



# Signs & Symbols

Summer 2009 • VOLUME 9

Newsletter of the Department of Sociology & Anthropology

## Notes from the chair

By Fred Smith, Professor of Anthropology and Department Chair

Greetings to all alumni and friends of sociology and anthropology at Illinois State University! I am thrilled to be completing my first year as chairperson of this diverse and vibrant department. I used to be a Rambler (Loyola University) and now I'm a Redbird! Any naturalist can tell you that Redbirds are fierce protectors and promoters of the success of their offspring. What I have experienced in this department is that very same dedication and determination on the part of the sociology and anthropology faculty and staff toward their academic offspring—our students. Time and time again I've witnessed faculty going that extra mile for their students: taking the time to thoroughly critique a paper rather than just giving a perfunctorily acceptable grade, spending hours in consultation with individual students on projects and assignments, making it possible for students to present their work at professional conferences, and challenging students to go beyond what those students think they can achieve. It's no surprise to me that several sociology and anthropology faculty members have been recognized for outstanding teaching in previous years. This year, yet another of our number was recognized for teaching excellence; Richard Sullivan deservedly received the College of Arts and Sciences Teaching Initiative Award in the social sciences. I expect to see several more of this outstanding faculty honored for teaching in the coming years.

Our department is far from one-dimensional in excellence. This year Sue Sprecher received Illinois State's highest honor for a faculty member. She was named a Distinguished Professor in recognition of her international reputation as a pioneering leader in the study of personal relationships. Another focus was her strong record of mentoring students, both graduate and undergraduate. In recognition of his outstanding career at Illinois State, Jim Stanlaw was named a CAS Distinguished Lecturer for next year. Nobuko Adachi also was honored for her research by receiving the CAS Research Initiative Award. In service, Frank Beck received the CAS Outstanding Service Award for his many contributions, primarily his outstanding leadership of the Stevenson Center. Finally, I am

pleased to note that Joan Brehm, Jim Skibo, Winfred Avogo, and Kathryn Sampeck received grants in support of their research. Sampeck also received a prestigious John Carter Brown Fellowship from Brown University this year.

I'd like to claim responsibility for this excellence, but I can't. The department has benefited from a long history of excellent leadership over the last decade or so. Nick Maroules, Jack Walsh, and Diane Zosky left very big shoes to fill; they deserve the credit for laying the excellent groundwork that I have benefited from.

The department also had great leadership



Left to right, Nobuko Adachi, Fred Smith, Sue Sprecher and Richard Sullivan at the 2009 Founders Day Convocation

from this year's DFSC (Frank Beck, Jim Skibo, Sue Sprecher, and Anne Wortham) and Departmental Council (Nobuko Adachi, David Brown, Virginia Gill and Nick Maroules). I am extremely grateful for their support and assistance of many forms. My learning curve has been eased considerably by the efficient and effective operation of the departmental office. Mickey McCombs and Doris Jennings have made my transition incredibly smooth, as has our assistant to the chair, Teri Farr-Behnke. In reality, this year's success has been a total departmental effort.

In last year's *Signs and Symbols*, I was quoted as praising the "culture of balanced excellence" in this department—balance between excellence in research scholarship, teaching/mentoring, and important service. After a year's experience, I can say with total confidence that that praise was well founded. We are all fortunate to be Redbirds!

## Dates to remember

### July 2009

3 Independence Day  
Holiday—University is closed

### August

7 Summer Sessions ends  
8–11 American Sociological Association annual meeting, San Francisco  
10–16 Open registration for fall 2009  
11 Summer grades are due by noon  
12–16 Passages  
17 Fall 2009 classes begin  
30 SOA annual department picnic

### September

7 Labor Day holiday—University is closed

### October

12–18 Homecoming Week—Rock the Red  
22–23 Bone Lecturer—Randall Collins

### November

16–20 Student evaluations to be administered  
21–29 Thanksgiving vacation—no classes  
26–27 Thanksgiving holiday—University is closed

### December

1–4 Student evaluations to be administered  
2–6 American Anthropological Association annual meeting, Philadelphia  
7–11 Final exam week  
11 Fall semester ends  
12 Fall Commencement  
15 Fall grades are due by noon  
SOA Holiday Luncheon/ Reception (tentative)  
24–31 Winter break—University is closed

### January 2010

New Year's Day Holiday—University is closed

- 4–10 Open registration for spring 2010
- 11 Spring 2010 classes begin
- 18 Martin Luther King Jr. holiday—University is closed

#### March

- 6–14 Spring vacation—no classes
- 31 Midwest Sociological Society annual meeting, Chicago

#### April

- 14–18 Society for American Archaeology annual meeting, St. Louis
- 14–17 American Association for Physical Anthropology annual meeting, Albuquerque, New Mexico
- 19–22 Student evaluations to be administered
- 23 SOA Annual Student Award Ceremony and Luncheon
- 26–30 Student evaluations to be administered

#### May

- 1 Last day of classes
- 3–7 Final exam week
- 7 Spring semester ends
- 7–8 Spring Commencement
- 10–28 May interim session
- 11 Spring grades are due by noon
- 17 Summer classes begin
- 31 Memorial Day holiday—University is closed

#### July

- 5 Independence Day holiday—University is closed

#### August

- 6 Summer session ends
- 10 Summer grades are due by noon

## Sociology undergraduate program

By Teri Farr-Behnke, assistant to the chair for undergraduate studies

Hello from the advising office! This has been another action packed year. It seems like there is never a dull moment around the advising office. Registration is winding down so I can take a few minutes to sit back and reflect about some of our activities for the year.

One of the most rewarding and exciting events for me is to reconnect with alums when they come back for a visit to the Careers class. This semester, we welcomed Brian Roessler, M.S. '00, a former graduate



Brian Roessler

assistant who worked in the advising office and who is currently assistant dean in the Student Academic Affairs office at the University of Illinois at Chicago; Dierdre Darnall '00 who works with labor union organizing with Labors International Union of North America in Springfield; and Illinois State's very own Stacy

Ramsey '00, associate director of Admissions. These alums attended class, and the students in SOC 292 Careers class listened to their advice and tips on job searching, interviewing, and how they were able to put their sociology degree to work for them.



Dierdre Darnall

All three alums are very successful, and the SOC 292 students learned a great deal from their visit. We welcome and encourage alums to attend this class, share their career development ideas, and network.

This year the advising office said goodbye to another graduate assistant. Shauna Sutton graduated in May 2009. Shauna has been in the sociology graduate program and served as the graduate assistant to the advising office for two years. I have been graced with some fantastic assistants and Shauna has been one of the best. Hard working coupled with a great sense of humor, Shauna has helped me to be organized and effective while working with students and juggling all of my responsibilities. I could not do what I do without the help of a graduate assistant, and I thank Shauna for her dedication and professionalism. She will be an excellent advisor. I will miss her greatly.



Shauna Sutton excited to be at Illinois State.

Lastly, I ask that all current and past students join me on Facebook! I would love to stay in touch or reconnect.

## Undergraduate anthropology program notes

By Jim Stanlaw, professor of anthropology and undergraduate anthropology program coordinator

### Bonfire initiation

The anthropology program's school year began with the annual Initiation Bonfire held in September in the dark woods behind the house of former professor Linda Giles. A majority of anthropology majors turned out—as usual—not only for the food and drink, but also to receive their special new names from the tribal elders (the anthropology faculty). It is the students' job to learn more about their namesake and be ready to answer questions on their new moniker come graduation time in spring at the Rites of Passage ceremony (see page 3).

### Central States Anthropological Society meetings

In April 2009, the meetings of the Central States Anthropological Society (CSAS) were held at the University of Illinois in Champaign-Urbana. Seven Illinois State anthropology undergraduates presented papers at this professional conference: Jim Sauls and Bryan Alvarez, "Hey, What's That Big Grey Building Over There?: The Changing Role of the Library in the Lives of University Students"; Eric Hartzold, "Material Consumption and American University Students"; and Karolyn Last, "I Don't Know' By Itself Is Just Not Enough: Saving Face Through Obfuscation." All presented papers at the organized panel "Plans, Passages, and Paths: Communication, Consumption, and Culture at the Twentieth-first Century University." Other students presenting papers were: Amy Stringwell, "The Effects of Budget Cuts on Illinois Museums and Historic Sites"; Katie Szymanski, "Certified Organic: An Anthropological Study of the Organic Movement in Central Illinois"; and Janet Eads "An Anthropological Perspective on Great Ape Captivity and Biomedical Research." These students presented their papers at the organized panel "Institutions: Rights, Rituals, Regulations, and Responsibilities." Registration and transportation costs were covered by the department. Few graduate

students—fewer undergraduates—present papers at real professional meetings, so Nobuko Adachi and Jim Stanlaw, who helped organize these sessions, wish to thank these students for their hard work.

### Outstanding Anthropology Senior

The Outstanding Anthropology Senior for 2008–2009 was Amy Stringwell. This was an exceptionally hard decision for the anthropology faculty making the selection this year because there were so many outstanding students to choose from. However, in terms of overall scholastic achievement, service, leadership, and experience, Stringwell leads her class well. Stringwell has a 3.9 grade point average overall, and has made the dean's list many times. She specializes in cultural anthropology and museum studies, focusing on Japan and Native American ethnohistory. She is also an ethnic and cultural studies minor, and has been an undergraduate teaching assistant for the past several semesters. She is a very active SOSA club member, and last year was an intern at the McLean County Historical Society Museum, working in their education and public programs department.

### Rites of Passage and Outstanding Anthropology Senior Theses

On May 8, the Anthropology Program hosted its 34th Annual Rites of Passage for their students receiving the bachelor's degree and successfully completing their theses. Twenty of the twenty-one graduating seniors were in attendance at Lucca Grill in Bloomington, along with some 40 friends and faculty (and even three parents). Master of ceremonies, Jim Skibo, handled the ceremony with his usual humor as each student was introduced to the crowd after undergoing a variety of



Fred Smith, department chair, addressing graduating seniors and guests at the Rites of Passage ceremony.

secret rituals rivaled only by the Mayans or the Masons for their severity.

Several outstanding students—of an exceptionally fine graduating class this year—were also honored. John Reed and Erin Davidshoffer received co-awards for writing the Outstanding Anthropology Senior Theses. They were given an engraved paperweight and an IOU for \$150 (the presenter was Jim Stanlaw—enough said). Amy Stringwell, the 2008–2009 Outstanding Anthropology Senior, was also introduced.

## Making a difference and giving back

By Mary Rundus, director of Development, College of Arts and Sciences

Tim Saterfield '73 came to Illinois State in 1969, just when the unrest and demonstrations against the Vietnam War were sweeping college campuses. He remembers the spring of 1970, just after the Kent State episode and how impressed he was with the demonstrations. Sam Braden was the president at that time and was struck with how organized things were and how Braden kept the University moving forward. He remembers how his professors captured his interest. One class he particularly remembers is Sociology of Law, taught by F. James Davis. Along with his internship in Springfield, this class helped him to shape his career. Tim is the legislative services director for the Dane County Board of Supervisors in Madison. His degree prepared him for the work he would do in budget analysis, policy analysis, drafting legislation, and working with county governments. As the first member of his family to graduate from college, he has felt a deep sense of gratitude for all he received from Illinois State University. He and his wife, Laura, reside in Madison where they are both very active in their community. Tim and Laura enjoy coming back to Illinois State for Homecoming and cheering on the Redbirds. For more than 25 years he has supported the University. Tim said, "Giving back is just something I want to do because it is the right thing to do."

Pizzas were consumed, faces were painted, and parting words were exchanged. A final toast was made by department chair, Fred Smith, thanking the students for their hard work over the past four years and asking them not to forget about the program during alumni fundraisers. Festivities ended in the traditional way, with the faculty reminding the new initiates that "It's a jungle out there!"—words of wisdom spoken by program founder Ed Jelks at the first rites, and repeated at closing ever since.

## News from the sociology graduate program

By Marion C. Willetts, associate professor of sociology and sociology graduate program coordinator

I became the graduate coordinator of the master's degree in sociology program in fall 2008, taking over from Diane Bjorklund after she served for four years. My warmest thanks go to Bjorklund, whose exceptional organizational skills and willingness to answer my never-ending questions has made the transition as smooth as is possible. The 1,000 page Graduate Coordinator Handbook that she assembled has been particularly useful as I learn all of the responsibilities of the position.

There has been a lot of activity on a number of fronts this year in the graduate program. The department hired a new faculty member in sociology who specializes in gerontology. (See page \_\_.) Christopher Wellin, in addition to teaching courses in gerontology and sociology, will also serve as the graduate coordinator for the Social Aspects of Aging Graduate

## Sociology and Anthropology donor roll

January 1, 2008–  
December 31, 2008

Jennifer Bagby  
Roy and Sheri Bauer  
Paul and Edith Beach  
Diana and John Behnke  
Marlene and Charles Black  
Joan Brehm  
Marisa Brooks  
Lee Bullwinkel  
Karlene and Charles Cappell  
Ernest and Olene Chard  
Michaeline and Anthony Chulick  
Barbara and Quentin Cooper  
Michael Correll  
Hugh and Sarah Curtis  
Karen Donovan and Donita Duffee  
William and Stacia Dowell  
Sharon Draper  
Durkin & Roberts  
Lisa Enloe and Steve Sapp  
Sandra Flanagan  
Patricia and Ronald Fogle  
Deanna Glosser Hubbell and Marvin Hubbell  
Brittney Hardin  
Ronald Herro and Diane Spencer-Herro  
K. Elaine Hess  
Michelle and Malcolm Holmes  
Deborah Jackson-Crawford and William Crawford  
Robert Jenkins and Suzanne Morrah  
Kenneth and Lois Jessen  
Dennis and Janice Johnson  
Kevin Johnson  
Theresa Jorgensen and David Dobbs  
Ann Kalas  
Jason Kaplan  
Kathleen R Adams MSWLCSW  
John and Susan Kies  
Josh Layden  
Dr. Dorothy E. Lee

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Certificate. This certificate program recruits students from multiple disciplines, including sociology, psychology, social work, communications, and family and consumer sciences. Students in the program take a minimum of 12 credits in courses or professional practice opportunities in aging in order to receive a certificate, which may be earned alongside a graduate degree.

We welcomed two new students to the graduate program this spring. Mackinze Carnes comes to us from Eastern Illinois University, where she majored in sociology. Drew Griffin received a bachelor's degree in anthropology from Illinois State several years ago, and is also a fellow in the Applied Community and Economic Development (ACED) sequence in the Stevenson Center. He is assisting Easter Seals in Bloomington with grant writing and government relations.

We will welcome eight new students to the graduate program in the fall 2009 semester. Tyler Curtis, a student in the master's international sequence in the Stevenson Center, is joining us from Lynchburg College, Virginia. Kimberly Manzanares was an undergraduate sociology major at the University of Illinois-Chicago. Kara Miller rejoins us; she graduated from Illinois State with a bachelor's degree in sociology in December 2008. Sasha Miranda, a student in the master's international sequence, is joining us from the University of New Mexico. Danielle Pasko joins the department after completing her bachelor's degree from Bradley University in Illinois. Emily Putnam, a Peace Corps Fellow who completed her service in Turkmenistan, completed her bachelor's degree in sociology from Carroll College, Wisconsin. Jered Ulschmid, a Peace Corps fellow who completed his service in Namibia, received his undergraduate degree from Minnesota State-Moorhead. Finally, Tessa Zevallos, a Peace Corps fellow who completed her service in Peru, received her undergraduate degree from the University of Illinois-Urbana/Champaign.

A number of our current students are anticipating some exciting transitions. After an intense bidding war among several sociology Ph.D. programs, Naghme Naseri, a second-year student in the graduate program, has accepted an offer from the University of Colorado to join their Ph.D. program in the fall. First-year students Case Bell, an ACED fellow, and Amy Deal, a Peace Corps fellow, are making preparations to begin their internships this August, while master's international student Eric Porter is preparing for Peace Corps service. He will join three other sociology graduate students currently serving in the Peace Corps: Nicole Kurtain, who is currently serving in Ethiopia and is focusing on community health; Kara Harvey, who is serving in Togo and working in the area of girls' education and empowerment; and Sean Moore, who is

serving in Mauritania at a girls' mentoring center.

Three students have completed their theses this year. Daniel Finn, a Ph.D. student at the University of Virginia, completed his thesis on the processes of innovation in the comic book industry. Evelyn Beasley-Scott completed her thesis on the construction of hairstyle meaning among black college students. Dan Kappus completed his thesis on a Latina/o settlement in rural Illinois. Several students are expected to complete their theses this summer.

Three students presented their research at professional conferences in the past year. Melissa Busher presented a paper titled "It's Not Going to Lick Itself!" The Midwest Teen Sex Show and New Sex Education Pedagogy"



Lindsey Guynn, right, pictured with Sue Sprecher at the IARR Conference

at the Southwest Texas Popular Culture/American Culture Association Annual Meeting; she also presented this research at the Graduate Symposium held at Illinois State. Busher also presented a paper titled "Sex Education of Young Adults in the American Public School" at the Midwest Sociological Society Annual Meeting

in Des Moines, Iowa. Lindsey Guynn presented a poster titled "The Balance of Labor in Initiating Relationships" at the International Association of Relationship Research Conference in Providence, Rhode Island. She also presented this research at the Graduate Symposium at Illinois State this year. Naghme Naseri presented two papers at the Midwest Sociological Society Annual Meeting in Des Moines, Iowa: "Leaving and Grieving: Women's Emotional Responses to the Loss of their Abusive Relationships," and coauthored with Kathleen McKinney, "A Longitudinal Study of Sociology Majors: The Development of the Sociological Imagination, Engagement, Autonomy, and Identity."

Several graduate students received awards this year. First-year student Emily Lord won the Department Charter Graduate Student Excellence Award, which is granted annually to a student who demonstrates the most academic promise for success in the program. Naghme Naseri was the recipient of the Illinois State University/American Sociological Association Distinguished Sociology Graduate Student Award, which is presented annually to the graduate student who has most distinguished himself/herself over the course of the master's degree program.

(See pages 17 and 18 for photos)

## Archaeology graduate program news

By James M. Skibo, professor of anthropology and graduate program coordinator

The M.A. in historical archaeology has now been expanded to include prehistoric archaeology and bio-archaeology. Students enrolling for the fall 2009 semester will enter the new program. The curriculum is core-light, flexible and programs are individualized to meet the diverse and changing needs of archaeology. The program emphasizes fieldwork, analytical methods, theory, and writing for all students regardless of their concentration.

This flexible program not only suits the faculty and mirrors the discipline, but it benefits students as they create individualized programs to meet their diverse needs whether they want to enter the job market after completing their M.A./M.S. degree or continue their graduate training at the Ph.D. level. This program is designed to be pliable enough to give all students a strong core knowledge base while responding to diverse needs of the archaeology workplace. Visit [www.SociologyAnthropology.ilstu.edu/graduate/archeology](http://www.SociologyAnthropology.ilstu.edu/graduate/archeology) for more information.

The expanded graduate program will be offering two new assistantships in partnership with the Dickson Mounds/Illinois State Museum and the Illinois Transportation Archaeological Research Program (ITARP). Each of these assistantships will involve students working at these outside agencies where they can develop thesis research based upon their in-house collections.

The Illinois State Museum/Dickson Mounds offers an opportunity for a graduate assistantship in archaeology and/or human osteology. Dickson Mounds' collection includes Native American artifacts and human skeletal remains acquired during the past 80 years from five counties (Peoria, Tazewell, Mason, Schuyler, and Fulton) that border the Illinois River. The collection provides many learning and research opportunities in the company of four resident archaeologists, all of whom are involved in research. Dickson Mounds is located near Havana, Illinois.

The Illinois Transportation Archaeological Research Program (ITARP) offers a graduate assistantship in archaeology. ITARP is a joint intergovernmental program of the University of Illinois and the Illinois Department of Transportation and one of the largest and oldest heritage management programs in the U.S. Its archaeological collections range from the first Native American occupation of Illinois through the French Colonial to mid-19th century periods. The collections reside in the Champaign offices and the Salisbury Lab. This will be an opportunity for graduate students to work with ITARP's historic specialists and archaeologists to gain an intensive and extensive introduction to prehistoric and historic EuroAmerican



2008–2009 Historical Archaeology master's students: left to right, Lauren Bridges, Emma Meyer, Shanta Hoard, Lisa Dretske, Holly Brookens, and Kyle Hensley.

material culture. For more information about ITARP, visit [www.itarp.uiuc.edu](http://www.itarp.uiuc.edu).

Master's degrees in historical archaeology in 2008 were granted to Stephanie Dale, "The Stone Quarry Docks, Grand Island, Michigan: A Functional and Methodological Study"; Nathaniel A. Hardwick, "The Underhill Camp: Exploring the Life History of an Early Twentieth-Century Logging Site"; Stephanie E. Lechert, "A Comparative Study of Irish Ceramic Assemblages from Barlow's Field and the Brogan House"; Amber R. Taylor, "In the Glow of the Red Light: Historical Archaeology of the Health and Quality of Life of Nineteenth-Century Prostitutes."



2008 ISU Archaeological Field School students and crew. First row left to right, Elizabeth Scott, Liz Kizior; Second row, Matt Cox, Lindsay Baumgartner, Eric Hartzold, Stephanie Lechert; third row, Wade Tharp, Mark Murray, Tracie Mayfield, Andrew Behrens; fourth row, Amber Taylor, Richard Young.

New students who enrolled in the historical archaeology master's program in 2008–2009 were Lauren Bridges, Holly Brookens, Lisa Dretske, Kyle Hensley, Shanta Hoard, Emma Meyer, and Miranda Utzinger.

During summer 2008, Elizabeth Scott continued excavations at the Janis-Ziegler site in Ste. Genevieve, Missouri. The combined house and tavern was built by the French Janis family around 1790; in 1833, it

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Daniel and Dianna Lienard  
Wayne and Nancy Lucas  
Wayne and Jayne Lusardi  
Kenneth and Holly McCaffrey  
Marvin and Debra Miller  
Dawn Mozingo  
Devon Neise  
Martin and Donna Nickels  
Stephen O'Neil and Angie Miller O'Neil  
Gwendolyn and Norman Pearson  
Angela and William Perkins  
Carol and Craig Phillips  
Jennifer and Craig Planson  
Janet Poff  
Catherine and Matt Praxmarer  
Julie and H. Jerry Priestler  
Bob and Stacy Ramsey  
Carol Randall  
Geraldyn Richards  
Beth Ritterbusch  
Janis Roberts-Durkin and Thomas Durkin  
Douglas and Mary Roley  
Ted and Helene Rosolowski  
Tina and Michael Rowe  
Timothy and Laura Saterfield  
Maria Schmeeckle  
Michelle and Robyn Schuline  
Irvin and Isabelle Seelye  
William and Tina Specht  
Susan Sprecher  
Karen and Robert Stanuch  
Katherine and Martin Sullivan  
Phyllis Summers  
Tracy Thibodeau  
Robert Townsend  
George Troutt  
Christina Wagner and John Ohliger  
Joan and Bill Warrick  
Lawrence and Patricia Winn  
Rebecca and Rick Young

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was sold to the German immigrant Ziegler family, who used it as a home and wholesale tobacco shop. The Zieglers and their descendants lived in the house until 1938. Undergraduate and graduate students from Illinois State excavated eight five foot by five foot units around the standing house and back yard. We uncovered part of the original palisade fence line that surrounded the property as well as a second outbuilding in the back yard. There was quite a lot of domestic refuse around the main house as well as the outbuildings; we have to await completion of the outbuilding excavations before making a final interpretation, but it appears that they were built in the 1790s and used until the early 20th century. The Janis family owned 10 slaves, and the Zieglers had several servants, so it is possible that these outbuildings were the living quarters for these individuals. Matt Cox is currently finishing his master's thesis about the Ziegler occupation of the main house and Lisa Dretske has begun work on her thesis that will concern the site as well.

## Faculty authors

*Sociology Through Active Learning* (SAGE/Pine Forge, 2008), edited by Kathleen McKinney and Barbara Heyl, is a student workbook designed to allow instructors to easily integrate multiple active learning exercises into Introduction to Sociology courses. Many

teachers want to use active learning in their class, but don't have the materials commensurate with that pedagogy.

*Handbook of Relationship Initiation* (Psychology Press of Taylor & Francis, 2008), Susan Sprecher, editor, involves 61 authors from diverse disciplines, (psychology, communication, sociology, anthropology, family studies) reviewing the literature on various processes related to the initiation of relationships. Specific topics include attraction, mate selection, influence of social networks on relationship initiation, initiation over the Internet, hook-ups among young adults, flirting and opening gambits, and relationship initiation after divorce. In addition, the dark side of relationship initiation is considered, including unwanted relationship pursuit and barriers to relationship initiation including social anxiety. This volume is a must-read for researchers, practitioners, and students who are interested in the social, cognitive, and emotional processes involved in two people coming together to form a relationship." Other Illinois State scholars who made contributions to the book include Sandra Metts, William Cupach, Gary Creasey



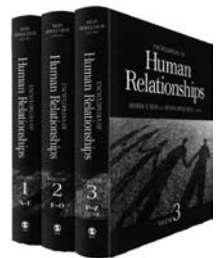
and Pat Jarvis, and Glenn Reeder. Sprecher's daughter, who is studying to be a graphic artist, helped the publisher design the cover.

*The Illusion of Freedom and Equality* (SUNY Press, 2008), Richard Stivers. This book tackles the most central and enduring issues of our age, which the author addresses in a manner that transcends the immediacies of everyday economic and political reality and appreciates both the historical roots and the deep structural foundations. The book faces head-on current political issues surrounding freedom and equality.

*The Science of Compassionate Love: Theory, Research and Applications* (Wiley-Blackwell Publishers, 2009), edited by Beverley Fehr, Susan Sprecher, and Lynn Underwood. This book answers questions about altruism and compassionate love by providing innovative, state-of-the-art research from leading scholars. Integrating a variety of perspectives, this volume provides insight into the nature of compassionate love and how we might better understand it and encourage its appropriate expression in our lives.

*The Human Lineage* (Wiley-Blackwell Publishers, 2009), Matt Cartmill and Fred Smith, authors. This book focuses on the last ten million years of human history, from the hominoid radiations of the Miocene to the emergence and diversification of modern humanity. It draws upon the fossil record to shed light on the scientific issues, principles, methods, and history of paleoanthropology.

*The Encyclopedia of Human Relationships*, Volumes I, II & III (SAGE Publications, Inc., 2009), edited by Harry T. Reis and Susan Sprecher. This encyclopedia offers an interdisciplinary view of all types of human associations—friends, lovers, spouses, roommates, coworkers, teammates, parents and children, cousins, siblings, acquaintances, neighbors, business associates, and so forth. Although each of these connections is unique in some respect, they share a common core of principles and processes. These three volumes provide a state-of-the-art review of the extensive theories, concepts, and empirical findings about human relationships.



## The Society of Graduate Sociologists

By *Melissa Busher, Amy Deal, and Shauna Sutton*

The Society of Graduate Sociologists (SOGS) was formed during the fall 2008 semester and is open to all sociology graduate students. The mission of this group is to spread sociological knowledge through cooperative work and civic engagement. Additionally, SOGS supports sociology graduate student research and academic pursuits. Some of the specific goals discussed during our initial group meetings were: (1) to raise money in order to buy equipment for students to use while working on master's theses (e.g., a digital video-recorder and tri-pod); (2) to raise money for travel expenses for sociology graduate students who are pre-



Left to right, Case Bell, Shauna Sutton, Emily Lord, Melissa Busher and Eric Porte

senting at conferences; and (3) to get others interested in and excited about sociology.

With these goals in mind, we immediately began brainstorming ways to raise money. For our first fundraiser, we sold Illinois State Sociology t-shirts. Staff, faculty, students, and anyone else interested can purchase gray or red t-shirts for \$10 each. We have also collaborated with another organization on campus—the Applied Community and Economic Development Social Justice League—and have had three bake sales.

We have been raising funds to bring the Beehive Design Collective to Illinois State University. The Beehive Design Collective is a traveling group that presents picture-lectures using large portable murals to raise awareness about a variety of social justice issues throughout the world. They are visited Illinois State on April 22 and presented at 1 p.m. and 7 p.m. in the Activity Room of the Bowling and Billiards Center. The title of the narrative picture-lecture was “The true cost of coal: mountaintop removal and the fight for our future.” This was only one of a broad range of issues included in their presentations. To learn more about the Beehive Design Collective, visit [www.beehivecollective.org](http://www.beehivecollective.org).

Three members of SOGS, Melissa Busher, Amy Deal, and Emily Lord, worked diligently to write a grant proposal and make a case to bring the Beehive Design Collective to our campus. We received the Opportunity Fund Grant from the Dean of Student's

## Society of Student Anthropologists

By *Janet Eads and Jim Sauls, co presidents*

The Society of Student Anthropologists (SOSA) has remained active this year and experienced growth with new students. In the fall 2008 semester the new SOSA board began attracting new members at the annual Initiation bonfire. We had a wonderful turnout at the bonfire, which was held at the home of Linda Giles. We also worked on fundraising. SOSA was not awarded RSO funding by the University this past year, so we had to concentrate heavily on fundraising. Thanks to the membership, we were able to take our annual trip to the Field Museum in Chicago. It was a great and enlightening trip. As in past trips to the Field Museum, participants were able to go behind the scenes of its well-known collections.



Janet Eads and Jim Sauls

During the spring 2009 semester, our fundraising efforts were geared towards the other annual SOSA trip—Cahokia Mounds near Collinsville. At Cahokia, students enjoyed the ancient burial site and saw what it was like for Illinoisans long ago. It was a great way to end the year. Our fundraising efforts also went towards leaving enough funds for next year's “new group” to plan for new and exciting events.

We hope that SOSA will continue to grow and work with the overall campus community. Fundraising and reaching out to other majors is also a priority. Most importantly we want to connect people who love anthropology to access ways of experiencing it.

An election was held and the SOSA Executive Board members for the 2009–2010 academic year include co presidents Jim Sauls and Arika Ward, and board members Devan Anderson, Marissa Caltageroni, Jessie Dorsz, and Devan Forney.

Office and appreciate their support. Additionally, the members of Alpha Kappa Delta (AKD), an honors society for sociology majors, are making a donation to this event. We spent a substantial amount of time planning and were thrilled to welcome the Beehive Design Collective to the University. It has been an exciting first year for SOGS!

## Alpha Kappa Delta

By *Maria Schmeackle, associate professor of sociology and faculty advisor*

Alpha Kappa Delta (AKD) is an international Sociology honor society created in 1920 at the University of Southern California by Emory S. Bogardus as a way to promote scholarship and fellowship in sociology. Since then, it has grown into a network of 490 chapters around the world. Our chapter is the Theta chapter, founded in 1980. At Illinois State, undergraduate junior and senior sociology majors are eligible to be inducted into AKD when they achieve a 3.0 GPA and four regular courses toward their sociology degrees. Graduate students need to have attended at least one semester and have a 3.0 GPA in order to become members. It is an honor to be a part of AKD, which is recognized by sociologists across the country and the world.

During the 2008–2009 school year, Illinois State's AKD chapter was organized by professors Tom Gerschick and Maria Schmeackle. AKD members,

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as well as all sociology undergraduate and graduate students, were invited to events. After meeting with interested sociology students to determine their interests, we had a “Meet the Faculty” event on October 10. Approximately 15 sociology professors (and our new department chair, anthropologist Fred Smith) described their teaching and research areas to students, and mingled with them afterwards. Also, in response to student interests, we had a Sociology Career Information Presentation on November 14, with Suzy Baker-Bachman from the Career Center.

More recently, a couple of soon-to-be-inducted AKD members joined Maria Schmeackle on March 25 for dinner and discussion prior to a showing of a documentary film on campus. The Listening Project showed how ordinary people from 14 different countries responded to the question, “What do you think



Two AKD members join Maria Schmeackle, far right.

about America?” Although our group was small, we had a wonderful time, with dinner at Avanti’s and anticipatory discussion before viewing the film.

Please join us in congratulating the newest members of AKD who were officially inducted at the department’s annual Student Awards Luncheon and Ceremony held on April 17: Rebecca Ross, Beth Walker, Ilyce Miller, Ally Schinzler, Lacey Koplin, Nicole Galloway, Taylor Johnson, and Judy Gion.

Next year’s faculty advisor will be Richard Sullivan. He hopes to promote more social interaction among sociology students.

## An accidental discovery

By Megan Murray

Mark Esarey, M.S. ’82, became a graduate student at Illinois State almost by accident.

After graduating with a bachelor’s degree in fine arts from Northern Illinois University, Esarey began his career in archeology.

“I started working with an ISU crew almost by accident,” he said. “We were doing historical archeology, which I had never heard of. Turns out I found it really interesting and I realized if I wanted to continue in this line of work, I’d need a formal education in that particular field.”



Brian Brakebill

He discovered that Illinois State was one of the few schools where you could study historical archeology. He was able to keep working while pursuing his master’s degree.

“What I was learning was related to the work I was doing and I was able to get through my master’s program fairly quickly,” he said.

What he remembers about the campus is the Quad, the trees, and the size of the University. “It was a lot smaller than other schools I’ve attended, much easier to get around,” he said.

After completing his master’s, he went on to earn his Ph.D. at Michigan State University

and did contract archeology work before joining the Illinois State Historic Preservation Agency. He became the state archeologist for the agency, where he stayed for eight years.

Now he’s site director of Cahokia Mounds, the largest ancient American Indian landmark in the United States. It is a state historic site as well as a national historic landmark. In 1982, the United Nations Educational, Scientific, and Cultural Organization designated Cahokia Mounds as a World Heritage Site for understanding the importance of the prehistory of North America.

Cahokia Mounds is the site of the most sophisticated prehistoric native civilization north of Mexico. The 2,200-acre tract contains the central section of an ancient settlement now known as Cahokia. According to archeology finds, Cahokia was inhabited from A.D. 700–1400, and in its peak housed 10,000–20,000 people. Over 120 mounds were built and enlarged many times. Houses were built in rows and arranged around open areas and vast agriculture fields surrounded them.

“As site director I am in charge of almost everything that happens at the Mounds,” Esarey said. “I am responsible for protecting and preserving the site. I also help put programs together for tours and visitors.”

Esarey unintentionally found Illinois State and a field he loved. Thanks to what he discovered here, he is now protecting and preserving history.

## Alum challenges Chicago high school students to be politically active

By Megan Murray

Life turned out a little differently than Richard Feffer, M.S. ’08, expected.

When he came here as a graduate student, he was drawn to the sociology program because he was interested in politics and travel and thought he’d join the Peace Corps.

The Stevenson Center for Community and Economic Development would prepare him for that work. He was placed in a yearlong fellowship at Mikva Challenge in Chicago, a nonprofit and nonpartisan organization that challenges Chicago high school students to be active in the political process by providing them with opportunities to be involved in elections, activism, and policymaking programs.

After completing his degree, Feffer was offered a position at Mikva as the Elections in Action director.

“Elections in Action director is my official title, but since there is no current election, I am directing leadership programs as well,” he said. “I do so many things I don’t think a title can be put on it, but I coordinate programs with teachers and am the event coordinator for youth workshops. I run elections and get the youth connected with public officials.”

Mikva Challenge was founded in 1997 as a tribute to former White House counsel, federal judge and U.S. Rep. Abner Mikva and his wife Zoe, a lifelong education activist.

The challenge encourages civic leadership in underserved Chicago high school youth, but has



worked with students from the inner city as well as Northside College Preparatory high school. The program not only gives the youth a voice, but also increases their desire to vote in elections while inspiring them



Richard Feffer holding the plaque presented to him for being selected as the 2008 Sociology Alum of the Year.

to campaign, lobby, and help organize elections.

The Elections in Action program engages students in campaign work, voter registration, and school-wide mock elections. This year the program took students to Iowa and New Hampshire to experience a presidential campaign first-hand.

Feffer never did join the Peace Corps, but without the Peace Corps

program offered at Illinois State, he would never have experienced the campus community the way he did.

"I didn't spend a lot of time on campus, but I remember the people," he said. "They were such good people. My professors, especially Richard Sullivan, who chaired my thesis, looked at me as an equal and truly shaped by education. It was the first time I felt truly respected."

And now he's extending that respect to the youth he reaches out to, giving them a voice and an opportunity to shape the future.

## Research on social demography of Sub-Saharan Africa

By Winfred Avogo, assistant professor of sociology

This past academic year has seen some strides in my research on the social demography of sub-Saharan Africa (SSA). Broadly, I pursue research questions that lie at the intersection of socio-cultural transformations and demographic change in this region of the world. Two research projects engaged my attention. First, I investigated factors that explain differences in the structure of personal discussion networks of men and women and how the structure of a network and discussions which take place within that network influence childbearing issues. In particular, I am curious to know if gender differences in the socio-economic composition and the extent of ties joining network members are due to different opportunities for men and women (such as education and employment) outside the household, or if they are influenced by deeply rooted cultural differences in ethnicity, and the lineage system. Similarly, if people have a closely knit network, does frequent communication between members of that network on childbearing issues allow those networks to be influential or do loosely knit networks provide access to independent information from outside the network that in turn, has an influence on childrearing decision-making processes (such as spou-

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## Sue Sprecher is appointed Distinguished Professor

by Marc Lebovitz, Illinois State University media relations

Illinois State University President Al Bowman has appointed Susan Sprecher, Sociology and Anthropology and a joint appointment with Psychology, as Distinguished Professor at Illinois State, effective August 16, 2009.



The Distinguished Professor designation allows the University to honor faculty members of distinction and to demonstrate to the broader community that excellence is the foundation of the University. Among the criteria for appointment are achieving national recognition for scholarly research, creative production or leadership in creative or scholarly activities. In addition, candidates must have been clearly identified by students, colleagues, or external agencies as an outstanding teacher or must have contributed significant public service in accord with his or her academic discipline.

Distinguished Professors are invited to deliver one public lecture or presentation on a topic of their choosing, receive a \$1,000 budget per year in support of activities as a Distinguished Professor and continue to hold the title throughout their service to Illinois State.

Sprecher has been on the Illinois State faculty since 1985 and received her bachelor's, master's, and Ph.D. degrees from the University of

Wisconsin-Madison. She is a highly respected, nationally and internationally known expert in the interdisciplinary field of personal relationships. Professor John Harvey of the University of Iowa states that "without question, Professor Sprecher is one of the foremost experts on personal relationship topics in the world." Professor F. Scott Christopher of Arizona State University writes that "her research program is impressive in its depth and breadth."

Since joining the Illinois State faculty, Sprecher's accomplishments include publishing 71 articles in a variety of journals, most of which are very competitive and have high impact factors, and authoring or editing seven books and 26 book chapters. A search for citations of Sprecher's work using "Web of Science" netted a total of 1,351 citations. Such data provide an objective measure of the attention her publications have attracted.

Other indicators of the exceptional nature of Sprecher's productivity are that she has obtained such a level of renown for her research while continuing to be highly involved in teaching and service activities. She has consistently taught a full course load, and has taken her teaching very seriously. Sociology and Anthropology Chairman Fred Smith pointed out her dedication to the Senior Capstone Experience course in which she has mentored more than 160 senior student research capstone projects. Smith reports that "student reaction to this course is amazing in that even the students who complain that she works them too hard say that it is among the best, if not the best course they took at ISU."

Sprecher's record of service on campus is noteworthy and Smith said that "in her profession, Professor Sprecher's service contributions have been nothing short of spectacular." She has served as editor of one of the top two journals in her field, as an associate editor for two journals, and is or has been on the editorial boards of seven other highly visible journals. She routinely reviews approximately 30 manuscripts and three to four promotion and tenure evaluations for other universities each year.

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sal communication on modern contraception or couples desire to stop childbearing)? These processes, ordinary as they may seem in Western settings, are quite essential to modern contraceptive uptake in SSA, where fertility levels are high but slowly declining.

Findings and implications of this research for reproductive health policies in SSA were presented at the Population Association of America (PAA) Conference on April 30. A further extension of this work focuses on longitudinal data and has been accepted for presentation this September at the XXVI International Union for the Scientific Study of Population (IUSSP) International Population Conference in Marrakech, Morocco.



A rural male Ghanaian network discerning the issues of the day.

The second project I engaged was a collaborative investigation with my mentor (Victor Agadjanian) at the Center for Population Dynamics (CePoD) of Arizona State University, on “Forced Migration and Child

Health and Mortality in Angola.” This project seeks, under the framework of the Millennium Development Goals (MDGs), to investigate the effects of forced migration on child survival and health in Luanda, Angola, a country located in South-Western Africa that has been mired in prolonged and devastating civil war since its independence from Portugal in 1975. Using unique data collected just two years after the end of war in Angola, we explore the short and long term effects on child survival and health of three migration groups (migrants who moved to Luanda, the capital of Angola, primarily due to war; migrants whose moves were not directly related to war; and non-migrants). We contend that these three groups should be distinguished because in settings of prolonged military conflict, not all migration is driven solely by the fear of hostilities. We further theorize that in the short term, differences in child health outcomes for people who migrate in the absence of direct threats to their personal security may be due to self selected characteristics pertinent to child health (such as the tendency to space births and socio-economic status). On the other hand, migratory moves precipitated by direct physical threats to personal security may be largely unexpected, typically disruptive, and therefore injurious to child health. Lastly, short term differences between the three groups are expected to level off when migrants eventually adapt to the social and cultural norms in their new place of residence.

A research article from this project is under review for publication in a special issue of *Social Science and Medicine*.

I have been awarded a New Faculty Initiative Grant (NFIG) from the University Research Grants Program to undertake further research on a variation of this project, which focuses on age-adequate immunization and nutrient deficiency of children born in and outside Luanda during and after the war. This project will be fully implemented in July and August. However, preliminary findings have been accepted to the main Academy Health Research Meeting (ARM) in Chicago on June 28.

Overall, opportunities for multidisciplinary faculty and student collaborations abound not only on the social demography of SSA, but on social demographic issues here in the United States.

Thankfully, some of these opportunities are gradually opening up in teaching. In my SOC 300: Senior Experience class, students explore, using analysis of large datasets, issues that are of sociological interests to them. Similarly, students in my SOC 108 class have the opportunity to explore sociologically, contemporary social problems that compete for the headlines in the local and international media. Finally, in spring of 2010, I will teach a population class (SOC 362) that will explore not only the theories, concepts, and materials of social demography from a contemporary and global perspective but will focus on applying these perspectives to interpreting population trends.

## Alumna’s museum honored at White House

Amanda (Burke) Wesselmann '01, '04, a Department of Sociology and Anthropology alumna, is currently the associate director of the General Lew Wallace Study & Museum in Crawfordsville, Indiana. On October 7, 2008, the museum received the National Medal for Museum and Library Service at a White House Ceremony. First Lady Laura Bush presented the



General Lew Wallace Study and Museum with the 2008 National Medal for Museum and Library Service, the nation’s highest honor for museums and libraries. Each year, the federal Institute of Museum and Library Services (IMLS), in coordination with the White House, presents the National Medal to five museums and five

libraries that have helped make their communities better places to live. Each winning institution received a \$10,000 award.

Amanda received her B.S. in anthropology and her M.S. in historical archaeology. According to Amanda, her current position in the museum, “is my dream job and the reason that I got the master’s in historical archaeology.”

## Bringing the world home— From Peace Corps back to Alaska Michelle “Shelly” Wade, Peace Corps fellow

By Kyle Burke, *public relations intern,*  
*Stevenson Center*

Peace Corps Fellow Shelly Wade, M.S. '04, from the sociology with the applied community and economic development sequence, is currently a consultant for Agnew Beck Consulting in Anchorage, Alaska. Agnew Beck provides community planning and development services to communities in Alaska. Wade works on a variety of tasks ranging from researching and developing business plans for community facilities, to organizing public meetings and strategic planning sessions. Wade also works closely with city, state, tribal, and federal agencies. She is involved with Alaska Native for-profit companies and not-for-profit organizations all over the state.

A native of Alaska, Wade received her B.S. in Anthropology from the University of Alaska-Fairbanks in 1993. After receiving her TEFL/TESL certificate from Transworld Teachers in San Francisco, Wade did two years of graduate-level course work at Purdue University. In 1998, Wade enrolled in the Peace Corps. She was assigned to Panzhihua, Sichuan, the People's Republic of China, where she worked as a



Wade with Ekwok Fly Fishing and Guide Academy students and instructors

teacher of reading, writing, listening, and speaking in English, as well as American culture.

In 2000, the Stevenson Center and the Department of Sociology and Anthropology welcomed Wade as a Peace Corps fellow. After a year of course work at Illinois State, Wade returned to Alaska to complete her professional practice. Wade assisted the State of Alaska Department of Community and Economic Development with community planning projects as an AmeriCorps VISTA Leader.

Wade is assisting in the development of the

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## Flipping the script in St. Louis

By Cassandra Garcia '07

Educational inequality exists along both socioeconomic and racial lines. The reality is that where a child is born determines his or her educational outcomes, and in turn, life prospects. These educational disparities limit the life prospects of the 13 million children growing up in poverty today. For example, fourth graders in low-income communities are already three grade levels behind their more affluent peers. As if that wasn't bad enough, the schools these students attend lack sufficient capacity to meet these students' additional needs. In order to combat these challenges, Teach For America recruits recent college graduates to commit two years of teaching in urban and rural schools as well as provide corps members with the training and professional development needed to ensure their success as teachers in high poverty communities.

My journey with Teach for America began one afternoon while meeting with Virginia Gill to talk about my future after graduation. Knowing that I was interested in stratification and education, she suggested I look into Teach for America. I was astonished at how similar my own ideology about the leveling effects of education and those of Teach for America. The main reason I sought to join Teach for America is because now that I understand the social issues surrounding educational inequity, I believe that I can help make a difference in the lives of adolescence by becoming an effective and meaningful educator.

After I gained acceptance into Teach for America, I headed out on a flight to Houston for TFA Institute, or what corps members lovingly refer to as “teacher boot camp.” During our five-week stay we earned our provisional certification by taking intensive seminars and workshops in the morning, teaching summer school in the afternoon, and planning at night. While the experience was intense and draining, I left with a newfound realization: I am a teacher and I can lead my students to academic excellence.

I teach 7th grade language arts in St. Louis. While teaching has definitely been the most difficult task I have undertaken, it has also been the most rewarding. When I first told my students that we would be reading and writing not only did they moan and groan, but they also said, “I can't write and I hate reading.”

Motivation was only one obstacle I faced. The biggest obstacle has been lack of appropriate resources. The textbooks available to my class are outdated, contained low interest stories, and were too advanced to meet the needs of my students. In order to combat these obstacles, I had to be creative. I searched for high interest stories and supplemented them with handouts that I created to ensure that my students were mastering the material at a high level of rigor.

More than anything, teaching this year has reaffirmed my belief that one person really can change the academic future of a child. Since the beginning of the year, my students have increased both their writing and reading levels by two years growth. Most importantly, I have been able to reignite their desire to learn. The same students who told me they hated reading and writing at the beginning of the year now beg me to read more and ask for extra writing assignments.

Garcia has been corresponding with Virginia Gill for the past year. When Gill heard of her classroom needs, she took action! Gill asked the sociology faculty to help Garcia and her students and raised a total of \$200. Gill sent Garcia gift cards to purchase badly needed school supplies. When Garcia told her students about the faculty's gift, they couldn't believe that people who didn't know them could be so thoughtful or generous.



Cassie (holding sign) with her 7th grade language arts class

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Ekwok Fly Fishing and Guide Academy. This is a five-day seminar designed to train Bristol Bay youth in the various trades that the area has to offer. The Bristol Bay region is home to some of the world's most sought-after fly fishing and wildlife viewing. The youth in the region often graduate from high school and must leave their villages to get a job in Anchorage or outside the state. The academy was designed to train and inspire Bristol Bay youth, to build local capacity, and to teach the participants how they can share the unique knowledge of their people and their environment through a future career.

Wade married in 2005. She enjoys spending time with her husband Dave and her black lab named Paikea. Last year she was certified as a personal trainer: she teaches cycling classes at two different gyms in town. She also coordinates volunteer activities for local RPCV (returned Peace Corps Volunteer) groups in Anchorage.

## Students participate at professional meetings

### Lindsey Guynn, sociology graduate assistant and master's student

With the support of the Scott Elliott Endowment, I was able to attend the International Association for Relationship Research Biennial Conference 2008 held in Providence, Rhode Island. Before arriving, I was pretty nervous since this was my first conference. As soon as I attended the first event (social hour), I was able to relieve my nerves a bit. Everyone was busy chatting and happy to meet new, young scholars. Right away I introduced myself to some fellow graduate students and we talked into the evening.

Attending multiple symposiums on relationship research was one of the best ways I can think of to spend three days. I was able to meet many of the people I frequently cite or read about in my own work. This opportunity brings a more realistic look at the field I am so excited to be a part of. It shows me that I have much in common with these researchers, and that we share a feeling of camaraderie when it comes to understanding this broad topic of relationships.

Presenting a poster at this conference was a wonderful experience. I was able to present my first poster in a room full of people who were supportive yet challenging. I am grateful to have had the opportunity to grow and learn at this conference, and to do so with the Scott Elliott Endowment for Sociology and Anthropology generously supporting my journey.

### Wade Tharp, anthropology graduate assistant master's student

In January 2009, I presented a paper, "*The Archaeology of Internal Colonization*," at the Society for Historical Archaeology 2009 Annual Conference on Historical and Underwater Archaeology in Toronto. This paper, the result of research that I had undertaken during Elizabeth M. Scott's Research Design in Historical Archaeology course, proposes that internal colonization—the process in which, within an individual set of political institutions and their related market, an internal periphery provides resources and commodities to a dominant core and is subjected to an inferior economic status—can be detected in artifacts and material culture from historical archaeological sites, and develops a theoretical and methodological approach to the archaeology of internal colonization, drawing on published literature about historical archaeological sites identifiable as having been geographically located in semi-periphery or periphery areas.

During the conference I met David M. Gradwohl, professor emeritus of anthropology at Iowa State University, whose research on historical archaeological sites in Buxton, Iowa, I had included in my study. Gradwohl offered further insight about the Buxton sites, expressed interest about the directions of my research, and suggested that I pursue the publication of my research. I attended a variety of symposia at which presentations were made by historical archaeologists engaged in research involving a wide array of eras and places (the conference theme was *The Ties that Divide: Trade, Conflict and Borders*), and attended a workshop on archaeological illustration. While at the SHA Conference I met with my undergraduate program advisor and one of my undergraduate instructors, and a member of my undergraduate cohort invited me to attend and participate in the SHA Student Subcommittee meeting. I met representatives of several Ph.D. programs in anthropology and historical archaeology, as well as archaeologists working in the field of cultural resource management, and a number of graduate studies programs and employment options were recommended to me.

I would like to take this opportunity to thank the selection committee of the Scott Elliott Endowment for Sociology and Anthropology for providing the funds which enabled me to attend the SHA 2009 Conference, the Illinois State University Department of Sociology and Anthropology for providing continued support, and Elizabeth M. Scott for providing valuable feedback about my paper and presentation. The experience has provided me with a number of opportunities which otherwise might not have been available

### Melissa Busher, sociology graduate assistant and master's student

Receiving travel assistance from the Scott Elliott Endowment allowed me to present original research at two academic conferences during the 2008–2009 academic school year. In February 2009 I presented a coauthored paper, "It's Not Going to Lick Itself!" The Midwest Teen Sex Show and New Sex Education Pedagogy," at the Southwest Texas/Popular Culture/American Culture Association conference in Albuquerque, New Mexico. This conference is the largest popular culture conference in the country; I was excited to have the opportunity to attend and present original work at this meeting. The interdisciplinary nature of the conference, which brings together scholars from many disciplines and non-academic professionals, presented me with a unique opportunity to exchange ideas, gain new perspective, and meet other scholars who are interested in or doing work related to sexuality and popular culture.

In April 2009, I had the opportunity to travel to the Midwest Sociological Society's (MSS) annual meeting in Des Moines, Iowa, and present preliminary research on my thesis topic at a round table. The MSS is a well-respected regional conference within the discipline of sociology. My attendance enabled me to meet scholars and graduate students from other Midwestern universities. At MSS I was also able to complete a professional development certificate by attending several sessions directly related to the scholarship of teaching and learning.

Both conferences were valuable learning experiences. Professional conferences are rewarding and beneficial professional socialization experiences; they allow for exchange of ideas, development of presentation skills, encourage professional collaboration, and provide networking opportunities. Without funding assistance from this endowment I would not have been able to have these valuable graduate school experiences. Thank you!

### Naghme Naseri, sociology graduate assistant and master's student

Receiving support from the Scott Elliott Endowment for Sociology and Anthropology allowed me to further grow and become socialized into the profession of being a sociologist. By having the opportunity to travel to this year's Midwest Sociological Society meetings, I was able to present original research, attend research presentations and network with faculty and students across the country. Presenting original research and attending other people's presentations is valuable in multiple ways. Presenting to an audience of peers and scholars often creates very rich discussions that

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## New faculty hire

### Christopher Wellin, assistant professor of sociology

I am a sociologist with teaching and research interests that cluster around three—often overlapping—areas of interest: work and occupations; aging/social gerontology; and qualitative research methods. My interest in work and work cultures was sparked even before I discovered sociology as a field of study. As a beginning college student in my late twenties at the University of Wisconsin-Milwaukee, I took a job in a residential care facility for older adults diagnosed with dementia. The mission to create smaller, more responsive care settings ("therapeutic communities") was compelling to me, and echoed an earlier era of "deinstitutionalizing" the mentally ill. This experience, culminating in a senior thesis, led me to pursue doctoral work in sociology. In graduate school, I sharpened and extended my interest in work organizations and careers, with a focus on workers who have authentic, non-alienated orientations to work, often outside of (or in conflict with) formal bureaucratic organizations. In addition to researching paid elder care, I have also studied careers in the arts (among technical theatre workers) and in industrial settings (among factory workers swept up in the process of computer-automation).

After completing my doctoral work at Northwestern University in 1997, I was a post-doctoral, NIA trainee and researcher at the University of California-San Francisco for two years. My major goal was to learn more about health policy and how my qualitative research on care-giving might best contribute to theory and policy discourse on long-term care. I was then spent a year doing post-doctoral research at University of California-Berkeley's Center for Working Families, funded by the Alfred P. Sloan Foundation.

In my professional career, I have also done research and published in the broader areas of critical gerontology, questioning cultural and academic definitions of old age and disability, and qualitative methods. Apropos of the latter, I have published on using performance to represent ethnographic knowledge; the use of narrative interviewing to learn and teach about aging and the life course; and also about how ethnographic researchers reconcile the time-intensive and interpersonal demands of this method (central to cultural anthropology, as well as other social sciences) with the demands of academic settings and careers. My interest in work careers locates me in the tradition of the *Chicago School of Sociology*, represented by scholars such as Everett Hughes, Howard S. Becker, and Anselm Strauss. An important premise in this tradition is that knowledge should be pragmatic—useful to practitioners and lay, as well as academic, audiences. For this reason, I was gratified that a committee of the National Academy of Sciences commissioned me in 2007 to review the contributions and implications of ethnographic research on paid eldercare. It is my hope that such work might be useful to policy advocates and actors who are increasingly aware of the importance of this issue, not only for care-recipients, but also for the large and growing (and poorly paid) segment of the labor force which is devoted to paid care-giving.

It's especially exciting for me to join the sociology and anthropology faculty at Illinois State because my colleagues are making important contributions to areas of scholarship and research which complement and enrich my own. Labor studies, self and society, discourse, and interactions between people and healthcare personnel, the sociology of the body and disability—all are areas in which I have a strong and enduring interest.

My contributions to the teaching mission of the department will focus on enhancing the study of aging/social gerontology (SOC 211 and 311/411), and also on working with students as one of the faculty who guide senior theses (in SOC 300), in which they are able to craft questions, collect and interpret data, and construct engaging reports of findings and implications. In my own academic life, nothing was more powerful than discovering that I could, with guidance and support, develop new questions, new knowledge. Helping cultivate students' ability to work independently in this way is not only a joyful process, but essential for our goal of making the perspectives of the social sciences relevant to the society in which we live.

On a more personal note, I'm nearly a life-long musician, a guitarist primarily. My interests span popular genres of American music—from pop and rock 'n roll, to soul and rhythm and blues, and vocal jazz/ballad music. In the past year, I've done a lot of recording with friends and hope, by the fall of this year, to have two CDs available online, featuring both cover versions of songs I've long admired as well as original tunes.

I am married and my wife, Valerie (a native of St. Charles who lived in Chicago for most of her life), has contributed to research on aging and policy through data collection, copy editing, and composing documents and reports with research faculty. She's been on the staff of the Scripps Gerontology Center for five years, after having a similar position at U.C. San Francisco. At this point, however, Valerie is looking forward to exploring new roles and opportunities in Bloomington-Normal. She's a professionally trained pastry chef, and deeply involved in animal rescue, adoption, and transfer, as a board member of an animal shelter in Ohio.

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can improve the presented research, as well as inspire future research directions. Seeing other researchers' work and being able to discuss it with them, has allowed me to learn about studies that are being conducted but have not yet been published. Attending these annual meetings is a great way to network with current and future scholars in my research areas. Having attended and presented at last year's MSS

meetings, I was excited to reconnect with some of the presenters I met in St. Louis, as well as learn about the progress of their research. I am very grateful for the opportunity the Scott Elliot Endowment has provided me and encourage other students to take advantage of this support for professional development.

## Tip of the hat

**Nobuko Adachi**, assistant professor of anthropology, was chosen as one of the recipients of the Research Initiative Award for 2009. This award recognizes faculty members who have initiated a promising research agenda; was a featured author for the third annual American Association of University Women-Bloomington Normal (AAUW-BN) Women Book Authors' Forum and book signing; and was selected by Illinois State's Research and Sponsored Programs' Review Committee to participate in the Grant Writing Mentorship Program for the 2008 fall semester.

**Winfred Avogo**, assistant professor of sociology, was awarded a Grant Writing Initiative Award, and was also awarded a New Faculty Initiative Grant by the College of Arts and Sciences to conduct research on a project titled, *Children in Upheaval: War, Migration and Child Health in Angola*.

**Frank Beck**, associate professor of sociology, was a winner of the 2008 College of Arts and Sciences Outstanding Service Award for his extraordinary service accomplishments. This award is bestowed upon a faculty member who demonstrates excellence in professional service. Service includes both professional service and strong citizenship. Professional service is the application of one's specific professional expertise to university, governmental, community, and not-for-profit organizations in a manner that enhances the common good. Citizenship is service that provides for the effective operation of University units, or of professional, community, or not-for-profit organizations.

**Diane Bjorklund**, associate professor of sociology, became a grandmother to David Alexander Shorter who arrived on August 15, 2008, weighing in at 7lbs, 6oz. Alex was three weeks early!



**Joan Brehm**, assistant professor of sociology, was awarded a mini-grant from the University of Illinois Extension for presenting a program titled *Moving Local Foods Forward at Illinois State University*, was granted tenure and a promotion to associate professor effective August 2009, and was also granted a sabbatical leave for the Spring 2009 semester.

**Thomas Burr**, assistant professor of sociology, was awarded a New Faculty Initiative Grant by the College of Arts & Sciences to conduct research on a project titled *Markets as Producers and Consumers: The National Bicycle Markets of France and the United States, 1863–1914*.



**Robert Dirks**, emeritus professor of anthropology, guest curated the exhibit titled, *Come and Get It—The Way We Ate, 1830–2008*, which opened at the McLean County Museum of History on March 28, 2009, and will run to August 2011. Dirks also gave a lecture at MCMH discussing his research for the exhibit and his findings on the way people ate in McLean County. Dirks also gave a presentation of his findings to the department.

**Ed Jelks**, emeritus professor of anthropology, and his wife Judy, attended the annual meeting of the Society for Historical Archaeology in Toronto in early January. They presented the *Ed and Judy Jelks Student Travel Award* to two students, one from the University of California at Berkeley, the other from the University of North Carolina. The travel awards were established in 2004 through the efforts of adjunct Professor Michael Wiant and other former students of Jelks' 1968–1983 anthropology classes. The first two awards of \$500 each were presented at the society's 2005 meeting in York, England.



**Doris Jennings**, office support specialist, is a member of the negotiations committee for the American Federation of State, County and Municipal Employees to negotiate the next three-year contract for the Illinois State University Clerical Employees Union, Local 3236.

**Vern Pohlmann**, emeritus professor of sociology, and the late Elsie D. Pohlmann endowed the Pohlmann Family Development Grants and the Pohlmann Resource and Conference Room in the Stevenson Center. Their donation furthers the center's commitment to involving students and faculty in and out of the classroom in a blend of academic scholarship, community volunteerism, research, and development.

**Kathryn Sampeck**, assistant professor of anthropology, received a fellowship from the John Carter Brown Library, Brown University, Providence, Rhode Island, to research the project titled *Manuscript Traditions of the GreatNahua Area*.

**Maria Schmeackle**, associate professor of sociology, was granted a sabbatical leave for the 2009–2010 academic year.

**Elizabeth Scott**, assistant professor of sociology, was granted tenure and promoted to associate professor.

**James Skibo**, professor of anthropology, won honorable mention in Outstanding Scholarly Achievement by the College of Arts and Sciences and was awarded a Faculty Research Grant from the college for *Grand Island Archaeological Project 2009*.

**Fred Smith**, professor of anthropology and department chair, was presented the Dragutin Gorjanovi-Kramberger Medal in recognition of his contributions to anthropology and scientific research in Croatia at a ceremony preceding the opening of the School of Biological Anthropology in Croatia.

**Sue Sprecher**, professor of sociology, was appointed by Illinois State University President Al Bowman as Distinguished Professor at Illinois State effective August 16, 2009. See story on page 9. Sprecher was also awarded a Faculty Excellence Initiative Committee Professional Development Activity Grant from the Illinois State Provost office and a Professional Development Activity small grant to host speaker Terri Orbuch.

**James Stanlaw**, professor of anthropology, was named one of the College of Arts and Sciences Distinguished Lecturers for the 2009–2010 academic year. The College of Arts and Sciences Distinguished Lectureship is one of the highest honors bestowed upon a faculty member by the college, and is awarded only once to any particular person. Recipients are accorded this honor in recognition of the excellence of their professional attainments, exemplifying the values and mission of Illinois State and the College of Arts and Sciences; in particular, they demonstrate the active pursuit of learning, creative activity, scholarship, and research, as well as their dissemination through publication and teaching. Stanlaw was also granted a sabbatical leave for the Fall 2009 semester.

**Richard Sullivan**, assistant professor of sociology, was honored with a University Teaching Initiative Award. This award recognizes faculty members who are relatively new to the teaching profession and who have shown considerable promise in their field; was a guest on Laura Ingraham's nationally syndicated radio program; and was awarded an Instructional Podcasting Development Initiative Grant to purchase digital recording, playback equipment and necessary software to enable podcasting as a feature in SOC 106 Introduction to Sociology (a large-lecture course).

**Shailer Thomas**, emeritus professor of sociology, has been engaged in a participant observation study of the lifestyles of residents of the Southwestern area of Florida. His observations have focused on the language, recreation activities, and eating patterns of the natives and a large subset of the population known locally as the "Snow Birds." He says that it has been a very rewarding endeavor, that illustrates the relevance of many of the concepts taught in social psychology courses. Though sometimes he misses the fellowship of other sociologists, it has been a very fulfilling project!

**William Tolone** and **Robert Walsh**, emeritus professors of sociology, continue to be involved in "applied" sociology, specifically dealing with social problems during the past year. Tolone remembers the adage regarding social problems, "Think globally, but act locally." Since 2003, he has volunteered at Clare House, a food pantry in Bloomington. Since 2005, he has also volunteered at Habitat for Humanity of McLean County. Walsh has likewise volunteered with him at Habitat for Humanity, serving his apprenticeship as a painter. Tolone feels that this was a reasonable thing for an ex-chairperson to do since, as we all know, one of the major chairperson tasks is to "paint" a favorable picture of the department!



Robert Walsh and wife, Judi, spent time with Bill Tolone and wife, Carol, in northeast Wisconsin, close to Armstrong Creek. They had a great time relaxing, visiting. Bob and Bill did some fishing (stories available upon request). They also traveled to the ski jump in Iron Mountain, Michigan, just across the state line in the Upper Peninsula. Carol took this picture of Bob, Judi, and Bill at the ski jump.

**Maura Toro-Morn**, professor of sociology, was awarded a TQU UTP Course Development Grant from Illinois State's College of Education to redesign her SOC 109, Introduction to the U.S. Latina/o Experience course.

**Roy Treadway**, emeritus professor of sociology, has been a member of the McLean County Regional Plan Update Committee for the last two and a half years. Composed of 20 residents of McLean County representing the Town of Normal, City of Bloomington, McLean County, universities, businesses, agriculture, and the public, the committee is updating the 2000 McLean County Regional Comprehensive Plan. Treadway has assisted with reviewing the population trends and population projections to 2035 of the county, towns, and townships, and has helped analyze population and housing changes by census tracts from 1990–2000. He has also provided insights on land use and transportation in both the urban and rural areas of the county. The proposed update of the McLean County Regional Comprehensive Plan is currently undergoing a final draft before being considered by the public later in 2009.





Brandy Peak left, and Teri Farr



Lacee Koplin left, and Teri Farr



Ylanda Wilhite receiving scholarship paperweight from James Payne, Acting Dean, College of Arts and Sciences



Erin Davidshoffer pictured at the Rites of Passage Ceremony sporting the traditional face paint



Ashley Dobbins

## Undergraduate student recognition

The department's ninth annual Student Awards Luncheon and Ceremony was held this year on April 17, 2009, at the Alumni Center located on North Main Street in Normal. Renovation of the University's first on-campus home for alumni began during Illinois State's sesquicentennial celebration in fall 2007. It was unveiled and opened to the Illinois State community and public during Illinois State's 2008 Homecoming celebrations on October 18. The facility is spacious and was a perfect setting for this year's ceremony. Over 80 students, family members, faculty, and staff attended to recognize and congratulate our many award-winning students.

### Ben Keeley Scholarship Award

For the second year in a row Brandy Peak was the recipient of this award. This scholarship is made yearly to a sociology undergraduate major who has demonstrated significant involvement in service and/or volunteer work to the community and has a 3.0 GPA in the sociology major.

### John Kinneman Scholarship Award

Lacee Koplin was the 2008–2009 recipient of this award. Students winning this award must be a junior or senior undergraduate sociology major who has demonstrated a serious record of academic excellence. The award is the highest recognition the department bestows on one of its best and brightest student

### Gerontology Scholarship Award

Ashley Dobbins has received this award for the 2007–2008 and 2008–2009 academic years. The Gerontology Scholarship was established by the Sewing Circle of the Americana Health Care Center of Normal and is offered for the purpose of giving recognition and encouragement to an Illinois State student who has shown interest and initiative in the field of gerontology.

### Craig W. Reeser Scholarship in the Social Sciences

The Craig Reeser Scholarship was awarded to Ylanda D. Wilhite, an anthropology major and Spanish minor. The Craig Reeser Scholarship in the Social Sciences was established by Craig Reeser, who graduated from Illinois State University in 1975 with degrees in political science and sociology. In 2005, after the death of Craig's father, W. E. Reeser, Craig decided to give back to the University through his inheritance and established the Craig W. Reeser Scholarship in the Social Sciences. The purpose of the Craig W. Reeser Scholarship in the Social Sciences is to provide financial support to students pursuing an undergraduate or graduate degree in the social sciences, within the College of Arts and Sciences. The goal is to provide opportunity for educational support to students across a wide range of study.



### Alpha Kappa Delta

This year's inductees to the Alpha Kappa Delta International Sociology Honor Society include:

Nicole Galloway  
Judy Gion  
Taylor Johnson  
Lacee Koplin  
Ilyce Miller  
Rebecca Ross  
Ally Schinzler  
Beth Walker



2008–2009 AKD Inductees with Richard Sullivan, faculty coadvisor

### Outstanding Anthropology Senior

Amy Stringwell

### Outstanding Anthropology Senior Thesis

Erin Davidshoffer  
John Reed (not pictured)

### Department Travel Award to the Central States Anthropological Society

Bryan Alvarez  
Janet Eads  
Eric Hartzold  
Karolyn Last  
Jim Sauls  
Amy Stringwell  
Katherine Szymanski



Jim Stanlaw, left, with Amy Stringwell

### Dean's List—fall/spring 2008

Abby Beissinger  
Sharon Carr  
Ashley Clark  
Erin Davidshofer  
Kathryn DeWitt  
Tracy Deyell  
Sarah Dillon  
Christopher Jakobi  
Lacee Koplin  
Catharine Merrick  
Eva Meyer  
Jovan Mladinic  
Renee Olson  
Jeffrey Painter  
Mandi Papp  
John Reed  
Carol Richards  
Katie Roten  
Sarah Shay  
Mary Anne Stear  
Amy Stringwell  
Kelly Wystarczyk



Nobuko Adachi, left, and Jim Stanlaw pictured with CSAS student participants.



Naghme Naseri, left, with Marion Willets



Emily Lord, left, with Marion Willets

## Graduate student recognition

The following graduate students were honored and recognized at this year's student awards ceremony:

### American Sociological Association/Illinois State University Distinguished Graduate Student

Naghme Naseri

### Department Charter Graduate Student Excellence Award

Emily Lord

### Scott Elliott Endowment for Sociology and Anthropology

Scott Elliott attended Illinois State University from 1979–1984, graduating with a major in economics and a minor in sociology. In June 2006, he made a gift of \$250,000 to create the Scott Elliott Endowment benefiting the Departments of Economics, Philosophy, and Sociology and Anthropology. In June 2008, the principal and expendable balances in this endowment were divided equally among these departments. He established this endowment as "...an expression of my appreciation for the individual time, attention, and inspiration I received from so many professors at Illinois State University. The environment of critical thinking, hard work, and playful curiosity they fostered has truly improved both my professional life and my development as a human being." Scott asked that this endowment be awarded annually to support the highest priorities of the Department of Sociology and Anthropology. This endowment will be used as travel grants for undergraduate and graduate students in the Sociology and Anthropology programs. The department would like to strongly encourage their majors to present their scholarly work at professional meetings in their discipline.

This year's recipients of a Scott Elliott Endowment were:

Melissa Busher  
Lindsey Guynn  
Naghme Naseri  
Wade Tharp

More information on these students' professional experiences can be found on page 11.

Funds from the Scott Elliott Endowment were also used to partially support the undergraduate Anthropology students attending and participating at the Central States Anthropological Society meetings. See page 2 for a complete story.



Fred Smith, *left*, and Melissa Busher



Fred Smith, *left*, and Lindsey Guynn



Fred Smith, *left*, and Naghme Naseri



Fred Smith, *left*, and Wade Tharp

## Alumni news

**Zach Beier '06**, majored in anthropology and is a Ph.D. student in the anthropology department at Syracuse University. Beier received a 2009–2010 Fulbright Grant for his research at the Cabrits



Zach Beier

Garrison in Dominica. He is proposing a study that combines research in historical archives with archaeological survey and excavation to explore the daily practice of British officers, African slave laborers, and African slave soldiers documented at Fort Shirley, Dominica between 1760 and 1853.

**Shannon Crego-Bartels '05**, who majored in sociology, left her insurance claim representative job at State Farm to attend Lewis University's field-based accelerated M.A. elementary program. She plans to have her teaching certificate within one year.

**Monica Edwards '02**, who majored in sociology, was awarded her Ph.D. in sociology from Loyola University in Chicago in August 2009. She will be on the faculty tenure-track market this fall.

**Meredith Hawkins M.A. '07**, who majored in historical archaeology, is now a primary investigator with the Archaeological Research Center in St. Louis.

**Marlon James M.S. '02**, who majored in sociology, received his Ph.D. from Texas A&M University and accepted a position at the University of Connecticut.

**Damon Jones '94**, who majored in sociology, completed his doctor of ministry in May 2008, focusing on Christian education and urban ministries at United Theological Seminary in Dayton, Ohio. This degree is a marriage of his religion degrees masters in religious study, Chicago Theological Seminary, and a master's in divinity, 2005) and his sociology degree. Jones is a tri-vocational working as an associate pastor at Calvary Baptist Church in Chicago.

**Jason Kaplan M.A. '07**, who majored in historical archaeology, is now an archive technician at the Clinton Presidential Library in Little Rock, Arkansas.

**Stephanie Lechert M.S. '08**, who majored in historical archaeology, is a cultural resource specialist with SWCA Environmental Consultants in Bismarck, North Dakota.

**Julie Richko Labate M.A. '05**, who majored in historical archaeology, is now the tribal archaeologist for the Seminole Tribe of Florida, Big Cypress Reservation, Clewiston, Florida.

**Burton Smith '03**, who majored in anthropology and was a former Presidential Scholar, provided the program for the Midwest Museum of Natural History's annual Anthropology Fair in March 2009 along with **Mike Wiant** (adjunct professor of anthropology at Illinois State and currently director of the Dixon Mounds Museum) and Maria Smith (associate professor of anthropology at Illinois State). Burton is currently a doctoral student in anthropology at the University of Minnesota. His topic concerned the early contacts between Native Americans and European immigrants in the southern Appalachian Mountains, which he calls "America's first frontier."



Mike Wiant, left, with Maria and Burton Smith.

**Yan Sun M.S. '01**, who majored in sociology, completed his Ph.D. in computer science from the University of Missouri-Rolla in December 2007. He is working at Microsoft in Redmond, Washington, as a software development engineer in testing.

**Amber Taylor M.A. '08**, who majored in historical archaeology, is now assistant to the director and archives and collections manager at The Castle, a historic house museum in Marietta, Ohio.

**Amanda White '00, M.S. '02**, who studied sociology, completed her Ph.D. in family and human development from Arizona State University in August 2008. She is now teaching in the Department of Behavioral Sciences at St. Louis Community College at Meramec.

**Michelle White M.S. '01**, who majored in sociology, left her job of eight years as assistant director of GAIN Coordinating Center with Chestnut Health Systems in Bloomington to become scientist and director of Outcomes Insight Consulting, a division of Quality Metric Incorporated in Lincoln, Rhode Island. She and her daughters moved to Cranston, Rhode Island, in August 2008.



Michelle White

**Tracy Wickland M.S. '98**, who studied sociology, and husband, Craig Thiese, adopted a baby boy. His name is Luke, and in January 2009 he was 15 months old, weighed in at 34 lbs, and was 33 inches tall. They live in Baltimore, Maryland, enjoying their new family and are planning to adopt a second child.

## “Japanese Society and Culture” gets Knocked around by Kendo, then pauses for a cup of tea

By Nobuko Adachi, assistant professor of anthropology

Most young Americans know about Japan only through cars, comics, cartoons (anime), or grandparents who fought in World War II. As a result, the images of Japan for our students reduce to that of a high-tech industrial superpower, a place of



Students try to score “points” on their instructor during Kendo training.

kindergarten-like cuteness—think, Hello, Kitty!—or samurai warriors with a Kamikaze spirit. Although anthropology and sociology majors are taught to conceptualize how such contradictory images can exist in a society, not being in Japan, and without having first-hand experience, the majority of them are not able to experience this understanding at an emotional level. Thus, I have often wondered if our academic-style of social science teaching could cause significant misconceptions, misrepresenting the authenticity of an unfamiliar culture to students already armed with many preconceptions. This is especially true when Western students, who grew up speaking only Western

languages, try to grasp how Japanese people construct their social and cultural values.

This spring semester, the students in my Anthropology 294 course (“Japanese Society, and Culture”) were really fortunate. Through several fieldtrips, we discovered by first-hand experience how Japanese cultural values have been practiced and passed on. We had a demonstration on Japanese swordsmanship from the Bloomington-Normal Kendo Club, and visited the Japan House at the University of Illinois. With generous support from the department, we experienced in a formal tea ceremony and toured a Japanese formal garden. Kendo practitioners—including sociology graduate student Masashi Kato, who has been practicing kendo for 21 years—came to campus with all of their equipment and gave us Kendo training. Our students were also taught the philosophy behind Japanese sword fighting, and the Japanese view of life and death. After a lecture and discussion, we all had a chance to practice special sword-fighting patterns and movements, and tried to score “points” on our instructors, but none of us were very successful!

After gaining some insights on Japanese culture and philosophy via the martial arts, we went to the Japan House to practice a tea ceremony. There we

learned that in spite of Japan being a traditionally hierarchical society, once you enter a tea room, everybody shares the moment of the experience equally. We learned that samurai warriors—who lived to face death—tried to calm their nerves by listening to the sounds of water boiling and tea being prepared. For most, this was the first time to experience



Students in Anthropology 294 at a tea ceremony.

a tea ceremony. All of our senses became aware of our surroundings; we entered a calm and meditative state. Besides learning a different vocabulary of aesthetics, we learned that to Japanese samurai, death and life were not binary oppositions, but exist as one in Japanese culture. It was a first humble step to personally experience the way of life and thought, and of a non-western culture.