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Sociology News

SPRING 2007

Letter from the Chair

Dear Friends and Colleagues,

As you may know, this has been a year of transition for the Department of Sociology, and it has also been a year of excitement, anticipation and success, for individual students and faculty and for the Department. Many of you participated in the search for new faculty that commenced last summer and that has resulted in the appointment of three stellar new faculty members, Professors Sandra Barnes, Jessica Kelley-Moore and David Warner. A brief introduction to each of these exciting new colleagues is contained in this issue, with more detailed profiles to follow in upcoming editions of the *Newsletter*.

It has also been a year of other notable comings and goings. This spring, Gunhild Hagestad joined us for the term as a visiting Professor. Students and faculty alike have profited from Professor Hagestad's scintillating intellect, her energy and her broad range of interests. Last summer, we bid farewell to Professor Rick Settersten, who accepted a professorship at Oregon State University. Rick's scholarship and teaching have helped shape the thinking of innumerable Case undergraduates and doctoral students as well. We wish Rick and his family the best in their new setting in Corvallis.

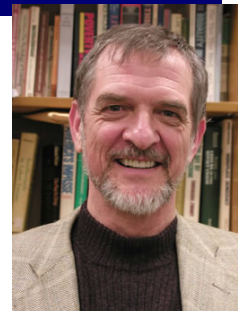
This has also been a year of significant honors and awards for current students and faculty. This spring, doctoral students Dawn Aliberti and Tanetta Andersson, were both honored with the Graduate Deans Instructor Excellence Award for teaching excellence, and Robert Peterson was honored with the Ruth Barber Moon Award for academic excellence and promise. Michael Flatt was awarded an all-expenses paid scholarship to pursue research on sexual minorities entitled "A Primer on Empirical Research on Sexual Minorities," sponsored by the Williams Institute UCLA School of Law in Los Angeles, and Robin Patterson received the Eva Pancoast Award to support her dissertation research. Emilia McGucken was promoted to Senior Instructor and Gary Deimling was named

Armington Professor. Gary also received the prestigious *Trish Greene Quality of Life Award* from the American Cancer Society. Professors Brian Gran, Emilia McGucken and doctoral student Tanetta Andersson were all nominated by students for the *Wittke Award* for their teaching, and Professor Susan Hinze received *Ohio Magazine's Excellence in Education*. Professor Eva Kahana received the *Spotlight on Women* award for excellence in research and scholarship from the College of Arts and Sciences, and was also recognized as a *Scholar of Excellence* at Case. Professor Brian Gran was awarded a Glennan Fellowship for next year, and was invited to serve on the UNICEF Innocenti Research Centre's Expert and Scientific Committee on Independent Human Rights Institutions for Children. Among the innovations in the undergraduate curriculum over the past year were Professor McGucken's University Seminar course, *Community Policing*, her practicum course on *Restorative Justice and Peer-Based Adjudication*, and a popular new course, the *Sociology of Sexuality*, taught by doctoral student Michael Flatt.

Of course, we always welcome hearing from alumni. Last year we saw some of you at DAN (the Departmental Alumni Night), at the Annual meeting of the American Sociological Association in Montreal. If you are attending this year's ASA meeting in New York City, stop by and say hello to us and to our graduate students at DAN, which will be Saturday August 11.

We hope that this will be a year of success for you in all of your endeavors. Please let us know of job openings you or your colleagues may have, as our talented graduate students may be just what you need. If you are on campus in the late summer or early fall, stop by to meet our new faculty and make them feel welcome!

Best wishes,
Dale



Faculty Spotlight—Gunhild Hagestad



Dr. Gunhild Hagestad

Dr. Hagestad has held academic positions at the University of Chicago, Pennsylvania State University, Northwestern University (Emeritus), and the University of Oslo.

Professor Gunhild O. Hagestad joined the department in Spring 2007. Receiving an education in both Norway and the United States has given Dr. Hagestad not only a diverse portfolio but a diverse sociological perspective as well. After graduating from the University of Oslo, she pursued and received her Ph.D. in sociology and philosophy of science from the University of Minnesota. Upon graduation she held a postdoctoral fellowship funded by the National Institute on Aging, at the Midwest Council for Research on Aging which help begin her professional career. Since that time, Dr. Hagestad has held academic positions at the University of Chicago, Pennsylvania State University, Northwestern University (Emeritus), and the University of Oslo. Currently she is Professor of Sociology at Agder University College in Kristiansand, Norway.

Dr. Hagestad always finds a way to stay engaged in her work and currently has several exciting projects in coming weeks. Seeing how her research focuses on the intergenerational relations and life course patterns in ageing societies it is no surprise that her most recent report, The Report for the Norwegian Research Council dealing with Grandparents and Grandchildren has received good attention. This is the first real study of Norwegian grandparents. In the beginning of April, she will be a part of the MacArthur Foundation Research Network on Ageing Society. Additionally she is a part of a 5-year multi million Kroner study with the Nordic Council Making Center for Excellence studying Nordic Welfare States in Transition. This study will include six countries (Finland, Sweden, Norway, Ireland, Denmark, and Estonia) and both pre and post doctoral students. Other work that has Gunhild excited

includes her current work on an application to the European Union (EU) for Analysis of U.N. generations and gender. This analysis includes surveys from Germany, England, Norway, Italy, France, Netherlands, Belgium, and Estonia, focusing on social integration in different phases of adulthood.

Dr. Hagestad also participates in several International Professional activities such as being a member of the Norwegian Academy of Science and Letters, also serving on the board as the only woman representing the social sciences (that is 1 out of 27). During the summer months, Gunhild is a public lecturer and has presentations in Hague, the Netherlands and Max Planck Institutes of Demography in Rostock Germany. She also



participates in the National Training sessions for Ph.D.'s in Psychology in Norway.

Notwithstanding the many challenges and time commitments of her work, she seems to find solace in gardening and playing with her dog. Although it may not be as relaxing and quiet, Gunhild's true pleasure is realized from the energetic love she gives and receives when spending time with her two lovely grandchildren who reside in Miami Florida.

Welcome Jessica Kelley-Moore

Dr. Jessica Kelley-Moore will join the faculty this fall as Associate Professor of Sociology. Dr. Kelley-Moore studies the causes and consequences of health disparities over the life course, particularly those related to race, socioeconomic status, and disability.

She is currently interested in how the neighborhood and environment influence the differential health outcomes observed in mid-life and older adults. She currently has a grant from the National Institute on Aging to study the relative influence of individual- and community-level characteristics on the subsequent health of Black and White older adults over time.

In addition, Dr. Kelley-Moore is a Co-Investigator on the National Institute on Aging Intramural study “Healthy Aging in Neighborhoods of Diversity across the Life Span” [HANDLS], a 20-year panel study of nearly 4,000 Black and White residents of Baltimore, MD.



Dr. Kelley-Moore is a Co-Investigator on the National Institute on Aging Intramural study “Healthy Aging in Neighborhoods of Diversity across the Life Span” [HANDLS]...

She designed and conducts the ecological (environmental, city, and neighborhood) levels of the project, so that we may better understand how the social characteristics, physical environment, and available resources of a neighborhood influence

Welcome David Warner

...his research looks at how micro-level timing and exposure processes shape not only individual life course transitions but also population-level trends and social group differences.



Dr. David Warner’s research focuses on both work and health from a life course perspective, emphasizing the role of marriage and family relationships in generating and maintaining gender and racial/ethnic inequalities.

More specifically, he is engaged in two broad lines of research. The first line examines the end of the work career—particularly retirement—and the factors that differentiate the timing and permanency of labor force withdrawal. The second line of research explores the life course origins of health and mortality disparities in later-life.

In order to understand the implications of marriage and family for stratifying work and health experiences at older ages, his research looks at how micro-level timing and exposure processes shape not only individual life course transitions but also population-level trends and social group differences.

He teaches courses on aging and the life course, marriage and family, population, and quantitative methods.

Dr. Warner received his doctorate in Sociology and Demography from Penn State University and prior to joining the Case faculty as an Assistant Professor was a postdoctoral fellow in the Carolina Population Center at the University of North Carolina-Chapel Hill.

Her research in urban sociology focuses on race, class, and gender dynamics, the relationship between structural constraints and individual agency, and how these dynamics influence the experiences of residents in poor urban spaces.

Welcome Sandra Barnes

Sandra L. Barnes, formerly a faculty member at Purdue University, joins us as Associate Professor. Her research areas include; urban sociology, race/ethnicity, Sociology of Religion, statistics and methodology, and African American studies. Prior to pursuing an academic career, she had a stint as an engineer/statistician and consultant in the business arena. Her research in urban sociology focuses on race, class, and gender dynamics, the relationship between structural constraints and individual agency, and how these dynamics influence the experiences of residents in poor urban spaces. She is also interested in the role of religion as a change agent among the poor. Some of her academic publications include the book, *The Cost of Being Poor: A Comparative Study of Life in Poor Urban Neighborhoods in Gary, Indiana* (SUNY Press) as well as articles in *Social Forces*, *Social Problems*, *Journal for the Scientific Study of*

Religion, *Journal of African American Studies*, and *Sociological Focus*. In addition to writing for the academic market, she takes part in applied work. She has contributed numerous self-help, religious, and general topic articles to mainstream magazines as well as her book, *Subverting the Power or Prejudice: Resources for Individual and Social Change* (InterVarsity Press) and the forthcoming book for graduate students and new PhDs, *On the Market: Positioning Yourself for a Successful Academic Job Search* (Lynn Reiner). Dr. Barnes was an invited speaker on the sexuality, AIDS, and health panel at the 2004 Congressional Black Caucus of the United States, Washington, D.C.



New Fall 2007 Sociology Courses

Aging and Health in Diverse Contexts

Professor J. Kelley-Moore
Tuesday/Thursday, 10:00-11:15

This course explores the role of "place" in the experience of health and aging. At all points in the life course, *where* we live matters. The social characteristics (friendliness of neighbors) and the physical characteristics (amount of trash or noise) of our neighborhoods and communities can influence our physical and mental health. As we grow older, such changes can have direct consequences on our health. Although we focus on older adults, we take a life course approach to understanding how and why our environment matters. We will address both the prevailing theoretical frameworks and the most recent empirical evidence in this area of study. The course is broken into three units: 1) Place, Space, and Environmental Context; 2) Health Outcomes of

Physical and Social Organization; and 3) Differential Vulnerability by Individual and Group Characteristics. Students interested in aging, health, urban settings, disability, or race/ethnic diversity may find this course interesting.

Population Dynamics and Changing Societies

Professor David Warner
Monday/Wednesday, 12:30-1:45pm

This course is an introduction to social demography: the systematic study of the size, composition and distribution of populations and their relationship to the social, political and economic organization of societies. Emphasis is on the causes and consequences of population change. Demographic data and methods are also covered.

The Sociology of Sex

By: Debra Klocker

Michael Flatt's Sociology of Sex course has been creating a buzz on campus as one of Sociology's newest course offerings. The course approaches the issue of sex and sexuality from a sociological point of view.

I recently had a chance to sit in on Michael's class. On the day that I attended the discussion involved the history of homosexuality from the 16th century with King Henry VIII's Sodomy Laws through the most recent legislation. Throughout the class, there were many opportunities for discussions as a class, opportunities to share recent stories in the news and to ask questions.

After talking with Michael about his course, he suggested that among Sociology courses, sexuality is often subsumed under the label of "Gender" and presented as "Sociology of Gender and Sexuality." However, Michael feels, "It is important for sociologists to note that those two concepts are not interchangeable. Too often (hetero) sexuality gets presented as a function of one's gender. The reality is that there are an incredibly diverse number of gender identities, gender presentations, and sexualities. While there is obviously a strong social relationship between sex and gender, the two concepts should not be used synonymously."

When asked how he created this course and how he made it his own, Michael replied, "I took a look at what was being taught at other universities. Then I took what I thought was the most interesting and relevant from each course. One of the major changes was my focus on the media and its impact on American sexual expression. I think it offers one of the most intriguing paradoxes of American society—our obsession with sex in the public media and our notion that somehow frank discussions of sexuality still remain private (or behind the bedroom door)."

In regard to the course outline and the selection of course material, Michael chooses to include a lot of course content based on his feelings that the topics were conspicuously absent from other course curriculum (e.g. marriage and family classes, gender courses, women's studies courses). "As a sexual minority myself, I have had a number of years of education (more than I care to admit) which have often ignored one of the most powerful so-

cially organizing principles of my life. I hope this class incorporates some of those missing components, and offers students a little more insight to the often confusing or vague manner in which sex and sexuality is presented in the classroom," stated Michael.

When asked what he hopes each student will take away from this course, Michael replied, "To paraphrase Lenore Tiefer, my main goal for this class is for students to recognize that 'sex is most certainly not a natural act.' Everything about sex—the way we do it, what we think about it, how it is presented to us by our friends, family, religion, and mass media—is socially constructed and culturally bound. Like any sociology class, you hope that your students will in some way be more sympathetic and have a greater understanding of the diversity that exists in our society."

As for the topics resonating with the students the most, Michael has found that the topics that he thought the students would be anxious to talk about did not create the most discussion. For instance, their discussion on Sambia sexual culture—which centers on semen valuation—seemed to be a bit too risqué for the students. However, the class discussion on transgendered persons sparked a lot of good discussion, and Michael feels it really opened some minds about the complexities of sexuality, as well as the varieties of gender identity and expression. "Students seemed most interested when the material really challenges their implicit assumptions—which is great!" explained Michael.

Michael has taught here at Case and at Cleveland State University and Cuyahoga Community College. Courses he has taught include Intro to Sociology, Gender, Deviance, Race and Ethnicity, Marriage and Family, and Human Development. When asked what courses would he like to teach in the future, Michael replied, "I would like to teach courses related to the intersection of sexuality and gender with race and ethnicity. I also think the sociology of music could be a great course to get students into the accessibility of sociology. And, of course, I hope one day to teach the sociological lessons we can all learn from Madonna."

This course approaches the issue of sex and sexuality from a sociological point of view.



Learning from Those Who Know:

Action Research in Long-term Care

By: Robin Patterson



“Doesn’t everyone in the world who is sensible strive to do better?” – Judson long-term care resident

Over the past decade, a national movement for changing the culture of long-term care has inspired many nursing homes to make efforts to develop resident-centered practices, responding to Eden Alternative founder Bill Thomas’s charge that the “three plagues” of nursing home life – loneliness, helplessness and boredom – are the most urgent problems facing the long-term care industry. As part of this movement, some long-term care facilities are seeking to alter their structures and practices, making them more resident-centered and more responsive. The goal of redefining the cultural and societal meaning of old age in a way that restores full social participation to elders – nourishing their potentials for competence and providing opportunities for autonomy and relatedness – is recognized as a never-finished task.

Recently, members of the Department of Sociology have teamed with a local Eden facility, Judson at University Circle, in an effort to move the vision of culture change forward by focusing on overlooked, yet crucially important, sources of knowledge about how to improve quality of life – the firsthand experience of residents themselves, and of frontline staff. Judson at University Circle is a continuing care retirement community that offers independent living, assisted living, long-term and short-term skilled nursing care (in the Bruening Health Center), home care and community outreach. To draw upon this untapped expertise, Dale Dannefer and his research team initiated *Learning from Those Who Know*, an action research project, with the support of a grant to Judson by the Reinberger Foundation. The project took place in assisted living settings and the Bruening Health Center within Judson. In addition to Dale, the research team includes four doctoral students: Project Director Robin S. Patterson, Assistant Project Director Rebecca Siders, and research associates Carolyn Lechner and Jude Harris. Dr. Paul Stein of the University of Rochester serves as project consultant. The design of the study includes ethnography and semi-structured interviews; however, the central methodology is participatory action research. Action research mobilizes key participants – long-term care residents, staff and family of residents – as not just subjects of research but as *participants* in the generation of knowledge. Regular weekly meetings of 5 independent *Consortia*, or small groups of 8-12 residents, family, staff and researchers, were held over the course of 4 months in summer, 2006. *Consortia* are intended to transcend the conventional “service provider/service recipient” modes of relationship in long-term care and simultane-

ously to nurture social relationships. They provide new opportunities for resident, staff and family participation in discussions of life and work within the facility, giving voice to their concerns and ideas about key areas of focus for further progress.

Outcomes of the action research at Judson have included the following: generating suggestions for resident-friendly changes in everyday life, work, and routines; building new forms of relationships among residents, staff and family; providing new and unique opportunities for meaningful community engagement; and offering a forum to share and honor past experiences, accomplishments and talents.

Some examples of products of the Consortia’s work include:

- Compilation of a *Staff Facebook*, which coalesced from residents’ desire to know more about staff members and their lives. Group members constructed interview guides, conducted interviews and compiled this information into the *Facebook*, available to all community members.
- Storytelling – making new connections between past and present lives possible and honoring the importance of these experiences
- Increased civic / political engagement: One Consortium member reported that he chose to become involved with monthly Resident Council meetings as a result of Consortium participation; another decided to interview fellow residents at mealtime, regarding improvements they would like to see on the unit.
- Sharing helpful technical information: A new and effective sound amplifier was introduced by a family member to staff and to the family of another resident who, formerly detached, became active, engaged and cogent when she tried the device and was able to hear.
- Direct discussion with the facility’s administrative leaders: One Consortium invited administrative staff to attend their meeting to inquire about a range of topics including activities, dining policies and physical features of the unit.

At the November, 2006, meeting of the Gerontological Society of America in Dallas, Rebecca and Robin presented this work at a symposium organized by Dale Dannefer, Paul Stein, Robin Patterson and Rosalie Kane of the University of Minnesota, entitled *Empowering Residents and Care Workers: Participatory Research and Culture Change in Elder Care Settings*. The project is continuing this year.

School-Based Peer Justice Court

By: Emilia McGucken

Dr. McGucken is applying to Case Curriculum Committee for the addition of a new Sociology course. This seminar/practicum (SOCI 305A) course is titled "Restorative Justice and School-Based Peer Justice Court", and it is designed with the purpose of introducing Sociology undergraduate students to Restorative Justice theory and the practical application of the Peer Justice method of intervention in high school disciplinary issues. This course includes a combination of regular seminar meetings and occasional field placements at local high schools.

A year ago, as part of a Service Learning Seminar, Dr. McGucken and her students established a close collaboration with Martin Luther King High School faculty and students, and both groups expressed their willingness go ahead with the implementation of this program.

This experience helps students see how some of the abstract academic principles studied in the "Criminology" and "Delinquency and Juvenile Justice" courses can translate to the real world and can facilitate the introduction of novel solutions to certain student disciplinary problems at high schools. There is a built in reciprocity in this project since classroom learning contributes to the service, while the service component enhances the knowledge obtained in the classroom. As they participate in this course, students will have opportunities to reflect on what they have learned about Restorative Justice, about high school issues they are seeking to address, about the community and the people whom they hope to assist, and about themselves as persons with a sense of caring for others.

The Peer Court Justice project will help divert misbehaving high school youth from traditional high school disciplinary practices. Only students engaged in minor offenses will be dealt

with. Many of the young defendants are first time offenders accused of insubordination, failing to attend school, using abusive language, cheating, failing to comply with school rules, bullying and other. The training, mentoring, and mutual collaboration between Case and high school students provides active learning experiences leading to the possibility of using the restorative peer court justice program as a new and constructive way of resolving some of these behavioral issues.

Upon completing the program suggested for the student offender, the youth learns about accountability, about the damage to the victim, about the repercussions to other and to the school, all of which can lead to the positive interruption of a pattern of misbehavior. Peer court justice may hold the student accountable while applying the unofficial, yet perhaps more efficient process of being called to task by his/her peers. Research evidence does find decreased recidivism rates when restorative justice hearings are used, and an easier return of the youth to the midst of his/her school peers, and the community is noted.

The new course and its application addresses breaking school rules in a constructive way. Restorative justice is based on responsibility and reengagement, rather than on punishment. The theory and practice of the restorative justice philosophy provides opportunities for dialogue, reflection, insight into the circumstances of the incident, including both the victim and the offender, and the likelihood of "making

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Navigating Greedy Institutions

By: Susan Hinze



Much of my academic research centers on the “greedy institutions” of work and family. As a sociology professor, I can trace the historical roots of our current system of domesticity, and wax eloquent on the how ideal worker norms that permeate the professions discriminate against anyone with caretaking responsibilities. Indeed, my sociology of work and family class touches upon all of this and much, much more. I just lectured in the medical school on the subject of glass ceilings, sticky floors and maternal walls—structural barriers that keep women in medicine from achieving parity with men.

But what happens when the questions get personal? What happens when, as in my recent lecture, someone raises their hand and asks, “Yes, but how do we get through this?”

Educating people about the sometimes invisible structures at work in their own lives can raise awareness, help them navigate as individuals, and perhaps even motivate them to effect macro level social changes.

An academic, sociological perspective offers brilliant insights and exposes hidden processes at work and I’m a firm believer that knowledge is power. Educating people about the sometimes invisible structures at work in their own lives can raise awareness, help them navigate as individuals, and perhaps even motivate them to effect macro level social changes. But sometimes we fall short of offering a message of hope and empowerment in the face of adversity. To paraphrase Marx, the dead generations weigh on the brains of the living. Structure is heavy. I once had a student stop by my office during office hours to tell me that she, at the wise old age of 20, had decided against having children. She aspired to be a physician, and after studying the greedy institution of medicine and becoming aware of the unique difficulties faced by women, she had decided to forego motherhood. It would be impossible, she concluded, to do both. She couldn’t be a good physician and a good mother. I was shocked. Perhaps appalled. And deeply worried that my imparted wisdom had led to just the opposite of what I intended.

On a separate occasion, I had a long, emotionally intense conversation with a graduate student about a life in academia. This student, whom I’ll call Jane, was an astute student, watching and learning from what her professors modeled. She concluded, in short, that she didn’t want the kind of life we lived. Jane saw how hard her faculty worked, the 24/7 kind of commitment required by a life in academe, and she said no thanks. She quit graduate school, moved away, and built a very different kind of life for herself. The question in Jane’s case got

very personal. It wasn’t just what we taught in sociology about the structures at work; it was what we modeled.

Remarks by Lawrence Summers, former president of Harvard, ignited a furor when he suggested that innate differences between men and women might be one reason fewer women succeed in math and science careers. But less attention was given to another comment, that women don’t want to work the 80 hour workweeks required for research careers. Do we need 80 hour workweeks to succeed in academia? If so, is it nonnegotiable? An 80 hour workweek translates into a 9:00 AM to 8:30 PM workday, seven days per week. The question of whether men actually work those kinds of hours, and if women are really less willing to, is beside the point. That question focuses on whether individual behaviors are ‘responsible’ for career successes or lack thereof. But why not turn the lens on the structure of careers? In other words, to echo Linda Kerber’s recent *Chronicle of Higher Education* essay, why not find ways to make the academic workplace more humane? Can we restructure academic work to better accommodate the real, messy, but very human lives we lead?

Many of us, both women and men, will have intense caregiving responsibilities at some point in our lives. Many of us, both women and men, will have periods of illness and stress. We all require rest and rejuvenation. The good news for those of you in the very early stages of crafting academic careers, is that the forecast looks partly sunny. A slew of research has documented the disadvantage that accrues to women’s careers due to caretaking responsibilities (e.g., see Mason and Gulden 2002; Williams 2000), and change is underway. It helps that national organizations, like the AAUP, and professional associations, like the ASA, have joined the conversation and are helping to “reset” the “male clocks” that have resulted in caregiver bias. Institutions are taking note. Many Universities, including this one, now have policies that help stretch the tenure period so that biological clocks and tenure clocks do not tick simultaneously. Another policy, implemented at Case long after my children were born, allows a new parent a teaching free semester, which is critical for the success of one’s research. Many Universities now have on-site childcare, and we’re working toward that here. Of course, affording childcare is another issue entirely, and one the nation must deal with in a coherent and equitable manner. But in general, the conversations are occurring in our professional organizations, at the faculty senates and within departmental hallways.

Navigating Greedy Institutions (cont.)

In sum, how do we get through this? How do we engage in the work we love, without intense personal sacrifices? It's a tough question, and I don't have the answers. But the direction of change in recent years leaves me, a hardened cynic, feeling somewhat hopeful. Linda Gordon suggests we function as our own anthropologists, to decode and demystify the strange communities of practice in academia. And while I still believe that knowledge can empower individuals, I also believe that we need more conversations and collaborative action. None of us want to endure the pained decision of our brilliant graduate student who turned her back on our lifestyle. Her decision was our loss, and we shoot ourselves in the collective, academic foot if what we model pushes away people like Jane.

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By: Brian Gran

Children's Right Index

The Children's Rights Index (CRI) is a measure of young people's rights developed by a CWRU Sociology faculty member and graduate students. It is believed to be a unique measure, the first of its kind in the world.

Across the world, many national governments are developing and implementing rights of young people. Adopted in 1989, the U.N. Convention on the Rights of the Child provides that national governments will respect and enforce children's rights. Although the United States did not sign this Convention, young people's rights still dominate U.S. socio-political agendas and are sometimes viewed as conflicting with parents' rights. An example is a recent California proposal to ban corporal punishment of young children. This fall, the United Nations published a study, *The World Report on Violence against Children*, which called on national governments to ban corporal punishment of children. Other non-governmental organizations have called for expanding young people's rights in the realms of the economy, political system, and civil society.

Yet we know little how young people's rights vary across countries, and why. Michael Flatt, Lynn Falletta, and I have directed a project to design and build the CRI. Working with Dawn Aliberti, Antje Daub, Casey Miklowski, Robin Patterson, and Chris Schneider, we have developed a measure of children's

rights for over 180 countries for the year 2004. We have scored eight separate rights on a scale of 1 to 4, so the CRI ranges from 8 to 32.

We initially have two objectives for our work on the CRI. The first objective is descriptive: in our published work, we will present levels of rights across various countries and regions of the world. We find for these 180 countries that the average child in the world possesses a level of 22.3, with a range across countries of 13 to 30. Our second objective is explanatory: we will attempt to explain why levels of children's rights vary across countries.

As the project proceeds, we will attempt to answer other questions using the CRI. We will examine impacts of children's rights: do high levels of rights, for example, produce other important outcomes, such as improved well being among young people and stronger democracies?

We hope to reproduce the CRI over time, developing the CRI for past years and moving forward to examine whether children's rights are expanding across the world. It is hoped that the CRI will be useful to academic and policy work. It has received international attention from UNICEF and Save the Children.

The Children's Rights Index (CRI) is a measure of young people's rights developed by a CWRU Sociology faculty member and graduate students.



Elderly Care Research Center

By: Eva Kahana



This study is now in its 18th year of longitudinal annual follow-ups with elderly community dwelling persons. Data collection is now ongoing in Cleveland, Ohio, and in Clearwater, Celebration and Miami, Florida.

Ongoing Research Projects at The Elderly Care Research Center (ECRC)

Funded projects during the past year include several longitudinal investigations. The first study is “Buffers of the Impairment Disability Cascade,” which has come to be known as the ECRC “Successful Aging” study. This study is now in its 18th year of longitudinal annual follow-ups with elderly community dwelling persons. Data collection is now ongoing in Cleveland, Ohio, and in Clearwater, Celebration and Miami, Florida. The study is funded by the National Institute on Aging. In it, we are learning about proactive adaptations that contribute to successful aging in the 21st century. A unique component of the study is the inclusion of diverse older adults living in a variety of communities. Emphasis of this research has been on technology use and healthcare consumerism, which are new options for current cohorts of old-old adults. Our findings, based on analysis conducted this year, reveal that technology use is far more prevalent among these very old individuals than was previously believed. In particular, a high percentage of old-old adults use the Internet for emailing family members, friends, and even physicians who are increasingly responsive to email.

Other findings, based on the longitudinal aspects of this research, reveal the importance of marshaling support, which seems to be a very helpful adaptive strategy among older adults. Those who are not reluctant to ask for help seem to be far more likely to maintain good quality of life even in the face of stressful life events that they experience. Our research has also involved several longitudinal studies of depressive symptoms as an aspect of quality of life. One award-winning paper (Zhang, et al.), presented at the American Psychosomatic Society meetings in Budapest, Hungary this spring, revealed that changes in depressive symptoms, rather than levels of depressive symptoms, predicted mortality over a twelve year period in our original sample of 1,000 retirement community dwelling older adults.

Research on cancer prevention and cancer care

This study, which has been funded by the National Cancer Institute, is now in its third year. Initially, we have obtained data on cancer screening experiences of diverse older adults and examined how these cancer screening practices and physicians’ recommendations for cancer screening are impacted by older adults’ demographic characteristics, by their health status, and by their behaviors as proactive healthcare consumers. In this study, which was presented at the American Psychosocial Oncology Society meetings in Austin, Texas this spring, we reported data about the important influences of demographic background characteristics on cancer screening related to different types of screening tests.

Age was found to be the most important criterion physicians used in recommending their patients for screening tests, regardless of the patient’s co-morbid health conditions. This finding reveals ageism in cancer screening. Those older adults who regularly read books and periodicals about health information, were significantly more likely to be recommended by their physicians for fecal occult blood test, a non-invasive cancer screening test for colorectal cancer. When it comes to more expensive procedures for cancer screening, including mammograms, sigmoidoscopy, and colonoscopy, we found that the level of health care consumerism, reflected in patient assertiveness, was a primary determinant of physician screening recommendations. It is notable that even the very old are highly likely to adhere to physicians’ recommendations for various cancer screening tests; that is, the vast majority of those who are recommended for these tests actually obtain them. Thus, our findings point to the value of being an inquiring and assertive health care consumer to counteract ageism in cancer screening.

Elderly Care Research Center Staff

By: Eva Kahana

Comings and Goings of ECRC Staff

Welcome Vinay Cheruvu. Vinay Cheruvu, M.Sc. joined the ECRC staff in November 2006. Vinay has a strong background in biostatistics, with an M.A. in mathematical statistics. He is currently a doctoral candidate at CWRU Department of Epidemiology of Biostatistics. Vinay is responsible for complex data management tasks at ECRC, related to several ongoing and completed longitudinal studies. He has also given several colloquia to Sociology students within the Sociology Department, and regularly offers hands-on assistance and instruction to research assistants working at ECRC. His most recent presentation focused on a longitudinal study of the impact of depressive symptoms on the development of functional limitations among the old-old. Additionally, Vinay has given a workshop on the use of factor analyses to establish psychometric properties of scales used in studies with older adults.

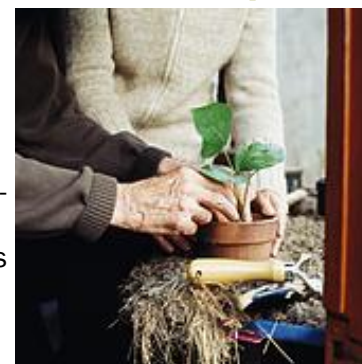
Several ECRC staff have completed their dissertations and have gone on to assume new positions as assistant professors. Loren Lovegreen defended her dissertation this fall and has assumed a new position as Assistant Professor of Sociology and Gerontology at Simon-Frasier University in Vancouver, Canada. Loren continues to collaborate with colleagues at the Elderly Care Research Center. In particular, she is now working on the study of the effects of altruism and volunteering on the psychological well-being of older adults. She is doing this project in collaboration with Eva and Boaz Kahana, Elizabeth Midlarsky and Vinay Cheruvu. Lauren's dissertation is entitled, "Characteristics and Antecedents of Residential Moves Made by Retirement Community Dwelling Elders in Late Life."

Gul Seckin, who has been a long-time re-

search assistant at ECRC, also received her Ph.D. this fall. Gul has assumed her new position as Assistant Professor at the University of Maryland, Baltimore County, in the Sociology, Anthropology and Social Work Department. In this new post, Gul is joining one of our alumni, John Schumacher, who is currently also a faculty member at UMBC. Gul is also continuing her research collaboration at the ECRC, and is currently completing a study of elderly Holocaust survivors with Boaz and Eva Kahana, and Cathie King.

During the current academic year, three new research assistants have joined the ECRC staff. They include Rachel Hammel, a first year student in the Sociology Department, who has previously worked at the University of Akron at the Institute of Health in Social Policy under the supervision of Dr. Sonia Ale-magno, an alumna of our department. Rachel's interests are in how young adults cope with stressful life situations and she hopes to pursue her interests on the earlier phases of the life course. Rebecca Siders has also joined the ECRC research assistant staff. She is also continuing to work on projects with Professor Dale Dannefer. Her interests are in staff-patient interactions in nursing homes, and she has extensive experience in working with older adults in long-term care settings. Robert Peterson is also a second year student who has recently become part of the ECRC team. He is also continuing his long-term assistantship with Professor Sue Hinze. His interests are in patients living with HIV/AIDS and their coping strategies, focusing on how self-disclosure about HIV diagnosis impacts the social support networks of these individuals, as well as the perceived stigma that they endure. Welcome Rachel, Robert and Rebecca.

In addition to its research activities, the Center serves as a teaching facility, training graduate and postdoctoral students from diverse social science disciplines in the theory and methods of social gerontological research.



Cancer Survivor Research Project

By: Gary Deimling



**On November 15,
2006, the Cancer
Survivor Research
Project received
The American
Cancer Society
Trish Greene
Quality of Life
Award...**

The Cancer Survivor Research Project (CSRP) is now in its ninth year. We have interviewed nearly 500 cancer survivors and by the end of the year will have longitudinal data covering six waves of interviews. This spring, we are applying to the National Cancer Institute to renew

this research grant for five additional years and three additional waves of interviews. This proposal will combine Dr. Deimling's interests in survivors quality of life with Dr. Karen Bowman's interest in the role that families in survivors play in recovery from cancer. Plans are to include interviews with two family members along with survivor interviews. The research will continue to focus on health disparities experienced by older cancer survivors that are related to race and gender. If successfully funded, that renewal will begin in the summer of 2008.

On November 15, 2006, the Cancer Survivor Research Project received The American Cancer Society Trish Greene Quality of Life Award at the Annual Meeting held at the Waldorf Astoria in New York. Trish Greene, for whom the award was named, served as the American Cancer Society's vice president of patient services for 15 years. Throughout her career, she focused on improving quality of life for all people touched by cancer. Thus, the Friends of Trish Committee chose to honor her memory by awarding a special prize to the author(s) of the journal article that best addresses significant issues in quality of life for cancer patients and their loved ones.

Dr. Deimling as lead author, along with Dr. Karen Bowman, Dr. Boaz Kahana, Samantha Sterns and Louis Wagner received the award based on their article, "Cancer-Related Health Worries and Psychological Distress Among Older Adults, Long-Term Cancer Survivors". This article was selected from among 18 finalists whose work was in 15 selected journals.

Other recent publications of the Cancer Survivor Research Program include:

Deimling, G.T., Bowman, K.F., Wagner, L.J. (in press) Cancer Survivorship and Identity among Long-term Survivors. *Cancer Investigation*.

Deimling, G.T., Sterns, S., Bowman, K.F., Kahana, B. (in press) Functioning and Activity Participation Restrictions among Older Adult, Long-term Cancer Survivors. *Cancer Investigation*.

Berger, N., Savvides, P., Koroukian, S., Kahana, E., Deimling, G., Rose, J., Bowman, K., Miller, R. (2006) Cancer in the Elderly. *Transaction of the American Clinical and Climatological Association*.

Bowman, K.F., Rose, J.H., Deimling, G.T. (2006) Appraisal of the cancer experience by family members and survivors in long-term survivorship. *Psycho-Oncology* 15(9) 834-845.

Deimling, G. T., Bowman, K. F., Sterns, S., Wagner, L. J., Kahana, B. (2006) Cancer-related worries and psychological distress among older-adult, long-term cancer survivors. *PsychoOncology* 15(4) 306-320.

Deimling, G., Wagner, L., Bowman, K., Sterns, S., Kercher, K., Kahana, B. (2006) Coping Among Older-adult, Long-term Cancer Survivors. *Psycho-Oncology*, 15(2) 143-159.

Faculty News



Dr. Deimling was appointed the Armington Professor for two academic years, beginning July 1, 2007. This professorship was established by Elizabeth and Raymond Armington to support faculty members whose professional activity and personal characteristics

exemplify important values, in particular the "qualities of individual initiative tempered with appropriate concern for the rights of others."

Recently, a paper co-authored by **Dr. Eva Kahana** and Jianping Zhang, MD MPH, entitled "Change in depressive symptoms predicting mortality", received an American Psychosomatic Society (APS) Scholar Award. These awards are given to the top student/trainee abstract submissions in different areas of psychosomatic medicine. Dr. Zhang has collaborated on several papers with Investigators at the Elderly Care Research Center.



Dr. Kahana also received the 2007 Spotlight Prize for Women's Scholarship from the College of Arts & Sciences. Winners are chosen for their "outstanding research and leadership. The Awards are funded through the Mather Spotlight Series Endowment, established in 1989 by the Mather Centennial Celebration Committee of the Flora Stone Mather Alumnae Association.

Dr. Kahana was chosen to receive a \$5,000 Seminar Scholarship for the 2006 Baker-Nord Seminar on Information Technology.

Dr. Susan Hinze was awarded the 2006 USG Undergraduate Teaching Excellence Award in the College of Arts and Sciences. She also earned the 2006 "Excellence in Education" distinction from



Ohio Magazine. She recently gave a talk, sponsored by the Women Faculty in the School of Medicine, titled "Glass Ceilings, Sticky Floors and Maternal Walls: Navigating Medicine and Gender

over the Life Course." Dr. Hinze is working with three graduate students, Michael Flatt, Robert Peterson and Christine Schneider, on a new research project on video gaming.

This research team is using a sociological perspective to explore and critique the rapidly burgeoning psychological and psychiatric literature on gaming "addiction." The faculty-student collaboration is also in the early phase of qualitative data collection on gaming culture at CWRU.

Dr. Brian Gran received a number of prestigious national and international invitations. He was invited to participate in a working conference at UC Berkeley on visual data and privacy. He gave invited lectures to the Institut Universitaire Kurt Bösch in Switzerland and to the UNICEF Innocenti Research Centre in Florence, Italy. Professor Gran was also nominated for the Wittke Award. And, Brian Gran, assistant professor of sociology, has been invited to serve on the UNICEF Innocenti Research Centre's Expert and Scientific Committee on Independent Human Rights Institutions for Children.



Dr. Emilia McGucken was promoted to Senior Instructor in the department of Sociology by the Case Western Reserve University Board of Trustees.



Congratulations
Heather Menne,
Chris Burant
and
Gul Seckin

Recent Graduates

Recent graduates, Heather Menne, Chris Burant and Gul Seckin each took the time to share with us their current work, future plans and words of wisdom for current students.

Heather Menne is currently a Research Scientist at the Margaret Blenkner Research Institute (MBRI) of the Benjamin Rose Institute. Her current research involves an evaluation of the Ohio Medicaid Assisted Living Waiver program in conjunction with Dr. Farida Ejaz (who earned her doctorate from MSASS) and collaborators at Scripps Gerontology Center, Miami University. Heather is also working with Dr. Carol Whitlatch on her longitudinal study of persons with dementia/family caregiver dyads. She also spends time disseminating results from her research on persons with dementia and from a cross-sectional study of the training and job satisfaction of direct care workers. When asked about upcoming plans, Heather stated, "As I settle in to my position as Research Scientist, I am excited about the possibilities of my own intellectual and grant development. The team of researchers at MBRI are diverse, well trained, and very supportive. The coming year will in-

volve manuscript submissions, abstract submissions, and grant submissions as I find and make my niche in the area of understanding and assisting persons with dementia"

Chris Burant is currently a Research Associate in the Department of Bioethics. He spends his day working on data analysis, teaching SOCI 407, publications, reviewing manuscripts, collaborating on writing grants. Chris' upcoming plans include teaching and finding a tenure track faculty position. We asked Chris if he had any words of wisdom or advice for current students that he would like to share. Chris offered, "Hang in there, perseverance pays off. Learn to manage and accept setbacks in your studies, it helps for you to move on. After all everyone in academics must face setbacks in their careers to succeed"

Gul Seckin is currently working as an Assistant Professor in the Department of Sociology at University of Maryland, Baltimore County. Gul hopes to be successful and climb up the academic ranks. Gul also offered some words of wisdom to current students, "Work hard, do not lose heart, and see academic challenges as opportunities for success".

Upcoming Graduates

Congratulations to upcoming graduates
Joanna Kelly,
Loren Lovegreen and
Samantha Sterns!

Samantha has taken a moment to let us know what she is currently up to and has shared some words of wisdom for current students.

Samantha Sterns plans on working as a post-doc. Her advice is, "When you get slowed down in your academic track, which does occur more frequently than one would like, keep pushing, you will eventually reach your goal."

Student News

Michael Flatt, a Ph.D. student in the Department of Sociology, was awarded an all-expenses paid scholarship to attend a February 22 and 23 training session for graduate students pursuing research on sexual minorities entitled "A Primer on Empirical Research on Sexual Minorities," sponsored by the Williams Institute UCLA School of Law. The goal of this training session is to enable scholars to find and appropriately use existing empirical data that permits the identification of sexual minorities. The application process was highly competitive.

Gregory Graham has accepted a position here at Case at the Frances Payne Bolton School of Nursing. He is now a lecturer in Biostatistics.

Samantha Sterns has published her first book chapter, Institutional Constraints on Residents in Long-term Care Facilities for the elderly in *Research in the Sociology of Health Care*, 24. Also, on Friday, August 5, 2006 she defended dissertation. And married James Cole September 3, 2006. Congratulations!

Michael Schafer is the proud father of Max, who is now 20 months!



Graduate Awards

Congratulations to the Sociology students who received awards at the 3rd Annual Graduate and Postdoctoral Awards Ceremony on Wednesday, April 25, 2007

The Eva L. Pancoast Memorial Fellowship
to women for study abroad

Robin Shura Patterson

The Ruth Barber Moon Award
to graduate students who demonstrate academic promise, leadership ability, and financial need

Robert Benjamin Peterson

The Graduate Dean's Instructional Excellence Award
to graduate assistants in recognition of providing outstanding instruction to students of the university

Dawn Aliberti

Tanetta Emily Anderson



New Student Spotlight

The Sociology Department welcomed three new students into the Ph.D. program in the 2006-2007 academic year.

Jackie Arendt, graduated in December of 2005 with a BA in sociology from Cleveland State University after starting 300 years earlier (really only 23years! I was inducted into the Alpha Kappa Delta International Sociology Honor society and honored by the CSU Sociology Department as their Distinguished Student for 2006. Native Clevelander who now resides in North Royalton with husband, Dave, and four daughters: Jill, Tori, Emily and Nicole. Beside advocacy work for public schools and gifted services, I enjoy walking in the metropark, jigsaw puzzles, getting together with friends, traveling with my husband and family and a quiet house (does not happen too often with two teens and two tweens).

Rachel Hammel graduated from the University of Akron with her masters in Public Administration. Rachel is a na-

tive Ohioan and lives in North Canton. Rachel worked at the University of Akron, Institute for Health and Social Policy for 8 years and enjoys research. Outside of academia Rachel enjoys spending time with her husband and two children. She is excited about beginning her journey with our department and is looking forward to the next semester.

George Kyriotakis was born and raised in the island of Crete in Greece. After graduating from high school he moved to Boston where he completed a BA in Human Development at Hellenic College and an MA in Applied Sociology at the University of Massachusetts in Boston. George then moved to Cleveland two years ago and he lives in Rocky River with my wife. He is currently working at the Cancer Survivors Research Program with Professor Deimling. I enjoy fishing, diving and cooking.

The Department of Sociology also welcomed **Terrance Richardson**.

Alpha Kappa Delta

The Sociology Department sponsors an Annual Honors and Awards Celebration to recognize its top students. The Sociology Honor Society, Alpha Kappa Delta, welcomed 17 new inductees in Spring of 2006.

2006 AKD initiates included:

Jessica Arteaga
Shoshana Ballew
Ian Dupont
Joshua Ernst
Joshua Gohlike
Priyanka Karnik
Erin Kern
Rachel Kroner
Shahdi Malakooti
Rochelle Misch
Alison Molnar
Lauren Pantages
Jessica Rocco
Elizabeth Skilton
James Stafford
Karyn Wheeler
Tara Wilcox

As a result of their hard work and commitment to the study of Sociology, 16 students will be inducted into AKD. The 2007 inductees include:

Indigo Bishop-Blakely
Saptarshi Basu
Lia Chervenak
Horace F. Consolo
Holly Ezzone
Kristen Haase
Allison Lansell
Maureen Nagel
Tanner Opalinski
Chris Reed
Katie Riley
Steven Roth
Jordan Silver
Melanie Stipp
Martine Trinkka
Neil M. Williamson
Lauren Yessenow

**This years Annual Sociology
AKD Initiation and Dinner
Ceremony took place
Tuesday, April 24, 2007
at Mather Memorial in room 201.**

2007 AKD
Initiation
Ceremony



2006 AKD Initiation
Ceremony