

SOCIOLOGY AT BATES

HANDBOOK FOR MAJORS AND MINORS

"Neither the life of an individual nor the history of a society can be understood without understanding both... The sociological imagination enables us to grasp history and biography and the relations between the two in society."

C. Wright Mills, 1959

"It is through the illusion of freedom from social determinants... that social determinants win the freedom to exercise their full power... And so, paradoxically, sociology frees us by freeing us from the illusion of freedom."

Pierre Bourdieu, 1990

HANDBOOK FOR MAJORS AND MINORS IN SOCIOLOGY

This handbook provides general information regarding the Department of Sociology, including requirements for the major and the minor, as well as other information for students interested in sociology. It can help you in deciding whether the major or minor are appropriate to your interests and goals, and if you do decide on sociology it can help you in planning your coursework. For more information on the Department, the major, or the minor, please feel free to contact the Department Chair or any other faculty member in the department.

You can also find information about the department, requirements, alumni, careers and other related issues on our department website, at www.bates.edu/SOC.xml?dept=SOC, or by starting at the Bates College homepage and clicking Academics, then Departments & Programs, then Sociology.

CONTENTS:

1. Sociology at Bates: General Overview
2. The Major in Sociology: Requirements and Course Planning Suggestions
3. The Minor in Sociology: Requirements and Course Planning Suggestions
4. Off-Campus Study
5. Careers for Students with a Background in Sociology
6. The Faculty in Sociology

1. Sociology at Bates: General Overview

"Neither the life of an individual nor the history of a society can be understood without understanding both... The sociological imagination enables us to grasp history and biography and the relations between the two in society." *C. Wright Mills, 1959*

"It is through the illusion of freedom from social determinants... that social determinants win the freedom to exercise their full power... And so, paradoxically, sociology frees us by freeing us from the illusion of freedom." *Pierre Bourdieu, 1990*

C. Wright Mills has offered one of the most succinct and often-quoted descriptions of sociology in his 1959 book, *The Sociological Imagination*. According to Mills, the promise of sociology lies in its unique insistence on recognizing both biography and history—resisting the temptation to view individual biography outside of social and historical context, but also resisting the temptation to analyze social and historical context without recognizing its "meaning for the inner life and external career of a variety of individuals" (Mills, 1959). Bourdieu echoes a related theme in his 1990 book, *In Other Words: Essays Towards a Reflexive Sociology* (translated by Matthew Adamson). He highlights sociology's potential for challenging social determinants by recognizing and analyzing them, a point with clear implications not only for understanding society but also for social action and social change.

These two quotes capture key aspects of a sociological perspective, and it is this perspective that the curriculum in sociology at Bates is designed to help students explore. Core courses for both the major and minor in sociology focus on developing the skills and tools necessary for the application of a sociological perspective to a broad array of social phenomena, while the electives allow students to explore many of the specific topics and issues that sociologists study. While the core courses provide crucially important tools for the development and application of the sociological imagination, most students are drawn to the discipline by interest in one or more of its many substantive subfields.

The various substantive areas of sociology addressed within the Department's curriculum represent the teaching and research specialties of its faculty. A brief overview of these broad areas follows. Many majors and minors in sociology select courses that cut across these areas, but some students prefer to focus primarily on one area. If you would like to focus your coursework within one of the areas below, you can speak with the Department Chair or the faculty member(s) listed at the end of the area description about your interests. This will allow you to learn more about upcoming courses related to that area, and to generate ideas for courses in other departments that might supplement your focus. Majors wishing to concentrate their coursework around one of these areas can, with department approval, elect to count one related course from another department or program toward the major in sociology. In addition, the Department Chair or any other faculty member in the Department will be happy to assist students interested in pursuing specific areas of sociological inquiry outside the broad areas listed below.

- ◆ **Childhood and Families**: Sociologists study childhood and the family as social institutions, exploring how social forces, social inequalities, and public policy shape the experiences of children and the structure of families. The faculty member whose interests are most closely related to this area is Emily Kane.
- ◆ **Comparative Sociology**: Some sociologists focus on social issues within a single society, whether the United States or another society. Comparative sociologists focus on social issues in two or more societies. Their approach is therefore international. The specific structures/processes they study in comparative perspective include legal systems, political systems, health care or family policy, social inequality, economic systems, etc. The faculty member whose interests are most closely related to this area of sociology is Francesco Duina, but you are welcome to talk to other members of the department about comparative research related to their areas of expertise.
- ◆ **Community-Engaged Sociology**: The department provides opportunities for students to explore sociological questions in the context of community-based research and community action, as well as to study the history of the discipline's engagement with communities. The faculty member with interests most closely related to this aspect of sociology is Emily Kane, but you are welcome to talk with any member of the department about community-engaged work related to their areas of expertise.
- ◆ **Criminology and Law**: Criminology and the sociology of law are concerned with understanding criminal behavior and the institutions established to prosecute and treat criminal offenders, together with an analysis of legal systems and their connections to social science. The faculty member whose interests are most closely related to this area of sociology is Sawyer Sylvester.
- ◆ **Economic Sociology**: The focus of economic sociology is on how economic activity and economic institutions are embedded in, and affected by, social relations and institutions, political processes and structures, and history. The faculty member whose interests are most closely related to this area of sociology is Francesco Duina.
- ◆ **Health and Illness**: Sociologists interested in health and illness, commonly referred to as medical sociologists, focus on how social and structural forces shape health, illness, and the health care system. The faculty member whose interests are most closely related to this area of sociology is Heidi Chirayath.
- ◆ **Political Sociology**: Political sociologists examine the nature and activities of states, state-economy relationships, local and international political organizations, civic and political associations, trade unions and management, social change, power, revolutions and many other political phenomena. The faculty member whose interests are most closely related to this area of sociology is Francesco Duina.
- ◆ **Social Inequality**: Sociologists interested in social inequality address the social construction of race, ethnicity, gender, sexuality, and class, as well as the role of these social structures in shaping a variety of social outcomes. The faculty members whose interests are most closely related to this area are Emily Kane and Heidi Chirayath.
- ◆ **Social Psychology**: A sociological approach to social psychology explores the intersection between social structures and individual experiences, beliefs, and behaviors, as well as the social construction of meaning through everyday interaction. The faculty member whose interests are most closely related to this area of sociology is Emily Kane.

Students can explore one or more of these areas, or a broad overview of the discipline of sociology across a variety of areas, by pursuing the major or the minor in sociology. The major is described in Section 2, below, while the minor is outlined in Section 3.

2. The Major in Sociology: Requirements and Course Planning Suggestions

The major in sociology is designed to provide a strong foundation in the methods, theories, and substantive areas of the discipline, while also allowing students to emphasize topics and approaches of particular interest to them.

Requirements for the Major:

Majors take a total of eleven courses in sociology. These must include the following five core courses, which are designed to complement the various electives a student selects, by providing a more structured foundation in the methods and theories used by sociologists, as well as an opportunity to conduct original sociological research.

Sociology 204- Theoretical Foundations of Sociology

Sociology 205- Research Methods for Sociology

Sociology 395- Junior/Senior Research Seminars in Sociology (majors must take at least two of these, although they are welcome to take more and apply those to the major as electives)

Sociology 457 or 458- Senior Thesis (at least one Sociology 395 is required before students can enroll in Sociology 457 or 458)

The remaining six courses are electives. One of these may be a short-term unit in the Department of Sociology, and one independent study course can normally be applied to the major as well. Students may select any six courses, offering substantial flexibility in adapting the major to each individual student's interests and goals.

Senior Thesis in Sociology

All sociology majors complete a one-semester senior thesis, in which they have the opportunity to explore a topic of particular interest to them in greater depth. In consultation with a thesis advisor from the Department, students use the tools they developed in the core, required courses, as well as in their junior/senior research seminars, to conduct original research. The thesis allows students to work as independent sociologists, focusing on the substantive area(s) of greatest interest to them, and using the methods and theoretical approaches they find most useful.

Before enrolling for thesis, students must complete at least one of their required junior/senior research seminars. As long as this pre-requisite is met, students are welcome to write their theses in either the fall or winter of their senior year. The thesis process begins at the end of the semester prior to enrollment in thesis (Soc. 457 or 458), at which time majors submit a brief topic plan and a thesis advisor is assigned (based on student preference, faculty expertise, and faculty availability). Students interested in being

considered for Departmental Honors in Sociology must begin their thesis in the fall of the senior year, must have a GPA within the major of at least 3.5, and should have a GPA of at least 3.5 overall as well. Additional details of the process for sociology theses in general, and for the Departmental Honors Program, are offered in a separate handout available on the department's website. In addition, links to that handout are distributed to all junior majors annually.

A sampling of thesis titles for some recent graduates offers a feel for the broad array of topics and methods that sociology majors have pursued in their thesis work.

Selected Thesis Titles for Sociology Majors

- Race, Intersectionality, and Queer Student Organizations: Assessing the Utilization of Queer Politics
- The Politics of Contradiction: Reforming U.S. Immigration Policy in a Globalized World
- Consumed With Nonconsumption: A Case Study Analysis of the Formation and Rise of Anti-Consumerism and Social Activism in the United States
- "What's Love Got To Do With It?": An Examination of Gender, Sexuality, Ethnicity and Class in Harlequin Romance Novels and How Readers Respond to These Images
- Red Blooded Americans on Motorcycles: Exploring the Injustice, Identity, and Agency of the Contemporary Anti-Immigration Movement through the Voices of the Twenty-First Century Paul Revere Riders
- Revaluating Motherhood: How Parents as Scholars Participants Feel About Education, Work And Family
- Voices Unheard: A Qualitative Analysis of the Reproduction of Gendered Power in Protective Order Proceedings in Two Maine Courts
- Promoting Europe: An Investigation of European Union Democracy Promotion in Turkey, Slovakia, Afghanistan, and Iraq
- Subjective Interpretations of the Relevancy Rule: Are the Questions Asked of Rape Victims Putting Them on Trial?
- The Implications of Internet Use on Levels of Civic Engagement and Social Capital
- The Positive Effect of Sensitive Doctors on the Health Status and Behaviors of Underserved Patients
- Race, Religion and Reception: Exploring Segmented Assimilation and the Somali "1.5" Generation
- Terror in the Times: Newspaper Coverage of Al-Qaeda Attacks
- Political Apathy and the Mobilization of Young Voters: A Case Study of Rock the Vote's Use of Strategic Framing to Incite Political Participation
- A Critical Historical Analysis of Case Law and Commentary in Forensic DNA Admissibility

- Ideas, Institutions, and Interaction: The Evolution of a European Defense Identity
Does The Name Matter Or Are All White Jackets The Same?: A Comparative Analysis
Of The Humanitarian Attitudes And Behaviors Of Osteopathic And Allopathic
Physicians
- "Jobs...Yes, but with Dignity!"- Alternative Organizing for and by Women: A Case
Study of "María Elena Cuadra"
- The Role of NGOs in the Emergence of Transnational Social Movements
- Pathways Home: Aftercare for Girls in the Juvenile Justice System
- Newspaper Representations of U.S. Student Anti-Sweatshop Protests, 1995-2000"
- Privacy and Safety in Conflict: A Case Study of HIV-Testing and Segregation Of
Infected Inmates in the United States Prison System
- The Presentation of Self in Online Computer Gaming
- Marxism and the Political Economy of Space-Making: An Analysis of Lewiston, Maine
- Unveiling 'A Wedding Story': A Qualitative Content Analysis of Race, Class, Gender
and Sexuality
- The Roles of Religious Institutions in the Rise of Fascism: Germany and Italy in the
Inter-War Period
- The Gregarious Elderly: A Qualitative Investigation of Social Interaction in Nursing
Homes
- School Violence, Responsive Reforms, and the Effects on Children
- 'Outsiders-Within?': Gender, Race, and Class in Nanny Employment
- Illegal Immigration from Mexico to California: The Social Construction of a Problem
- The Use of the Criminal Personality Profile as an Investigative Aid for Law
Enforcement
- The Life of the Death Penalty: An Analysis of its Foundations in Belief and Practice

Course Planning Suggestions for Majors:

If you are considering the major, you are encouraged to begin your coursework with any 100-level course or a 200-level course that has no pre-requisites, or with a short-term unit within the Department of Sociology. As soon as possible, students seriously considering the major should take Soc. 204, Theoretical Foundations, as this course is a pre-requisite or co-requisite for Soc. 205, Research Methods for Sociology. Both Soc. 204 and Soc. 205 are pre-requisites for the required Junior-Senior Research Seminars (Soc. 395). An ideal sequence of courses would include one or two 100 or 200-level electives, followed by Soc. 204, and then Soc. 205. Soc. 204 and 205 can be taken as early as the first year, and should be completed by the end of the sophomore year. Unless a student studies abroad for the entire junior year, they should try to take at least one Junior-Senior Research Seminar (Soc. 395) during the junior year, as one of these seminars is a pre-requisite for Senior Thesis (Soc. 457 or 458).

The Department Chair or any other department faculty member will be happy to discuss the options and help you figure out how to complete the major while also meeting your other educational goals. The Department Chair also maintains a two to three year teaching plan for all Department faculty, and therefore can offer advice about what particular courses are likely to be taught in what semesters.

How to Declare the Major:

The Department Chair can give you a major declaration form. All you need to do is select an advisor in the Department, then have this form signed by your advisor and the Department Chair. If you know a faculty member in the Department whom you would like to have as your major advisor, you can ask that person first or just let the Department Chair know when you come in to complete the form. If you are not sure who you would like to have as your advisor within the Department, the Department Chair can help you select an advisor.

3. The Minor in Sociology: Requirements and Course Planning Suggestions

The minor in sociology is designed to offer students a basic and structured foundation in the discipline while complementing and supplementing the perspectives and forms of analysis offered in the student's major area of study. Students wishing to complete the minor take six courses that encompass exposure to the theories, methods, and substantive areas of sociology.

The requirements for the minor include three electives and three core courses.

Requirements for the Minor:

Minors take a total of six courses in sociology. These must include the following three core courses, which are designed to complement the various electives a student selects, by providing a more structured foundation in the methods and theories used by sociologists, as well as an opportunity to conduct original sociological research.

Sociology 204- Theoretical Foundations of Sociology

Sociology 205- Research Methods for Sociology

Sociology 395- Junior/Senior Research Seminars in Sociology (minors must take at least one of these, although they are welcome to take more and apply those to the minor as electives)

The remaining three courses are electives. One of these may be a short-term unit in the Department of Sociology. Thus the minor offers students wide latitude in choosing the area or areas of sociology that interest them most.

Course Planning Suggestions for Minors:

A minor can easily be completed even if you do not decide to do so until the junior year. Students interested in the minor should take Soc. 204 and Soc. 205 as soon as possible, and complete them by no later than the winter semester of the junior year. Then such students can take their required Junior-Senior Research Seminar during their senior year. The Department Chair or any other faculty member in the Department will be happy to work with you in planning courses for the Minor.

How to Declare the Minor:

Once you have decided that you plan to complete the minor, it is helpful to the Department to know about that, and so we encourage you to fill out a Minor Declaration Form as soon as you decide. This form is very brief, taking only a moment to complete, and is available from the Department Chair. Even before you decide on the minor, you are welcome to talk with the Chair or any other faculty member about course planning.

4. Off-Campus Study

Because study abroad is highly relevant to the major, the department tries to work with students to make sure they can combine the sociology major with study off-campus, including Bates Fall Semester programs, JSA, and JYA. Many students are able to complete one or two courses that counts toward the major, if they happen to select an off-campus program that offers courses in sociology or closely-related disciplines. In order to be sure that you will receive credit toward the major for particular courses you take off-campus, you should consult in advance with the Department Chair. But even students wishing to pursue a program emphasizing other kinds of study, in which they are not able to count a course toward the major, usually have little difficulty combining a major in sociology with off-campus study.

As noted above, it is important for students planning to study off-campus to think ahead about how they will complete the core courses- methods and theory- plus their first junior/senior seminar, since all three of these must be completed prior to the beginning of the senior thesis. The Department Chair or any other faculty member will be happy to help you with this kind of planning.

There are a wide variety of off-campus programs previous sociology students have found particularly beneficial. We encourage you to review the various programs available in terms of your own interests and educational goals, and so you should feel free to begin by reviewing the wealth of information on off-campus study available in the Office of the Dean of Students. Department faculty will be glad to consult with you regarding the programs of interest to you, and help you determine whether they include any courses that might count toward the major. And if you have particular interests within sociology that are not fully covered within the Department, we can help you find a program in which you can explore those interests more fully. But especially for students planning to study off-campus for

just one semester, we encourage you to select an off-campus study opportunity that you want, without feeling constrained by the requirements of the major.

A list of “Frequently Asked Questions” about study abroad for sociology majors is available on the department’s website.

5. Some Possible Careers for Students with a Background in Sociology

The methods and substantive areas of sociology provide an excellent background for a broad range of careers in fields such as government, public policy, law, social research, community work, social activism, health care administration, human services, social work, counseling, education, business, personnel, advertising and market research, as well as a strong foundation for graduate study in sociology and a variety of applied or related areas (including law school; social work; public health; business school; public policy and public administration programs; urban and community planning; health care administration; education; survey research administration; and journalism school).

Perhaps the most useful way to get a sense of the wide range of careers and types of graduate study for which sociology provides relevant background is to look at examples of what past sociology majors at Bates have gone on to do for a living. In order to highlight both entry-level careers and longer-term possibilities, the list below includes separate examples from recent graduates (within the last 5 years or so) and earlier graduates. These occupations, in various ways, draw on both the substantive social issues addressed by sociology and the research and analysis skills developed by sociology majors.

Selected Occupations of Bates Sociology Majors

◆ **Business, Human Resources, and Marketing:**

Alumni less than five years post-graduation: Sales Consultant for financial advisory firm; Brokerage Service Representative for an investment firm; Audit Trainee for an accounting firm; Account Coordinator for an advertising firm; Marketing Analyst; Human Resources Generalist; Financial Analyst; Work Programs Manager for international education/work exchange program; Commercial real estate agent; Organizational Effectiveness Analyst for a consulting firm

Alumni five or more years post-graduation: Investment Manager; Vice President for Planning; Trade Negotiator; Financial Services Underwriter; Tax Analyst; Financial Analyst; various Small Business Owners/Entrepreneurs; Public Relations Specialist; Real Estate Finance Officer; Personnel Director; Human Resources Manager; Employee Benefits Administrator; Sales and Marketing Director; Market Research Specialist; Market Researcher; Conference Sales Manager for a large hotel; Management Consultant

◆ **Education:**

◇ **Education- Early Childhood, Primary, Secondary, and College/University:**

Alumni less than five years post-graduation: Public elementary school teacher; teacher at a private middle school; Sociology graduate student and teaching assistant; teacher at an international private school; High school social studies teacher; Early childhood teacher in a pre-school; international English teacher; Teach for America Teacher; Regional Placement Manager for international educational exchange organization

Alumni five or more years post-graduation: Head Start Program Coordinator; Learning Disabilities Specialist; Elementary School Teacher; High School Teacher; Guidance Counselor; College Professor; GED Instructor

◇ **Educational Administration- Primary, Secondary, and College/University:**

Alumni less than five years post-graduation: College Financial Aid Counselor; Assistant Director of Alumni Relations at a college; graduate student in Educational Administration; Admissions Counselor at a university; Placement Manager for international educational exchange company

Alumni five or more years post-graduation: Special Education Coordinator; Elementary School Principal; High School Principal, Dean of College of Arts and Sciences; Dean of Admissions and Financial Aid; Graduate Admissions Director; University Residential Life Director; Associate Director of Development for a college; Associate Dean of Students for a college; Associate Registrar for a university

◆ **Government and Public Policy:**

Alumni less than five years post-graduation: Educational Policy graduate student; Legislative aide to a state representative; Policy analyst at the Veteran's Administration; Consultant to government agencies; Public Policy graduate student

Alumni five or more years post-graduation: Town Manager; Community Development Director; Legislative Affairs Coordinator; Health Care Finance Commission Director; Housing Authority Director; Environmental Planner; Administrator in state Conservation Agency; Community Volunteerism Coordinator for a state government ; Transportation planner for a large city; Policy Analyst for federal government; Public Relations Coordinator for a state commission

◆ **Health Care Administration and Health Care:**

Alumni less than five years post-graduation: Medical Imaging Technician; Office Manager in a physician's office; Patient Placement Specialist for a health care facility; Public Health graduate student; Medical student

Alumni five or more years post-graduation: Hospital Administrator; Assistant Director of Patient Services; Managed Care Planning Analyst; Medicaid Consultant; Marketing Director for a group medical practice; Occupational Therapist; Physical Therapist; Nurse Practitioner; Systems Analyst in a health care setting; Care Coordinator in a nursing home

◆ **Law and Criminal Justice:**

Alumni less than five years post-graduation: Law student; Research Associate for Legal Research organization; Paralegal; Police Officer; Property Researcher for a law firm; graduate student in Criminology; Attorney; Immigrant Outreach Coordinator for Legal Aid Organization

Alumni five or more years post-graduation: Lawyer (including many different fields of law, in settings including private practice, larger firms, government agencies, corporations, and non-profit legal advocacy organizations); State Prosecutor; Chief Probation Officer; Director of a state youth detention center; Associate Professor of Law; Police Detective

◆ **Media, Journalism, and Communications:**

Alumni less than five years post-graduation: Media Analyst for an advertising firm; Media Planner for an advertising firm; Marketing/public relations for a professional sports team; Screenwriter; Editorial Assistant for a magazine; Marketing Associate for an academic publisher; Marketing specialist for video gaming software firm; Film scriptwriter/producer

Alumni five or more years post-graduation: Newspaper Reporter; News Editor; Features Editor; Radio Announcer; Public Relations Director; Sports Media Relations Manager; Writer/Producer for video production company; Production Coordinator for a cable TV network

◆ **Social Change Advocacy:**

Alumni less than five years post-graduation: Special Events Coordinator for a children's health advocacy organization; Program Associate for elderly rights organization; Campus Organizer for public interest action organization; Program Coordinator for an international health advocacy non-profit organization; Campaign Coordinator for an economic justice non-profit organization; Americorps/VISTA member; Grassroots Organizer for reproductive rights organization; Grant Writer for job training organization serving urban youth

Alumni five or more years post-graduation: Peace Corp Project Director; Director of a state chapter of the Multiple Sclerosis Society; Manager of Teacher Programs for an environmental awareness organization; Grant Writer for a health-related advocacy organization; Education Director for a reproductive rights organization

◆ **Social Research:**

Alumni less than five years post-graduation: Research Analyst; Research Assistant for a state government bureau of education research; Survey Research Specialist for a private social research firm; Research Coordinator in a university public health program

Alumni five or more years post-graduation: Associate Researcher; Statistics and Data Manager; Research Manager; Survey Director for a private social research organization; Program Coordinator for a research institute addressing disability issues

♦ **Social Services and Counseling:**

Alumni less than five years post-graduation: Education Specialist for youth organization; Family Advocate at domestic violence shelter; Counselor for at-risk youth; Social Work graduate student; Milieu Therapist in children's unit of a psychiatric hospital; Behavioral Therapist for autistic children; Family Liaison for youth empowerment organization; Eating Issues Counselor in higher education setting; Social worker; Psychiatric Social Worker

Alumni five or more years post-graduation: Family Planning Specialist; Child Therapist; Child Protection Caseworker; Foster Care Specialist; Behavioral Treatment Specialist; Social Service Caseworker; Mental Health Counselor; Social Worker; Director of Social Work for a hospital; School Social Worker for a secondary school; Social Work Consultant for a state Public Health Department

6. The Faculty in Sociology

Please feel free to contact any faculty member in the Department for more information regarding the Department, the major, the minor, or any particular subfield area or research issue of interest to you.

Professor Francesco Duina (BA, MA, University of Chicago; MA, Ph.D., Harvard University). 263 Pettengill Hall, x6319, e-mail fdulina

Professor Duina's research and teaching interests include economic sociology; globalization; the nation state; regional trade agreements (the European Union, South America's Mercosur, and NAFTA); institutionalist theory; and comparative sociology. His most recent publications and current research focus on the nature and limits of law in regional trade agreements; the enduring role of national parliaments and institutions; the drivers of European Union law; and business and societal adjustments to integration. Professor Duina is also interested in ideas about winning and losing, and how they manifest themselves in national and international law in the realms of business and political life.

Professor Emily Kane (BA, Oberlin College; MA, Ph.D., University of Michigan). 269 Pettengill Hall, x6192, e-mail ekane

Professor Kane's research and teaching interests encompass sociology of gender; gender ideology and ideologies of inequality; intersections of race, class, gender and sexuality; social inequality; sociology of family; sociology of childhood; research methods; public opinion; and social psychology. Some of her recent publications focus on parents' perceptions of children's gender performance; attitudes toward racial and gender inequality; racial variations in gender-related attitudes in the US; the gender gap in beliefs about gender inequality in the US; US men's and women's beliefs about sexuality; perceptions of the fairness of the division of household labor among heterosexual couples in the US; and a comparison of gender attitudes in the US, Canada, Sweden, Norway, and Australia. Her current research focuses on how parents of young children think about gender, including their responses to

gender conformity and nonconformity among their children, their beliefs about gender differences in childhood, and their beliefs about parenting sons and daughters.

Professor Heidi Chirayath (BA, Gettysburg College; MA, PhD Case Western Reserve University). 267 Pettengill Hall, x6034, e-mail hchiraya

Professor Chirayath's research and teaching address health and health care issues; medical education and health professions; public policy; social inequality; and research methods. Some of her most recent publications and presentations focus on the work and family lives of physicians married to other physicians, and on the development of patient-responsive models of medical care. Her dissertation research focused on the social predictors and personal motivations of physician care to medically indigent patients. Her current research continues in this vein, exploring physician perceptions of medically indigent patients.

Professor Sawyer Sylvester (BA, JD, MA, Ph.D., Boston University). 265 Pettengill Hall, x6196, e-mail ssylvest

Professor Sylvester's primary areas of research and teaching interest include: criminology; sociology of law; crime analysis; criminological theory; the history of criminology; homicide studies; crime prevention; the forensic uses of social data, and classical sociological theory. He has published in the areas of the history of criminological theory, prison homicide, and private security. His current research is on the application of opportunity theory to techniques of situational crime prevention.