



SOCIOLOGY DEPARTMENT NEWS

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Sociology Student Feature: Study Abroad Experiences



“Germany had been our travel fantasy since we started a language program in high school.”

During our junior year of college at Sonoma State University, after we finally saved enough money, we applied for the study abroad program on campus. After our acceptance letters came, the months flew by as we prepared to embark on the most exciting adventure of our lives. When we finally arrived, Germany took our breath

away. It was more magical than we had imagined and we were eager to start the educational year. During the first semester, we took language classes that were taught in German and had the opportunity to take a university class of our choice. We both decided to take a beginning sociology course that was offered, even though it would not count towards our major at SSU. While we had already fulfilled that course in the States, we felt like the course gave us a new insight into the theories and terms we had previously learned. The German sociology class was challenging but encouraged us to review our notes and books from previous classes. But the most memorable experience for us as sociologists was when we traveled to Berlin. Learning about the Holocaust. We are interested to see the actual locations and museums dedicated to the events of Nazi regime. Our year abroad was educational and life-changing. We were so thankful to have experienced such an amazing year that gave us memories for a life time.

-Chelsea and Rachel Smith

“As a freshman at Sonoma State majoring in Spanish and Sociology, I knew that I wanted to study abroad.”

As my sophomore year approached, I selected the Chile program through CSU International Programs and spent my junior year of college living in South America. Now that I am a senior, I can only reflect on the life-altering experience I had last year. Chile provided a different culture, a new language, and a distinct academic environment. Since I am a double major in both Sociology and



Spanish, it was important to me to work on both areas of study and the fusion of culture and language allowed me to do so. I was dedicated to learning Spanish and spent most of my time discussing grammar rules, learning a new vocabulary, and trying to understand the rapid Chilean slang. Observing the average Chilean lifestyle permitted me to compare my life in the United States to life in Chile and to create an understanding of how different cultures function. I was able to study at one of the best universities in South America called La Pontificia Universidad Catolica de Chile. There I attended classes taught in Spanish. I mostly chose classes geared towards my Spanish major; however, one important class added to the mixture of my two majors. The Sociology of Families course that I took during my second semester in Chile offered

Editors' Note:

Greetings! The Sociology Department is excited to present the fifth issue of the Department Newsletter. We would like this newsletter to be a place where students past & present can connect, faculty can share their research, and the department can announce news and events. If you are interested in publishing an article, submitting pictures, or including an announcement, please feel free to contact us at: sociology@sonoma.edu.

C. WRIGHT MILLS AWARD

Call for Submissions, 2010-2011 Award

The Mills Award is bestowed on an annual basis for the most outstanding original research paper. To be eligible, a paper must have been written for an upper division SSU sociology course in 2010-2011 by a sociology major or minor. Papers are encouraged to be revised prior to submission.

Submissions will be evaluated on the following criteria:

Creativity and imagination in the conduct of inquiry;

Significance of theme and the clarity with which it is stated;

Logical precision, methodological rigor, theoretical frame;

and, where relevant,

Sampling adequacy, good measurement, and proper data analysis.

The Mills Award will be presented to the winning student at the AKD honor student ceremony.

Submission Deadline: Monday, May 16, 2011 by 4:00 pm

information about the average Chilean family and how other students my age view topics such as dating, marriage, divorce, children, and family. I often found that my opinion differed from my Chilean counterparts' opinions. The class, as it was taught in Spanish, forced me to understand, learn, and speak about how a different society treats the family and all the aspects associated with the family in a language different from my own. My experience abroad allowed me to explore both fields on my own and mostly outside of the classroom. In my year abroad, I learned that more exists outside the parameters of our own American culture. I experienced a new lifestyle; I shared my culture with many other cultures, and I experienced a passion for learning. This learning does not happen in the classroom, but rather occurs while interacting with others from different backgrounds, different cultures, and different economic situations. My year abroad in Chile has changed me and I firmly believe that everyone should have this experience.



-Taylor Pine

NOVEMBER IS ADVISING ALERT

Course	Days	Time
SOCC 100: Intro to Sociology (SR 201)	1	10:00-11:00
SOCC 101: Introduction to Sociological Research (SR 201)	4	10:00-11:00
SOCC 102: Introduction to Sociology (SR 201)	4	10:00-11:00
SOCC 103: Cultural Sociology (SR 201)	4	10:00-11:00
SOCC 104: Senior Seminar (SR 201)	4	10:00-11:00
SOCC 105: Senior Seminar (SR 201)	4	10:00-11:00
SOCC 106: Senior Seminar (SR 201)	4	10:00-11:00
SOCC 107: Senior Seminar (SR 201)	4	10:00-11:00
SOCC 108: Senior Seminar (SR 201)	4	10:00-11:00
SOCC 109: Senior Seminar (SR 201)	4	10:00-11:00
SOCC 110: Senior Seminar (SR 201)	4	10:00-11:00
SOCC 111: Senior Seminar (SR 201)	4	10:00-11:00
SOCC 112: Senior Seminar (SR 201)	4	10:00-11:00
SOCC 113: Senior Seminar (SR 201)	4	10:00-11:00
SOCC 114: Senior Seminar (SR 201)	4	10:00-11:00
SOCC 115: Senior Seminar (SR 201)	4	10:00-11:00
SOCC 116: Senior Seminar (SR 201)	4	10:00-11:00
SOCC 117: Senior Seminar (SR 201)	4	10:00-11:00
SOCC 118: Senior Seminar (SR 201)	4	10:00-11:00
SOCC 119: Senior Seminar (SR 201)	4	10:00-11:00
SOCC 120: Senior Seminar (SR 201)	4	10:00-11:00

Do you have questions about registration?

Do you know where you stand in your progress towards your Sociology degree?

Are you concerned that the California state budget crisis is going to impact your progress through school?

It's time to see a Sociology Advisor!

Sociology Department faculty have office hours available throughout the week to advise students about progress towards their degrees, discuss registration options for the spring semester, and make a graduation plan!

The Sociology Department office is located on the second floor of Stevenson Hall in Stevenson 2084. Feel free to stop by or call us at (707) 664-2561.

<http://www.sonoma.edu/sociology/advising/advisor.html>

See a Sociology Department Advisor every semester to ensure that you are making progress towards your sociology degree!

The American Sociological Association Selects Jessica Muscatell for Their National Honors Program

Jessica Muscatell was selected to participate in the American Sociological Association's Honors Program, which only selects 30 undergraduates nationally each year. Jessica's faculty mentor, Prof. Sheila Katz, nominated her for the program and also attended the ASA meetings with her. In addition to participating in the ASA Honors Program, Jessica presented her senior thesis at an ASA Sociology of Education session. Jessica's says of her experience: "The Honors Program allowed me to present some of my own research to other participants interested in my specific research field, Sociology of Education, and also to take steps in preparation for graduate school. As program participants, we were able to present our independent research projects in a roundtable format, allowing for a greater discussion and means of improvement for each project. We were also able to hear from many presenters regarding applying, admissions, and funding for graduate school. This information confirmed my desire to pursue my Ph.D. in Sociology. I am so thankful for the opportunity to have participated both in the Honors Program and ASA as a whole. It is encouraging and inspiring to be around that many sociologists."

Sociology Students Receive SSU Schol-



Sociology Scholarship Awardees Molly Ashe & Emmanuel Rodriguez

Emmanuel Rodriguez: I am a 4th year Criminal Justice major with Sociology and Spanish minors, hoping to go to law school, or pursue a MA in either Homeland Security or Public Administration. I won two scholarships this year. The first was the Goldstein Law Scholarship for \$1000, which is for students who are interested in going to law school. The second was the Erin Fisher Student Involvement Scholarship for \$1500. The qualifications I had for this scholarship were my multiple leadership positions on campus such as being a tour guide, a peer mentor for the MOSAIC living-learning community in Zinfandel, and holding executive board positions in my fraternity Nu Alpha Kappa. I am very happy to be a recipient of these scholarships and I hope to maintain my status as an active student leader and to continue to set a good example for the Latino community.

Molly Ashe: I received the Andrew Krantz Memorial Scholarship for the 2010-2011 school year. Andrew Krantz was a sociology major at SSU. He was a hardworking, excellent student, and committed to serving his community. Andrew wanted to make a difference in the world. When his life was prematurely taken, his parents set up the Andrew Krantz Memorial Scholarship as a means to honor their son, and to assist those who share Andrew's concern for others. I received this award due to my academic achievements and my involvement with my community both on and off campus. I am an active member of several campus clubs as well as the Sociology Club President. In the community, I have an extensive history of activism with the homeless and environmental causes. I feel truly humbled to have received this award. I strive to do Andrew's memory justice by upholding my pledge of service to my community and by maintaining my GPA. I am grateful to Andrew's family for continuing their son's passion for helping others through this award.

SOCIOLOGY CLUB UPDATE

The Sociology Club is a student group dedicated to promoting both the academic and extracurricular development of sociology majors and minors. In the fall, the Club holds an annual social event for students and faculty to mingle and get to know each other in an informal setting outside the classroom. In addition, the Club sponsors lectures, graduate school information sessions, and career panels each year.

All majors and minors are welcome and encouraged to attend our meetings! Check us out and learn more about your major, the Department, and your fellow student leaders.

Sociology Club Contact:

www.sonoma.edu/sociology/students/club.html

Club President, Molly Ashe
ashe@sonoma.seawolf.edu

Faculty Advisor, James Dean
deanja@sonoma.edu

2009-2010 C. Wright Mills Award Winner, Michelle Tucker

The winner of the 2009-2010 C. Wright Mills Award for Sociological Imagination was sociology major, Michelle Tucker. Her winning paper was entitled "Past and Present: Shared Perceptions of Time in Advertisements." Michelle wrote her paper in Professor Noel Byrne's Senior Seminar course which focuses on empirical and conceptual work on the sociology of time. The committee was impressed by the rigor of Michelle's empirical analysis, the creativity of her study, and her clear writing style.

In addition, the C. Wrights Mills Award Committee was impressed by two other submissions. Luis Bravo's paper entitled, "California AB 540 Students: Undocumented Students' Journey through College," and Erica Stephens Owen's paper entitled "Gender as Applied in Social Class and Emotional Labor: A Dining Experience," both received honorable mentions at last year's ceremony.

ALUMNI HIGHLIGHT: SOCIOLOGY ALUMNI IN SOCIAL WORK

Monica Robledo ('05) is in the MSW program at the Concord campus of CSU East Bay. This is an evening, year round program designed for working adults. She expects to graduate in June with a concentration in Children, Youth, and Families.

Karissa Erbes ('04) received her MSW from San Diego State University with an Administrative Concentration. She is the Research and Development Coordinator for the Academy for Professional Excellence, a project of San Diego State University School of Social Work. The Academy provides research and training to support the health and human service community.

Bernardo Ruiz ('08) received his MSW in May 2010 from CSU Sacramento. He was awarded a Title IV-E CALSWEC stipend to fund his graduate studies in social work. He recently obtained a position as a social worker in County of Sonoma Family, Youth and Children's Division.

Michelle Telfer Puckett ('07) received her MSW in May 2009 from CSU East Bay. She was awarded a Title IV-E CALSWEC stipend to fund her graduate studies in social work. She now has a position in the Emergency Response Unit in the Department of Children and Family Services in Alameda County.

Regina Marcheschi ('07) received her MSW in May 2010 from the Cal State University Long Beach Distance Education Social Work program, which offered classes at SSU on Saturdays. She leads support groups for parents who have children with autism.

Eduardo Barragan ('03) received his MSW in May 2010 from the Cal State University, Long Beach Distance Education Social Work program, which offer classes at SSU on Saturdays. He is now a social worker with the County of Sonoma Family, Youth and Children's Division in the Family Reunification Unit.

Rachel Fronce Varville ('05) obtained her MSW from Berkeley in 2008. She was awarded a Title IV-E CALSWEC stipend to fund her graduate studies in social work. Currently, she works for Child Protective Services in Napa County in the Emergency Response Unit.

Erica Bosque ('06) graduated from San Francisco State University Spring 2008, Magna Cum Laude, with a Masters in Social Work and a Pupil Personnel Services Credential. She is currently a School Social Worker and After School Program Director at Roseland University Prep High School in Santa Rosa.

Angela Tejeda ('08) has started the MSW program at UC Berkeley. She commutes twice a week from Santa Rosa to attend classes and has a local field placement at Roseland University Prep. SSU Sociology alumnus Erica Bosque (see above) is her Field Instructor at Roseland University Prep High School in Santa Rosa.

Morgan Brunslík ('10) is in the Distance Education MSW program at SSU through the School of School of Social Work at California State University, Long Beach. This is the first year of a three-year part time program. She hopes to work with foster children and is pursuing a concentration in Children, Youth, and Families.

Faculty News and Accomplishments

Cindy Stearns published a chapter on the "The Breast Pump" in *Giving Breastmilk: Body Ethics and Contemporary Breastfeeding Practice* (edited by Rhonda Shaw and Alison Bartlett, Demeter Press, 2010).

Kathy Charmaz gave two presentations and a workshop at the International Congress of Qualitative Inquiry in May. She delivered two opening keynote addresses in June, "Multiple Futures for Symbolic Interactionism" at the International Symposium of Symbolic Interactionism: "Present and Future of Symbolic Interactionism" in Pisa, Italy, on June 3rd and "The Power of Grounded Theory for Social Change" at the Mid-West Qualitative Research Conference in Minneapolis, MN on June 17th. She also gave two professional development classes, "An Introduction to Grounded Theory: A Social Constructionist Approach," and "Progressing with Grounded Theory: Working on Your Analysis and Writing," at Research Talk in New York, June 23-27. In August, she gave a workshop, "Grounded Theory Methods for Social Justice Inquiry" at the annual meetings of the Society for the Study of Symbolic Interaction (SSSI) in Atlanta where she concluded her year as president of SSSI.

Sheila Katz was awarded a 2010 SAGE/Pine Forge Teaching Innovations & Professional Development Award to partially support her attendance at the American Sociological Association meetings in Atlanta in August. She also recently wrote a review of *Striving to Save* by Margaret Sherrard Sherraden and Amanda Moore McBride (2010) for the journal, *Social*



A Selection of Fall 2010

Senior Seminar Abstracts

Sociology 498 is the "capstone" course for sociology majors. It focuses on student completion of independent research projects. Each section has a topical emphasis. Past examples include women and aging, food and society, and gender and politics. Each student designs and completes an original research project, including the collection and analysis of original data. Below are highlighted senior seminar projects from this semester.

Sociology of the Good Time

Marylou German

Method: Interviews

The purpose of this research project is to look at how Americans are spending their free time, what they regard as a "Good Time" and why. It also considers if people ever have enough time for doing what they enjoy and looks at how they balance their time. The data came from conducting interviews and taking surveys, of a variety of people of different ages and backgrounds. Americans enjoy their free time and use it to have a good time and they are usually able to achieve what they desire and find the time they seek, but sometimes this involves some creativity. Key factors found in having a good time include; watching television, eating good food, drinking alcohol, listening to music, having money, or just doing nothing, among others. Whatever Americans do to have a good time it most consistently involves doing it with the people they care about: friends and family.

Changes in Parental Restrictiveness of School Age Children's Autonomous Peer Group Interactions over Time, In Response to Fear of Crime

Janet Phillips

Method: Interviews

The passing of Federal child labor laws in 1938 allowed children more "free time" to engage in social activities with their peers. During this free time, children engage in physical activities and social interaction, forming communities consisting primarily of children. Since the 1980's, these opportunities have progressively decreased. Children partake in social activities with peers; however, there are adults around. Without opportunities for autonomous peer group interactions, an important part of the socialization process is missing. My study explores the relationship between parental fear of crime and restrictions on children's free time. I will compare interview responses of parents of school age children in the 1970's and 1980's, to parents of school age children in the 1990's and this decade.

SPRING 2011, SENIOR SEMINAR

Each semester different topics are offered to allow advanced sociological analysis. Past examples include women and aging, food and society, and gender and politics. Check Department for current offerings. Required for all majors. May be repeated for credit. Prerequisite: Open only to Sociology majors who have completed at least 20 upper division units in Sociology, including receiving grades of C- or better in Sociology 300, Methods Seminar and Sociology 375.

Professor Katz's section will have an emphasis on the American Dream. The course will include a critical analysis of the American Dream by exploring the American Dream ideology and how the 'dream' and its attainment varies by race/ethnicity, gender and class. Capitalism's role in the American Dream will also be examined.

Professor Byrne's section will have two emphases: 1) the nature of time in social life; in this regard, the seminar will address social time at all levels of analysis, ranging from the microsocial level of face to face interaction to the macrosocial level of societal and socio-historical phenomena. 2) the sociology of moral orders; in this respect, the seminar will address the normative foundations of social arrangements, also at all levels of analysis, both microsocial and macrosocial, and including issues tied to the socio-historical antecedents of current normative orders.

Professor Deseran's section is expressed by the title: "Social Icons in American Society: Civic Engagement, Surveillance, and Public Fear." This theme is admittedly broad, but allows for a wide range of topics, theoretical orientations, and analytical strategies for research projects. Within this thematic framework, the seminar will focus on three realms of public discourse concerning American society: declining community, a growing sense of public fear about social issues, and increasing surveillance in everyday life. Although these realms may seem somewhat disjointed, by the end of the course sociological commonalities among these topics will be seen and students will gain greater insight into their origins and nature.

Alcohol Consumption at Sonoma State University: Reasons for Drinking Among Greeks and Athletes

Thomas Gojkovich

Method: Survey Research

Much research has been devoted to the causes and consequences of alcohol consumption on college campuses. My research will extend this research by examining the relationship between organizational membership and the reasons college students give for drinking. My data will be from a survey of a purposive sample of Greeks and athletes on the Sonoma State University campus. I will compare the accounts (or reasons) for drinking by the members of these two types of groups. Analysis of the data may reveal ways that organizational membership may affect the kinds of accounts students give and increase our understanding of alcohol consumption among college students.

SPOTLIGHT ON AN INTERNSHIP: FACE TO FACE

BY FAVIOLA PATINO

Face to Face is the Sonoma County AIDS Network. Their mission statement is "to improve the lives of people affected by HIV and to reduce the number of new infections." They help empower individuals and their families who have been affected with HIV/AIDS by making available supportive services such as benefits counseling, housing assistance, transportation, information and referrals. Face to Face is well known for its community outreach, and for educating others about HIV, both on a local and national level.

As a case manager intern at Face to Face, I work with about 65 clients on a program called "Shelter Plus Care." Shelter Plus Care is a form of subsidized housing (a voucher issued through Sonoma County's Housing Authority) for clients who have been homeless. My primary job is to maintain a connection with each client in order to address any issues or concerns they may have, help with referrals, and to ensure that they are complying with the program requirements. Aside from Shelter Plus Care, I have also had the opportunity to participate in several other tasks, such as informational workshops and trainings, Secret Santa, and help with facilitating meetings on information regarding immigration.

Face to Face has been wonderful so far! Every day there is something new, the environment is diverse, and the people there are amazing. This internship has been a great opportunity to gain experience working with a stigmatized population, as well as acquiring first hand experience on what it is like to be a social worker or case manager.



Sociology of Time in the SSU Schulz Library and 24 Hour Lab

Ashley Peoples

Method: Observations and Interviews

The purpose of this research project is to examine how time is socially constructed on each floor in the campus library and 24 hour lab. These locations display different patterns of study habits and student interactions. Previous research suggests that a shared understanding of time is intrinsic for all social interactions and through this understanding of time expected normal behaviors are created. The differentiation of interactions on each floor suggests that the construction of time is also different. The use of a standard clock becomes less important and various ethno clocks seem to play a larger role in how time progresses. Through observations and interviews, the goal is to get a better understanding of the different time constructions in each location and how they influence social interactions. The layout and technology available in each location will also be observed to see if other variables influence the shared understanding of time.

Gender Roles Involving Domestic Work: A Study of How Couples Share and Divide Household Chores When Both Are Employed

Mikaela Gallagher

Method: Focus Groups

My main objective is to understand the association between gender roles and traditional domestic relations in two-career households. I will research how couples that live together and are both employed share or divide the domestic labor between one another in the household. Toward this end I will conduct focus groups with household couples. Preliminary analysis of data from my research reveals several key factors that influence couples' views on completing household chores: (1) *time constraints*, (2) the use of *teamwork*, and (3) the influence of *traditional or modern ideologies* regarding household labor. Further analysis will build on these preliminary findings.

When Dirt Is a Compliment: An Assessment of Corporate Manipulation in Low-Wage Work

Mariah Montgomery

Method: Interviews

Customer service is often distinguished as temporary, low-paying work. It is the initial entry level requirement or summer job, filling in the necessary work experience gap on every hopeful employee's resume. It is the grunt job, the one you 'don't know how you survived' and the one you will never return to, no matter how bad it gets. However, few seem to acknowledge that this lifestyle is far less temporary for thousands of people who, day after day, live and survive on these so-called starter jobs. And, as the job implies, they spend their days enduring harsh criticism, stereotyping, and blatant displays of unprovoked aggression from the customers they are required to serve. For the purpose of this research, we explore the experiences of gas station workers, one of the most highly stigmatized sectors of customer service, in order to determine the origin and rationale behind such socially accepted bad behavior. In doing so, we hope to find that it is in fact the institutions themselves and the social situations that occur in this category of work that permit customers to act with evil intentions toward undeserving employees without facing social repercussions.

Highlights from the Fall 2010 Sociological Experience Courses

Starting in Fall 2010, students who declare sociology as a major will have a new requirement to meet. The Sociological Experience requirement provides students with opportunities to develop awareness of social issues, use sociological perspectives and methods to address social problems, engage with the community outside of the university, develop experiences that provide job skills, and enhance their knowledge about careers.

The requirement may be met by taking at least one of the following courses: Soci 306 (Careers in Sociology), Soci 336 (Investigative Sociology), Soci 432 (Group Work with Older Adults), Soci 482 (Sociology of the Environment), Soci 488 (Special Topics in Service Learning), or Soci 496 (Internship Practicum)

Continuing students are strongly encouraged to take Sociological Experience courses, but it is not required.

Sociology 306: Careers in Sociology

Prof. Sheila Katz

Careers in Sociology explores the possibilities of careers in Sociology that students graduating with a Bachelor's degree can enter. Career exploration is done through readings, guest speakers, and interviews with professionals in various careers. This semester over 15 speakers have visited the Careers in Sociology class highlighting the work they do. Speakers included: Mo Phillips of Residential Life discussing careers in student affairs, Eric Williams of CCJS presenting on law school, Maureen Buckley of Counseling focusing on the master's degree programs in marriage and family therapy and school counseling, Jamie Ott and Donna Broadbend from the Department of Human Services of Sonoma County highlighting careers in children and family services with a focus on foster care, Anthony Taylor of the Department of Health Services at the County of Sonoma discussing careers in public health, and Lisa Bermeo describing medical social work and a career in drug and alcohol treatment. All of the speakers emphasized the importance of a BA in Sociology for these careers and how students, in addition to their coursework, should engage in internships, volunteer work, and other opportunities to prepare themselves for these positions.

SOCI 336: Investigative Sociology

Prof. Peter Phillips

This semester students in Peter Phillips' Sociology 336 Investigative Sociology Class are researching Immigrant Rights in Sonoma County in cooperation with the Sonoma County Human Rights Commission, Graton Day Labor Center, and the Immigrants Rights Committee. The students read all the Press Democrat news stories on immigrant issues, the immigrant rights material on the American Civil Liberties Website, and several studies on the issues. Student then visited the community organizations attending several meetings and asking for advice on what research is needed on the subject. Several human rights activists, including Evalina Molina, Omar Malfavon, Davin Cardinas, and Miguel Molina, meet with the students in class to present information on the key human rights issues undocumented immigrants face in Sonoma County.

Key areas of concern for human rights are the county's participation the Homeland Security's Immigration and Customs Enforcement (ICE) program "Secured Communities." Additional areas of concern for human rights is how the Gang Task Force identifies likely gang members. Students are organized into four research groups. Group one is conducting face-to-face interviews with people who have been

deported to document the process. Group two is addressing the actual number of auto impounds that have occurred and the financial gains by private towing companies. Group three is meeting with the Gang Task force to determine the history of gang activities in Sonoma County and the procedures used to identify potential gang members. And the final group is evaluating why the county has not opted out of the Secured Communities program, when other bay area counties such as Santa Clara and San Francisco have chosen to do so.

Each group will write and publish a final report at the end of the semester and members of each group will report on their results on KPFA and KBBF radio stations. The reports will lay the groundwork for continued research on Immigrant rights by a new group of students in the spring Investigative Sociology class.

Prof. Soci 482: Sociology of the Environment Elaine Wellin

Students in Soci 482 Sociology of the Environment (Wellin) have chosen to participate in a variety of socio-environmental organizations, some nearby and some 'back home' in neighboring areas and counties. Working locally is key to understanding relations between society and the environment, promoting environmental sustainability and enhancing the sociological experience.

Here are the places students have been working Fall Term and often, happily, more than one person works at the same place: Harvest for the Hungry (organic gardening for the poor and hungry), Riverkeeper (Russian River restoration), SSU Environmental Global Activists, Point Reyes Farmer's Market, Golden Gate National Parks, Petaluma Wetlands Alliance, Sonoma Ecology Center, Eric Roper (environmental attorney), Giant Steps (an equine rehabilitation program for disabled kids), Eco-friendly Transportation for the Elderly, Sonoma County Regional Parks (trailwalker), Rohnert Park Animal Shelter, Environment California, Sonoma County Conservation Action, School Garden Network/Biella Elem School, Eco-Odyssey Project (eco-tourism), Napa County Animal Shelter, Greening Oliver's, and Lake County Community Co-op.

In just 2-4 hours per week, we are helping to protect and restore the environment, reduce our carbon footprints, teach children to grow food, feed hungry people, support environmental initiatives, promote sustainable businesses, promote environmental social change, and much more. Students say they find the work rewarding, and learn ways in which society can change to better protect communities, promote health and wellbeing, and envision societies in which we learn to live more sustainably.

Prof. SOCI 496 & 499: Internships Cindy Stearns

Once again, sociology majors are serving as interns in a variety of organizations, including SSU Dining Services (developing food waste policy), Project Censored (helping with research, press, and publication), Family Connection (providing practical, emotional, and social support to families transitioning out of homelessness), Circle of Sisters (mentoring young girls in an afterschool program), Mothers of Preschoolers (providing childcare for mothers who are in community meetings), Forget Me Not Farm (helping with animal assisted therapy program for children), Animal Legal Defense Fund (helping to organize resources), Social Advocates for Youth (helping youth develop resumes and find employment), SSU Residential Life (developing special projects as Community Service Advisors), and United Against Sexual Assault (educating kids about sexual assault prevention).

SPRING 2011 SOCIOLOGICAL EXPERIENCE COURSE

SOCI 432: GROUP WORK WITH OLDER ADULTS



Soc 432: Group Work with Older Adults
Professor: Madeleine Rose, DSW
Email: madeleine.rose@sonoma.edu

This is a service-learning course in which students get direct experience with enthusiastic older adults who want to bridge the generation gap. The course involves both a weekly classroom seminar and community work. In class students learn about groups—basic skills for leading effective groups, group dynamics, and the value of group participation. To enhance learning, students go to senior centers and retirement settings to co-lead an intergenerational dialogue group with seniors. These discussion groups are called, “Connections Across Generations”; they include about 4 students and 10 seniors. They meet weekly in the community for 12 one-hour sessions (students must allow additional time before and after the group to plan and debrief with their student co-leaders). The community sites include the Rohnert Park Senior Center, Charles Street Village in Cotati, Brookdale at the Chanate in Santa Rosa, and Friends House in Santa Rosa. Students are assigned to one site for the semester, taking into consideration their schedules and preferences.

This course is cross-listed as Gero 432 and Psych 432.

SPRING 2011 INTERNSHIPS

Internships are an excellent supplement to classroom learning and are often helpful in exploring career paths. If you are considering an internship for the Winter or Spring, look over the internship pages for course requirements and campus internship listings www.sonoma.edu/sociology/resources/internships.html You must complete all paperwork and receive departmental approval prior to beginning internship.

Professor Sheila Katz is the internship coordinator for all winter and spring 2011 internships. Contact her at sheila.katz@sonoma.edu for additional information or stop by her drop-in office hours on Wednesdays and Thursdays noon-1:30pm.

SOCIOLOGY ALUMNI!

Do you want to keep in touch with other sociology graduates? Let other grads know about your accomplishments and hear about theirs? Learn about possible job opportunities? Then SIGN-UP for the Sociology Alumni Listserv!

<http://www.sonoma.edu/sociology/Alumni.htm>

Are you looking for another way to keep in touch with other sociology alumni? We are looking for alumni updates for upcoming issues of the Sociology Department Newsletter. Email us at sociology@sonoma.edu.



Sociology Newsletter Team

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Special thanks to the students who contributed their senior seminar abstracts. Without your help and enthusiasm this Newsletter would not be possible.

The Sociology Newsletter is published once a semester and is available online at: www.sonoma.edu/sociology.