passion at this point in my life. You only need to open the newspaper or watch the news to hear how the mental health needs of the troops are not being met as suicide rates are climbing among enlisted soldiers. I truly believe that this is God's calling for me right now. It is going to require some sacrifice on my part in many different aspects of my life, and yes, there is the possibility that I could be deployed to a war zone in the future. I know all these things going in and am prepared to do what it takes to assist our enlisted troops. I admit, I do not agree with all our nation's defense and military policies, but I feel the needs of our service men and women transcend the political differences that I may have with military policy and our current administration's foreign and defense policy.

The next four months of my life will be a bit hectic as I prepare to say goodbye to Florida and get ready to move and prepare myself for military life. I have always appreciated the support that all have you have given me over the past years of my life and I hope I can continue to receive that support as I make this transition and change in my life. It is my intention to keep all of you informed on this process and my soon-to-be military life.

LOCAL CONFERENCE AT CEDARVILLE UNIVERSITY ON QUALITATIVE RESEARCH, CALL FOR PAPERS

Dear Qualitative Researchers,

This e-mail comes with three information pieces regarding the Ethnographic & Qualitative Research Conference (EQRC) and Journal of Ethnographic & Qualitative Research (JEQR). I hope this information will assist with your research and writing efforts this academic year, in addition to planning your conference travel expenses.

First, the 2009 date has been set for June 5-6 at Cedarville University. The conference typically is held the first weekend in June, so no changes are occurring--but we want to ensure you pencil-in the date on your calendars. Watch for the formal call for papers early in the Spring semester. The registration fee will be \$95 for students and \$125 for faculty and will include a breakfast buffet and luncheon each day.

Second, Kay McFarlane no longer will provide coordination for the conference. As you know, Kay has provided utmost quality in her EQRC efforts; recent personnel shifts have made it necessary to delegate Kay's EQRC responsibilities to another individual. Consequently, you will be receiving future word from Amanda Hutchinson who will provide continued excellence in coordinating the details of EQRC. My grateful appreciation is explicitly expressed for ALL of Kay's excellent work.

Third, we thank all authors who have contributed manuscripts to the journal. As its success continues with further recognition at the national level, we will expand our submission process to include additional manuscripts, in addition to the ones submitted at the conference. In doing so, we will give first priority to quality manuscripts presented at the conference and that receive favorable peer-reviews. Thus, we strongly encourage you to consider a manuscript submission as you proceed with your research efforts in preparation for the conference. Furthermore, we welcome other submissions from you and your colleagues engaged in qualitative research. All submissions also now will include a 35-page limit (including references).

For further information about submitting a manuscript prior to the conference, contact the journal's Managing Editor, Dr. John Palladino, at jeqr@comcast.net. Additional manuscript submission information is posted on the conference website via <http://www.cedarville.edu/eqrc> (see the "journal" button on the left). Note that Dr. Palladino maintains full responsibility for the appraisal and acceptance of all (peer-reviewed) JEQR manuscripts, so journal questions in this regard are best addressed to him.

If you have further questions, feel free to follow-up and I will be glad to address any issues relating to the above matters.

I hope to see all of you this coming June 5-6.

Sincerely,

Michael W. Firmin, Ph.D.
EQRC Conference Director

Professor Doubt talking with Professors Mujkić and Marić in Sarajevo.



Study Abroad in the Balkans

SIT Study Abroad announces a group site visit for academic year 2008-2009. SIT Study Abroad group site visits are designed for study abroad staff, faculty and administrators to learn about field-based, experiential study abroad; gain a deeper understanding of specific programs; and consider how programs can be integrated into their own curriculum. Participants will have opportunities to meet Academic Directors and affiliated faculty, observe classes and fieldwork assignments, and interact with students and homestay families. SIT group site visits utilize the same methodology of our field-based programs and require visitors to actively engage with the program content and local culture.

February 28-March 7, 2009 CZECH REPUBLIC: Arts, Community, and Transition and THE BALKANS: Post-Conflict Transformation in Croatia, Bosnia, and Serbia.

This site visit will provide insight into two programs that offer students the opportunity to study the long transition processes in post-communist countries. Now that the Czech Republic has joined the European Union, nongovernmental organizations and arts programs are attempting to empower socially marginalized communities, revive rural towns, and revitalize the country. Participants will spend the first half of the week in Prague exploring these issues and meeting local resource people from the SIT network. The latter part of the week will be spent in Belgrade, the capital of Serbia and once the capital of Yugoslavia. This energetic city, the site of an educational excursion for the Balkans program based in Zagreb, embodies the contradictions and tensions between pro-EU democrats and radical nationalists. Here, SIT explores topics such as political and personal responsibility: dealing with the past; and politics of differences presented by professors at the Faculty of Media and Communication of Singidunum University.

Participants are generally responsible for all air travel, visa and immunizations expenses, and a few meals during the week. SIT generally covers most in-country expenses. If your institution prefers to cover all costs associated with site visits, we can provide an invoice for hotels, meals, activities and related costs.

APPLICATION PROCEDURE: To be considered for this site visit, please submit a letter of interest answering the following questions. It would also be helpful to know of your experience in the region (if any).

We will begin reviewing applications on August 1, and continue until all positions are filled. Final selections must be made by December 1.

- How do the themes of the SIT program relate to your institution's curriculum?
- What is your position or departmental/institutional affiliation, and what are your objectives in visiting the program(s)?
- How would you anticipate sharing the results of this visit upon your return to your college or university?

Address letter and inquiries to betsy.judson@sit.edu or call 888-272-7881

Medieval Stecak in Bosnia



Lutheran Volunteer Corps

Lutheran Volunteer Corps is a year-long national volunteer service program for people seeking to unite faith, social justice, intentional community, and practice simple and sustainable living. Volunteers are matched with non-profit organizations in ten metropolitan areas across the United States. They work full-time in various positions ranging from direct social services, to political advocacy, community organizing, education, and activism while living in intentional community. LVC is an independent, non-profit organization, a member of Lutheran Services in America, and an affiliated social ministry organization of the Evangelical Lutheran Church in America (ELCA).

Statement of Vision for the Lutheran Volunteer Corps

In response to the Gospel of Jesus Christ, the Lutheran Volunteer Corps exists to preserve, nurture, and sustain life.

We believe that caring for the earth and working for freedom and justice with those who are oppressed answer God's call to Shalom ("Peace with Justice") in today's world. We seek Shalom for all people by serving congregations and organizations which share this call.

We believe that integrating faith and action is essential to wholeness. A vital part of this integration is exploring a simpler lifestyle. Linking inward and outward journeys helps fulfill our commitment to the global community. We pledge to help each other grow spiritually, live simply, and do justice.

We believe that sharing life in intentional community rooted in the life and teachings of Jesus Christ helps us live justly in the world. We are committed to accepting and affirming diversity in community, working for healthy relationships, and living peaceably with all.

We believe that participation in the Lutheran Volunteer Corps strengthens us for a life of witness and leadership in the Church. We pledge to support the Church as it works for freedom and justice.

<http://www.lutheranvolunteercorps.org/>

Wittenberg Faculty Research Fund Board Student Grants

[Consider applying for a Wittenberg Grant to Support Your Student Research](#)

[Visit this Web Page for More Information](#)

<http://www4.wittenberg.edu/academics/frfb/eligibility.html>

Student Projects

Since these are competitive programs, students submitting proposals must demonstrate a high degree of previous academic success and appropriate preparation for the type of research being proposed. These qualifications might include, but would not be limited to, GPA, relevant coursework, preliminary research, faculty assessment, etc. Students applying for grants should consult with appropriate faculty members to obtain approval of the research project before drafting a proposal.

Students (with faculty guidance and collaboration) may apply for two types of research funding from the Board:

- Student Project Grants - \$250
These grants provide funds for reimbursement of supply costs, travel and other incidental research costs for students pursuing projects during the fall or spring semester.
- Summer Research Grants - \$2350(\$2100 student stipend, \$250 supplies, \$500 faculty supervisor stipend)
These grants support ambitious summer research projects. The Board expects the research to result in written work, exhibition, public presentation, or performance. This program is competitive, so only a limited number of summer stipends will be awarded. These research experiences do not carry academic credit, and they are considered to be the equivalent of a fulltime summer academic load. However, subsequent related work may be awarded credit at the discretion of the student's department. Preference will be given to students of junior class standing. Graduating seniors are not eligible for summer stipends.

Funding Cycles

- March 1 Student Summer Research Grant Deadline

THE 21ST ANNUAL BUTLER UNDERGRADU- ATE RESEARCH CONFERENCE

ENCOURAGE YOUR STUDENTS TO GO PUBLIC WITH THEIR WORK ON APRIL 17, 2009.

CONFERENCE REGISTRATION IS NOW OPEN. VISIT

WWW.BUTLER.EDU/URC

THE BUTLER UNDERGRADUATE RESEARCH CONFERENCE (URC) BEGAN IN 1988. ITS PURPOSE IS TO ENCOURAGE STUDENTS FROM ALL DISCIPLINES TO BECOME INVOLVED IN RESEARCH AND CREATIVE ENDEAVORS. WE BELIEVE THAT THE BEST WAY TO TEACH RESEARCH AND CREATIVITY IS BY ACTUALLY DOING RESEARCH AND CREATIVITY. ONLY THROUGH THE ACTUAL PROCESS OF ASKING QUESTIONS AND SOLVING PROBLEMS CAN ONE BECOME EXPERIENCED IN THE METHODS OF RESEARCH AND CREATIVITY.

AMERICORPS

AMERICORPS IS AN OPPORTUNITY TO MAKE A BIG DIFFERENCE IN YOUR LIFE AND IN THE LIVES OF THOSE AROUND YOU. IT'S A CHANCE TO APPLY YOUR SKILLS AND IDEALS TOWARD HELPING OTHERS AND MEETING CRITICAL NEEDS IN THE COMMUNITY. EACH YEAR, AMERICORPS OFFERS 75,000 OPPORTUNITIES FOR ADULTS OF ALL AGES AND BACKGROUNDS TO SERVE THROUGH A NETWORK OF PARTNERSHIPS WITH LOCAL AND NATIONAL NONPROFIT GROUPS. WHETHER YOUR SERVICE MAKES A COMMUNITY SAFER, GIVES A CHILD A SECOND CHANCE, OR HELPS PROTECT THE ENVIRONMENT, YOU'LL BE GETTING THINGS DONE THROUGH AMERICORPS!

[HTTP://WWW.AMERICORPS.ORG/](http://WWW.AMERICORPS.ORG/)

SOCIOLOGY WEB PAGE LINKS OF GREAT INTER- EST

AT THIS LINK, THERE ARE FOUR SEARCH ENGINES FOR LOOKING AT GRADUATE SCHOOLS. FOR EXAMPLE, IF YOU ARE INTERESTED IN A GRADUATE PROGRAM IN CONFLICT RESOLUTION, MEDIATION AND PEACE STUDIES, GO TO THE PETERSON GUIDE, CLICK SEARCH FOR PROGRAM, MASTERS DEGREE OR DOCTORAL DEGREE, AND IT WILL LIST GRADUATE SCHOOLS. YOU CAN DO THE SAME FOR CRIMINOLOGY, CULTURAL STUDIES, AND SO ON. EACH OF THE SEARCH ENGINES HAS ITS VIRTUES. TRY THEM ALL.

[HTTP://WWW4.WITTEMBERG.EDU/ACADEMICS/SOCI/LINKS/](http://WWW4.WITTEMBERG.EDU/ACADEMICS/SOCI/LINKS/)

REQUIREMENTS FOR THE MINOR IN SOCIOLOGY

REVISED SPRING 2007

The sociology minor is comprised of Sociology 101 and 16 additional hours in sociology courses. Eight of these 16 hours must be at the 300 or 400 level. Sociology 490 and 491 can be used toward the minor only with Departmental approval.

SOCI 101. Introduction to Sociology _____

Sixteen hours selected from the following:

110	Cultural Anthropology	_____
201	Topics in Sociology/Anthropology	_____
203	Sociology of Education	_____
210	Sociology of Family	_____
230	Welfare and Human Services	_____
245	Gender and Society	_____
250	Sociology of Deviance	_____
270	Sociology of Minority Groups	_____
277	Islam and Islamic Societies	_____
280	Animals and Society	_____
290	Global Change	_____
292	Population Problems	_____
296	Urban Society	_____
301	Special Topics in Sociology/Anthropology	_____
307	Research Methods	_____
330	Wealth, Power, and Poverty	_____
340	Sociology of Religion	_____
350	Race and Ethnicity	_____
360	Sociology Theory	_____
364	Political Sociology	_____
370	Criminology	_____
376	Law and Society	_____
380	Identity, Self and Society	_____
390	Russian and Central Eurasian Societies and Cultures	_____
401	Seminar in Sociology/Anthropology	_____

Check here for completion of 8 hours at 300 level or above: _____

REQUIREMENTS FOR THE MAJOR IN SOCIOLOGY

Revised Spring 2007

The sociology major is comprised of 37 semester hours in sociology. The student selecting the major is required to complete Sociology 101, 307, 360, and 498. Twenty additional semester hours are to be selected from departmental offerings; eight of these hours must be at the 300 or 400 level. The student may use only four semester hours in Sociology 460, 490, or 491 toward the major. A 2.0 GPA in sociology courses is required, and majors are expected to attend regularly scheduled Sociology Colloquia.

Majors must complete a course in statistics (Psychology 107, Mathematics 127 or 227, or Management 210) and must demonstrate computing competency before taking Sociology 307.

Required Courses: 17 hours

- SOCI 101 Introduction to Sociology _____
- SOCI 307 Research Methods _____
- SOCI 360 Sociological Theory _____
- SOCI 498 Senior Thesis (See Note 1) _____

Elective Courses: 20 hours

- 110 Cultural Anthropology _____
- 201 Topics in Sociology/Anthropology _____
- 210 Sociology of Family _____
- 230 Welfare and Human Services _____
- 245 Gender and Society _____
- 250 Sociology of Deviance _____
- 270 Sociology of Minority Groups _____
- 277 Islam and Islamic Societies _____
- 280 Animals and Society _____
- 290 Global Change _____
- 292 Population Problems _____
- 296 Urban Society _____
- 301 Special Topics in Sociology/Anthropology _____
- 307 Research Methods _____
- 330 Wealth, Power, and Poverty _____
- 340 Sociology of Religion _____
- 350 Race and Ethnicity _____
- 360 Sociology Theory _____
- 364 Political Sociology _____
- 370 Criminology _____
- 376 Law and Society _____
- 380 Identity, Self and Society _____
- 390 Russian and Central Eurasian Societies and Cultures _____
- 401 Seminar in Sociology/Anthropology _____
- 490 Independent Study (See Note 2) _____
- 491 Internship (See Note 2) _____

Check here for completion of 8 elective hours at 300 level or above: _____

Note 1: A student may elect to take Senior Honors Thesis (SOCI 499) in place of Senior Thesis (SOCI 498) if approved by the department to pursue honors in Sociology.

Note 2: A student may count only one 490 or 491 course toward the major.

LOOKING FOR A FEW INTREPID ADVENTURERS Stephen R. Smith

This coming summer, Prof. Marcia Frost (Economics) and I will be leading a month long tour of the Silk Road in China. The Silk Road is a network of trade routes dating from time immemorial to the present, but taking its name from the period when camel caravans carried exotic goods and people and new ideas between Asia and the Roman Empire. Our tour will stay within China and focus not only on the history of the trade routes, but also on the relationship between the modern Han - the majority ethnic group, whom we think of as the Chinese - and some of the minority peoples. This program requires no Chinese language and no previous knowledge of East Asia.

The tour will begin in Xi'an, China's first capital and birth place of Han culture. There we will get oriented to Han culture and history, and visit such famous sights as the terra cotta warriors at the burial place of China's first emperor. From Xi'an we will travel westward by plane and train and bus, stopping for a few days in each of several important oasis towns. In Jiayuguan we climb the western end of the great wall. Next, in Dunhuang we see the world famous Buddhist grottos carved into a cliff side and filled with



religious murals and sculptures. These fabulous works of art were commissioned by traders, as they set off toward the Taklamakan Desert, the place where "you enter but you do not return". The city of Turfan is our next stop. It is the center of Uyghur culture: Turkic and Islamic. We explore the ruins of ancient military forts, trading towns and religious centers. Near Urumqi, the bustling capital of the Xinjiang province, we head into the mountains to stay in a Kazak "yurt" (round tent) camp where we will watch herders move their flocks to summer pastures. We fly from Urumqi to Hotan. There we spend several days visiting local artisans (silk weavers, knife smiths, paper makers, carpet knotters, jade carvers) and have an opportunity to trek on camels into the desert. In the end, we fly back to Beijing for a few days of sightseeing (and last minute shopping) before heading home.

This Silk Road program will have an inherent sociological

bent, but we will make every effort to adjust the program to meet student interests. Last time (2007) there were students interested in medicine, so we arranged to visit a Uyghur medical college and a hospital. The emphasis of this program is on experiential learning. There is usually a morning lecture, then students go off in small groups to visit relevant sites, and we all gather again at dinner time to discuss what people have found. You also will have numerous opportunities to meet with English speaking Chinese.

Essential information:
May 17-June 15, 2009
6 credits, C or S

No pre-requirements (No Chinese language, No East Asian classes)

Limited to 20 students
Anticipated cost: \$4,750 (all expenses included), plus international airfare

I hope that I can interest a few hardy sociologists, with a desire to experience the world, in joining us on the Silk Road this coming summer.

For more information please contact me at srsmith@wittenberg.edu or Prof. Marcia Frost, Economics Department, mfrost@wittenberg.edu, 327-7935.

Study Popular Culture this Summer

San Diego's COMIC-CON International

Earn credit while studying the dynamics of popular culture at the largest comic arts event in the world.
July 22-26, 2009

The Field Study Program

While at Comic-Con, students will study popular culture through the methods of participant ethnography. We will be examining the intersection of practicing fan culture and the political economy of industrial marketing. Thus, most of our time in San Diego will be spent participating in the Con, attending programs, observing fan behaviors, examining the industries' cultural artifacts, and interviewing participants.

Students will complete a set of readings

before the Con, and we will meet each day before programming begins for a breakfast briefing. Your assignments will include a daily reflection essay and a paper to be completed in the week after the Con concludes. You'll also have the opportunity to address the Con with your preliminary findings while you are in San Diego.

An Academic Experience

The Comic Arts Conference is a series of academic programs featured within the larger con. By special arrangement with the planners, members of our class will present some of our preliminary results on a Sunday panel before an audience of academics and the public. This is a wonderful opportunity to participate in a scholarly exercise and to earn an impressive resume item, especially for those thinking of going on to graduate study.

Your Guide

Dr. Matthew J. Smith has participated in the Comic

Arts Conference at Comic-Con International since 2006. Taken by Con's opportunity for study, he invites interested students to share the experience.

Dr. Smith teaches "Comic Books as Culture" at Wittenberg and is co-author of the forthcoming textbook, *The Power of Comics*. He has spoken and written about comics and other popular culture phenomena, including reality television and web sites.

He is chair of the Department of Communication and President of the Ohio Communication Association.

\$ 1199 estimated program cost for 2009

Interested? Contact

msmith@wittenberg.edu or
check out
www.powerofcomics.com

Sociology Department News

Bri Barclay went to graduate school in sociology at University of Florida, which is noted for its strong quantitative program. At Wittenberg she graduated with a statistics minor as well. Bri reported that she became a tutor for her fellow graduate students, and her peers started to call her the “stats queen.” Bri recently published a book based on her undergraduate honors thesis titled “Statistics in the Social Sciences: The Null Hypothesis as Rhetoric in Sociology.”

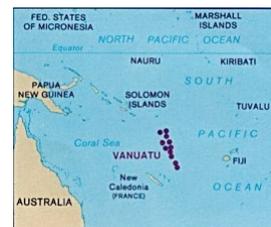
Katherine Westlund, who also graduated with a statistics minor, went to graduate school at Indiana University, and she tested out of two statistics courses in her graduate program and worked

at the very start of her program with a professor as a research assistant.

Michelle Lanier, who graduated with an education major and sociology minor, is very, very happy teaching kindergarten in the Cleveland Metropolitan School District at the Warner Girls Leadership Academy.

Abbe Linscott '03 recently graduated from the gerontology masters program at Miami University and has returned as a research assistant.

Blake Troxel this fall completed his Peace Corp work for over two years in Vanuatu and is now applying to graduate schools. Where is Vanuatu? See the map.



Peggy Hanna, Academic Department Assistant, in Sociology participated in the Peace and Justice Studies Association National Conference in Portland, Oregon, September 11 – 13. Peggy presented her



book, *Patriotism, Peace and Vietnam: A Memoir*, focusing on the importance of grass-roots organization and

activism. She was inspired by the number of colleges attending the conference who offer peace and justice majors and minors and hopes that Wittenberg will soon do the same.

Peggy also presented a paper, "If It's in The Newspaper, It Must Be True," at the Media, War and Conflict Resolution Conference held at Bowling Green State University, September 18-19. The Conference was sponsored by the Communications Department at BGSU.

David Nibert's essay with a former student, Bill Winders, who teaches now at Georgia Institute of Technology, is a chapter in the anthology, *Between the Species: A Reader in Human-Animal Relations* at Allyn & Bacon. The title



of the essay is, "Consuming the Surplus: Expanding Meat Consumption and Animal Oppression." Winders and Nibert critically explore the connections between the market, state policy and animal oppression. They also analyze how this relationship has likewise affected workers and peripheral nations in the world economy.

Keith Doubt attended the European Sociological Association Meeting on Social Theory in Innsbruck, Austria September 2008, hosted by the same department where he taught sociology courses as a Fulbright Scholar Spring

2007. He presented a paper titled "Is Evil Action?" and chaired the concluding plenary session with Professor Philip Selznick from Berkeley University. His colleague in Austria wrote back to him afterwards, "Two people, independent of each other, and both not knowing that I know you, told me that they thought Keith Doubt did an excellent job chairing this session."

This fall Doubt helped write a grant with Lin Erickson for a Fulbright Scholar in Residence Award at Wittenberg where one semester next year an anthropologist from Africa would teach at Wittenberg in the Sociology Department and another semester an anthropologist from Russia or Eastern Europe would teach. Hopefully, the grant will be successful.