



UNIVERSITY OF
SOUTHERN MAINE

FALL 2009

COURSE PREVIEW

In addition to several sections of SOC 100j, Introduction to Sociology, the Department will offer three sections of SOC 210ew, *Critical Thinking About Social Issues*:

Gorham MW 11:00-12:15 Laz
Portland MW 8:45-10:00 Diamon
Portland TTH 11:45-1:00 Diamon

Department of Sociology

March 2009 Newsletter

ADVANCE REGISTRATION ADVISING Fall 2009

Advance registration will begin on Monday, April 13th and run through Friday, April 24th. Sociology advisors will have expanded hours available for scheduling advising appointments for the week before and the weeks of pre-registration – Monday, April 6th through Friday, April 24th. Please call the Department Office at 780-4100 to schedule an appointment with your advisor. **You must be formally advised by a faculty member before you will be given your registration PIN.**

REGISTRATION DATES

Monday, April 13
6 a.m. Seniors with 120 plus credits
12 p.m. Seniors with 114 credits or more
6 p.m. Seniors with 104 credits or more

Tuesday, April 14
6 a.m. Seniors with 94 credits or more
12 p.m. Seniors with 84 credits or more

Wednesday, April 15
6 a.m. Juniors with 79 credits or more
12 p.m. Juniors with 74 credits or more
6 p.m. Juniors with 69 credits or more

Thursday, April 16
6 a.m. Juniors with 64 credits or more
12 p.m. Juniors with 59 credits or more
6 p.m. Juniors with 54 credits or more

Tuesday, April 21
6 a.m. Sophomores with 49 credits or more
12 p.m. Sophomores with 44 credits or more
6 p.m. Sophomores with 39 credits or more

Wednesday, April 22
6 a.m. Sophomores with 34 credits or more
12 p.m. Sophomores with 29 credits or more
6 p.m. Sophomores with 24 credits or more

Thursday, April 23
6 a.m. Freshmen with 20 credits or more
12 p.m. Freshmen with 16 credits or more
6 p.m. Freshmen with 12 credits or more

Friday, April 24
6 a.m. Freshmen with .1 or more credits
12 p.m. Freshmen with 0 credits

Please remember, completion of SOC 210ew with a C or better is a prerequisite for all 300-level and above sociology courses. This prerequisite will be strictly enforced. SOC 210 satisfies the University Writing-Intensive (W) requirement.

Advanced courses will include:

SOC 300, *Sociological Theory*, Baugher
MW 8:45-10:00
SOC 301, *Qualitative Research Methods*, Baugher
MW 1:15-3:00
SOC 307, *Quantitative Research Methods*, Collom
TTH 4:15-6:00
SOC 312, *Inequality & Power*, Pukstas
Wednesday 7:00-9:30
SOC 330, *Sociology of the Family*, Bertrand
Monday 4:10-6:40
SOC 333, *Medical Sociology*, Diamon
MW 11:45-1:00
SOC 357, *Organization: Individual & Society*, Bird
TTH 8:45-10:00
SOC 380, *Sociology of Emotions*, Baugher
MW 10:15-11:30
SOC 380, *Food, Culture and Society*, Laz
Thursday 1:15-3:45
SOC 393, *Women, Welfare, and the State*, Deprez
Tuesday 1:15-3:45

ELECTIVE COURSE DESCRIPTIONS

SOC 312 *Inequality & Power* *Professor Kimberly Pukstas*

A systematic assessment of structured social inequalities in wealth, power, and status in industrialized societies. Emphasis is placed on assessing social policies employed to reduce, ameliorate, or sustain such inequalities. *This class will fulfill either elective credit or the Class Processes requirement.* Prerequisite: SOC 210ew with C or better or permission of instructor.

SOC 330 *Sociology of the Family* *Professor Linda Bertrand*

A sociological approach to the study of the family, including the structure of social relationships, the modern American family as a social institution, the cultural background of the family, and the impact of social change. Prerequisite: SOC 210ew with C or better or permission of instructor.

SOC 333 *Medical Sociology* *Professor Rolf Diamon*

There are a number of intrinsic and valued beliefs we hold about health, illness and the practice of medicine. Often, our basic beliefs thwart reflective and critical thinking, because they parallel or have as their foundations the official ideological social constructions held and taught by America's

health care system and its policies. To illustrate, the protective shield of "science" leads many people to falsely assume that medicine is a science; that it is apolitical; and that it is above the pedestrian ways that shape crass marketplace decision-making. However the sociological perspective sees medicine as the following: a sociopolitical institution; its politics determine who receives treatment; the magic of removing symptoms without curing; the art of caring without caring; the business of selling a service for profit. Therefore, this course reviews the ways sociologists think about health, illness, medicine as an institution; something that is socially constructed as much as are the definitions of health and illness. Prerequisite: SOC 210ew with C or better or permission of instructor.

SOC 357 Organization: Individual & Society

Professor Donna Bird

This course uses several theoretical perspectives to foster an understanding of life within organizations and the impact of organizations on society. Among the topics covered are individual roles in relation to organization (such as employee, volunteer, client or customer); differential organizational behavior due to type (private for-profit, private non-profit, public); interorganizational relationships; organizational structure and culture; goals and strategies; and organizational change. Assignments require students to apply these ideas to an organization or organizational unit with which they are familiar. Prerequisite: SOC 210ew with C or better or permission of instructor.

SOC 380 Sociology of Emotions

Professor John Baugher

Description not available at this time. Please check with us during advance registration.

SOC 380 Food, Culture and Society

Professor Cheryl Laz

Contaminated peanut products, obesity, rising prices, beef recalls, flooded hog farms, organic dairies. Almost every day, food is in the headlines. Even if eating weren't something most humans do several times each day, food would command our attention. Eating—the consumption of nutrients—is a necessity for living organisms, a biological imperative. But food is about much more than nutrition. This course views food production, processing, distribution, and consumption as social and cultural phenomena. The course aims to develop a sociological framework for understanding and connecting the many food stories in the headlines: GMOs, CAFOs, an obesity epidemic, agricultural subsidies, federal food regulation, sustainable agriculture. By the end of the course you should also have a better understanding of your own food choices. Prerequisite: SOC 210ew with C or better or permission of instructor.

SOC 393 Women, Welfare & the State

Professor Luisa Deprez

The course explores the gender bias of social welfare policy in the U.S., revealing a welfare state whose adherence to central elements such as the Protestant work ethic, "family values," and a laissez-faire economy excludes over half the population. From both historical and theoretical perspectives, the course examines the development of the American welfare state, compares it to Western and Eastern European states, and assesses its impact on women's lives. *This class will fulfill either elective credit or the Class Processes requirement.* Prerequisite: SOC 210ew with C or better and junior or senior standing or permission of instructor.

WST 380 Politics of Difference

Professor Wendy Chapkis

Sociology majors who have completed relevant course work (for example, SOC 365, Sociology of the Body or SOC 316, Sociology of Gender) may take this course for sociology elective credit **with permission of the instructor.** Please contact Professor Wendy Chapkis (email chapkis@usm.maine.edu) if you are interested in enrolling in this class for sociology elective credit. WST 380, Politics of Difference explores the advantages and disadvantages of using gender, sexuality, race, and nationality as fundamental categories of analysis. The course will examine how these categories have functioned in the creation of a normative Self and deviant Other in the Post-9/11 United States. We will also consider contemporary feminist challenges to this understanding of difference through the work of anti-globalization and transgender activists. Prerequisites: WST 280 or permission of instructor.

STUDENT PRESENTATIONS AT THINKING MATTERS CONFERENCE

ON APRIL 17, 2009, the University of Southern Maine and Southern Maine Community College will convene a University-wide exhibition of student research, scholarship, and creative achievement on the Portland campus. The purpose of the *Thinking Matters* conference is to provide a public forum for USM students and invited guests to share the results of student research, and in doing so, encourage student initiative and celebrate its result. *Thinking Matters* is an annual event, and will include poster and oral presentations, a roundtable discussion, and a keynote address. The Department is pleased to invite you to participate especially since the following Sociology majors will have presentations as part of their Internship or Independent Study requirements:

1:00 p.m. Luther Bonney 303

Sarah Hawkes

Community Health and the Campaign against Chronic Disease

Short Abstract: Chronic diseases—such as diabetes, cancer and heart disease directly affect millions of people and their families. Many of these diseases could be prevented with healthier lifestyle habits such as, increased physical activity, nutritious food choices and stress reduction. The growing epidemic of chronic disease has resulted in an increased need for health promotion and prevention education within communities. Encouraging health through preventative strategies and education empowers people enabling them to make healthier lifestyle choices, which decrease the risk of many chronic illnesses. This session will take a look at the ways in which chronic disease affects society negatively and how community health education can create positive changes.

Lanna Lee Maheux-Quinn

Measuring Subjective Happiness/Well-being.

Short Abstract: This study concerns happiness in adults in the United States. The measure of subjective happiness can be correlated with the respondent's life satisfaction. Previous studies have found women to report higher levels of happiness than men. Race and education are also common predictors of happiness. This empirical, quantitative research project will study the relation between one's subjective happiness and gender, income, ethnicity, age, autonomy and education using an anonymous online survey and a convenience sample of adults. The data will be analyzed

using SPSS and Wincross using a multiple regression analysis and crosstabulation tables. The expectation is that women will report a higher level of happiness than men.

2:30 p.m. Luther Bonney 303

Annie Bradbury

Investing in Maine Women's Financial Security

Short Abstract: It is widely acknowledged that women are less financially stable than men; for every dollar earned by a man, a woman will earn only seventy-seven cents. Over the span of women's careers, this wage gap amounts to substantial differences in lifetime earnings. The Maine Women's Fund (MWF), a non-profit organization in Portland, is committed to investing in the future of Maine women and girls to ensure that women can support themselves, their families, and have the capability to make informed decisions. Their grantmaking activity has guaranteed the sustainability of programs that enrich women's lives, and given them the tools necessary for achieving economic security. This session concentrates on the importance of increasing Maine women's economic security and literacy and will utilize literature reviews, independent research and experience as an intern at the MWF to demonstrate its importance in Maine and for women in general.

2:30 p.m. Luther Bonney 410

Heather Rice

Embracing Diversity: A look at the struggles of LGBTQ youth

Short Abstract: Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) youth are, according to a recent study, three times as likely to report feeling unsafe in schools as compared to non-LGBTQ students. Increased instances of familial rejection, as well as verbal or physical harassment place these youth at higher risk for dropping out of school and ending up on the streets. They are also at risk for substance abuse, and have high rates of attempted and successful suicide. Teachers also speak of a climate of harassment that they encounter and have noted concern for these youth. These concerns are grounds for study and raise the question of how a better school climate can provide for instances of diversity, specifically sexual orientation and gender expression. This session will explore how the implementation of beneficial programming can improve the struggle which LGBTQ youth face.

Kellen Tucker:

Home Away From Home? Understanding The Nature of a Youth Crisis Unit

Short Abstract: The Sweetser Crisis and Rehabilitation and Stabilization Unit is a temporary unit where children and adolescents are placed immediately following a mental or behavioral crisis. They often come from unstable environments; with a history of psychosocial trauma accompanied by an array of diagnoses. The unit however, stresses normalcy by encouraging active engagement in chores, games, homework and participating in meals. In this study, I propose to explore why clients are successful within the unit. The focus of this work will be centered on an analysis of each clients crisis management plan and therapeutic stabilization goals, an exploration of the relationships constructed between the staff and clients, an examination of the contrast between the unit and their existing home life (specifically the symbolic familial imitation that the unit represents), and finally, a comparative content analysis of the clients intake paperwork with their follow-up paperwork post-discharge. This setting is intermittent and not a long-term residential mental health institution and as such

this study is particularly important because it provides insight into the paradoxical security and safety that clients emote while they reside in the Sweetser Crisis unit.

Arlita Hallee

A Place to Belong

Short Abstract: This session will focus on how after school care programs both affect the individual lives of children and youth, and impact society as a whole. The Mission Possible Teen Center in Westbrook is an example of a program which provides a secure and comfortable environment for the enrichment of youth in grades 6 through 12. The majority of youth at the Center are looking to interact with others as opposed to going home to an empty house. Interactions with the youth at the Center indicate that this program provides them with a nurturing environment to remain motivated at school, and reduces their susceptibility to drugs and violence. This research will reveal the importance of programs like this one and identify ways in which it provides a stronghold of safety and acceptance.

For more information about the Thinking Matters Conference see <http://research.usm.maine.edu/thinkingmatters/index.asp>

**ALPHA KAPPA DELTA
SOCIOLOGY HONOR SOCIETY**

Friday, April 24, 2:00-4:00

University Events Room

7th Floor Albert Brenner Glickman Family Library

Please join us in celebrating the achievement of academic excellence of 32 of your fellow majors at their induction into the Beta of Maine Chapter of the International Sociology Honor Society, Alpha Kappa Delta. Refreshments will be served after the ceremony.

CAS SCHOLARSHIPS & AWARDS

The College of Arts and Sciences Recognition Day Ceremony is scheduled for Monday, April 27th 2:00 p.m., Corthell Concern Hall, Gorham Campus. There will be musical entertainment from 1:30-2:00 and a reception immediately following in the USM Art Gallery. The recipients of the Sociology Department's *Sociological Imagination Award* and *David Fullam Social Justice Award* will be recognized at that time. We hope you will join us in honoring the achievements of your fellow sociology students and students from other CAS Departments.

MAKING SOCIOLOGY WORK:

Getting a job with a BA in Sociology

We are very pleased to let you know that we are once again offering a panel discussion with several recent graduates on how their BA in Sociology prepared them to enter the working world or go on to graduate school! The panel is scheduled for **Tuesday, April 28th, 11:45-1:00 p.m. in 133 Wishcamper Center.** Pizza and refreshments will be served! We will share additional details with you as they become available.

TEACHING ASSISTANT & INDEPENDENT STUDIES FOR THE FALL

If you are interested in the SOC 450 *Undergraduate Teaching Assistant* course for the Fall 2009 you must apply no later than April 27th in order that your application may be reviewed at the May department meeting. TA applications are available in the office and on the Department's website: <http://www.usm.maine.edu/soc/taapp.pdf>

If you are interested in doing an *Independent Study* for the Fall you must make arrangements this Spring. Proposals for Independent Studies will be reviewed by the Department at its May meeting and must be received by April 27th. You are urged to speak to your advisor during advance registration for more information. Independent study applications are available in the office and on the Department's website: http://www.usm.maine.edu/soc/IS_PROPOSAL.pdf

SUMMER 2009

Summer Session registration will begin on April 13th and will follow the Fall 2009 priority registration schedule. Open registration for Summer courses will begin on April 27th and will continue until the start of each particular course. We are offering the following courses. Please contact the department or individual faculty if you need additional information:

Session 1(A) May 18-July 2 (7 weeks)

SOC 100j, Introduction to Sociology
TTH 9:00-11:40, *Professor Rolf Diamon*
SOC 301, Qualitative Research Methods
TTH 9:15-11:15, *Professor Donna Bird*
This will be a blended on-line/in-class course

Session 1(B) May 18-June 12 (4 weeks)

SOC 210, Critical Thinking About Social Issues
MTW, 8:30-11:45, *Professor Cheryl Laz*
SOC 323, Sociology of Death & Dying
MTW 6:00-9:15, *Professor John Baugher*

Session 2(A) July 6-August 21 (7 weeks)

SOC 100j, Introduction to Sociology
TTH 4:00-6:40, *Professor Rolf Diamon*
SOC 300, Sociological Theory
TTH 9:00-11:45, *Professor Cheryl Laz*

WORKSTUDY OPPORTUNITIES IN SOCIOLOGY

The Department is looking for students interested in workstudy positions for the Summer 2009 and the academic year 2009-2010. General workstudy positions in the Department give students an opportunity to be involved in the day to day activities of the department and may lead to increased responsibilities assisting faculty in research. Please contact Jill Jordan-MacLean, Administrative Associate for the Department, at 780-4100 or email jjordan@usm.maine.edu if you are interested in applying for a workstudy position.

CONGRATULATIONS TO OUR 2009 GRADUATES!



Please keep in touch!