

SOCIOLOGY

Fall 2012

2012 Fall Classes

SOC 1033-01 The Sociological Imagination: An Introduction to Sociology TTH 9:30—10:45 a.m. CH 123 Basic principles, concepts, theories, and research techniques. Topics include society and social change, social institutions, culture, and self-society relationships. Block II Dr. Blocker x2802 jean-blocker@utulsa.edu.

SOC 2133-01 Inequality in American Society TTH 8:00-9:15 CH 122 This course focuses on patterns of inequality in American society, both past and present. We will examine how and why different groups—people of different races, ethnicities, social classes, genders, and sexualities—have unequal access to society’s “goods”: decent education, jobs, income, control over their lives, others’ respect. We will study how people’s lives are shaped by social structures such as the legal system, the economy, the work place, and the family, as well as by ideologies about individualism, race, class, gender, and sexuality. We will also look at how groups and individuals sometimes resist those structures and ideologies. Block II; Women’s Studies Certificate; African American Studies Certificate. Dr. Chase x2800 susan-chase@utulsa.edu

SOC 3093-01 Sociology of Poverty TTH 2-3:15 p.m. CH 251 Poverty and the poor within the broader context of general social inequality. Focuses on individualistic, cultural, and structural explanations of poverty and examines the policy implications deriving from each type of explanation. Prerequisite: Soc 1033 or permission of instructor. Dr. Blocker x2802 jean-blocker@utulsa.edu.

SOC 3143-01 Environmental Sociology TTH 11-12:15 p.m. CH 251 254 The relationships between social and cultural systems and biophysical environments. Examines evidence on which environmental crisis debates are based, theories of environmental destruction, historical and contemporary environmental movements, and predictions about ecosystem futures. Dr. Blocker x2802 jean-blocker@utulsa.edu.

SOC 4xxx Sociology of Bodies MWF 10-10:50 CH 251 **Sociology of Bodies** In this course we will examine the social and cultural forces that shape human bodies and bodily experiences, paying particular attention to the various ways we use our bodies to perform various identities (gender, race, class, sexual, age, etc.). We will also look at the ways our bodies are subject to regulation, surveillance and control in multiple domains of life (sex, reproduction, medical treatment, leisure, sport, work, etc.) and the ways that people use their bodies to resist cultural mandates about how bodies are supposed to look or behave. Dr. Foley x2050 lara-foley@utulsa.edu

SOC 4123-01 Qualitative Methods of Sociological Research TTH 12:30-1:45 p.m. CH 252 Techniques of gathering, recording, and analyzing qualitative data. Emphasis on unstructured field observations, intensive interviewing, organized field notes, and generating theory through analysis. Prerequisite: Soc 1033 or permission of instructor. Dr. Chase x2800 susan-chase@utulsa.edu.

SOC 4193-01 Sociological Theory MW 3:30-4:45 p.m. CH 253 An examination of the core ideas of sociology, including their interconnections and central applications. Prerequisite: Soc 1033 or permission of instructor. Dr. Jepperson x3900 ronald-jepperson@utulsa.edu.

SOC 4823-01 Globalization (cross listed with Anth. 4403, PolSci 4823) MW 2-3:15 CH 253 The 20th century represented a massive extension of the structures of communication and control across the globe. To what degree has this globalization occurred, with reference to economics, governance, and culture? How far is it likely to go? Can we begin to sort out its benefits and costs? Prerequisite: Soc 1033, other social science courses, or permission of instructor. Dr. Jepperson x3900 ronald-jepperson@utulsa.edu

SOC 4973 Senior Project MWF 11:00-11:50 a.m. CH 255 Prerequisite: Soc 1033 Dr. Foley x2050 lara-foley@utulsa.edu.

Alumni Profile

Name: Monte Hawkins

Graduation Year (TU): 1999

Current occupation: Deputy Group Chief at the National Counterterrorism Center (NCTC) in Washington DC

Monte graduated from TU with a degree in sociology in 1999, and received a Master's degree in Criminal Justice from the University of Maryland in 2001. Since completing his Master's, Monte has held a wide variety of positions related to criminal justice and counterterrorism, including work for the United States Secret Service, Federal Bureau of Investigation, and the National Security Council. He has also had the opportunity to share his knowledge and experience with others, serving as an adjunct professor of Terrorism Studies at the University of Maryland.

Monte's current role is as Deputy Group Chief for the Information Integration Group at the National Counterterrorism Center in Washington, D.C. The Information Integration Group was recently established to use cutting-edge technology to correlate and analyze data from across many different intelligence agencies. Using these unique tools and data accesses, Monte leads a team that provides intelligence community support to the Department of Homeland Security and State Department and their passenger and traveler screening programs.

According to Monte, one benefit of studying sociology at TU is the chance that students have to engage in discussion and express their opinions, largely due to the small class sizes. Additionally, he says that the faculty members are friendly and supportive. Monte believes that in addition to the skills he developed in critical thinking, writing, statistics and understanding human behavior, his degree in sociology allowed him, "the opportunity to learn about new topics and social issues that, while not directly related to my career today, most certainly made me a more well-rounded and educated student and professional."



*To Monte Hawkins
With best wishes,*

Sociology Seniors Partner with OU, OSU Graduate Students for Non-profit Program Study

In the fall of 2011, sociology students in the senior capstone course were asked to evaluate a new after-school bike club program that a local non-profit, Tulsa Hub, hopes to conduct at Kendall-Whittier Elementary School. Tulsa Hub's ultimate goal at Kendall-Whittier is to encourage children to bike to school under the supervision of parents, teachers, and volunteers.

In order to undertake a full study of the feasibility of students in the Kendall-Whittier neighborhood biking to school, a collaborative team of graduate students from the University of Oklahoma, Oklahoma State University, and the senior sociology students from the University of Tulsa was assembled. While the students from OU and OSU gathered geographic data about the neighborhood, the TU students charted student transportation data, and interviewed parents and local police officers about their conceptions of how safe it is for children to walk or bike to school.

Students from all three universities presented their data and analyses to representatives from Kendall-Whittier, the City of Tulsa, and Tulsa Hub at a symposium in December. The results of the study conducted by the TU students will help Tulsa Hub craft a plan to educate and build support for the program among teachers, parents, and local law enforcement.

The sociology seniors had the opportunity to use data collection and research skills developed throughout their undergraduate careers in a real-world setting. They also gained valuable experience in managing a large project with collaborators from several different agencies. As a class, members of the capstone course agreed that their experiences working on this project prepared them for tasks and projects that await them in their post-graduation employment.

Alumni Profile

Name: Sarah Morris

Graduation year: 2009

Current occupation: Child Welfare Specialist, Oklahoma Department of Human Services

Sarah Morris has always had an interest in working in child welfare, and as an undergraduate she found an internship with the Oklahoma Department of Human Services in a Permanency Planning Unit. Through that internship, Sarah was able to find her current position as a Child Welfare Specialist, where she investigates allegations of child abuse and neglect in Tulsa County. Sarah will return to school in the fall of 2012 to pursue a Master's degree in social work, which will help her to better serve her clients and some day move into an administrative position, supervising other caseworkers.

Although her job is mentally and emotionally strenuous, Sarah feels that her background in sociology helps her cope with many of the things she encounters from day to day. "Because I have studied sociology, I have a broader knowledge base that allows me to better understand the forces working both for and against my clients." Sarah says that looking at poverty, family dynamics, and education through a sociological lens gives her a framework for understanding the systemic struggles her clients face.

Sarah describes the most beneficial part of her undergraduate education in sociology as the relationships she has developed with her professors. "The support I received from my professors, both with my education, and personal life, made all the difference for me while attending TU. The fact that their support has continued beyond graduation, has set me on a career path that I am both excited about and confident in."

UNDERGRADUATE RESEARCH PROFILE

Name: Samantha Renker

Anticipated graduation date: May 2013

Samantha spent the summer of 2011 working at Washington University in St. Louis as a research intern, studying aging, memory and stress. She was selected for the program from a competitive application process that included undergraduates from all across the United States. Samantha first became interested in the process of aging after reading a book called *Another Country*, written by Mary Pipher. This book looks at the process of aging in our society, and how the elderly are viewed and treated.

At Washington University in St. Louis, Samantha was partnered with a faculty sponsor and graduate student who mentored her and helped guide the development of her research. As a part of this team, she looked for associations between stress and memory loss in older adults using quantitative analytical tools. She utilized participant surveys to find new links between more frequent memory complaints and higher stress levels in adults.

The result of her summer in St. Louis was her final study, "Potential Moderators of the Relationship Between Stress and Memory in Older Adults". Samantha believes that, "As a culture that idealizes youth, in which the young and old members of families are often separated by mindset as well as geographical distance, we are ill-prepared for approximately 72 million middle aged baby boomers to cross over into old age." She hopes that her research will help increase the quality of care for and understanding of older adults who suffer from memory complaints.



Alumni Profile

Name: Jessie K. Finch

Year graduated from TU: 2007

Current graduate school year: Third Year, University of Arizona

What area are you specializing in? Culture (especially Popular Culture and Media); Race/Ethnicity, Immigration and Latin America/Mexico; Gender

Please describe your current research: I am currently working on my dissertation proposal, which is a study on identity processes within the U.S. Border Patrol. I examine how multiple identities held by U.S. Border Patrol agents—work-role identity as a Border Patrol agent, ethnic identity as a Latino (or, white), and national identity as American—interact in daily work activities of agents. In the Fall of 2011, as part of this Border Patrol research, I received the National Science Foundation Graduate Research Fellowship which provides \$90,000 of support over three years to help me pursue my research interests. The sociology professors at TU provided a lot of support and encouragement, including writing letters of recommendation, in order for me to get this Fellowship.

What are your future career aspirations? I plan to be a sociology professor. From my first sociology class at TU, I have become ever more determined to help people understand realities from a sociological point of view. While it is naïve to think that sociology necessarily “makes the world a better place,” I believe that the promotion of this field can have noticeable and positive effects.

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Why did you choose to major in sociology, and why did you choose to pursue a PhD in it? I had never heard of sociology before entering TU, but I took the department's introductory sociology class, Sociological Imagination, with Dr. Lara Foley my sophomore year as a Block 2 credit and I was hooked. I loved the critical thinking involved in looking at how daily life is affected by larger social patterns. I really enjoyed my major in sociology and was inspired to examine social problems on the front lines immediately after graduation. I worked at Head Start and at Big Brothers Big Sisters. I decided to pursue my PhD in Sociology after having worked as a social worker for 2 years. I was struck by the severe organizational limits that social service agencies face. While I greatly admired the work being done, my personal inclination was to examine the larger social issues bringing clientele into social service agencies and raise awareness of these social problems. I felt the best way to do this was to continue researching sociology and becoming a professor who can teach a large array of students about social problems.

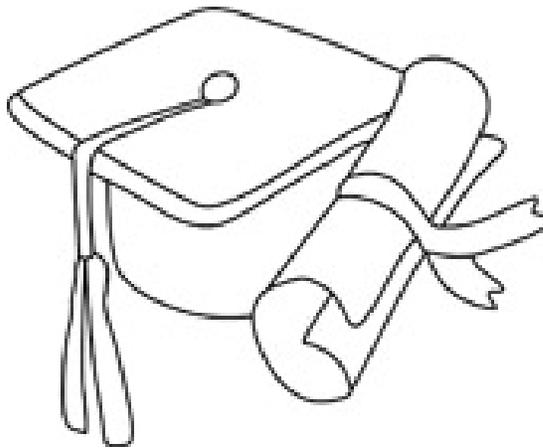
What do you believe students gain from studying sociology? Sociology provides students the ability to examine the world around them from an educated and socially informed point of view. Students who study sociology gain critical thinking skills, analytical skills, and writing skills that are relevant not only in an academic setting, but in all areas of life.

How did your undergraduate experience at TU prepare you for your current path? TU did a wonderful job of preparing me for an academic career. The professors in the Sociology Department taught a variety of classes in many subject areas that came to bear on my later substantive interests. They also taught basic skills in writing analytically that have been invaluable. The small class sizes were a great preparation for later graduate seminars where students are expected to come to class prepared and have valuable contributions.

What do you believe are the strengths of the sociology program at TU? TU has such a lot to offer to sociology students. The small teacher-to-student ratios are incredible! Most sociology classes have around 10 students, which is a perfect size for discussion and getting plenty of teacher feedback. The largest class I had at TU (Sociological Imagination) was about 40 kids. That is half of the regular class caps (80) for all of the sociology classes at University of Arizona. Also, the focus on quality writing skills was huge in sociology classes. The high expectations for student papers are matched only by the time professors were willing to spend with students to improve their writing.

Mark Your Calendars for the Sixth Annual Sociology Spring Dinner

On Monday, April 30th at 5:30 pm, the sociology department will host its sixth annual spring dinner. The dinner will take place in the President's Suite of the Reynolds Center. While the department has been treating graduating seniors to dinner for much longer than six years, in 2007 the event was brought on to campus and opened up to all sociology majors and local alumni. Over the years the event has grown. It now brings together sociology faculty and staff, majors, alumni, and friends of the department on campus and in the community. It's a chance to thank all the people who work hard to create opportunities for sociology students during the year. And of course, it's still a time to honor the graduating seniors.



Sociology Faculty, Brief Bios

Jean Blocker, Associate Professor

Dr. Blocker teaches courses in social movements, environmental sociology, poverty, urban sociology and introductory sociology. Her scholarly work on environmental values and on social movements has been published in mainstream sociology journals (*Social Forces*, *Social Science Quarterly*) as well as in specialized journals (*Journal for the Social Scientific Study of Religion*, *Environment and Behavior*, *Youth and Society*). Research projects funded by the U.S. Department of Energy, the U.S. Corps of Engineers, and the Oklahoma Department of Transportation have been used in policy making for electricity rate structures, community/environmental impacts of transportation routes, and floodplain management. Her current research concentrates on environmental values in a global context, using data from 25 nations.

Susan E. Chase, Professor

Dr. Chase received her education at Dickinson College, Edinburgh University, and York University (Toronto). She teaches courses on socialization, family, education, work, inequality, and qualitative research methods. Her first book, *Ambiguous Empowerment: The Work Narratives of Women School Superintendents*, analyzes how highly successful women in a male and white-dominated occupation narrate their professional accomplishments and their experiences of discrimination. Her second book, *Mothers and Children: Feminist Analyses and Personal Narratives*, synthesizes thirty years of social science theory and research about mothers, mothering, and mother-hood. Her most recent book, *Learning to Speak, Learning to Listen: How Diversity Works on Campus*, is a case study of how students at one university learn to communicate across social differences, especially race.

Lara Foley, Chair and Associate Professor

Dr. Foley received a BA in psychology from the University of Georgia in 1994, an MA in sociology from Georgia State University in 1996 and a Ph.D. in sociology and graduate certificate in women's and gender studies from the University of Florida in 2001. She teaches courses in sociology of medicine and sociology of crime, law and deviance. She is the co-author of *Gendering Bodies* and has published articles in *Sociology of Health and Illness*, *Symbolic Interaction*, *Sociological Quarterly*, and *Violence Against Women*. Her current research focuses on the social organization of Sexual Assault Nurse Examiner (SANE) programs around the country.

Ron Jepperson, Associate Professor

Dr. Jepperson received his education in the social sciences at Stanford, the London School of Economics, and Yale. His scholarly work concentrates on long-term institutional and cultural changes in societies, on belief systems, and on basic theoretical and methodological issues regarding the practice of social science. Jepperson teaches a wide range of courses in these areas as well as various courses on statistics, research methods, and critical thinking. He has taught at the University of Washington and Stanford as well as TU. He has also worked in applied research, consulting, and administrative positions for Recht Hausrath & Assocs. (Urban Planning & Economics), the Graduate School of Business at Stanford, the Program in Urban Studies at Stanford, the Stanford Program in Intl Legal Studies, the Institution for Social & Policy Studies at Yale, and Q2 Consulting in Tulsa, where he has worked on a wide range of social and public policy issues.

Student Information

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| Alexander Student Health Center • student medical concerns • physician referrals | Jan Grabow | 631-2241 |
| Career Services • deciding upon a major • job/career choices • graduate school information • internship opportunities • full-time/part-time/summer employment • resume assistance | Cheryl Ochs | 631-2549 |
| Center for Student Academic Support • monitoring of students at risk • individual academic counseling • tutoring • liaison between students and faculty/university personnel • campus contact for student with disabilities | Dr. Jane Corso | 631-2315 |
| Counseling and Psychological Services • psychological counseling • assesment • consultation for concerns such as stress-related anxiety, depression and interpersonal concerns • common concerns for students include: anxiety, anger, alcohol/drug abuse, depression, eating concerns, sleep difficulties, stress management, etc. | Dr. Tom Brian | 631-2200 |
| Housing and Dining • issues with roommate • campus housing questions • gold card usage | Melissa France | 631-2516 |
| Office of Student Affairs • student conduct matters • complaints of sexual assault and or harrasment • social, cultural and educational programs | Yolanda Taylor | 631-2327 |
| Recreational Sports • stress relief • group activities • intramural participation | Mary Wafer-Johnston | 631-2675 |
| Student Financial Services • potential grade problem (loss of scholarship or federal eligibility) • course load drops below full-time status • student is withdrawing during the middle of the semester • financial difficulties | Vicki Hendrickson | 631-2526 |
| Support Labs • Computer Lab , McFarlin Library, 631-2341 • Foreign Language Lab , OH 200, 631-2808 • Math Lab , KEP M6, 631-2193, McFarlin Library, 631-3800 • Writing Center , CH, 631-3131 | | |
| Collegiate Advising Offices • Arts & Sciences , Advisor: Jane Thomas, CH 119, 631-2815 • Business Administration , Advisors: Kara Harper, Chante Clarkson, Rick Arrington, BAH 218, 631-2214/3296/3297 • Engineering & Natural Sciences , Advisors: Sharon Oster, Joyce Smith, KEP M205, 631-2223/2224 | | |
| Center for Global Education Cheryl Matherly 631-3225 CGE | | |

How to Contact Us

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|---------------------------------------|----------|------------------|
| Blocker, Jean, Assoc. Professor | 631-2802 | Chapman Hall 202 |
| Chase, Susan, Professor | 631-2800 | Chapman Hall 231 |
| Foley, Lara, Chair & Assoc. Professor | 631-2050 | Chapman Hall 210 |
| Jepperson, Ron, Assoc. Professor | 631-3900 | Chapman Hall 223 |
| Henley, Tina, Department Secretary | 631-2279 | Chapman Hall 215 |