



Signs & Symbols

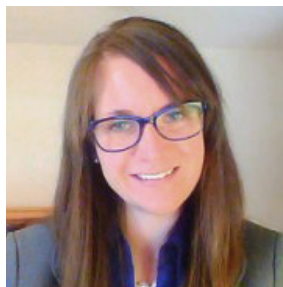
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Newsletter of the Department of Sociology and Anthropology

Katie Raynor, Educating the Elderly

*by Emma Lipka, Public Relations intern
at the Stevenson Center for Community
and Economic Development.*

Illinois State University's Stevenson Center for Community and Economic Development trains students for a lifetime of public service and global understanding. The Center serves



Katie Raynor

communities and organizations around the world, but most importantly, it provides students with the tools they need for successful careers in community and economic development and related fields of study.

Katie Raynor saw her AmeriCorps position at the East Central Illinois Area Agency on Aging

(ECIAAA) as an "opportunity to serve a growing elderly population, and to gain exposure to the needs of what was, for me, a new and unfamiliar region." Having served as an AmeriCorps member with City Year in Los Angeles, she is using her passion for education and connecting people to resources so they can be happier, healthier, and more empowered to serve older generations.

"My AmeriCorps experience at the East Central Illinois Area Agency has been critical in developing skills related to measuring program impact, understanding policy implications, and building collaborative networks of organizations to foster more effective and efficient service delivery throughout a region," Raynor said.

At ECIAAA, Raynor works on evidence-based healthy aging programs. These programs educate adults on how to manage a variety of physical and mental health issues that occur as we age and have been scientifically proven to have positive results. The programs teach participants how to do daily exercises, improve nutrition, and take their medications appropriately.

"With this professional practice, I have gained a more holistic view of the issues faced by social service agencies in reaching out to underserved individuals," Raynor said. "I enjoy knowing that my work supports older adults."

Raynor has been developing a directory of Aging and Disability Resource Network partners in the 16 counties of east central Illinois. She has also taken the role of point person at ECIAAA for the Illinois Year of the Volunteer.

The Illinois Senate designated 2015 the Year of the Volunteer as a way to promote volunteerism across the state and to recognize individuals who are already dedicated to volunteer service. Raynor also conducts research related to various facets of aging services and policy and reports the findings to ECIAAA staff, its advisory board and council, and community-based service providers. Another one of her more frequent tasks is to communicate with ECIAAA's contracted service partners to request information and program data.

Raynor is an Applied Community and Economic Development (ACED) Fellow in sociology at Illinois State University's Stevenson Center for Community and Economic Development. Through coursework and field work, the ACED Fellows Program enhances the skills of experienced students working to become the new generation of development specialists.

Upon graduating, Raynor plans to continue meaningful work in the nonprofit sector that links underserved individuals to vital services that improve their quality of life.

"My AmeriCorps placement at ECIAAA has provided me with a structured orientation to how nonprofits work from the top down," Raynor said. "I've also gained experience with planning and executing projects from the beginning development phases all the way through to assessment. I am confident that I will continue to apply these skills to my future work environment."

Raynor presented her final Capstone Research Project, "Formative Evaluation of Select Evidence-Based, Healthy Aging Programs Funded by the East Central Illinois Area Agency on Aging," in August. She has been hired as the planning and grants specialist at ECIAAA, where she completed her professional practice.

Notes from the chair

by James M. Skibo, *Distinguished Professor and Chair*

It has been my distinct pleasure to serve as the interim chair during this past year. The 2014-15 academic year was indeed productive for our faculty, staff, and students. This year we welcome two new faculty, Erin Durban-Albrecht, who has a joint appointment with our department and Women and Gender Studies, and Logan Miller, who is an archaeologist with a focus in the Midwestern United States (see story on page 10). We were sad to see Diane Bjorklund retire, but we certainly appreciated her as a colleague during her time in our department (see story on page 19). Our department also sponsored the Bone Lecture this past spring and we brought in renowned race scholar Eduardo Bonilla-Silva, who talked to hundreds of people in a public lecture, visited with students, and lunched with President Larry H. Dietz, Dean Greg Simpson, and other administrators (see story on page 15). As part of Homecoming 2014 we brought in sociology alumnus Peter Rankaitis to discuss his work with Project Oz and anthropology alumna Brooke Barber, who shared with us her experience with the Somali Parent Association.

I owe a debt of gratitude to our award-winning faculty and staff during our successful year, especially as we work together to get through this period of reduced budgets. Despite the bleak financial outlook, our department is as strong as ever. Our majors and minors are high in both undergraduate programs, and our graduate programs continue to prosper as we celebrate our 50th anniversary as a department during the 2015 Homecoming. One sign of our success is that we are hiring a new sociologist this year despite the reduction in state funding.

I certainly believe that we have the best staff in the college. Jennifer Boolman, our lead staff, won the Scott M. Elliot Award in 2015. Trish Gudeman's warm and friendly face in the office brightens up everyone's day, and Ryan Gray, an award-winning student advisor and assistant to the chair, has advanced our internship program, increased our study abroad participation, and expanded the careers course to include anthropology majors.

As you will see in the following pages, there is much to be proud of in our department as we move in new and exciting directions as well. As we celebrate our 50th anniversary in the coming year we invite you to reflect on our many accomplishments and also join us as we plan for our next 50.

Sociology-Anthropology Donor Roll January 1, 2014 – December 31, 2014

Anonymous	Janet Fildes	Douglas and Mary Roley
Michael and Margaret Allen	Patricia and Ronald Fogle	Tina M. and Michael Rowe
Carl and Linda Anderson	William Ganza and Pamela Oesch	Mike and Maggie Santinavat
Wallace and April Anderson	*Ruby Garrison	Timothy and Laura Saterfield
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James Copeland	Angela and Reid McDowell	Renee Voorhees
Samuel and Elizabeth Cory	John Mitchell	Joan and Bill Warrick
Beverly Dale and Lawrence Souder	Alice Morrissey	Lawrence and Patricia Winn
Christine Dawson	Brenda Nelson	William Wonderlin and
Sharon Draper	Craig and Jennifer Planson	Linda Shuster
Durkin & Roberts	Catherine and Matt Praxmarer	
David and Anne Eaton	Bob and Stacy Ramsey	*Deceased
Mark Esarey	Janis Roberts-Durkin and	
Teresa Farr	Thomas Durkin	

Dates to remember

December 2015

- 7-11 Final Exam Week
- 12 December Commencement
- 24-31 Winter Break – University closed

January 2016

- 1 New Year's Day – University closed
- 4 University reopens
- 4-25 Open Registration
- 11 Spring classes begin
- 18 Martin Luther King Day
– University closed

March 2016

- 5-13 Spring Break – no classes,
14 administrative offices open
Classes resume
- 23-26 Midwest Sociological Society
Meeting in Chicago

April 2016

- 6-10 Society for American Archaeology
Meeting in Orlando, Fla.
- 12-16 American Association of Physical
Anthropologists Meeting in Atlanta, Ga.

May 2016

- 2-6 Final Exam Week
- 6 Commencement
- 9 Summer Interim classes begin
- 16 Summer classes begin
- 27 Summer Interim classes end
- 30 Memorial Day – University closed

July 2016

- 4 Independence Day – University closed

August 2016

- 5 Summer session ends

Undergraduate advising news

by Ryan Gray, assistant to the chair and undergraduate advisor

The advising office in 344 Schroeder Hall has been quite a busy place this past year. The past two summers have been record years for Illinois State when it comes to freshmen enrollment. In addition to helping our 350-plus students with their academic and career plans, we have implemented a new student information system: Go.IllinoisState.edu. This has been a challenge for everyone involved, but we're getting through it, and it will ultimately make things easier with registration, records, and degree tracking.

We've had 65 students participate in internships this past year. That's an impressive number of students getting professional experience. These internships are in a variety of organizations: social service agencies, law enforcement, education, healthcare agencies, state and local government, and private business. Internships are an excellent way for our students to gain professional experience and sample careers to see what they really want to do following graduation. Employers say that an internship is an integral part of what they look for when hiring. This, of course, combined with the skills of a graduate in sociology or anthropology, communication—both written and oral—research skills, data analysis, leadership, technology, and teamwork.

We will be adding the careers class (SOC 292) as a requirement for anthropology majors (ANT 292). This class is proving quite valuable for students beginning a job search. We are in the process of moving the course back to the junior year. Moving the course earlier in a student's academic career will also allow them to better customize their degree with a minor, second major, career enhancement competency, or a concentrated group of electives. In addition, we are working with the Career Center to incorporate more events related to the career search and graduate school into the careers class. These include workshops on navigating a career fair, using LinkedIn, graduate school, career and internship fairs, resume/cover letter reviews, and mock interviews. As an alum, if you are interested in coming back to share your professional experiences in the careers class, please contact me.

We have a new department website as well as a departmental Facebook page. Check them out at SOA.IllinoisState.edu. Please stay in touch and let us know what you are doing. If you'd like to be featured on our webpage highlighting where you are, please contact me. Drop by and say hi if you visit campus.

Desde Nuestra Esquina (From our Corner): News from ISU's Latin American and Latino Studies Program

by Maura Toro-Morn, director of the Latin American and Latino Studies Program

The 2015-2016 academic year is off to a great start for the Latin American and Latina/o Studies Program as we



2014 Latino/a Heritage Calendar

are soon to commence Latino Heritage Month celebrations. This year's celebration starts with the showing of three episodes of the documentary, *Latino Americans*, (pbs.org/latino-americans/en), a PBS series that offers the most expansive historical analysis of the Latino experience, connecting early life in California, Texas, and Florida to current developments. This event is co-sponsored with Milner Library, a new collaboration for the Latino Studies program.

We also have a number of speakers coming to campus, and of course, our much anticipated cultural dinner. Last year, our Latino cultural dinner speaker was Army veteran and Dancing with the Stars fourth season's winner J.R. Martinez. He spoke eloquently about his experiences growing up in Louisiana, educational struggles, and his Army service and inspired us to stay connected to our communities and families. We anticipate this year's speaker will be equally entertaining and inspiring.

A quality that has historically characterized our program events are our cross-campus collaborations. Last year, we had the opportunity to collaborate with Spanish Club to bring to campus the first Latino Film Festival. This is a collaboration that continues today as we are also holding our second film festival later in October. We are also very proud of our work with the Office of the International Studies and Programs. Last September, we welcomed to campus Elizabeth Aranda, professor of sociology, University of South Florida, who spoke about Miami as a multi-ethnic global city. This year we are partnering with the History Department and the School of Music, among others.

Latin American and Latino Studies programs across the nation have been built through strong connection to local and transnational communities. In Illinois, the oldest and most prominent programs were developed in the aftermath of the 1970s civil rights social movements in the Mexican American and Puerto Rican communities. Families and community groups fought not only for access to higher edu-

cation but also for the formation of Latino Studies programs to provide our children access to educational opportunities. This legacy continues today and it manifests itself through strong community connections that continue to sustain programs around the nation. Illinois State's Latin American and Latino Studies program is no exception to this rule.

Our Latin American and Latino Studies program is very proud of our local and transnational community ties. Last year, we worked hard to develop new community connections that we hope will be relevant for our students in years to come. In keeping with our mission and vision, we are very proud of the activities we organized with our local community partners as we focused on expanding our understanding of the linguistic practices and needs of students in our local schools. We held our first community summit to learn about and gauge interest in dual-language education locally. The summit took place at the Hansen Student Center at Illinois Wesleyan University, and it was sponsored by the Illinois Wesleyan Office of Diversity, Conexiones Latinas McLean County, and Illinois State's Latin American and Latino Studies Program. The program included presentations from Joseph Wiemelt, director of Bilingual and Multicultural Programs from Urbana School District No. 116, and other educators from the University of Illinois at Urbana-Champaign. He spoke about Urbana's recent adoption of dual-language programming in two elementary schools. The event was attended by a range of community stakeholders, most prominently educators and community members. We followed this event with a showing of the documentary, *Speaking in Tongues*, an event that took place at the Normal Theatre in the spring semester. Our efforts have become formally constituted as the community stakeholders involved in the planning and execution of both activities continue to meet to sustain a long-term conversation about linguistic practices in our local community.

The Latin American and Latino Studies program continues to grow and make its presence felt across campus and our community. Stay tuned for more programs to come and further developments which we look forward to reporting on in the next edition of our department's newsletter.

Notes on the Gerontology Program

by Chris Wellin, associate professor of sociology
and coordinator of gerontology programs

Recent articles on the gerontology program have discussed specific events, such as the 2014 *Social Work Day*, sponsored by the School of Social Work, and curricular changes, such as the addition of newly approved electives for the gerontology minor and graduate certificate in social aspects of aging. All of these activities have broadened the network of teachers, scholars, and practitioners who advance our knowledge of aging and the life course, with benefits for students and for the surrounding community. As the coordinator for

these programs, I have been fortunate to tap into a rich set of existing resources across and beyond campus—people, programs, and courses—that enhance the study of aging, and the practice of those who are entering an array of relevant professional careers.

For this issue of *Signs & Symbols* I discuss and celebrate people who have both enriched and benefited from the gerontology program at Illinois State. Demographic changes—including both the growth of the older population and a higher incidence of chronic illness and disability, despite enhanced health status overall among baby boomers reaching later life—are creating new challenges and opportunities across many professional fields. In turn, these demographic shifts have diverse implications for health and welfare policies that have long been in place, as they do for newer policies such as the Affordable Care Act, which has been upheld by key decisions from the U.S. Supreme Court. This dynamism is a challenge for academic gerontology but also a source of stimulation and relevance. As I typically declare in meeting new sections of my introductory course, Social Gerontology (SOC 211), issues that we may associate narrowly with the older population tend, on reflection, to be equally important for the broader society and for people across the age spectrum.

One colleague who represents the strength and diversity of gerontology at Illinois State is Professor **Sandra Klitzing**, who recently retired from her full-time faculty position in the School of Kinesiology and Recreation. She specialized in therapeutic recreation, a field with close ties with occupational and physical therapy. Over the years I have worked with many students in this program; they represent a vibrant and growing profession, with clients in settings as diverse as nursing homes (where regulations require that residents receive a minimum number of hours of structured activities), hospitals, rehabilitation centers, and various government agencies, including Veterans Affairs. The field reflects the values and aspirations of the Americans with Disabilities Act, which was passed 25 years ago.

In a 2014 article in the Illinois State publication, *Identity*, we read:

“Therapeutic recreation (TR) is an important social justice field,” said Sandra Klitzing, an associate professor and therapeutic recreation sequence coordinator in the School of Kinesiology and Recreation. “It’s based on the concept of inclusion. People have the right to be included in recreation activities and have access to recreation facilities. Therapeutic recreation is about making accommodations, helping people to increase and maintain functional skills and enhancing their leisure opportunities and their overall quality of life.” She goes on to explain that, as an allied health field, “The demand for professionals in TR is also increasing. In fact, the job of recreation therapist was recently highlighted in a CNN.com article titled Best Jobs for Saving the World. That growing demand is good

news for faculty and students in the therapeutic recreation program.” She has encouraged many excellent students in TR to pursue the gerontology minor and served as a public speaker and advisor for the program. We appreciate her invaluable contributions.

A fine example of student achievement for our undergraduate minors is **Kelly Boulan**, who is the recipient of the 2015 Gerontology Scholarship, awarded in April. The scholarship is intended to recognize students who have combined academic excellence with direct service in the community, to older adults and/or agencies that enhance inter-generational programming.

Boulan’s ultimate ambition is to be the director or administrator of a multi-purpose senior center. The rationale and initial funding for these settings dates from the Older Americans Act, passed in 1965, at a time of progressive thinking and generous funding from the federal government. Their current status is somewhat tenuous as “younger elders” may be less likely to see themselves in a model that many see as rather passive or old-fashioned. Membership in many such centers has fallen. However, senior centers continue to be essential vehicles for fostering community, recreation and health/wellness education, perhaps especially for those who would otherwise be unable to afford the many options available in the private sector.

Boulan came to realize the potential for senior centers to advance preventive health knowledge and practices, and thus, the important role of community health workers and educators. As she wrote in a seminar paper: “What community health worker/educators do is teach people about behaviors that promote wellness. They develop and implement strategies to improve the health of individuals and communities. This usually means they collect data and discuss the health concerns with other members of specific populations. They work in health care facilities, where they are one-on-one with the patients and their families; colleges, where they create programs on topics that affect young adults; public health departments, where they administer health campaigns; nonprofits, developing materials that their community can benefit from; and private businesses, where they recommend changes to the workplace to improve health. In total, community health workers have in-depth knowledge of the communities they serve and report their findings to health educators and healthcare providers.”

Boulan’s agenda clearly encompasses issues in medical sociology and gerontology, as well as public/community health and health education. In her remaining semesters on campus she will have an array of course options, within and outside of our department, to prepare for a significant and rewarding career. This brings us full circle to the beginning of this discussion, which celebrates the broad and excellent resources that now constitute the study of gerontology at Illinois State.

Undergraduate student recognition

The department's 15th annual Student Awards Ceremony and Luncheon was held May 1 at the Bone Student Center. Friends and family members joined us in celebrating our students' achievements.

Dean's List

Ashley Anderson	Brian Keeling
Emily Blankenberger	Louise Koehler
John Blatzheim	Amalia Leiva
Brian Durkee	Amanda Miller
Samantha Filmore	Shelby Moctezuma
Laura Fredenhagen	Breanna Morgan
Jordan Frey	Christopher Roehl
Meredith Frisbey	Jacklyn Weier
Laura Glenn	Elise West
Kelsey Jacobs	Kareem Zahra

Alpha Kappa Delta inductees

Kelly Boulan	Kyle Quinn
Sarah Clayton	Summer Slevin
Diana Davellis	Devin Tlanda
Ann Johnson	Elise West
Tyler Knell	

Lambda Alpha inductees



Lambda Alpha Award recipients (from left) Megan Bauerle, Autumn Beyer, Melissa Frederick, Meredith Frisbey

Megan Bauerle	Laura Fredenhagen
Autumn Beyer	Melissa Frederick
John Blatzheim	Meredith Frisbey
Theartis Butler	Kelsey Jacobs
Daniel Engle	Breanna Morgan

Ed Jelks Outstanding Anthropology Senior

Emily Blue	Meredith Frisbey
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Central States Anthropological Society (CSAS) Department Travel Award

Ethan Ingram	Hannah Meyer
Bryan Jackson	Amanda Miller
Elizabeth Manella	Daniel Walther



CSAS Travel Award recipients (left) Jim Stanlaw, professor of anthropology, Ethan Ingram, Bryan Jackson, Elizabeth Manella, Amanda Miller

Gerontology Scholarship

Kelly Boulan



Kelly Boulan, Gerontology Scholarship Award recipient with Chris Wellin, associate professor of sociology and coordinator of the gerontology minor program

John Kinneman Scholarship

J. Dalton Stevens, Jr.



John Kinneman Scholarship award recipient J. Dalton Stevens, Jr. (left) with Tom Gerschick, associate professor of sociology

R. Douglas & Janice Luecke Irvine Scholarship

Elise West



Janice Luecke Irvine (left) and R. Douglas Irvine with Elise West, the R. Douglas & Janice Luecke Irvine Award recipient

Travel Abroad Scholarship

John Blatzheim
Kelly Boulan
Alexis Econie
Laura Fredenhagen

Dana Mueller
Jacklyn Weier
Katharine Woolen



Travel Abroad Scholarship Winners (left) Alexis Econie, Kelly Boulan, Katharine Woolen

ASA/ISU Distinguished Sociology Graduate Student Award (jointly held)

Shikshya Adhikari Keith Cox



Aaron Pitluck, associate professor of sociology and Shikshya Adhikari



Keith Cox and Virginia Gill, professor of anthropology

Department Charter Graduate Student Excellence Award

Erika Perez

Scott Elliott Endowment for Sociology and Anthropology

Scott Elliott was a 1985 graduate of Illinois State University who minored in sociology. He established an endowed fund to help support the Department of Sociology and Anthropology. Funds are used to support students who are traveling to present their scholarly work at professional meetings. Recipients of this year's award and titles of their presentations are listed below.



Scott Elliott Endowment award recipients (left) J. Dalton Stevens, Jr., Keith Cox, Megan Bauerle, Autumn Beyer, Melissa Frederick, Erin Randolph

Megan Bauerle

American Association of Physical Anthropologists
St. Louis, Mo. - March 2015
Presented posters "Analysis of Dental Pathologies From the Late Woodland Osteological Sample From Schroeder Mounds" and "Oral Health of the Middle and Late Woodland in the Mississippi River Valley of Illinois"

Autumn Beyer

Midwest Archaeological Conference
Champaign - October 2014
Presented paper "Faunal Analysis of the Kuhne Site: Stuart Struever's 1955-56 Excavation"

Megann Coad

American Association of Physical Anthropologists
St. Louis, Mo. - March 2015
Presented poster "Analysis of Dental Pathologies From the Late Woodland Osteological Sample From Schroeder Mounds"

Keith Cox

American Sociological Association
Annual Meeting
San Francisco, Calif. - August 2014
Presided as chair over a panel "The Interactional Production of Identity and Authority"

Melissa Frederick

ASU Student Colloquium
Milwaukee, Wis. - March 2015
Presented paper "The Measure of Meaning: Identity and Change Among Two Contact-Period Cherokee Site Bread Assemblages"

Melissa Frederick

Cherokee Archaeological Symposium
Cherokee, N.C. - September 2014
Presented poster "Measure and Meaning: Mythology, Identity, and Beads at Nvnvnyi (31SW3)"

Erin Randolph

Cherokee Archaeological Symposium
Cherokee, N.C. - September 2014
Presented poster "When Are River Rocks Not Just Rocks?"

J. Dalton Stevens, Jr.

Midwest Sociological Society
Annual Meeting
Kansas City, Mo. - March 2015
Presented paper "The Importance of Age of Acquisition and Severity of Disability on the Embodiment of Masculinity and Gender"

Brooke Wamsley

Midwest Archaeological Conference
Champaign - October 2014
Presented paper "Sex Differences in Mechanical Stress in Aspects of the Hip Joint in the Late Woodland Sample from Schroeder Mounds"

Sociology graduate program news

by Joan Brehm, professor and sociology graduate program coordinator

2014-2015 has been another year of significant accomplishments and activities among our students. Working closely with our graduate students is very rewarding, and I am excited to share their news and accomplishments with everyone. This fall we welcomed nine students into our program. This is one of the largest cohorts we have had in recent years, and we are thrilled with the caliber of the applicants and our incoming student cohort in particular.

The following students have been accepted into the sociology master's program: Erik Zdansky, Rachel Wimberly, Ann Johnson, Jennifer Swick, and John (J.D.) Lewis. Zdansky graduated from Bradley University with a major in psychology and a minor in sociology. Wimberly graduated



(Left) Ryann Rooney, Peter Elias, Erika Perez, Mark Spurgis

from Illinois Wesleyan with a major in sociology and a minor in philosophy. Johnson graduated from Illinois State with a major in sociology. Swick graduated from Illinois State with a major in criminal justice and a minor in sociology. And Lewis also graduated from Illinois State with a major in computer systems technology and telecommunications.

The following students have been accepted into the Applied Community and Economic Development (ACED) Sequence with the Stevenson Center for Community and Economic Development: Carolyn Moe (Master's International), Andrew Kuka (ACED Fellow), Patricia Huete (Master's International), and Amanda Breitenstein (ACED Fellow). Moe graduated from the University of Minnesota with a major in nutrition. Kuka graduated from Rutgers with a major in sociology and a minor in psychology. Huete graduated from Longwood University with a major in sociology. And Breitenstein graduated from Northern Illinois University with a major in leadership and management. These students represent an outstanding cohort with tremendous diversity. The program continues to draw some of the best and brightest students from outstanding schools across the country, and we are very excited for this new cohort to join us.

Several of our students are about to embark on new and exciting transitions. ACED Fellow Erika Perez will be starting her professional practice with Dorcas International Institute of Rhode Island in Providence. Two of our Master's International students have concluded their Peace Corps service and are preparing to defend their theses/capstone research projects: Robyn Savacool concluded her service in Moldova and Kate Slisz concluded her service in Botswana. Slisz successfully defended her thesis "Life is Calling ... How Far Will You Go Back in the Closet?: Identity Negotiation and Management Among Queer Peace Corps Volunteers." Savacool is preparing to defend her thesis in spring 2016.

We also have many exciting graduation announcements. Master's student Shikshya Adhikari successfully defended her thesis "The impact of self-help groups on the social capital of rural community in Nepal" in May. She returned to her home country of Nepal where she has been hired by Care Nepal, a nongovernmental organization that works to "facilitate the empowerment of poor, vulnerable and socially excluded people to fulfill their basic needs and achieve social justice" (carenepal.org). Master's student Ronald Pikes successfully defended his thesis in June. Master's student Keith Cox successfully defended his thesis "Cancer is like Teenagers': Figurative Expressions in Surgical Consultations for Early-Stage Breast Cancer" in June. He is teaching in our department as adjunct faculty and is applying to Ph.D. programs. ACED Fellow Case Bell successfully completed his Capstone Research Project "Community Engagement In Relation To Socio-Economic and Demographic Factors" in May. Bell is working as a community liaison for the city of Wichita, Kansas. Master's International student Ashley Conrad successfully defended her thesis "Expect the Unexpected: An Autoethnography of Typhoon "Yolanda" (Haiyan)" in June. She is working for a public education advocacy organization called UnifiEd. In June, she received a \$10,000 grant for a community project called 100(100s) that empowers young people to address diversity issues facing minority groups in Chattanooga, Tennessee. Master's student Katie Young successfully defended her thesis "The Entry Into Adulthood For Young Adult Cancer Survivors" in June and is looking for professional opportunities in the Chicago area. ACED Fellow Katie Raynor presented her final Capstone Research Project "Formative Evaluation of Select Evidence-Based, Healthy Aging Programs Funded by the East Central Illinois Area Agency On Aging" in August. She has been hired as the planning and grants specialist at the East Central Illinois Area Agency on Aging, where she has completed her professional practice.

This year's recipient of the Department Charter Graduate Student Excellence Award is Erika Perez. This award is given annually to a student who demonstrates the most academic promise for success in the program, and she is exceptionally deserving. We are very proud to honor her accomplishments and recognize her potential in the field of sociology. We also honored two students as co-recipients of

the ISU/ASA Distinguished Sociology Graduate Student Award: Keith Cox and Shikshya Adhikari. This award has been given annually since 1994 to the student who has most distinguished himself/herself over the course of the master's degree program. In 2015 both of them demonstrated exceptional accomplishments in the final year of their master's program and we felt they were equally deserving of this recognition.

Finally, we should all be exceptionally proud of the caliber and accomplishments of our graduate students. We continue to draw some of the best students from outstanding programs across the country and these students are continuing on to exciting careers in professional and academic venues across the country. Our program has certainly been enhanced by the diversity of strong students that fill our classes and interact with us on their research pursuits. I could not be more proud of our students and the faculty who support them, and hope you will join me in sharing in this celebration of their varied accomplishments.

Graduate program in anthropology news

by *Kathryn Sampeck, associate professor and anthropology graduate program coordinator*

The master's program in anthropology admitted several students, a mix of cultural anthropologists, bioarchaeologists, and archaeologists. The faculty were pleased to welcome Tiffany Hansen, Dustin Lloyd, and Christopher Nicosia as new bioarchaeologists. James Hill will be working on his master's in archaeology with Jim Skibo. The new cultural anthropology master's students are Bryan Jackson, Sheila Kuck, and Emily Marvin. Faculty are especially pleased to be part of the Stevenson Center's ACED Fellows Program, and Illinois State Anthropology major alumna Cecilia Montesdeoca returned to be our inaugural ACED student.

Last year we said goodbye to some anthropology master's students who graduated. Autumn Beyer completed her thesis "Subsistence Strategies in the Upper Illinois River Valley: The Kuhne Site Case Study." She is at Michigan State University, joining Illinois State archaeology master's graduates Jeff Painter and Susan Kooiman. Wade Tharp, who works as an archaeologist for the Indiana Department of Natural Resources, defended his thesis "A Sequence of French Vernacular Architectural Design and Construction Methods in Colonial North America, 1690-1850."

ISU master's graduates and current students also earned distinctions during the 2014-2015 academic year. Miranda "Randy" (Utzinger) Karban was Fred Smith's graduate student in biological anthropology and earned her degree in 2010. She received the highly competitive Ballard and Seashore Dissertation Fellowship at the University of Iowa to support her Ph.D. research and dissertation writing about cranial growth patterns in modern humans and Neanderthals. Erin Randolph presented a research poster

at the Cherokee Archaeological Symposium in Cherokee, North Carolina, in September 2014. Melissa Frederick also presented a poster at the Cherokee Archaeological Symposium as well as a paper at the University of Wisconsin-Madison Anthropology Student Union Colloquium, where she won third place in the paper competition. Her article, "Atomic Pasts, Presents, and Futures: History and Identity in Oak Ridge, Tennessee," will be published in Illinois State's Department of History student journal "Recounting the Past."

The origins of the Anthropology Student Organization

by *Gina Hunter, associate professor of anthropology*

We sociologists and anthropologists understand how important the social life of our students is for their intellectual development. We hear with chagrin about long, late-night conversations that take up key issues in our fields, and we wish students would be so vocal in class. We know, too, that there is often something about the absence of faculty (and the presence of beer) that allows conversation to flow more easily.

The Anthropology Program has organized student social events since the founding of the program. Known formerly as the Anthropology Club, and then as the Society of Student Anthropologists, last year the group changed its name to the Student Anthropologist Association. In honor of the anniversary of our department, I recount here the origins of some of the Anthropology Program traditions and student activities that started in the early 1970s.

Ed Jelks was hired in 1968 to head up the Anthropology Program. He and his wife, Judy, greatly enjoyed working with students and were very active on campus, not only in anthropology but with international students, too. They invited students to their home, took students to conferences, and organized special events.

One student, Debby Donnelly, suggested that a small commemoration of graduation, just for anthropology, be organized. So, the Jelkses reserved a room at the Newman Center on campus, bought a case of champagne and a cake. Students, families, and faculty all got together at the first of what is now called the Anthropology Program's Annual Rites of Passage.

On another occasion, an anthropology graduate, Frank Uslabar, who had struggled to afford school, approached Ed Jelks with a \$20 bill. He told him to give the money to a deserving student who needed help. After that, faculty and students created an annual auction of often silly household items or strange antiques, to raise more money to give to needy students. This eventually turned into the "Anthro Fund," as the account name at the ISU Credit Union still reads, and is seed money for anthropology club activities and events.

The anthropology student organization has changed its name, its fundraisers, and its activities over the years, but Rites of Passage and the Anthro Fund remain. Thanks to Ed Jelks and Frank Uslabar and all those students and faculty who have made anthropology fun over the years.

New faculty member – G. Logan Miller

by Logan Miller, assistant professor of anthropology

Greetings, everyone. It is my pleasure to become a part of such a wonderful department. I am an archaeologist with research interests in the prehistory of the Midwest in general and stone tool use in particular. There will be more



Logan Miller, assistant professor of anthropology

on that to come but first let me explain how I wound up here. As a teenager I began thinking seriously about what I would do with my life and decided that it would be fun to search for lost pirate treasure. So I entered college at Wright State University with an interest in archaeology. Well, I soon discovered that archaeology was not really about digging up treasure for personal profit. Luckily, I also learned that archaeology is part of the

larger field of anthropology. Examining human variation and searching for answers to big questions about humanity proved to be much more interesting than any hoard of gold. While at Wright State I met my future wife, Lindsey, during our very first class as freshmen, Great Books of Philosophy. She waited patiently for me to come out of my shell and has been the light of my life ever since.

I was also introduced to the thrill of archaeological field work during this time. My first field school experience was at the Fort Ancient Earthworks in southwest Ohio, a massive complex of earthen walls constructed and used during the Middle Woodland period 1,500-2,000 years ago. Little did I know at the time that this site would remain a huge part of my life for many years to come. A passing comment from the field school director that someone should examine the lithic material from the woodhenge we were investigating led to my senior honor's thesis and an eventual career specialization in stone tools. The project revealed that stone had been imported to the area from as far west as North Dakota and as far south as Tennessee. Upon entering graduate school at Ohio State University, I wanted to know more about how all of these colorful raw materials had been used by the people who visited this small portion of the site. In order to do so I learned the method of lithic microwear analysis. This works by examining the diagnostic marks present on the edges of tools and comparing these to experiments conducted using replica tools to perform common prehistoric tasks to determine the function of the

artifacts. After completing this project for my master's thesis I wanted to know how the use of this sample of tools compared to other parts of Fort Ancient as well as other sites in the region. After spending hundreds of hours examining over 1,000 artifacts from multiple sites for my dissertation, it became clear that many people were coming to the earthworks and using these tools to create highly symbolic items for use in rituals, trade, and burial rites that occurred at the earthworks. Understanding why people would come from far and wide to expend so much labor and so many resources on these types of activities is a research area that continues to spark my interest. Future archaeological field schools will focus on examining the domestic sites of these populations that occur away from earthworks to add an important, and previously unexplored, piece to the puzzle.

As a graduate student, I also began teaching. After the initial horror of having to entertain a classroom full of students wore off, I really enjoyed the experience. It became clear that teaching was something I wanted to continue to do. It made me look back at all of the professors that had gone out of their way to help me throughout my education and want to do the same for others. Out of both opportunity and the necessity of paying the bills, I have been fortunate enough to teach a wide range of classes to equally diverse student populations both in person and online. While I enjoyed teaching courses like Success Strategies for Online Learning, Professional Presence, and Exploring the 1960s, I am very excited to return to teaching archaeology. I am counting the days until next summer when we get to sift that first shovel full of soil of the archaeological field school. Who knows what treasures will be uncovered?

Lindsey and I were elated to celebrate our fifth wedding anniversary shortly after moving from Columbus, Ohio, to Normal. We are very happy to be leaving the big city behind for the incredible feel of a college town. Plus Chicago and St. Louis are right down the road just in case we ever yearn for the traffic and congestion of the city again. We love spending as much time as possible with our three cats and have also loved exploring all that Blo-No has to offer.

Passion for LGBT/Queer Studies

by Erin L. Durban-Albrecht, assistant professor of anthropology and the Women's and Gender Studies Program

I am excited to join the faculty of Illinois State University this fall with a joint appointment in the Department of Sociology and Anthropology and the Women's and Gender Studies Program. I will help continue the work of institutionalizing Lesbian, Gay, Bisexual, Transgender (LGBT)/Queer Studies that others in the department have been doing for many years. My contributions will be to teach the sequence WGS 292: Introduction to LGBT/Queer Studies and Theories and WGS 392: Queer Theories, organize a

series of Queer Talks on campus to highlight new scholarship in the field, and serve on the committee to establish an LGBT/Queer Studies certificate for the Women's and Gender Studies Program. Eventually I hope to add Queer Anthropology "to the list of electives offered for the certificate.



Erin Durban-Albrecht, assistant professor of anthropology and the Women's & Gender Studies Program

This is a great time to develop a certificate in LGBT/Queer studies. In the spring, Illinois State hosted The Midwest Bisexual Lesbian Gay Transgender Ally College Conference that brought together more than 2,200 people from around the region to discuss strategies for advocacy and activism. Laverne Cox, a transgender feminist producer and actress known for her role in *Orange is*

the New Black, gave a keynote at the conference and then returned to campus for another talk about her own life trajectory. These events generated an even more widespread interest in the academic work of LGBT/Queer Studies.

The University of Arizona, where I received my graduate training, has a longstanding commitment to LGBT/Queer Studies from which I benefitted tremendously. The doctoral program in gender and women's studies trained me in this interdisciplinary field and supported me to conduct multi-sited fieldwork in Haiti and its diaspora (primarily Boston, New York City, and Miami) with LGBT and other queer Haitians. The Institute for LGBT Studies was an invaluable resource to connect with other scholars in this area, and during my years on campus, it was at the forefront of institutionalizing transgender studies.

For several years, I have also been involved with the Association for Queer Anthropology (AQA), a section of the American Anthropological Association (AAA). I have served on their book prize and program committees, and presented on invited panels at AAA. Just this year my paper about post-earthquake Lesbian, Gay, Bisexual, Transgender, Queer, and Intersexual human rights interventions in Haiti was awarded the honorable mention for the AQA Kenneth W. Payne Prize for outstanding anthropological work in LGBT/Queer studies.

As LGBT/Queer studies grows at Illinois State, I want to plug students into these networks and share my knowledge and experience with them in this vast field. The Queer Talks series is the first way that I plan to do that outside of the classroom. It premiered this fall, and the three talks are about research on queer activism in Mexico City (October 8), black queer women's lives in the U.S. South (October 28), and lesbian feminist participation in the revolutionary underground (November 6). Keep an eye out for more details!

I also want to support the great work being done in Student Affairs through Diversity Advocacy. ISU Pride invited me to give a talk in September for their Color Me Queer campaign to raise awareness about LGBTQ issues on

campus. LGBTQ and allied students have told me that they want more visible and outspoken faculty members, and I am proud to be part of their work of "queering the middle," to borrow from a recent issue of *GLQ: A Journal of Lesbian and Gay Studies* about LGBT/Queer studies in the Midwest.

My wife, Gayle, a high school chemistry teacher, and I have a history of activism for LGBTQ issues—and social justice more broadly—in the realm of education. In recent years, for example, we have been involved in campaigns to support ethnic studies and comprehensive sex education in Arizona K-12 schools, to develop interventions in the school-to-prison pipeline, and to lobby against state laws that discriminate against undocumented students.

We look forward to bringing our energy and passion to the schools in Bloomington-Normal. Gayle and I moved here in June with our youngest child, Fenniver, or Fen, whom you will likely see roaming the third-floor halls of Schroeder at some point. Thank you to all those faculty members in SOA who took the time to move our family into our new home over the summer, and especially to Tom Gerschick for coordinating the volunteers and picking us up in Chicago. It was the nicest welcome that we have ever received, and it made us even more thrilled to be joining this community full of great people.

Grand Island 2015

by James M. Skibo, Distinguished Professor and Chair

This year marked the 15th year of the Grand Island Archaeological Program and the final year the field school will be offered, as Logan Miller will now be instituting his own field school. Over 100 students have joined me on Grand Island over these past years. Five master's theses and one dissertation have been completed (or are in the process) based upon data recovered from our work. We have



Grand Island 2015 - From left, front row, Eric Drake (Assistant Director), Jacob Schmidt, James Hill, Michael Drake, Kelsey Hanson, and James Skibo (Director). Back row, Laura Fredenhagan, Meagan Thies, Melanie Corp, and Paula Bryant.

excavated eight sites from the Late Archaic (2000 B.C.) through the Woodland to Contact and Historic Periods during our 15 years. We now have a much clearer picture of the island's occupation, and we will continue to learn more as data from our work will be the source of research for years to come (About.IllinoisState.edu/jmskibo/Pages/Grand-Island.aspx).

We had lots of visitors (besides mosquitoes) this year to commemorate our final field school that included most of the entire 2012 field school (see photo). This year we focused on the Nipissing beach ridge created during Lake Superior's high water phase about 4,000 years ago. There have been four sites excavated on the south shore of Lake Superior from this early period and all of them have been excavated on Grand Island, so we have contributed significantly to what was known about the Late Archaic. Kelsey Hanson, second year master's student, also conducted an



2012 Field School Students at Mather Lodge. Seated from left: Jim Skibo, Eric Drake and Sean Stretton. Standing from left: Jenny Goldman, Scott Javorski, Laura Joliff, Montana Martin, Reilly Jaeger, Jeff Saurbaugh, and Jeff Painter.

investigation of Grand Island's rock shelters and found that they were occupied throughout the island occupation. Her work will be reported in her forthcoming thesis.

Thanks to all who have participated in the field schools over the years. It has been a remarkable journey.

Colonial Cherokee landscapes field school

by *Kathryn Sampeck*, associate professor of anthropology

Last July, students from Illinois State and other universities attended the sixth year of the Colonial Cherokee Landscapes field school. Illinois State undergraduate anthropology major Tim Sutherland was part of the all-male crew, and graduate student Theartis Butler was the graduate assistant this year. Other students hailed from Georgia State University, New College of Florida, and a Cherokee undergraduate from Western Carolina University. Beau Carroll, an archaeologist for the Eastern Band of Cherokee Indians Tribal Historic Preservation Office and graduate student at the University of Tennessee was field director for a fourth year. The field school initially investigated two historic Cherokee towns: Nvnvnyi, in part of Cherokee, North Carolina, and Cowee, near the current town of

Franklin. Although almost every morning the Cowee Valley was enveloped in a misty fog, the cool temperatures of the first week quickly warmed up to sweltering heat. Despite this challenge, students worked diligently at excavating in remarkably tough clay soils and dragging ground-penetrating radar antennas across the steep hilltop where the remnants of the historic council house, one of the best-preserved Late Mississippian mounds in western North Carolina, still stands.

Some of the most interesting finds include many examples of imported European glass beads that appear to date to the first quarter of the 18th century and some of the first evidence of Cherokee metalwork in the form of iron slag.

Students visited the Museum of the Cherokee Indian and the living museum of Oconaluftee Village. In the village, they saw how people make different kinds of items—baskets, beadwork, ceramics, and projectile points, for example—and also toured full-scale examples of Cherokee homes from different historic periods. It was a rainy day, so we were glad to have a chance to stay dry. Students wrote about their experiences on the new blog for the project: colonialcherokee.wordpress.com.

The field season culminated in research presentations by each student to the Tribal Elders' Advisory Board. Students shared lunch with the elders and staffed stations



2015 Field School participants, from left: Kathryn Sampeck, Beau Carroll (University of Tennessee, EBCI THPO), Theartis Butler (Illinois State graduate student in Anthropology), Damon Ayen (Cherokee high school intern), Garrett Murto (New College of Florida), Tim Sutherland (Illinois State undergraduate Anthropology major), Troy Simpson (Western Georgia University). Not pictured: Justice Littlejohn, Western Carolina University.

in the lab to explain how we curate and classify artifacts. The field crew and elders then went to the excavation site, where students demonstrated different archaeological field methods. The elders finished their visit by offering tobacco in the area of the council house mound as a gift to honor ancestors.

In the evening that same day, I gave a talk to the monthly meeting of the Cowee Community Group. The room was packed! Residents were excited to hear about the field school findings and they asked many interesting questions. It was a great end to another successful field school.

Faculty summer adventures abroad

by Winfred Avogo, associate professor of sociology

Faculty love their summers! It is time to catch up on everything else we could not do within the confines of the school year. So on May 2, before the spring semester was over, I flew to Johannesburg, South Africa, to work for three months in the Department of Demography and Population Studies, University of Witwatersrand as a visiting scholar and a Carnegie African Diaspora Fellow (CADF).

CADF is an innovative fellowship program designed to facilitate engagement between scholars born in Africa who are now based in the United States or Canada and scholars in Africa on mutually beneficial academic activities. The program is managed by the Institute of International Education (IIE) and funded by the Carnegie Corporation of New York.



Pictured are faculty and students from Wits University, Johannesburg, South Africa. Winfred Avogo, an Illinois State sociology professor, is wearing a white shirt and blazer in front row.

South Africa is a very beautiful country but one with an unsettled past. Before leaving the U.S., a few cities in South Africa (Durban and Johannesburg, for example) were experiencing xenophobic attacks. Foreign nationals from other African countries were violently attacked and many lost their lives. These horrific attacks underlie deep tensions and disappointments for the many unfulfilled promises following the abolition of apartheid in 1994.

A friend at the university I was to visit asked me if I knew in Zulu, the language spoken by many South Africans, the name of the ball bone at the tip of my elbow. Of course, I did not know the answer but to avoid being attacked as a black foreign national, good spoken Zulu is crucial. However, I knew as a sociologist this was an ideal time to study the country up close.

The University of Witwatersrand is a leading world class research university with over 30,000 students. More than 30 percent of students are postgraduate. The department I worked in has 14 doctoral candidates. Soon after arrival, I started work meeting, mentoring, and supervising doctoral students. I reviewed proposals and conducted a proposal development workshop and a seminar on mixed-methods approaches in demography. I was also invited by the demography program at the University of KwaZulu-Natal in Durban to conduct a seminar on mixed-methods for their

doctoral students. Durban is a vibrant coastal city known for its African, Indian, and European influences.

My favorite part of the fellowship was my collaboration with three talented Ph.D. candidates on research projects. I was asked to publish a research paper as part of the fellowship. These projects are currently at various stages of publication and have been accepted for conferences in the U.S. and South Africa.

Another delight of my fellowship was an invitation by The Population Association of South Africa to conduct pre-conference training for graduate students and mid-level government officials. In addition, I was also asked to give the keynote address at the opening of the conference. I seized the opportunity to take a long view of research on labor migration and health risks for stay-behind wives of migrants in Mozambique whose male partners work in the mines in South Africa.

Some lessons learned

Creating significant learning experiences for students: I operated an open-door policy for students (much as we do in our Senior Experience courses). On a daily basis, I was in my office ready and available to provide assistance to students in clearly defining their research questions, directing them to appropriate literature to synthesize, offered instruction on how to re-formulate theories to solve logical and empirical problems, and assisted with research designs, methodologies, and statistical packages. Overall, I learned, in no uncertain terms, that when students get the impression that their professors care and interact with them as “equals,” they fully engage in their work, which prepares them for the challenges they face in the world of employment.

Developing a framework for analyzing structural racial inequality in an international comparative perspective: The U.S. and South Africa clearly differ in structure, democracy, education, health, etc. However, both countries converge when it comes to incorporating previously disenfranchised racial and ethnic groups. They both have well-intentioned national goals of equality, access, and integration of racial minorities at all levels of society, but the reality on the ground since the Civil Rights Act of 1964 and the abolition of Apartheid in 1994 is glaringly different. Is the so-called “Rainbow Nation” of South Africa (with a majority black-government) post-racial much like the election of Barack Obama in the United States? Are leadership changes in both countries enough? How have both countries created racialized identities, narratives, and ideologies that perpetuate racial disparities? As a sociologist, these questions intrigued me as I observed both countries up close, and I am eager to transfer not only that passion, but to guide students in analyzing comparatively, the social construction of race and ethnic inequality in my classes.

Thinking through a more “provocative” study abroad immersion for students: Internationalization and globalization of higher education are widespread in the United

States. Here at Illinois State, the Office of International Programs has rolled out strategies to increase its internationalization efforts. While these efforts create a global marketplace for students, faculty, and elites from Western industrialized nations, some inequalities undergird the current structure of study abroad programs that have arguably little benefit to the developing countries that host them (besides tourism, of course). While at Wits, I shared these ideas with collaborators and have started work to possibly design a study abroad program that highlights and better supports home and host-grown initiatives.

Finally, I am happy to continue work in the summer of 2016 with graduate students in South Africa through a small grant awarded by the Council for the Development of Social Science Research in Africa with sponsorship from the Carnegie Corporation of New York.

Shaw Fellowship contributes to global learning

by Maria Schmeckle, associate professor of sociology

In 2012, Kenneth (Buzz) and Mary Ann Shaw created a fellowship that would be awarded to two faculty members each year in the College of Arts and Sciences. The fellowship is



NAFSA Conference

designed to help professors enhance their teaching skills, and it requires recipients give back by sharing their new knowledge/skills with their colleagues at the university.

I was very grateful to become one of the Shaw Fellowship recipients in the spring of 2014. My plan was to attend the 2014 NAFSA (Association of International Educators) Conference and Expo to learn more about curricular and campus internationalization. The NAFSA conference is a huge conference held each year in a different part of the country. It draws over 10,000 attendees who focus on many issues related to international education, such as international students, students studying abroad, faculty development, global learning, and more. I wanted to use the conference to expand my awareness about conceptual, service learning, and intercultural awareness approaches that I might use in two courses that I teach from a global perspective: Sociology 262, Marriage and Family; and Sociology 318, Children in Global Perspective. I was also eager to bring creative examples and knowledge of best

practices back to the Illinois State faculty and staff. So I signed up for pre-conference workshops in addition to the main conference and planned eight days of activities.

Unfortunately, despite my best efforts, I was unable to make it through the conference, held in May 2014 in San Diego. I gave it my best try though! Despite accelerating pain in my hip and numbness in my leg, the origin of which I did not understand, I pushed myself to travel across the country to the conference. I managed to make it through an excellent day-long workshop about intercultural competence. But after that, I could no longer walk without assistance, and the pain was becoming intense. I went to the local emergency room, was given strong pain medication and crutches, and was advised to stabilize myself and return to Illinois as soon as possible to seek further medical treatment. Returning to the conference was out of the question. It took me a week to stabilize, and when I got home, a CT scan showed a massive herniation in one of the disks in my spine. I was immediately admitted to the hospital for surgery.

A year later, my health is much improved and I am happy to report that I was able to attend the 2015 NAFSA Conference and Expo, held during May in Boston. I would like to share some highlights from the conference.

- The plenary speakers were amazing. Using the story of his mother's education, bestselling author Malcolm Gladwell spoke of the need to raise the "capitalization rate"—the name economists give to those who are given an opportunity to achieve their potential at the highest level. Shiza Shahid, cofounder and ambassador of the Malala Fund, spoke of the summer camp for girls that she organized in Pakistan in 2009. In that summer camp, she mentored Malala, who would later be shot by the Taliban for advocating for girls' education. Ishmael Beah, author of the bestseller *A Long Way Gone: Memoirs of a Boy Soldier*, spoke of the many U.S. schools which would not accept him when he arrived because he did not have a report card. He used his life to illustrate the importance of cultural understanding. Finally, Nobel Peace laureate Tawakkol Karman from Yemen spoke about how "tyranny regimes" restrict freedom of research/discussion and how that played out in her country.
- I attended a Global Learning Colloquium on Human Rights, which included an introduction to the United Nations' new Sustainable Development Goals. There are 17 of them, meant to be applicable to ALL countries, not just developing ones. You can learn more about the sustainable development goals at the Sustainable Development Knowledge Platform (sustainabledevelopment.un.org).
- At the colloquium just mentioned, prominent law professor Kate Jastram pointed out that most law schools do not require even one class in international law. She raised the question of what global legal literacy would

look like, arguing that it might include learning about the U.N. Charter, the basic structure of human rights law, the basic rules of armed conflict, and security council resolutions. This made me wonder what global literacy would look like in sociology and other disciplines. What might general global literacy look like at the university level?

- I learned of other resources that are useful for those who wish to become more globally informed and/or expand their ability to add global engagement to courses. I was able to bring knowledge of these resources back to the “Going Global with your Course” faculty workshop this summer, which I co-facilitated with Mayuko Nakamura at the Center for Teaching, Learning and Technology.

I’ve been trying to give back to the campus through faculty workshops and the International Studies Seminar Series, but the main way I plan to give back is to help create a web page with resources for faculty members who wish to adapt their courses for greater global engagement. Mayuko Nakamura and I plan to have this ready by the end of the fall 2015 semester.

I’m grateful to the Shaws for making it possible for me to attend the NAFSA conference this year. Their generosity boosts me and makes me want to continue to learn and teach at the highest levels possible. Learning about the world is a lifelong endeavor and an ongoing process. I hope that many others will be inspired to expand their horizons into the field of global learning.

Archaeology Alumnus named to CAS Hall of Fame

by Gina Hunter, associate professor and anthropology undergraduate program coordinator; and James Skibo, distinguished professor and chair for the department of sociology and anthropology

Deborah Hull-Walski was inducted into the CAS Hall of Fame on April 18. She received her master’s degree from Illinois State in 1988 in historical archaeology under the direction of Professor Ed Jelks, founder of our Anthropology Program. She is a collection manager at the Office of Education and Outreach at the Smithsonian Institution in Washington, D.C., a position she has held since 2012. From 1992-2002 she was the collection manager in the Department of Anthropology at the National Museum of Natural History, also at the Smithsonian.

During her visit to campus, Deborah and her colleague, David Hunt, a forensic anthropologist, gave a well-attended public lecture, “Lost in Time: The Boy in the Iron Coffin.” In this presentation, they told the story of a cast iron coffin containing the remains of a young boy recovered in Washington, D.C., in April 2005. A combination of historical archaeology, forensics, and archival research eventually

yielded the boy’s identity and the recovery of much fascinating historical material. The research collaboration provided educational opportunities for museum interns and led the far-flung family descendants of the boy to reconnect.

Hull-Walski’s visit to campus was filled with events. The department hosted a luncheon for the honoree—attended by a number of her classmates and Ed and Mrs. Jelks—that led to much reminiscing and rekindling of friendships. Dean Simpson hosted a Happy Hour Friday for all of the college’s inductees on Friday evening. The visit ended with a Saturday brunch and the induction ceremony where Hull-Walski took her place among an illustrious group of CAS Hall of Fame members.

Bone Lecturer examined ‘post-racial racism’

by Rachel Hatch

Eduardo Bonilla-Silva, the author of *White Logic, White Methods: Racism and Social Science*, presented “The Sweet Enchantment of Post-racial Racism in America” for Illinois State’s annual Bone Lecture on April 23. The event was sponsored by the Department of Sociology and Anthropology.

Bonilla-Silva is a professor of sociology at Duke University. In this talk, he examined the contours of America’s racial landscape since the early 1970s.

“Racism, viewed in structural terms, has remained a central organizational principle of American life albeit in changed form,” Bonilla-Silva said, adding that the nation has moved away from traditional segregation and discrimination, but a “new racism” has taken its place. “This new racial system relies on subtle, seemingly non-racial practices to reproduce white privilege.” During his talk, he provided examples of these practices.

Bonilla-Silva received his bachelor’s degree in sociology and economics from the University of Puerto Rico-Río Piedras campus in 1984. He received his master’s degree in 1987 and his Ph.D. in 1993 from the University of Wisconsin-Madison.

To date, he has published five books, *White Supremacy and Racism in the Post-Civil Rights Era*, a co-winner of the 2002 Oliver Cox Award given by the American Sociological Association; *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*, a winner of the 2004 Choice Award; *White Out: The Continuing Significance of Racism* with Ashley Doane; *White Logic, White Methods: Racism and Social Science* with Tukufu Zuberi, which also was the co-winner of the 2009 Oliver Cox Award; and *State of White Supremacy: Racism, Governance, and the United States* with Moon Kie Jung and João H. Costa Vargas.

The Robert G. Bone Distinguished Lecture Series was established by the late Illinois State University President Robert G. Bone (1956-1967). The annual lecture, shared

by the Departments of History, Politics and Government, and Sociology and Anthropology, is designed to bring distinguished scholars to campus to deliver a public lecture and meet with faculty and students.

Schroeder 219 and the Second Floor of Schroeder: A Hotbed for Research

by Susan Sprecher, distinguished professor of sociology

Once upon a time, Schroeder 219 was just a classroom. Then, it became a computer classroom. Then, in the spring of 2010, it became lab space for sociology faculty who are engaged in research and need the space for research assistants to work, thanks to our former chair, Fred Smith. Susan Sprecher, who is a social psychologist on our faculty, has turned a corner of the room into a space for undergraduate students to work on social psychology experiments. Each semester, an interdisciplinary team of undergraduate students, consisting of sociology majors but also students from psychology and other majors, works together to run social interaction experiments on the second floor of Schroeder.



When participants first arrive, they complete an online survey.

They use 219 as a base to gather their materials (experimental scripts, clipboards, webcams) and run the social interaction experiments in other classrooms down the hallway.

In the typical experiment, two participants (who receive extra credit from certain classes for participating in research) arrive at Schroeder 219 and one other location on the second floor of Schroeder and are each greeted by an undergraduate student experimenter. The participants first receive Institutional Review Board instructions, complete an online preliminary survey, and then engage in a structured self-disclosure task with the other participant who arrived at the same time. In many of the experiments, the interaction has occurred from two different rooms over Skype. The participants, who did not know each other when they arrived, are assigned to become acquainted by discussing such questions as, “What are your hobbies? If you could change anything about what happened to you in high school, what would it be? How do you feel about your relationship with your mother?”

After the participants complete the structured self-disclosure task, they complete another online survey that includes measures of liking and closeness, mood, assessments of degree of self-disclosure, and other indicators of how smoothly the interaction had gone. Because these are experimental studies, something about the interaction is manipulated, including which partner discloses first and for how long, whether the pair communicates over Skype or face-to-face, and whether information is presented about each other first and what type of information. These manipulations are designed to address several research questions about initial interactions including factors that lead to liking in both cross-sex and same-sex pairs. Even though most of the pairs of participants may never become close friends or romantic partners, evidence indicates that the interaction boosts their positive mood and has other benefits. Many report that it was their all-time favorite study.

Below are examples of some of the findings:

- There are two sides to self-disclosure – being the listener and being the discloser. Both are important, but when these two roles were separated by randomly assigning participants to one role for 12 minutes in a structured self-disclosure task (before they switched roles), those who were listeners reported more liking, closeness, and enjoyment than those who self-disclosed (an article published in *Journal of Social and Personal Relationships*). For a podcast on this research, go to: spr.sagepub.com/content/30/4/497/suppl/DC1.
- Ever wonder whether it is best to self-disclose first over text messages and then meet in person? The research conducted in the Social Interaction Lab suggests that self-disclosure over computer-mediated communication (e.g., text) is not as rewarding as self-disclosing face-to-face. However, any deficits for those communicating over computer-mediated communication disappear once they interact face-to-face. This research was published in *Computers and Human Behavior*.
- Several of the studies have demonstrated the importance of similarity for facilitating smooth and rewarding first interactions. People who believe that they are similar to their partner (regardless of whether they actually are) are more likely to like the other and report greater closeness. These findings have been reported in articles published in *Self and Identity and Communication Monographs*.

Much of the success of these experiments is due to the hard-working students, all of whom are receiving research credit (e.g., SOC 398.02), to work in the lab. (You know who you are!). The students engage in many other tasks besides being professional experimenters, including analyzing data, and conducting library searches. Almost every team has constructed a poster display of findings and presented it at the Illinois State spring Undergraduate Research Symposium. I hope to continue this experimental research for many years to come, branching out to other research paradigms and topics.

Tip of the hat

Winfred Avogo, associate professor of sociology, was awarded tenure and promoted to associate professor. He also was the recipient of a one-year Carnegie African Diaspora Fellowship.

Joan Brehm, sociology, was promoted to full professor. She also was interviewed on WJBC about her survey of Twin Cities residents who use water from Lake Bloomington and Lake Evergreen.

Michael Dougherty, assistant professor of sociology, was invited to a workshop on global multi-stakeholder initiatives, at the University of Denver in January where he was part of a panel and gave a brief presentation.

Melissa Frederick, archaeology G.A. presented a paper at the University of Wisconsin-Milwaukee Anthropology Student Union Colloquium in March and won third place in their paper competition. The title of the talk was “The Measure of Meaning: Identity and Change among Two Contact-Period Cherokee Site Bead Assemblages.”

Aaron Pitluck, associate professor of sociology, was elected vice president of Research Committee 02, Economy & Society, International Sociological Association (2014-2018).

Maria Schmeckle, associate professor of sociology, was invited to present at the fourth International Conference on the Geographies of Children, Youth and Families at San Diego State University in January.

Maura Toro-Morn, professor of sociology, has been asked to join the editorial review board of one of the leading journals in the discipline, *Social Problems*.

Kathryn Sampeck was awarded tenure and promoted to associate professor. She also was selected as the 2015-16 Central American Visiting Scholar of the David Rockefeller Center for Latin American Studies at Harvard University, with a joint affiliation with the Afro-Latin American Research Institute at the Hutchins Center at Harvard. She will receive an academic appointment at Harvard University where she will present lectures, participate in colloquia, and contribute to the center’s publications on topics related to her research project “Black Market Early Colonial Cacao Wealth, Contraband Economy, and Afro-Central Americans in Colonial Guatemala” during the spring semester 2016.

She was invited to participate in the National Endowment for the Humanities-funded Institute for Digital Archaeology Method and Practice for her Cherokee research and public outreach.

Also, Sampeck and former master’s student Jessica Miller both had publications in the January 2015 issue of *American Antiquity*, the world’s premier archaeology journal.

James Skibo, chair and distinguished professor of anthropology, co-edited a new book with William Walker (senior co-editor), *Explorations in Behavioral Archaeology*

Maria Smith, anthropology, was promoted to full professor.

James Stanlaw, professor of anthropology, and **Doug Dowell**, sociology instructor, are both 2015 Impact Award Winners. Recipients must be nominated by a student, and the award winners must have had a significant impact on a new student.

Abigail Stone, anthropology instructional assistant professor, successfully defended her thesis “Urban Herders: An Archaeological and Isotopic Investigation into the Roles of Mobility and Subsistence Specialization in an Iron Age Urban Center in Mali” and received her Ph.D. in May.

Chris Wellin, associate professor of sociology, was interviewed on WJBC about the 25th anniversary of the passage of the Americans with Disabilities Act.

Anne Wortham, associate professor of sociology, was appointed to a two-year term on the Illinois Advisory Committee of the U.S. Commission on Civil Rights. The committee consists of citizen volunteers familiar with local and state civil rights issues who assist the U.S. Commission with its fact-finding, investigative, and information dissemination functions.

Alumni news

Andrew Anastasia B.A. '06 graduated from the Anthropology and Sociology Department. He is an assistant professor of rhetoric and composition and the basic writing



Andrew Anastasia

and ELL specialist at Frostburg State University in Frostburg, Maryland. He and his wife just had their first child, Isadora, in March. In November, he will present findings from his dissertation on teaching discomfort at the National Women’s Studies Association conference in Milwaukee.

Marisa Brooks (Troyer)

B.A. '08 started working at Milner Library in May 2015. She graduated with a degree in sociology. Marisa has three

children. From 2010 to 2015, she managed the Downtown Bloomington Association Farmers’ Market and Downtown Bloomington events. Prior to that, she worked in other libraries for 11 years.

Tracy Deyell B.S. '08 graduated with a degree in sociology and immediately began a Ph.D. program in sociology at the University of Colorado Boulder. On April 1, she defended her dissertation entitled “Mental Health in the United States Through the Lens of One City’s Mental Health System: Organizational Roles and Inter-Organizational Dynamics of a Multi-Institutional System” and became “Dr. Deyell.” Her dissertation was a qualitative project that used a combination of observation and in-depth and informal interviews of police officers, jail employees, private and public outpatient mental health clinicians and

emergency room staff, and archival analysis of official forms and state and federal legislation. She considered the mental health system an amalgamation of correctional and medical organizations based on environmental necessity as opposed to organizational will. Beyond providing a detailed examination of one mental health system and identifying effective and strained inter-organizational interactions, she also questioned traditional beliefs surrounding health disparities and applied a multi-level analysis to examine and explain complaints and frustrations of professionals.

About two weeks after her defense, she accepted a postdoctoral fellowship at the Young Lives Research Lab at the University of Prince Edward Island in Canada. The position is in a qualitative research lab that focuses its attention on the experiences of youth in Canada and globally using visual and feminist methodologies.

Kristen Gianaris B.A. '13 is getting her masters in the sociology and anthropology of development at the Graduate Institute in Geneva, Switzerland. She is considering focusing on education (specifically interested in alternative education movements) for her master's thesis.

Miranda (Utzinger) Karban, M.S. '10 received a Ballard and Seashore Dissertation Fellowship at the University of Iowa. The highly competitive fellowships are designed to fund the completion of Ph.D. research and dissertation writing. Karban's research focuses on cranial growth patterns in modern humans and Neanderthals. Karban received a bachelor of arts in anthropology from Illinois Wesleyan University, and earned a master's in archaeology from Illinois State.

Mary Lawson, B.S. '11 graduated in May 2014 from Valparaiso University School of Law. She started working at the McLean County State's Attorney's office in August 2014 and was sworn into the Illinois Bar Association in November 2014.

Jessica Miller, M.S. '13 is in the Ph.D. program at the University of South Florida. She completed her master's in anthropology under the direction of James Skibo.

Cecilia Montesdeoca B.S. '13 graduated with a degree in anthropology and received the Governor's Volunteer Service Award. She completed a term of service with the Illinois Public Health Association AmeriCorps Program, working in public health emergency preparedness at the McLean County Health Department after graduation. She also went on to serve another AmeriCorps term with the National Civilian Community Corps Southwest Region in Denver. She is an Applied Community Economic Development Fellow.

Dustin Stoltz M.S. '14, sociology, was awarded a full Foreign Language and Area Studies scholarship to enter an immersive language summer school in Turkish. His doctoral research plan is to study a transnational firm with branches in both the U.S. and Turkey.

Wei-Jun Jean Yeung, M.A. '83, sociology, has been appointed provost chair at the National University of Singapore.

Andrew Shepherd, M.S. '73

I was saddened to learn of the death of Bob Walsh. I enjoyed his classes while doing my master's and learned a lot from him. One of my roles



Andrew Shepherd

as a teaching assistant for Sociology 101 was to introduce his lecture for five minutes before he appeared on video.

For a class thesis I tried to replicate his work on student attitudes toward premarital sex.

As I was living in the International House, it seemed sensible to study international students. Unfortunately, the topic proved far too sensitive for the Asian students, in particular, and I managed a response rate of no more than 20 percent. Professor Walsh was very sympathetic and still gave me an A for my detailed analysis of what had gone wrong with the research!

My budding career as a sociologist ended the day I left Normal. That said, the two years at Illinois State were invaluable for my future career as I developed an interest in research that had not been nurtured as an undergraduate in the United Kingdom. In a career working mainly with economists, I find that I bring more of a sociological approach to my work than most economists do.

After four years back in England doing industrial market research, I decided there was more to life than doing things like advising U.S. towel manufacturers how to sell their products in Germany. I got a chance to work in Papua New Guinea (PNG) advising on agricultural marketing. PNG is a fascinating country and a wonderful learning experience for people interested in agriculture, as it produces just about every tropical product there is. After four years I moved on to another Pacific country, Tonga.

With this field experience I got a position with the United Nations Food and Agriculture Organization (FAO) in Rome. I worked there 25 years and traveled to 60 countries in that time. My main interest remained agricultural marketing. I published extensively and was co-author of what is widely regarded as the "bible" on developing country contract farming. Since retiring from FAO I have done some freelance work and rediscovered the joys of Rome. My Brazilian wife and I have two sons, one at university in the U.K. and one still in high school in Rome.

Noting Diane Bjorklund's retirement

by Chris Wellin, associate professor, and James Skibo, chair and distinguished professor of anthropology

Near the end of the spring '15 semester, the department gathered for a celebration of the career of Professor Diane Bjorklund, who was retiring from full-time service. Her contributions to the intellectual life and quality of the department are both varied and profound. As a teacher, she has for many years enriched undergraduate teaching through her courses on Self and Society, The Sociology of Death, and Senior Experience in Sociology (a research "capstone" seminar for majors). Trained in the interpretive/interactionist tradition, Bjorklund has offered students rich and provocative courses that display the kinship between the humanities and social sciences, courses that speak powerfully to their own experience. In all of these endeavors, Bjorklund shows an exceptionally creative and elegant intellect, combined with rigorous respect for empirical investigation.

For example, in the course on death (an area of study in sociology that was much advanced by Lynn Lofland, one of Bjorklund's graduate advisors at the University of California, Davis), students write journals that express events and emotions surrounding loss in their lives, even as they also absorb readings and presentations on the social and cultural organization of death in their own and other societies—for example, through visits by professionals from the McLean County Coroner's office. In teaching sections of Senior Experience, Bjorklund guided hundreds of students in what is arguably the most challenging and culminating phase in their college careers; this she has done with her distinctive combination of grace, calmness, and exacting standards of conceptualization and writing.

Bjorklund's contributions to the graduate program are equally significant: she has for years taught the required graduate course on qualitative research methods, a process that has very often led students to develop ideas and projects that blossom into master's theses. Because of her insights and rapport with students, forged in the graduate seminar, Bjorklund has chaired or served on an exceptionally large number of thesis committees during her tenure. Clearly, she is as generative an educator, in helping nurture others' ideas, as she has been ambitious and creative in developing her own.

Themes in her scholarship include the self, and its historical and cultural contexts, and the role of literature, as a genre through which identity is both performed—i.e., given individual voice and meaning—as well as bonded to broader socio-cultural themes. Her book, *Interpreting the Self: Two Hundred Years of American Autobiography* (University of Chicago Press, 1998) analyzes more than 100 American autobiographies in order to explore and document how this literary projection of the self reflects the changing historical/cultural currents in authors' lives. She concludes, "This

larger cultural discourse furnishes not only ideas about the nature of selfhood but also evaluative standards for model selves and model lives. Autobiographers show us which evaluative standards they are attempting to meet as they offer the stories of their lives publicly." Her work not only advanced our understanding of how literary forms shape Americans' dynamic sense of identity, but also the methodological tools for mining literature for sociological insight.

Obviously an avid reader—on vacations, Bjorklund has embarked with her husband, Paul Blumberg, also a sociologist, on ocean cruises involving notable writers—she also published on "Sociologists as Characters in Twentieth Century Novels" (*American Sociologist*, 2001), drawing on some 80 primary sources. The portrayals she finds in the novels are less than laudatory for the most part and, truly, often bring a twinge of embarrassment to one in the profession. One conclusion she draws is: "The accusation is that sociologists, as detached observers, coldly treat others as objects, not only in their research but also in their personal relationships. Novelists use sociologists to illustrate the well-worn belief that if one overdevelops the mind, it is at the expense of the heart."

Though we have to accept her judicious reading of the data, this conclusion is undermined among her colleagues and students by its incongruity with Bjorklund's own persona; as one colleague put it, at the event honoring her retirement, "Diane increases substantially the niceness quotient in any group of which she is a part."

Noting Nick Maroules' retirement

by Chris Wellin, associate professor of sociology and James Skibo, chair and distinguished professor of anthropology

After serving on the departmental faculty for more than 25 years—including more than a decade as chair—Nick Maroules retired following the spring 2015 semester. As a teacher, he made a particular impact on students in his courses on juvenile delinquency and research methods, respectively. Maroules reflected on the trajectory that brought him to both of these interests in an informal interview in August. A double major in sociology and political science at Indiana University, he expected to embark after college on the study of law. Also, given that Indiana was especially strong in quantitative methodology, he developed what he discovered to be a natural aptitude for statistical analysis.

However, an encounter with an assistant professor, Hugh "Bud" Meehan exposed him to ethnomethodology, which was a then-new and, for some, heretical approach to theory and method in sociology established by the publication in 1967 of Harold Garfinkel's *Studies in Ethnomethodology*. As he puts it, "I appreciated the power of statistical analysis, but came to a critical awareness of the limitations—of how findings of research might be

artificial, as opposed to revealing the social process.” In a later published review of Garfinkel’s 2006 book, *Seeing Sociologically* (an earlier statement on ethnomethodology submitted as his dissertation, but not accepted by Garfinkel’s Chair, Talcott Parsons) co-authored by Neil Smelser, he added, “For Garfinkel, social action is not organized by motives; rather motives are organized through the situated details of individuals’ practices.”

Maroules is candid to say that, though captivated by “ethno,” it took time to connect this commitment to particular substantive topics or questions in sociology. Though Meehan’s interests centered on schooling, this sub-field failed to resonate strongly with Maroules. Nonetheless, he followed Meehan to the University of California, San Diego, in the mid-1970s for graduate study and completed course work, earning a master’s degree. UC-San Diego was also the home of Aaron Cicourel, whose 1967 book, *The Social Organization of Juvenile Justice* applied labeling theory and ethnomethodology in order to argue that the supposedly obvious “facts” of juvenile delinquency, contained in police records, case reports, etc., served to constitute—rather than document—this fateful phenomenon. Joseph Gusfield, an early critical scholar on law and social problems, was another faculty influence during graduate school. This critical stance would inform Maroules’ later career in consequential ways.

Not ready to commit to his comprehensive oral exams—since, “excepting the law, which I had yet to study, there was really no other substantive area that was compelling to me”—he opted to enter law school in San Francisco, where he would be recruited to serve as clerk with a justice of the Alaska Supreme Court in Anchorage. Maroules recalls that reviews of judicial outcomes in Alaska revealed stark ethnic/racial disparities in the application of the law, especially involving native Alaskans, and he found that his skill in statistical analysis, framed by his training in critical sociology, was a potent combination. After publishing technical reports on sentencing for the Alaska Judicial Council, he decided to return to San Diego and complete his doctoral work. He arrived with a wealth of materials, both quantitative and qualitative data, including recordings of court hearings, and completed a dissertation that advanced understanding of the micro-macro linkages that reproduce inequalities in sentencing. Later in his career, he would continue to serve as a consultant on issues of jury selection and maintain his dual commitment to socio-legal studies and applied research with an eye toward uncovering subtle, interactional mechanisms that help explain aggregate disparities in legal outcomes. He continued for years to study and present research on juries, with a focus on decision-making, in child sex abuse trials, and also on the unique circumstances of small, rural county state’s attorneys. Maroules also collaborated on several articles co-authored with Professor Marion Willetts, dealing with family sociology, especially the impact of divorce on adolescent well-being.

From the student perspective, he established a reputation as an exceptionally smart, engaging, and supportive teacher—especially impressive given that a course such as research methods can be daunting for students who, after all, are a captive audience.

Perhaps it was his time in Alaska that fostered a love of the outdoors, wilderness, and fishing, especially trout fishing, activities that he looks forward to cultivating in the near future.

ISU’s longest-serving teacher hits 45 years

by *Ema Sasic*

After 45 years, Sociology Professor Wib Leonard has been recognized for teaching at Illinois State University longer than any other teacher.

“One of the slogans of ISU is State Your Passion, and I thought to myself, ‘If I wasn’t passionate about teaching, researching, and reading all the things that faculty do, I wouldn’t be here for this long,’” Leonard said. “There is no doubt that this is my passion.”

Leonard’s academic career began when he graduated from Albright College, a small liberal arts university in Reading, Pa., in 1965 with a bachelor’s degree in psychology.

He attended the University of Pennsylvania for his combined master’s degree in sociology-psychology.

He completed his education in 1970 by earning his doctorate in sociology from The Ohio State University.

Later that year, Leonard came to Illinois State and began teaching in the Department of Sociology and Anthropology. And there he has stayed for over four decades.

Throughout his life, sports have always been important to him. During the early part of his career, Leonard was able to combine his two passions to help develop the sociology of sport field and course at ISU.

“The sociology of sport is one of the newest areas in the mother discipline of sociology,” Leonard said. “The first textbook was written in 1973. When I received my Ph.D., this field virtually did not exist. I thought maybe I could combine my profession, sociology, with my avocation, which is sports.”

It is not necessary to take his class to see his love for sports. Sitting in his office, athletic memorabilia is visible on almost every wall, shelf, and table. A football rests behind his computer, Illinois State and Ohio State banners cover his shelves and tables, and he even has a faded Reggie Redbird on his forearm.

His dedication to the field led to him writing “A Sociological Perspective of Sport.”

In the introduction, Leonard writes, “The final beauty of writing this text resides in the fact that one of my lifelong loves, interests, passions, and activities—sports—can be fashioned into a professional contribution.”

During his 46 years at ISU, he has received numerous awards of distinction, including College Outstanding Teacher. Internationally, he is known as a past president of the North American Society for the Sociology of Sport. He has also been a faculty representative to the Department of Intercollegiate Athletics.

With an impressive career under his belt, Leonard does not know when retirement will come. He said he's taking it a year at a time. He recalled asking some of his fellow graduate students who were married how they knew they'd met the right person and was told: "You just know."

"Same way with when I'll retire," he said. "I'll know. I'll know when that day comes."



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