

# SOCIOLOGY

A NEWSLETTER FOR ALUMNI AND FRIENDS OF THE DEPARTMENT

SPRING 2018



THE COLLEGE OF  
**ARTS + SCIENCES**  
BLOOMINGTON

## MESSAGE FROM THE CHAIR

Spring has sprung in Bloomington, Indiana, turning our thoughts to endings and new beginnings. It's hard to believe that a full academic year has passed since we sent the fall newsletter. We had a busy faculty recruitment season, allowing us to welcome two outstanding colleagues to our department: Koji Chavez and Byungkyu Lee (see pages 7-8). Pamela Jackson, our Director of Undergraduate Studies, oversaw the establishment of an undergraduate sociology club, WOKE (see page 10). Thanks to the hard work of the Graduate Admissions Committee and our Director of Graduate Studies, Jennifer Lee, by the time you receive this newsletter, our fall 2018 cohort will have been

finalized. We have much to look forward to!

Yet even as spring orients us to the future, we take time to reflect on the past year's accomplishments. We will soon honor our ever-impressive graduate students at the annual Graduate Awards Ceremony, celebrate our graduating seniors at the Undergraduate Tea, and accompany our graduating PhDs as they receive their doctoral hoods. As we do, we will remember those of you who are members of our extended Bloomington community.

This newsletter issue turns the spotlight on you, featuring an extensive alumni news section. We plan to make this an annual feature so, if you missed your chance to update

us this year, you will have another opportunity soon.

We look forward to seeing those of you who attend the American Sociological Association meetings later this summer, and welcome visits from any and all, if your travels bring you to Bloomington!



*Jane McLeod*



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## SOCIOLOGICAL RESEARCH PRACTICUM: PAST, PRESENT, AND FUTURE

The Sociological Research Practicum is the centerpiece of our first-year graduate training and often involves undergraduate students as well. Faculty and students have pursued a range of projects over the past few years.

In 2016-17, Jane McLeod's SRP focused on the experiences of college students on the autism spectrum. It drew from life course research and research on college attainment to investigate whether being on the autism spectrum is associated with outcomes (academic, social, romantic, health) for college students, whether the association can be explained by traditional predictors of achievement (e.g., aspirations, engagement), and whether the associations differ by socioeconomic status and gender. The research team collected data from over 3,000 students enrolled at public community colleges and 4-year institutions in Indiana, conducted telephone interviews with disability services coordinators at the participating campuses, and—with supplemental funding—conducted in-depth interviews with a select sample of students and their parents. Results will inform our understanding of autism in young adulthood, the role of stigma and social exclusion in attainment, and theories of stratification over the life course.

Steve Benard's SRP (2017-

18) focuses on understanding the role of forgiveness and revenge in social life. The project investigates why people pursue forgiveness or revenge by examining how these behaviors enhance or diminish the social status (respect, prestige, social influence) that individuals have within groups. The project examines forgiveness and revenge in the context of common yet distinct social rivalries, based on political party affiliation, sports team fandom, and national identity. The research team examines these ideas with a nationally representative survey measuring Americans' attitudes towards revenge and forgiveness, as well as a set of laboratory experiments studying how people behave towards vengeful or forgiving group members. This project will help us understand why apparently trivial disputes sometimes escalate to more serious conflicts, as well as how people weigh the decision to pursue forgiveness versus revenge.

Jessica Calarco will lead the SRP in 2018-19, focusing on parental decision-making. Parents make countless decisions for their children, especially in the first years of life. What to eat. What to wear. What to watch. What to read. Where to live. When and where to start school. When to visit the doctor. What to do when they get sick. Calarco's SRP

examines how parents make those decisions. Specifically, it examines the advice, information, and pressure that parents get from their social networks—their family members, friends, neighbors, coworkers, and even online acquaintances. And it examines how that advice, information, and pressure matter for parents in making decisions. The project will follow mothers from pregnancy through at least the first year of their child's life. The project will focus on mothers' decisions about vaccines but will also gather data on decisions about breastfeeding, work/childcare, screen time, etc. The project will include survey interviews at roughly 28-weeks gestation, with follow-up surveys and in-depth interviews at 6 months and 1 year postpartum. By examining the process of parental decision-making, this project can inform clinical and network-based interventions aimed at increasing parents' adherence to vaccine protocols. By including a diverse sample of parents, this project can help explain variations in parents' vaccine decisions and facilitate the tailoring of interventions for specific populations. By following parents over time, this project can reveal how parents' vaccine decisions are related to subsequent parenting decisions and to children's long-term well-being.



**Reza Ansari** (PhD 1986) works for the California Department of Public Health and lives in the San Francisco Bay Area.

**Laura Backstrom** (PhD 2014) is an Assistant Professor of sociology at Florida Atlantic University, and lives in Palm Beach Gardens, Florida. A book based on her dissertation research (*Weighty Problems: Embodied Inequality at a Children's Weight Loss Camp*) will be published by Rutgers University Press later this year.

**Todd Beer** (PhD 2012), was recommended for promotion to Associate Professor and granted tenure in the Department of Sociology and Anthropology at Lake Forest College (north of Chicago) beginning September, 2018. He recently gave a TEDx talk on climate justice as part of the Lake Forest College TEDx event. Todd also continues to maintain a blog, The Sociology Toolbox, that has received over 370,000 page views in the last two years.

**Catherine (Katie) Bolzendahl** (PhD 2006) is Associate Professor of Sociology and Equity Advisor for the School of Social Sciences, UC, Irvine (<http://faculty.sites.uci.edu/catherinebolzendahl/>). She recently published *Measuring Women's Political Empowerment across the Globe* (<http://www.palgrave.com/gb/>

[book/9783319640051](http://www.palgrave.com/gb/book/9783319640051)) and is working as Culture Section co-editor for *Contexts* with the Rojas and Ray team!

**Kara Cebulko** (PhD 2009) is at Providence College. She is living in the Providence area and is now Associate Professor of Sociology and Global Studies and Chairperson of Sociology.

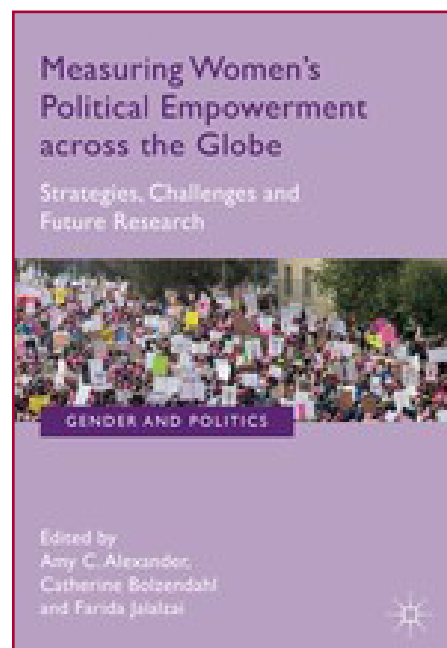
**Curtis Child** (PhD 2011) was recently promoted to Associate Professor with tenure in sociology at Brigham Young University. He is living in Provo, UT, on the Wasatch Front of the Rocky Mountains and is surviving a teenage daughter and a newborn!

**Aaron Culley** (PhD 2002) has been employed as a faculty member in the Sociology Department at Wingate University (near Charlotte, NC) since 2000. He has been serving as the department chair since the

start of the fall semester in 2016. In May, 2017, he was presented with the Paul and Hazel Courts Award for Excellence in Teaching at Wingate's graduation ceremony. This is the highest teaching honor given to undergraduate faculty at Wingate.

**Pedro R. David** (PhD 1963) is Director of the Law Doctorate and of the Magister in International Penal Law, offered in cooperation with the United Nations Interregional Crime and Justice Research Institute. He served as Judge of the International Criminal Tribunal for the former Yugoslavia and has undertaken advisory missions to more than 120 countries throughout the world.

The recent collaboration of two IU graduates reflects the sociology department's long history of strong training in methodology. In 2009, the College of the Holy Cross hired **Jeff Dixon** (PhD 2006) to replace **Royce Singleton** (PhD 1973), who was retiring. Both Dixon and Singleton are quantitative methodologists, which was the basis of the hire. And as it happened, both were trained at IU, where Singleton minored in mathematics and Dixon in research/quantitative methods. Not long after Dixon joined the faculty at Holy Cross, he and Singleton began a collaboration that has resulted in two publications:

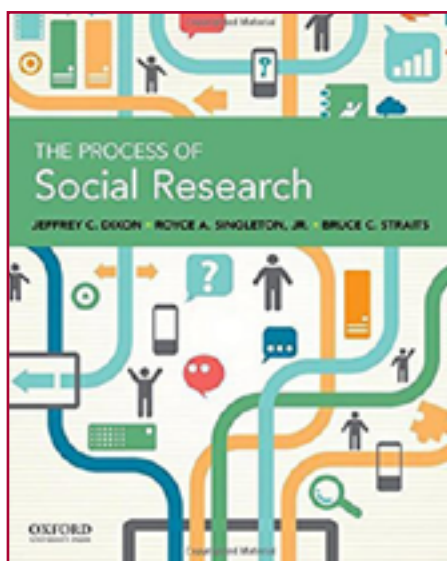
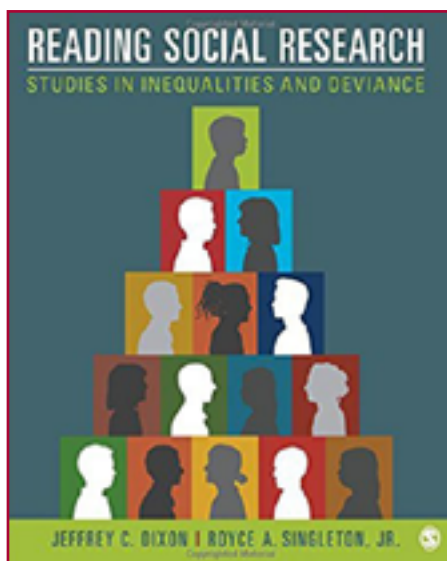


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an edited volume, *Readings in Social Research: Studies in Inequalities and Deviance* (Sage, 2013), and a textbook co-authored with Bruce Straits, *The Process of Social Research* (Oxford University Press, 2016). The second edition of *The Process* book is scheduled for publication in summer of 2018.

Further strengthening the IU connection, prominent research examples in this book include Jessica Calarco's field study of children's help seeking in elementary school, Bernice Pescosolido, Elizabeth Grauerholz (PhD 1985) and



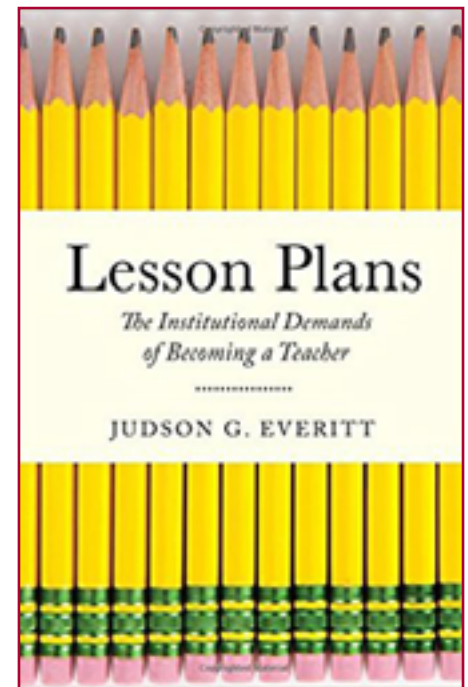
Melissa Milkie's (PhD 1995) content analysis of blacks in U.S. children's picture books, and Brian Powell's surveys on Americans' definitions of family, reported in *Counted Out*, co-authored with Catherine Bolzendahl (PhD 2006), Claudia Geist (PhD 2008), and Lala Carr Steelman.

Two Indiana alumnae, **Christy L. Erving** (PhD 2014) and **Amy Irby-Shasanmi**, (PhD 2014) recently published a forthcoming article in *Journal of Sociology & Social Welfare* titled "The Effects of Support Exchanges on the Psychological Well-Being of Volunteers." Using data from Dr. Peggy Thoits' Sociological Research Practicum (SRP), Amy and Christy developed this paper during their time as doctoral students at Indiana University. Amy and Christy are grateful for having had the opportunity to learn more about the research process under the leadership of Dr. Thoits, and, more generally, for the intensive training they received in the Department of Sociology at Indiana University.

**Christy L. Erving** is an Assistant Professor in the Department of Sociology at Vanderbilt University in Nashville, Tennessee. Prior to joining the faculty at Vanderbilt in 2017, she was a Robert Wood Johnson Foundation Health & Society Scholar at University of Wisconsin-Madison, and

an Assistant Professor at University of North Carolina-Charlotte. Her primary areas of research and teaching include medical sociology, mental health, race/ethnicity/immigration, and social psychology. When she's not working, she enjoys attending church, singing, dance cardio, watching TV, and sleeping!

**Judson Everitt** (PhD 2009) recently published *Lesson Plans: The Institutional Demands of Becoming a Teacher*. New Brunswick, NJ: Rutgers University Press.



**Emily Fairchild** (PhD 2008) is Associate Professor of Sociology and Director of Gender Studies at New College in Sarasota, FL.

**Oluwatope "Tope" Fashola Mitchell** (PhD 2011) started her own business and then began consulting with businesses. She lives in North Carolina

and is an Assistant Professor for the MBA program in the College of Business and Economics at UNC Fayetteville State University and a business strategy consultant with THREE Group in Cary, NC. She has been married for ten years and has a beautiful two-year old daughter named Sophia Rose.

**Suzanne Goodney Lea's** (PhD 2005) primary work is in organizing and facilitating deliberative dialogues for the Interactivity Foundation ([www.interactivityfoundation.org](http://www.interactivityfoundation.org)), where she has been a Fellow since 2009. She is also an adjunct instructor at the University of Maryland-Baltimore County, and lives and works in the Washington DC/Baltimore region. Suzanne is working to create opportunities for dialogue between citizens and police in the region and putting final revisions on a project exploring how communities can anticipate and prevent mass shootings. She is also working with Elsa D'Silva to develop a crowd mapping solution (the Safecity app, see <http://reddotfoundation.org/>) to address sexual harassment and assault in public places. She would love to find ways to work with other alums, especially on the sexual assault/harassment project.

**Kerry Gross** (MA 2016) Since graduating with her MA in December 2016, Kerry has been hard at work on the

Women Who Dare project. As some of you know, she spent the spring and summer biking across the country, interviewing women who've inspired others. Starting March 6, she is releasing these interviews and episodes about the journey as a podcast called Women Who Dare. It's on iTunes, check it out! In other news, she is living in upstate Vermont, wondering where life might take her next.

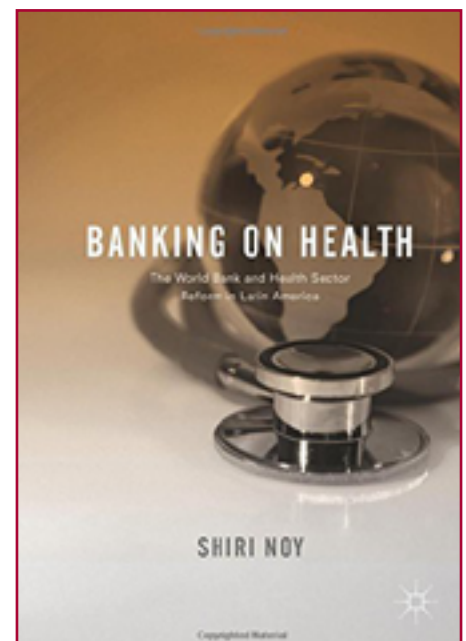
On January 1, 2018, **Mike Hout** (PhD 1976) became Chair of the Board for the National Academies' Division of Behavioral and Social Sciences and Education, ([sites.nationalacademies.org/DBASSE/index.htm](http://sites.nationalacademies.org/DBASSE/index.htm)). He is still Professor of Sociology at NYU where he continues his teaching, advising, and research.

In July 2015 **Walt Jacobs** (PhD 1999) became the Dean of the College of Social Sciences at San José State University. He is also a Professor in the Department of Sociology and Interdisciplinary Social Sciences. A resident of Oakland, CA, he frequently writes Facebook posts about his 2-hour commute each way to/from San José, CA. He also maintains a blog, "Dispatches From a Dean" (<https://thesocietypages.org/dean/>).

**Joe Johnston** (PhD 2015) is in his third year as an Assistant Professor at Gonzaga University in Spokane, WA.

Gonzaga and Spokane have been very generous to him, his partner Abigail Martin (Community Programs Coordinator for the City of Spokane), and their dalmatian pup, Clementine. He's recently become enamored with community-engaged learning. Students in his sociology of education course walk elementary school kiddos to school as part of the "walking school bus" program, while also collecting field notes for a mini-ethnography. He also accompanies students on a week-long "Justice in January" immersion trip to the U.S.-Mexico border.

**Shibashis Mukherjee** (PhD 2016) is working as an Assistant Professor in one of the top 50 business schools of the world named Indian Institute of Management, Bangalore. He is in the Organizational Behavior and Human Resource Development department.



**Shiri Noy** (PhD 2013) recently published ***Banking on Health: The World Bank and Health Sector Reform in Latin America*** (London: Palgrave Macmillan), as well as several related articles, including an article with fellow alum Jessica Sprague-Jones, “Comparative dynamics in public health spending: Re-conceptualizing delta-convergence to examine how convergence occurs in the OECD and Latin America.” *International Journal of Comparative Sociology*.

**Kathleen (Casey) Oberlin** (PhD 2014) is Assistant Professor of Sociology at Grinnell College.

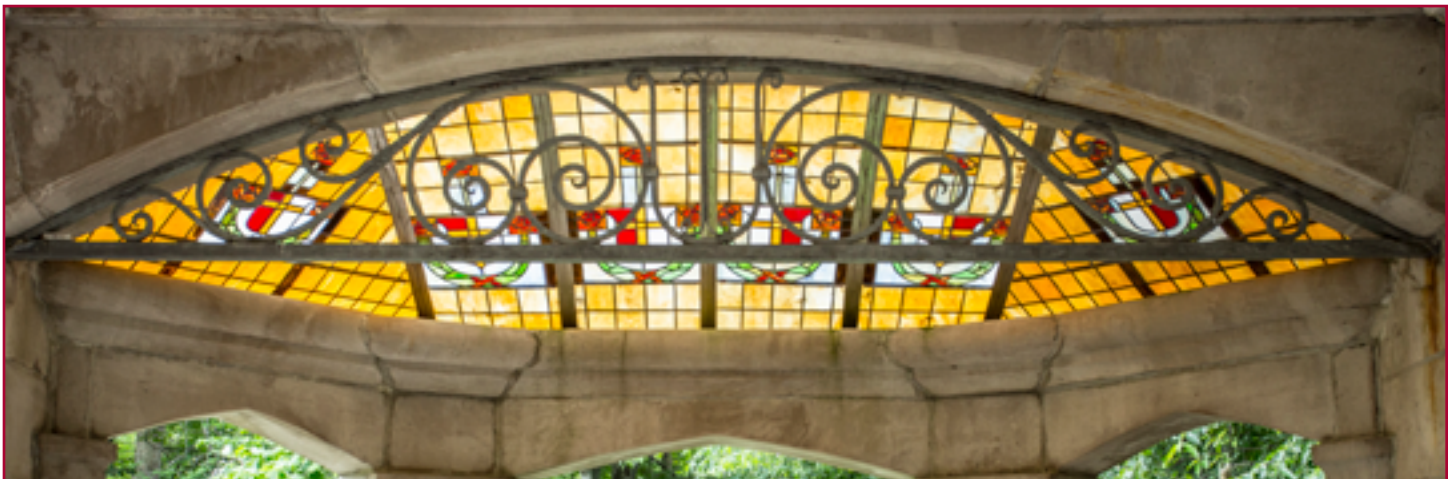
**Timothy O’Brien** (PhD 2013) is Assistant Professor at the University of Wisconsin-Milwaukee.

**Tom O’Dowd** (BA 1979) is Marketing and Exhibits Manager for PLRB, a Property and Casualty Insurance Trade Association, located in Downers Grove, IL.

**Matthew Oware** (PhD 2002) is the current Lester Martin Jones Endowed Professor of Sociology at DePauw University. He was promoted to Full Professor in 2016. He served as chair of the Sociology and Anthropology Department from 2010-2016. His work focuses on constructions of masculinity in and the politics of rap music. His research has appeared in the *Sociology of Race, Poetics, Journal of Black Studies*, and *Journal of African American Studies*, among others. His manuscript, “I Got Something to Say: Gender, Race, and Social Consciousness in Rap Music” is currently under review at Palgrave Macmillan press.

**Donald C. Reitzes** (PhD 1977) is back in Sociology and pursuing new research and teaching projects after several years as chair of the Sociology Department at Georgia State University and three years as Associate Dean for the Social and Behavioral Sciences.

**Kim Smith** (PhD 2000) has taught sociology at Portland Community College (PCC) since 1996 and was the co-founder and Director of the Greater Portland Sustainability Education Network (GPSEN), acknowledged as a Regional Center of Expertise (RCE) on Education for Sustainable Development (ESD) by United Nations University, in 2013. Her commitment to professional development is demonstrated by her past service as PCC’s Service-Learning Coordinator, Teaching Learning Center Co-Director, and Training Coordinator for PCC’s Summer Sustainability Institute (funded by NSF). She also works closely with many non-profits, including the Northwest Earth Institute and Hands on Greater Portland, where she served on the Board for six years. She represented the Association for the Advancement of Sustainability in Higher Education (AASHE) at the United Nations Rio+20 Earth Summit, in 2012, and served on AASHE’s Board of Directors from





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2014-2017. She also is an International Fellow with the U.S. Partnership for ESD and a higher education envoy for UNU, and led the U.S. delegation to the UNESCO World Conference on ESD. She is committed to offering hope for a sustainable future through education, professional development, and civic engagement.

### **Mary Lindenstein**

**Walshok** (PhD 1969) lives in Del Mar, California and continues to work at UC San Diego where she is an Associate Vice Chancellor for Public Programs, Dean of University Extension and a professor in the Department of Sociology. In the nearly 50 years since she received her Ph.D. she has authored six books, numerous journal articles, book chapters, and policy reports. The focus of her research, writing, and administrative role is the innovation economy, job creation, and the new skill demands that come with globalization and innovation as well as the role research universities play in helping communities adapt to these disruptive changes. As an interesting note she is currently part of a major EDA funded project led by Indiana University's School of Information, Computing and Engineering Sciences focused on demonstrating how new web based analytical tools can elucidate with more accuracy and relevancy the economic dynamics of regions.



### **Koji Chavez**

In the broadest terms Koji is interested in the social processes within organizations that produce gender, ethnic, immigrant status, and education-based economic inequality in the United States. His current research focuses on a specific social process – hiring – as a source of inequality within organizations. Drawing from a case study of software engineering hiring at a Silicon Valley high technology firm, he studies

how hiring decision-makers hire men and women to the same position but for their perceived stereotypical strengths (what he calls gendered pathways to hire), how they penalize foreign-educated Chinese and Asian Indian workers during face-to-face interviews due to their perceived conflict with the image of the ideal *American* worker, and how they conflict with upper management over the use and importance of elite education as a hiring screen. He is currently exploring how inequality enters selection processes when part of that process is outsourced, such as when firms rely on third-party recruiters.

Koji's future research agenda includes using experimental methods to clarify the causal relationships uncovered in his current research, such as whether decision-makers' anticipated relationship with the applicant post-hire affects the decision-making process, or the extent to which the reference period for the candidates' expected performance restricts or allows bias in selection. More broadly, he is interested in our widely held beliefs about Asians and Asian immigrants vis-à-vis the ideal American worker and the consequences for occupational or workplace segregation, as well as how we interpret black and Latinx success and representation in the workplace when the implicit comparison for success is not just whites, but Asians as well.

Outside of work, he enjoys practicing jiu jitsu, playing guitar, and perfecting his recipes (plural) for bean soup.



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**Byungkyu Lee**

Byungkyu (BK) Lee studies how social context shapes patterns of social interaction, highlighting the consequences in the fields of politics, health, and network science. His dissertation seeks to understand how network dynamics intersect with larger political processes to induce heightened polarization and, consequently, threats to democratic discourse. Beyond his dissertation, he has enjoyed simultaneously working on different, often interdisciplinary, projects. For example, he demonstrates how terrorists organize their network structure to solve the trade-off between secrecy (i.e., hiding their core leadership group) and efficiency (i.e., efficiently coordinating their action). In another work, he uses misclassified twins to identify how much bias arises from the violation of the equal environment assumption when estimating genetic influence (i.e., heritability) on adolescents' friendship networks. He also studies community-based diffusion

dynamics with regard to the transmission of sexually transmitted diseases in the US and the diffusion of microfinance in India.

Over the coming years, he will employ newly developed tools in social genomics (e.g., Genome Wide Association Studies) to identify sociological processes for the interplay between social networks and health. In addition, he has also laid the groundwork for new projects on the evolution of discussion networks, the rise of hate crimes, and the reciprocal influence between elite politicians and their followers on Facebook.

Outside of work, BK likes to do ordinary things such as watching movies, reading non-academic books, listening to jazz music, running outside, drinking and having a conversation with friends. Also, he loves to travel. One of his dreams, when he was young, was to travel all over the world, which he still thinks about from time to time.





## PUBLICATIONS BY FACULTY

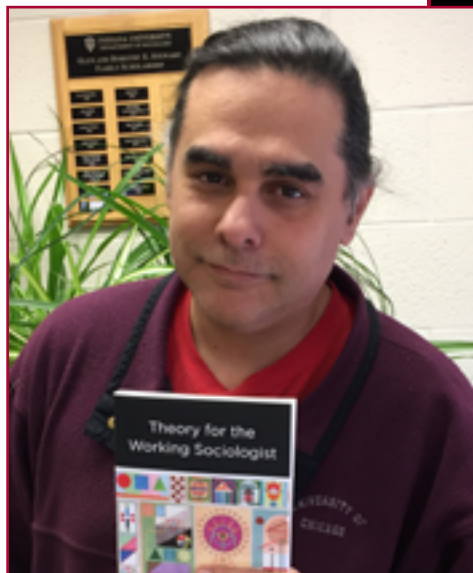
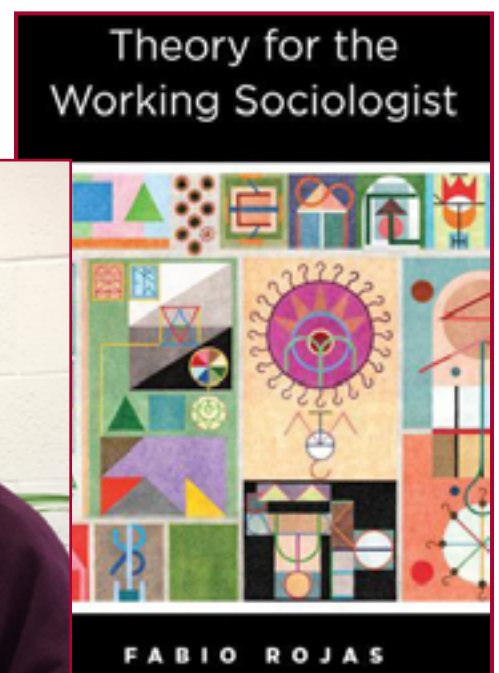
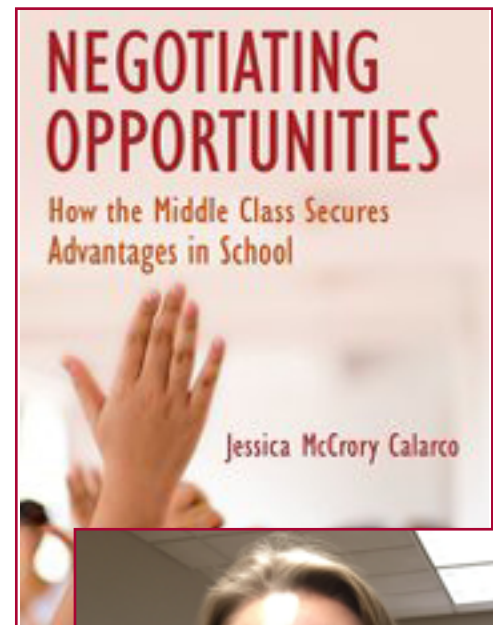
Jessica McCrory Calarco publishes *Negotiating Opportunities: How the Middle Class Secures Advantages in School*.  
(2018, Oxford University Press)

When scholars and policymakers think about leveling the playing field in education, they typically start at the bottom - they focus on less-privileged students, the resources and orientations those students lack, and how those deficits prevent less-privileged students from getting ahead. *Negotiating Opportunities* argues instead that efforts to level the playing field should start at the top.

The book bases those arguments on five years of research in a socioeconomically diverse, suburban school district. Through observations and interviews with students, parents, and teachers, the book reveals that privileged families maintain their advantage by hoarding opportunities for themselves. Privileged parents teach their children to “be their own advocates” in school. Privileged children learn to ask for extensions on projects, extra points on tests, exceptions from rules, and exemptions from punishments. They also keep asking until teachers grant their requests. Those well-meaning teachers often want to say no, but they worry that upsetting privileged families will undermine support for the school. As a result, privileged students get the bulk of teachers’ support and attention, even when they are the students who need it the least.

Fabio Rojas publishes *Theory for the Working Sociologist*  
(2017, Columbia University Press)

This work grew out of my teaching. For years, I taught social theory as a history course. We’d read old books and try to apply their insights to the present. But what if we taught social theory in a new way? What if we boiled down the insights of modern sociology and taught them using examples from modern research? So I wrote a book that was about Pierre Bourdieu, but also Patricia Hill Collins, and Annette Lareau. It was about understanding how the most grounded nitty-gritty ethnography actually has a tacit theory that we can uncover. That’s the story of how I wrote *Theory for the Working Sociologist* and I hope students will benefit from this celebration of sociology.



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## Introducing WOKE

### Our new undergraduate Sociology club



Pamela Jackson, Director of Undergraduate Studies, worked with undergraduate and graduate students to establish our new undergraduate Sociology club in fall, 2017.

WOKE owes its name to students enrolled in the summer GROUPS scholars program. At that time, these students were taking a sociology course on Racism as a Social Problem. When told that previous sociology undergraduate students were yearning for a Sociology Club, they were asked to submit possible names. After a couple of days of gathering their responses, the one that emerged the most often had the word “WOKE” in it. It was the winner. The students reported that this sociology class “woke them up to reality.” In their first call-out meeting in the fall, we asked the students “What does ‘woke’ mean to you?” and “When did you get ‘woke’?” Here are some of their responses:

*“Woke to me means being able to distinguish what’s false and what’s actually reality.”*

*“Woke to me is opening your eyes and seeing things that maybe you don’t want to see, but you know that they’re there....and also knowing that when you’re seeing these things for the first time, you should want to change it.”*

*“I got woke over the summer, more specifically when I started reading a book called The Color of Law.”*

*“I think modern day segregation was the thing that really “woke” me up in sociology. It’s just crazy how complex it is and socially driven, rooted in big patterns.”*

*“Woke, to me, means understanding what’s around you and being aware of how you treat people.”*

In November, 2017, WOKE partnered with the sociology honor society (AKD) with the support of other academic units to organize a panel discussion about post-election stress among millennials. This panel included four current sociology graduate students and two graduates of the program, one of whom works as Associate Professor at DePauw University and the other as the director of the Social Science Research Commons. The audience was thrilled as they became part of a conversation that started with a “def” poem by Jelani Ince (one of the panelists). The students were then drawn in by the personal stories of the panel as well as the statistical picture that emerged from the data on post-election stress.

In March, 2018, WOKE served alongside LaCasa and several community organizations that met off-campus to provide information, music, free food, and activities for kids to members of the Hispanic community. A local church in the area had canvassed certain neighborhoods, inviting Hispanic families to the location to learn more about the variety of resources provided in Bloomington. This was a risky invitation, given that the scheduled date of this event was one day prior to the official “end date” of the DACA program. Members of the Hispanic community were already on edge and not necessarily trusting of outsiders. Nonetheless, five WOKE officers, two WOKE members, and three IU students (who simply wanted to help) arrived at the location ready to help and utilize their Spanish-language skills. Several families responded to the invitation and were met by a supportive group of volunteers. The IU students worked primarily with the children as they navigated crafts and games designed for young hands and bodies. This effort captured one of the vision statements of WOKE as they collaborated with other collegiate and non-collegiate associations with the goal of empowering disadvantaged populations/groups. WOKE has plans to engage in two additional collaborative projects before May, 2018.

*Follow WOKE on social media:*

*Facebook – Woke Bloomington <https://www.facebook.com/woke.bloomington.3>*

*Twitter - @WOKEBloomington*

*Instagram - @WOKEBloomington*



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For activities and membership information, call (800) 824-3044 or visit

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ALUMNI NEWSLETTER FOR THE IU DEPARTMENT OF SOCIOLOGY

