

SKIDMORE COLLEGE

SOCIOLOGY, ANTHROPOLOGY, AND SOCIAL WORK

ANNUAL REPORT FOR 2001-02

This year has been interesting, challenging, and rewarding for the Department of Sociology, Anthropology, and Social Work. We missed our four colleagues on leave, but enjoyed having their replacements with us. We welcomed a Luce Assistant Professor of Asian Studies, celebrated a tenuring and two promotions, recruited a new tenure-track colleague and two new one-year faculty for next year, and regretted the departure of two colleagues who had been with us for several years. We enjoyed and learned from a colleague's Tang exhibition. We swapped chairs and changed offices. Our students excelled in so many ways, both in and out of the classroom. Throughout, we tended to our classes and developed our curricula, we presented papers, published, consulted, and received grants, and we served the Skidmore and larger communities. In short, 2001-02 has been a typical year for our department but even more so. That's typical for us. This report describes what we have been up to over the past year.

Students

We are proud of our students and their accomplishments. Consider . . .

As in the past several years, our students presented papers at professional meetings. Eight seniors from Catherine Berheide's Senior Seminar in Sociology gave papers at the annual meetings of the Eastern Sociological Society, held this spring in Boston:

Caren Arbeit / *More Than Grades: Factors That Influence Educational Aspirations*

Dan Bianchi / *Differences in Returns to Academic Achievement Among Second Generation Mexican-Americans According to the Size of Locality*

Michelle Blocklin / *Therapeutic Volunteering: A Look at the Relationship Between Anxiety and Volunteering Among Women*

Sarah Feingold / *As Seen on TV: Prescription Drug Advertising and Its Influence on Society*

Kate Keilty / *Christian Fundamentalism and the Environment: A Dangerous Mix?*

Julia Shanbrom / *Health Status and Inequality*

Mary Sprayregen / *Examining Offender Social Ties: A Theory of Successful Community Justice*

Sarah Stern / *WWJD: The Relationship Between Religion and Attitudes Toward Poverty*

Sociology major Mary Sprayregen '02 received first prize in the student paper competition at the annual conference of the Northeastern Academy of Criminal Justice Sciences. Mary's paper, "Offender Social Ties: A Theory of Successful Community Justice," uses data from her work with David Karp on Vermont's Reparative Probation program and grows out of her senior seminar project.

The American Sociological Association selected Caren Arbeit '02 for its Honors Program for 2002. This program will be held in Chicago in conjunction with the ASA meetings in August. Nominated by Professor Rory McVeigh, Caren was selected in part on the basis of a paper on the American Indian Movement originally written for a seminar on social movements with Professor McVeigh. Caren will join other Honors Program participants interested in pursuing careers in sociology.

The New York State Social Work Education Association selected social work senior Erin Williamson as Student of the Year.

Participation of our students in professional meetings has become a regular spring rite. Probably no Skidmore program and few programs anywhere have our department's level of student involvement at professional meetings.

Six of our majors were inducted into Phi Beta Kappa: Joshua LaFrancois in anthropology and Dan Bianchi, Michelle Blocklin, Jessica Hubbard, Kate Keelty, and Mary Sprayregen in sociology.

Alpha Kappa Delta, the international sociology honor society, inducted 12 new members:

Amanda Abrahamsen	Carolyn Depoian	Erica Silberstein
Caren Arbeit	Michael Glickstein	Caitlin Straus-Bowers
Anna Burns	Sonja Nielson	Whitley Tucker
Mara Campione	Jessica Shapiro	Tamara Wilder

Rory McVeigh served again this year as the Alpha Kappa Delta faculty advisor.

Department awards went to four outstanding students:

Everett V. Stonequist Award in Sociology — Mary Sprayregen
 Nancy Rautenberg Award in Sociology — Daniel Bianchi
 O. Roger Gallagher Award in Anthropology — Josh LaFrancois
 Hilda Bashevkin Betton '39 and Morris H. Betton Award in Social Work — Joanna Kreil

Our majors even won awards from other departments. Sociology senior Sarah Feingold received the Dorothy Dryfoos Olsan '41 Prize in Jewelry and Metalsmithing. The Jo C. Hebard '69 Memorial Prize for contributions in the field of health and human services went to Kathryn O'Rourke, a double major in sociology and social work. Psychology-sociology major Erica Silberstein won the Krawiec Psychology Prize for juniors.

A dozen department majors, representing all three of our disciplines, participated in individual and group presentations at this year's Academic Festival.

Our majors also excelled in community service. Very much in the spirit of Lucy Scribner Skidmore's vision for the College, students' service and academic work were mutually informing and reinforcing. So, for example, Jacqueline Azzarto and about 25 social work students (a record number!) participated in Social Work Lobby Day in Albany. They addressed state legislators on issues such as welfare reform.

Anthropology major Joshua LaFrancois, sociology major Mary Sprayregen, and social work major Erin Williamson represented their programs as members of SGA's Academic Council.

For good reason we are very proud of our students.

Personnel Matters

This sure has been a year of faculty coming and going and returning. Four faculty enjoyed leaves of absence, two for the whole year. We had seven adjunct professors, two fulltime and with us the entire year. We welcomed a new professor in September and said good-bye to others in May. Midyear we celebrated a tenuring/promotion and then another promotion. At the end of the academic year, we switched department chairs and welcomed back a colleague from the Dean's office.

Moving Up An account of all this personnel activity must begin with our two Susans. Susan Walzer was tenured and promoted to Associate Professor of Sociology. Susan Bender was promoted to full Professor of Anthropology. No surprises, but rightly celebrated by our department and applauded by colleagues across the college.

Arriving With support from the Luce Foundation, the college created a new position—the Luce Assistant Professor of Asian Studies. Our Luce professor, Adam Yuet Chau, joined us last Fall. Adam extends geographic area courses in anthropology (currently, we offer no anthropology courses on Asia), adding the anthropology of religion as a specialty and relieving severe enrollment pressures in anthropology courses. He also bridges to the Asian Studies and International Affairs programs and plays a role in the development of a foundation-supported program in Beijing.

Leaves and Replacements Both Michael Ennis-McMillan and David Karp were on full-year pre-tenure leaves in 2001-02. Michael was a resident Fellow at the Center for U.S.-Mexican Studies at the University of California at San Diego. He carried out research and wrote on community-based water management and environmental health in the Valley of Mexico. Skidmore alumna Joylin Namie filled in for Michael. Joylin received her PhD at the University of California at San Diego shortly after arriving at Skidmore. She leaves Skidmore to teach at Utah Valley State College.

David Karp carried out several projects while on leave, including analyses of videotaped community reparative probation hearings in Vermont, completion of a book of case studies in community justice, evaluation of Vermont's "Juvenile Justice Plan," and campus judicial reform. The latter project was supported by a grant from the Robert Wood Johnson Foundation. Miliann Kang filled in for David, adding to our curriculum rather than duplicating David's set of courses. Miliann received her PhD from New York University shortly after joining us. She leaves us to join the faculty at Grinnell College.

Jill Sweet was on sabbatical last fall, working on her exciting Spring 2002 Tang Museum exhibition based on the photographs of Edward Curtis (more on Jill's exhibition below). Lorraine Hawkins, an advanced graduate student at SUNY-Binghamton specializing in peoples and cultures of the Middle East, substituted for Jill.

Jackie Azzarto was on sabbatical leave last fall, working on issues of social welfare policy and reform. Jackie visited four New York counties, interviewing staff of Community Action Programs and their low-income clients. Jackie worked closely with four students who transcribed over 300 pages of interview data for her sabbatical research. Peg Tacardon filled in for Jackie as Acting Director of the Social Work Program last fall even while continuing as Field Coordinator. John "Dan" Chesire was scheduled to replace Jackie in the classroom, but Dan resigned last summer. We were fortunate,

however, to have Crystal Moore and Lawrence O'Toole replace Jackie last fall and then continue teaching part-time in the spring.

Jason Scott, an advanced doctoral student in SUNY-Albany's School of Criminal Justice, taught SO 213/Criminology last fall. Stephanie Bennett, working on her doctoral dissertation at SUNY-Albany, again taught SO 201 Social Issues last fall.

Generally speaking, Skidmore students have been well-served again this year by our adjunct and temporary faculty, and we much appreciate their efforts and successes. We could not offer our programs without the help of adjuncts.

Returning Susan Bender is returning to our department and the anthropology program from her successful but surely taxing service as Associate Dean of the Faculty. Sue, though, is taking the long way back, by way of London and a sabbatical. She will teach in and co-direct the London program for first-year students in the fall and take a sabbatical leave in Spring 2003. We are fortunate to have Laurie Miroff joining us as Sue's replacement in archaeology.

Leaving Rory McVeigh has left Skidmore for the University of Notre Dame, an especially appealing position that will allow him to continue his commitment to teaching excellence while providing an especially rich environment for his research. Football, too! We have been fortunate to have had Rory with us albeit for only a few years.

Renee Walker completed her fourth and final year in anthropology, filling in for Susan Bender while Sue served as Associate Dean of the Faculty. Renee is joining the faculty at SUNY-Oneonta, beginning a tenure-track position that she so deserves. She has given much to our department and students over the past four years and leaves good friends at Skidmore.

So, we have said farewell to Rory McVeigh and Renee Walker, colleagues who have given generously to our department and their students over the past few years. Likewise to two colleagues, Miliann Kang and Joylin Namie, who have been with us fulltime this past year. We will miss them all and wish them well in their new academic adventures.

Recruiting and Welcoming This past year the administration authorized a new tenure-track position in social work. This position recognizes that social work colleague Thomas "Pat" Oles's stay in the administration is indefinite and that the social work program needs the stability that a third tenure-track colleague brings. We have struggled along with adjunct faculty and nontenure-track colleagues replacing Pat. It was time to "regularize" this situation in social work.

Peg Tacardon led a search for the new social work faculty member that resulted in an excellent set of final candidates. (Jackie Azzarto, Susan Walzer, and Bill Fox also served on the search committee.) We are delighted that our first choice, Crystal Moore, accepted the position and will join us fulltime next fall. Crystal brings rich experiences in both social work and social research as well as considerable teaching experience (including highly successful courses at Skidmore this past year).

We welcome, too, Laurie Miroff and Sandra McGinnis, each with us fulltime all next year. As noted above, Laurie will replace Susan Bender while Susan works with students in London and enjoys a sabbatical. Sandra, finishing up her PhD at SUNY-Albany, will occupy Rory McVeigh's position, although offering a different set of courses.

We are also pleased to welcome two anthropologists—Hideko Mitsui and Alicia DiNicola—who will each teach a course next fall. Hideko is an advanced graduate student at Stanford University working on her dissertation on the “Politics of Reconciliation and the Making of a Transnational Feminist Community in Postwar Japan.” Alicia is ABD at Syracuse University and returns from a year of fieldwork in India.

Chairing Bill Fox finished his five-year sentence as department chair—easy time in a department like SASW. John Brueggemann assumed the chairship in late May and is already bringing his vision and special talents to the position.

Looking Ahead Next year promises to be light with regard to personnel matters. It will be somewhat of a breather. But no year is entirely free of personnel matters in a department of our size.

We have been authorized to replace Rory McVeigh, and so we will find a new tenure-track colleague to join us in fall 2003. This effort is already underway, with David Karp heading up a search committee of Kate Berheide, Jackie Azzarto, and John Brueggemann.

We have also requested authorization of a new, seventh tenure-track line in sociology. Should the administration approve this position (and, yes, it certainly should), we will recruit also for this position.

We will carry out a second-year review of Adam Chau in the fall and in late spring review Crystal Moore's first year at the College.

Managing the Department Office We are certainly fortunate to have Cindy Martin-Diver as our department secretary. Cindy is organized and efficient and a delight to work with. She maintains an office that is both professional and genial. Students, faculty, and dogs alike agree that we have the friendliest office on campus, and that's due to the tone that Cindy sets.

Curriculum and Course Development

After several frenetic years of curricula overhaul, our three programs' curricula enjoyed a fairly quiet year as we settled into reconfigured programs. Even so, faculty worked hard on development of their own courses.

Kate Berheide added a laboratory component to her SO 375 Senior Seminar in Sociology to allow students to work on their data analyses under her direct supervision. Kate also completely revised her SO 212 Sociology of Work and Occupations course. John Brueggemann introduced a new course, SO 211 Sociological Imaginations. This course is intended to attract more academically motivated and talented students into sociology. David Karp used part of his sabbatical this year to substantially revise all of his courses. David also developed and introduced, even while on sabbatical, a new 1-credit course—LW 210 Campus Judicial Process—as the training component for students serving on Skidmore's Integrity Board. Implementing reconfiguration plans, Rory McVeigh added one-credit research modules to three courses he taught this year. Susan Walzer developed and introduced a new 4-credit course, SO 214 Family and Gender.

Barrie Thorne, Professor of Sociology and Women's Studies at the University of California at Berkeley, spent two days at Skidmore in early November. Students in several sociology courses were as-

signed to read publications by Professor Thorne in preparation for her visit. She visited a half dozen sociology classes, spoke at Gannett Auditorium on her research, and joined in a potluck dinner with sociology faculty and senior majors. Kate Berheide arranged Dr. Thorne's visit. Like Doug McAdam's visit last year, Professor Thorne's visit was a resounding success, and Skidmore sociologists plan similar events in the future.

Adam Chau introduced three new courses: SO 252 Peoples and Cultures of China, AN 252 Peoples and Cultures of East Asia, and AN 351 Magic, Ritual, and Religion. Adam is converting these three courses, initially offered as special topics, into catalog-listed offerings. Adam also developed and introduced his own offering of AN 101 Introduction to Cultural Anthropology. Although on sabbatical, Michael Ennis-McMillan revised prerequisites for two of his courses and reassigned the courses to different clusters within the Environmental Studies major and minor. Gerry Erchak developed a new version of AN 366 Senior Seminar in Anthropology. Jill Sweet completely redesigned her AN 242 North American Indians to incorporate her Tang exhibition on "Staging the Indian and the Politics of Representation." Jill also converted her AN 346 Symbolic Theory and Performance course from a 3-credit to a 4-credit course. Renee Walker added a Web site and developed a Bulletin Board for her AN 102 course. Renee and Sue Bender teamed up to embed the 1-credit AN 352 Human Skeletal Analysis within AN 352 Comparative Skeletal Analysis—a unique arrangement at Skidmore.

Jackie Azzarto taught SW 334 Social Work Practice with Groups, Organizations, and Communities for the first time and substantially revised her SW 214/LS2 Death and Dying course. Jackie is developing a new study/travel experience in the Netherlands, to be offered in May-June 2003. This course will focus on social issues and social services in Holland. It may enroll Siena College as well as Skidmore students. Based on a workshop on Infusing Diversity Content into courses, Peg Tacardon developed new approaches to SW 212 Social Work Values and Populations-at-Risk. This revision built in assessment tools, identified and implemented strategies for achieving diversity learning goals, and allowed Peg's course to meet the new all-college cultural diversity requirements. Peg is also developing a new LS2 course on violence, modeled after a course Peg has twice taught for the University Without Walls.

Faculty received grants for curricular projects. Adam Chau was awarded an Environmental Studies course development grant to develop an offering on the People and Environment of China. Michael Ennis-McMillan received a grant, supported with funding from the Rathmann Family Foundation, to develop ES 377/378 Senior Seminar in Environmental Studies.

Faculty supervised numerous internships, independent studies, and senior theses. Several of these projects with students merit special mention. David Karp's work with students extended to supporting research positions with outside grant funding. David also worked with a student readmitted to Skidmore after a serious drug conviction to create a video life history describing the student's experiences. The video, "The Gardner Curve: A Skidmore Student's Memories of Drug Crime and Doing Time," was presented publicly in the spring. Both Susan Walzer and Renee Walker served as Educational Leadership Program mentors. Susan supervised a summer ELP internship. Susan Walzer and Michelle Blocklin '02 collaborated on a research project presented at the Senior-Week Symposium on Hair.

Our department is proud of its participation in monthly pedagogy workshops. We doubt that any department has our rate of involvement in these workshops. David Karp was a co-presenter of the March session on "The 4th Credit Hour." In addition, we take part in many specialized workshops

and off-campus conferences on education. Both Adam Chau and Renee Walker participated in Skidmore workshops on both Dreamweaver and BlackBoard Course Management.

Assessment and Evaluation

Program Assessment Sue Layden, in her role as assessment specialist, met with our department this spring to discuss assessment procedures and no doubt we will be working with Raymond Rodrigues, the new Director of Assessment. Meanwhile, program assessments based on our missions and goals continued this year with varying degrees of success.

Social work introduced assessment procedures several years ago, responding to Council on Social Work Education accreditation standards and reflecting the program's own commitment to improvement. The Skidmore social work program mission, goals, and objectives are featured on the program Web site, in the student handbook, and in the field instructors' manual. Social work assessment is an on-going process throughout the academic year. A program evaluation committee of two sophomores, two juniors, and two seniors meets monthly with Jacqueline Azzarto as Director of the Social Work Program. Students set most of the agenda for these discussions of the program.

In their junior year students respond to a self-evaluation tool that assesses their preparedness for professional activity. Social work faculty at the same time meet to discuss each junior. Students go over the assessment with their advisors, and if there are serious concerns on the part of the faculty, students submit written plans for improvement measures. Social work faculty conduct exit interviews with each graduating social work major. The interview focuses on the goals and objectives of the social work program. These sessions provide valuable information for the social work program's ongoing self-review.

In addition, the social work program is part of a national assessment project, the "Baccalaureate Education Assessment Project" (BEAP). At entrance to the major, social work students respond to two questionnaires—a general entrance survey and a values measurement. At graduation they respond again to the values survey and to an exit questionnaire. Two years after graduation they are sent an alumni survey. All these data are processed by BEAP volunteers at Rochester Institute of Technology and a report is returned to the program. The report contains data that enable the Skidmore social work program to compare itself to other social work programs in the country.

Finally, once every five years the social work program administers its own alumni survey that is based specifically on the goals and objectives of the Skidmore social work program.

Relative latecomers to assessment, sociology and anthropology introduced formal assessment procedures only four years ago. For a few years sociology faculty had invited seniors to a discussion of the program. Fueled by pizza and soda and stimulated by a questionnaire asking students to assess the degree to which the program meets each of its stated goals, discussions centered on students' perceptions of the program's strengths and weaknesses and ways in which it can be improved. We have taken a breather on these procedures, believing that there must be better ways to assess the sociology program. We have not yet found them. This year we asked seniors to respond to a dozen open-ended questions. Most items asked directly what students know about important ideas in sociology. A few questions asked for more general assessments of the program or suggestions for improvements. This procedure didn't work—the response rate was miserable. Sociology needs to rethink its

assessment procedures, working with the new Skidmore assessment specialist to develop effective and efficient ways of evaluating the program. We'll surely get on this task next year.

Anthropology assessment has been far more successful. Anthropology ties program assessment to its AN 366/Seminar in Anthropology, taken by senior majors in the spring semester. Students report on a five-point scale how well the anthropology program enhanced their understanding of each of 14 items. Items include connections among subdisciplines, humanistic and scientific dimensions of anthropology, humans as products of evolution, and challenges facing indigenous peoples. Seniors also write essays, responding to several questions put to them and offering observations on the program and suggestions for change. These essays, completed by 13 of 21 anthropology seniors, are read by anthropology faculty. Anthropologists also conduct exit interviews with senior majors. Gerald Erchak led these efforts this year, tallying responses to closed-ended items and summarizing essays.

Although not quite old hat, program assessment has become something that each of our programs does almost as routine, like preparing master schedules or evaluating individual courses. Clearly, however, we need to refine and extend our assessment methods. Exit interviews with and questionnaires to seniors provoke our majors to reflect, one last time before graduation, on their Skidmore experiences, but we need to go beyond perceptions of graduating seniors. We may want, for example, to extend our assessment of sociology and anthropology to include outcomes and information from alumni. Next year we hope to explore inclusion of items pertaining to our majors into surveys carried out by the Office of Institutional Research. The OIR may also be able to help us out with transcript analyses. However, we must—and will—protect our time and energy as we develop alternative procedures such as outcome assessment and alumni surveys. We need assessment procedures that are not only valid and reliable, but also highly efficient. After all, our goal is excellence in teaching, not assessment.

Course and Teaching Assessment The year before last we began taking a good look at our department's teaching and course evaluation form (the so-called "long form"), but this effort was soon overshadowed by a collegewide review of course assessment forms. Our department's initiative was put on hold pending this effort by the Dean of the Faculty's office. Our department's current form, used by all three programs, is essentially open-ended, offering no more than some very general guidelines for students evaluating a course. With a somewhat revised collegewide evaluation form now in place, we need to again take up our department's course evaluation form and procedures.

Professional and Scholarly Activities

Tang Exhibitions Jill Sweet's marvelous exhibition, "Staging the Indian and the Politics of Representation," ran at the Tang from early February through early June. The exhibition beautifully illustrated what the Tang is about. The exhibition provoked thought and stimulated imagination. Jill is the first author on the informative and beautifully produced exhibition catalogue.

Jill also took part in a host of events associated with her exhibition. She worked with Tang docents in preparation for exhibition tours, presented a pedagogy workshop on "Teaching with the Tang," and presented her exhibition at alumni weekend events at the Tang. Jill visited the studios, interviewed, and photographed the works of five contemporary native artists in New Mexico and then hosted their residence at Skidmore this spring. She brought filmmaker Anne Makepeace to campus to show and discuss her documentary on Edward Curtis. WAMC interviewed Jill about her exhibition.

Peg Tacardon is working on activities related to a Tang exhibition on Timbuktu, an antebellum colony of free African-Americans granted land in Essex County, New York. Peg coordinated efforts to bring the Timbuktu exhibition to the Tang. The exhibition is scheduled for next spring..

With Sue Bender's mapping exhibition, and now Jill's, and Peg's plans for next spring, our faculty are realizing the promise of the Tang.

Honors, Grants, Fellowships, and Professional Service Department members are recognized each year for their contributions to their disciplines, to higher education, and to the community, but never have such recognitions been as extensive or significant as this year.

Jackie Azzarto received a National Community Action Award from the Saratoga County Economic Opportunity Council for her work over the years on behalf of low-income families in Saratoga County. The award recognized Jackie's leadership within the EOC, her work with other community agencies to develop programs to serve the poor, and her encouragement of numerous students to work in Saratoga County community agencies.

In addition to receiving her National Community Action Award, Jackie Azzarto was elected President of the New York State Social Work Education Association. Kate Berheide serves as vice-president of the Eastern Sociological Society.

Kate Berheide is a Carnegie Scholar of the Carnegie Foundation for the Advancement of Teaching.

Michael Ennis-McMillan received a Visiting Researcher Fellowship at the Center for U.S.-Mexican Studies, University of California, San Diego, to support work during a pretenure leave this academic year. His project dealt with "Community-Based Water Management and Environmental Health in the Valley of Mexico."

David Karp received an implementation grant from the Robert Wood Johnson Foundation to support his work on "Skidmore College Judicial Reform—A Community Justice Approach." The American Sociological Association awarded Kate Berheide a grant to support "Assessing the Sociology Curriculum."

Jill Sweet was awarded a Fellowship as a Resident Scholar at the School of American Research in Santa Fe this coming summer. Jill also received a grant to prepare her Tang exhibition and another grant to revise her book, *Dances of the Tewa Pueblo Indians: Expressions of New Life* while in residence at the School of American Research this coming summer.

Jackie Azzarto received a grant from the Nathan Cummings Foundation to support her sabbatical research project, entitled "Personal Responsibility, Work Opportunity, and Local Autonomy Are Not Enough: The Impact of Welfare Reform on Local Community Agencies and Their Clients."

Kate Berheide received a Faculty Development Grant for her project, "Assessment of Student Learning in the Sociology Major." Adam Chau received a Faculty Development Grant to conduct preliminary research on the Chinese diaspora in Southeastern Asia.

Publications We spread the gospel, at least our versions, and preached to more than the choir.

Kate Berheide's chapter on "Using the Capstone Course for Assessment of Learning in the Sociology Major" was published in C. Hohn and W. Johnson's edited *Assessing Student Learning in Sociology*. Kate's "Senior Seminar in Sociology" appeared in T. Wagenaar and M. Rich's edited *Capstone Course in Sociology*. John Brueggemann published an article, "Racial Considerations and Public Policy in the 1930's: Economic Change and Political Opportunities," in *Social Science History*. John's article, "Committing Sociology: Community, Advocacy, and Imagination" will soon appear in *Critical Sociology*. Bill Fox put the finishing touches on the fourth edition of his *Social Statistics* text, now in press at the Wadsworth division of Thomson Learning. Rory McVeigh's "God, Politics, and Protest: Religious Beliefs and the Legitimation of Contentious Tactics" appeared in *Social Forces*. Susan Walzer's "Managing Conflict After Marriages End: A Qualitative Study of Ex-Spouse Narratives" (written with Pat Oles) will appear in *Families in Society*.

David Karp and Todd R. Clear's book, *What is Community Justice? Case Studies of Restorative Justice and Community Supervision*, was published by Sage. Included in this work is David's "The Offender/Community Encounter: Stakeholder Involvement in the Vermont Reparative Boards" and his coauthored "Ventura County and the Theory of Community Justice." *Justice Quarterly* published David's "Harm and Repair: Observing Restorative Justice in Vermont." David and Beau Breslin's "Restorative Justice in School Communities" appeared in *Youth and Society*. Gordon Bazemore and Mara Schiff included David's coauthored "Community Reparative Boards in Vermont" in their edited *Restorative Community Justice: Repairing Harm and Transforming Communities*. David, Mary Sprayregen '02, and Kevin Drakulich '01 wrote *Vermont Reparative Probation Year 2000 Outcome Evaluation Final Report* for the Vermont Department of Corrections. John Brueggemann and David Karp's "Black Churches and Community Justice: An Interview with H. Ward Greer" is forthcoming in *Contemporary Justice Review*.

Michael Ennis-McMillan's book, *La Purificación Tepetitla*, is in press with the Universidad Iberoamericana. Michael also signed a contract with the Wadsworth division of Thomson Learning to write *A Precious Liquid: Drinking Water and Culture in the Valley of Mexico*. Michael's "Suffering from Water: Social Origins of Bodily Distress in a Mexican Community" appeared in the *Medical Anthropology Quarterly*. Michael's chapter "A Paradoxical Privatization: Challenges to Community-Managed Drinking Water Systems in the Valley of Mexico" is in Scott Whiteford and Roberto Melville's edited *The Privatization of Water Management in Mexico*, in press with the University of California Press. Jill Sweet and Ian Berry published *Staging the Indian: The Politics of Representation*, a catalogue of their Tang exhibition.

Renee Walker published several articles and book chapters this year. Her "Late Paleoindian Subsistence at Dust Cave, Northwest Alabama," appeared in the proceedings of the annual Chacmool Conference. A chapter on early Holocene ecological adaptations at Dust Cave was included in Benita Hall's edited *Sustaining Appalachia's Environment*. Renee's research report, Zooarchaeological Analysis of North 7th Street Faunal Remains, was done for City/Scape Cultural Resource Consultants. Renee's co-authored "Berries, Bones, and Blades: Reconstructing Late Paleoindian Subsistence Economies in Dust Cave, Alabama" was published in the *Midcontinental Journal of Archaeology*.

The *Journal of Baccalaureate Social Work* published Jackie Azzarto's article on "Teaching Practice Wisdom: What We Can Learn from Family Medicine."

Book reviews, too: David Karp reviewed Mark Colvin's *Crime and Coercion for Criminal Justice*. Rory McVeigh reviewed Kathleen Blee's *Inside Organized Racism* for *Mobilization* and Brian N. Fry's *Responding to Immigration* for *Social Forces*. Susan Walzer's review of Francine M. Deutsch's *Halving It*

All: How Equally Shared Parenting Works is forthcoming in the *Journal of Marriage and Family*. Jill Sweet reviewed Zolia S. Mendoza's *Shaping Society Through Dance* and Toni Samantha Phim and Ashley Thompson's *Dance in Cambodia* for the *Journal of Anthropological Research*. Jill also reviewed Deidre Sklar's *Dancing with the Virgin* for the *Dance Research Journal*.

And newsletters: David published "Restorative Justice Volunteers Tell Their Story" in *Kaleidoscope of Justice*, the newsletter of the Office of Juvenile Justice and Delinquency Prevention Balanced and Restorative Justice Project. Michael Ennis-McMillan published "Anthropologists and Campus Greening" in the *Anthropology News*.

Presentations at Professional Meetings Kate Berheide presided at the session on "Enhancing the Undergraduate Curriculum and the Sociology Major" at the Eastern Sociological Society's annual meeting. Kate presented "Assessing and Evaluating Student Work at the Conference on the Scholarship of Teaching and Learning" at Arizona State University. At the annual meetings of the American Sociological Association, Kate presented "Observations from the Field: What Works and What Doesn't in Assessment," led a "Program Review Refresher" workshop, and presided and served as a discussant at the session on "Changing Dynamics of Sex, Gender, Power, and Resistance."

David R. Karp coauthored "Restorative Justice in Vermont: Addressing Risk and Reintegration," a paper presented at the annual meeting of the American Society of Criminology. His coauthored "Rhetoric of Reintegration: A Discourse Analysis of Reparative Probation Practices" was delivered at the annual meeting of the American Society of Criminology. David presented "Citizen Justice: Concerns and Motivations of Vermont Reparative Board Volunteers" at the annual meeting of the American Society of Criminology. David gave an invited presentation, "Vermont's Juvenile Restorative Program: An Integrated Approach" at the Transforming Justice: Restorative Practices in New England, conference at the Suffolk Law School in Boston. David and Beau Breslin's "Schools and Restorative Justice" was presented at the annual meeting of the Society for the Study of Social Problems. David delivered the keynote address, entitled "Images of Community Restorative Justice," at the annual Vermont Corrections Institute at Vermont Technical College.

Rory McVeigh co-authored and presented a paper on "Who Wants to Protest?" at the annual meetings of the American Sociological Association. Susan Walzer reported that "They Don't Like Each Other Like Husband and Wife: Children's Interpretations of Divorce" and presided at the session at the American Sociological Association's annual meetings. Susan was the invited speaker in a graduate seminar on the sociology of the family at SUNY-Albany last fall. Susan joined her Culture Club colleagues in a presentation on "Studying Student Worlds: The Skidmore College Student Cultures Project" at the National Academic Advising Conference. Susan and sociology major Michelle Blocklin '02 teamed up to present "It's About Control: Toward a Sociology of Hair" at the Senior-Week Symposium on Hair.

Michael Ennis-McMillan presented his paper, "It's Our Custom: Community-Managed Drinking Water Systems in the Valley of Mexico," at the annual meetings of the Society for Applied Anthropology. Michael gave another paper, "Campus Stewardship of Wooded Areas: Contributions from Undergraduate Student Projects," at a panel on Campus Environmental Engagement: Energy and Imagination, Challenges and Constraints at the annual meetings of the Society for Applied Anthropology. Michael presented "Community-Based Water Management and Environmental Health in the Valley of Mexico" at the Research Seminar on Mexico and U.S.-Mexican Relations, organized by the Center for U.S.-Mexican Studies, University of California. Michael's "La Vida del Pueblo: Women's Water Management during Mexico's Economic Crisis of the 1990s" was presented at a conference on "Re-

thinking Social Science Research on the Developing World in the 21st Century," sponsored by the International Predissertation Fellowship Program of the Social Science Research Council and the American Council of Learned Societies. Michael translated and read a paper by Carmen Viqueira of the Universidad Iberoamericana in the session on "Long-Term Research Projects in Mexico: A Critical Review " at the annual meeting of the American Anthropological Association. Michael also delivered several presentations at a series of open houses and conferences associated with his research while on leave.

Adam Chau took part in the Tang Dialogue for the Power of the Word exhibition. Gerry Erchak co-authored a paper on "Cultural Context and the Impact on Brazilian Adolescent Sexual Practices," presented by co-author Ruth Andrea Levinson at the meetings of the Society for Cross-Cultural Research. Looking remarkably like Elton John, Gerry himself presented a delightful paper, "Homo hirsutus: The Evolution of Human Hair Growth Pattern" at this spring's Hair Symposium. Renee Walker presented "Garden Hunting among Northeastern Horticulturalists: Or Not?" at the Northeastern Natural History Conference and "Refining Our Understanding of Subsistence at Dust Cave, Alabama" at the Southeastern Archaeology Conference.

Jackie Azzarto was the invited speaker on "The Family Midlife Crisis" at the Overlook Family Practice Update. Jackie was the invited speaker, too, at "Perspectives on Welfare Reform" cosponsored by several private organizations engaged with welfare issues. Jackie also spoke on "TANF Reauthorization" before the Mid-Hudson Chapter of the National Association of Social Workers. Peg Tacardon presented a paper on "Violence as a Response to Trauma: Implications for Correctional Educators" at the annual conference of the Correctional Education Association Region I. At the invitation of the Dean of Studies, Peg Tacardon took part in a roundtable on faculty advising at National Academic Advising Conference. Peg gave a paper, "Stepping Out of the Box" regarding the academic and nonacademic needs of at-risk students, at the 2002 Symposium of the New York Learning Skills Association.

Consulting and Special Projects Kate Berheide wrote a report, "It's a Whole New World Out There: How Computer Technology Has Transformed Work," for the New York State Division of the Budget. Kate also consulted with the Center for Women in Government at the University at Albany. She worked, too, with the Saratoga Springs Senior High School Parent Teacher Organization, interviewing the Class of 1998. David Karp was advisor to the Urban Institute on its grant, "Assessing the Capacity of Community-Based Organizations as Partners in Crime Prevention." David also served as technical consultant to Gordon Bazemore on the latter's three-year evaluation project, "Evaluating Balanced and Restorative Justice in SRS Juvenile Justice Programs in Vermont." David was Academic Representative for the New York State Team for the Balanced and Restorative Justice (BARJ) Special Emphasis States Initiative sponsored by the Department of Justice Office of Juvenile Justice and Delinquency Prevention. And, too, David was co-principal consultant to BARJ for the development of national benchmarks for the implementation of restorative justice initiatives in the eight Special Emphasis States ranging from New York to Colorado to California.

Jackie Azzarto consulted with the New York State Social Work Education Consortium. Adam Chau represented Skidmore at the Association for Asian Studies annual meeting. Adam consulted with Doretta Miller on her successful Tang exhibition proposal, "Brushing the Present: New Directions in Chinese Academy Painting." Renee Walker served as zooarchaeological consultant to City/Scape Cultural Resources Consultants.

Professional Miscellany Department members reviewed manuscripts for a variety of professional journals, including *Social Problems*, *Teaching Sociology*, *Journal of Family Issues*, *Journal of Marriage and Family*, *Contemporary Justice Review*, *Crime and Social Research*, and *Journal of Research in Crime and Delinquency*.

Kate Berheide serves on the Editorial Board of the *Sociological Forum*. David Karp is on the Editorial Board of the *Contemporary Justice Review*, Susan Walzer serves as Associate Editor for the *Journal of Family Issues*, and Jackie Azzarto is on the Editorial Board of *Social Work Education*.

Kate Berheide chairs the Task Force on the Undergraduate Sociology Major of the American Sociological Association, the Nominations Committee of the International Sociological Association, and the Eastern Sociological Society's Robin Williams, Jr., Lectureship Committee. Kate continues as a Senator in Phi Beta Kappa.

Last fall John Brueggemann joined the sociology delegation visiting Cuba, a trip organized by the People to People Ambassador Program.

Adam Chau is working with Mao Chen on next October's New York Conference for Asian Studies, with the theme "Asia: Image, Imaging, and Imagination." The conference will be hosted by Skidmore.

Contributions to the Skidmore and Saratoga Communities

Jackie Azzarto directed the Social Work Program, a role that brings an assortment of tasks—conducting program evaluation meetings, administering Baccalaureate Education Assessment Program surveys, revising the social work student manual, administering behavioral assessments. As noted above, Peg Tacardon filled in for Jackie during Jackie's fall sabbatical.

Bill Fox chaired the department, completing his fifth and final year of passing as many responsibilities to colleagues and deferring as many tasks to the next chair as he could get away with. Colleagues will spend years unearthing department problems that Bill buried.

As always, department members participated actively in college governance and service. Consider committee service:

Academic Staff	Integrity Board
Athletic Review Committee	International Affairs Program Committee
Committee on Academic Freedom and Rights	Institutional Review Board
Committee of Committees	Middle States Planning Committee
Committee on Faculty Governance	Phi Beta Kappa
Curriculum Committee	Reappointment Review Committee
External Master of Arts Committee	Women's Studies Committee
Freeman Grant Proposal and Implementation Committees	

Bill Fox, Susan Walzer, and Adam Chau, helped out with interviews of candidates for the social science librarian position at the Lucy Scribner Library.

We contributed to the College in numerous other ways too, often drawing on our academic expertise in serving the collective enterprise.

David Karp is the Skidmore representative to Campus Compact, a national organization of colleges committed to service learning.

Adam Chau played a major role in writing the successful proposal for Freeman Foundation funding of a Skidmore program in Beijing. The Freeman Undergraduate Asian Studies Initiative Grant of over \$900,000 is the largest such foundation grant that the College has received. Adam also served actively on the Freeman Grant Implementation Committee. In January Adam visited Beijing to make initial contact with a potential Chinese host institution and to research fieldwork possibilities for Skidmore students.

Soon after arriving at Skidmore Adam Chau led a group of students and faculty and even a few spouses to Proctor's Theater in Schenectady to enjoy *Cookin'*, the famous Korean comedy "kitchen" percussion troupe. Adam also worked with the Dance program's Denise Limoli to arrange for students and faculty to attend a performance by the Hong Kong Ballet at Proctor's.

Adam also arranged for two public lectures. Middlebury College's Ellen Oxfeld spoke on the revival of traditions among the Hakkas of southern China. Ronald Knapp of SUNY-New Paltz spoke on Chinese vernacular architecture.

In addition, Adam worked with Scribner Library staff to build the Asian Studies collection. This effort is funded by a Luce grant and matching funds from the library.

Susan Walzer was invited to contribute to the community in several ways, and she delivered. Susan spoke on a faculty panel at the HEOP orientation; she participated in a new faculty orientation session on standards and expectations; she was a panel discussant at Elizabeth Marquardt's presentation on "Hooking Up and Hanging Out," she participated on faculty panels on "Enhancing Academic Excellence" first for the Board of Trustees and then during Volunteers Weekend; she participated in a workshop on teaching at the college level presented to the Educational Leadership Corps; and she joined "Culture Club" colleagues addressing the question "Who Are Our Students" before Academic Staff. Busy lady.

John Brueggemann served as a faculty mentor. John also shared his "Notes from Cuba" with the college community, relating and reflecting upon his experiences traveling in Cuba last fall. John also gave an invited talk—"Critique of 'Diversity'"—to SOAR (Skidmore Organized Against Racism).

As the Luce Assistant Professor of Asian Studies, Adam was featured in a February *Scope* article and in the Admissions Web site for the Class of 2006. David Karp was quoted in *The Gazette* on matters criminological. David lectured on "The Prison Crisis" at last fall's Family Weekend.

David Karp and Miliann Kang worked together to organize "Buddha in the Big House," a presentation on teaching Buddhist meditation in prisons by Jonathan Crowley of the Vipassana Meditation Center in Shelburne Falls, Massachusetts.

John Brueggemann gave a “Closer Look at Skidmore” presentation to potential donors.

Kate Berheide carried out a faculty salary analysis for the Dean of the Faculty and served as liaison to an outside consultant.

Michael Ennis McMillan continued, even on sabbatical, working on the proposal for a Latin American Studies minor. The minor was approved in March. Michael also contributed to the proposal for an Environmental Studies major. The major was approved midyear.

Department members gave guest lectures in one another's classes and Skidmore classes outside the department—far too many to detail here. As always, sociologists, anthropologists, and social work faculty also contribute significantly to both the University Without Walls and the Masters of Arts in Liberal Studies, mentoring their students and offering independent studies.

Susan Walzer and Bill Fox handled expedited reviews of student and faculty research before turning the task over to Jackie Azzarto and Jill Sweet this spring.

Department faculty contributed, too, to the general Saratoga community. As noted above, Jackie Azzarto was recognized for her ten years of exceptional service to the Saratoga County Economic Opportunity Council. John Brueggemann serves as Secretary of the EOC Board of Directors.

Kate Berheide serves on the Board of Directors of the Home of the Good Shepherd, is a member of the Skidmore-Saratoga Study Group, and is a parent member of the Saratoga Springs School District Comprehensive System of Personnel Development Committee.

David Karp works with the New York Community Justice Forum to provide information to state citizens and criminal justice professionals about the philosophy and practice of community justice; training opportunities, conferences, and events; information about programs and initiatives at the county level; and recent news. David is the creator of and Webmaster for a Web site for the Forum at <http://www.skidmore.edu/~dkarp/nycjf.htm>. David also works with the Vermont Department of Corrections to educate and train staff and volunteers in community justice best practices.

Yes, department faculty generously contribute their academic expertise and skills and time to the larger community. No slackers 'round here!

Some Issues and Challenges

Several matters await us next year (and no doubt beyond).

1. The development of the Skidmore program in Beijing offers exciting opportunities for our students and faculty, especially in anthropology and sociology. As programs and as individuals, we will need to carefully consider how we can best use the program to realize our educational goals.
2. We need to address our program's involvement with and contributions to the College's interdisciplinary programs. We have long prided ourselves on our contributions. Reconfiguration has forced us to cut back on our contributions to Liberal Studies. We want to do better. We especially want to return to LS1 in greater numbers. We need more staff to achieve that goal.

3. We need to address serious and continuing enrollment and curricular pressures, especially in sociology and anthropology. Our class sizes are among the largest at the college, and we are nearly among the five largest majors. If approved, a seventh position in sociology would help considerably, but problems will remain.
4. We need to develop programs to better mentor adjunct colleagues. To be sure, adjunct faculty have served our students well. Still, we must work to smooth their entry into the College and to get them up to speed more quickly. No doubt this is a collegewide matter, but our department can take actions on its own.
5. We need to regularize support for students presenting papers at professional meetings, and for faculty shepherding students to meetings. We have had students participating in professional meeting for several years and we expect increases in such important activities. Cobbing together financial support each year is inefficient.

Space Problems

If the reader will excuse some dated reference to cosmonauts, last year's annual report's description of our lack of physical space applies just as well this year.

Russian cosmonauts aren't the only ones with space problems. We've got some humdingers in TLC, too. We lack space for the sorts of interaction among faculty and students that Skidmore has long recognized as essential to an outstanding liberal arts education. We also lack space for our anthropology collections and will soon lack even faculty office space.

We have complained about the lack of space for student and faculty interaction—call it a common room—since before we moved into the [Tisch] Learning Center in 1988. A college that prides itself on engagement and discourse needs areas for getting together other than classrooms. . . . Granted, classroom and office space is tight. Still, the college needs to address its lack of a space for faculty and students to engage one another outside classrooms.

We call it a 'common room,' but there is certainly nothing common about it. It's for discussion, sharing, engagement with one another, both students and faculty. Maybe we should call the space a "forum," for that's the sort of public area we seek. Classrooms are fine for a faculty member with a group of students. Faculty offices work OK for one-on-one student-faculty contact. But only public space allows flows of students and faculty, information and ideas.

We had hoped that the retrofitting of Starbuck Center a couple of years ago would free up space for classrooms elsewhere, which in turn would free up public space in TLC for students and faculty to get together more informally than classrooms or offices permit. That didn't happen. Silly us to think it would.

So nothing has changed in space allocation on the second floor of TLC. The lack of space for student and faculty interaction continues, and few outside our department seem much concerned about the problem. We know space is tight at the College. Still, as we see spaces found for student-faculty interaction (and other collective uses) around the College, our deprivation continues and our sense of relative deprivation increases. By our count, 14 of 20 academic departments have a common space. Four of the six lacking such space are in Tisch Learning Center.

To compound our department's space problem: The addition of the Luce position in Asian Studies to the anthropology program leaves us short one faculty office on the second floor of Tisch Learning Center. We are filling in next year with adjunct colleagues housed in Dana and Palamountain Halls, but that's only a temporary fix. With Susan Bender's return the year after next, we'll be at full complement and an office short.

We continue to think that the solution to this problem is to divide 205 Tisch Learning Center, now a classroom, into a faculty office and small seminar room. The latter would comfortably handle classes of 15 or fewer students. We have a goodly number of classes that size at the college. (The Dean of the Faculty reported a list three pages long of classes with enrollments 10 or fewer.) Surely class scheduling could make efficient use of a 15-student seminar room, and we would have offices for all faculty on our second floor.

Another space issue: Space problems increase in the anthropology laboratory on the first floor as archaeological collections grow. Lab renovation last summer helped with the archaeology space crunch, but only bought some time.

Maybe Skidmore needs another classroom-office building or maybe we need greater utilization of existing space. Probably we need both, and maybe we will eventually get both. But in the meantime, our department is dismayed at and discouraged by the low priority that Skidmore's administration assigns our needs for space. Please, let's address this situation.

That was a year ago, and nothing has changed. In fact, our space problems, always bad, worsened this past year. Our department is now physically divided for the first time, with a senior faculty member housed in an office on the third floor. Really, this is no way to run a college like Skidmore.

Looking Back and Looking Ahead

With good planning and good luck (yes, they're related), we have developed into a department central to Skidmore College's mission. We teach well, we have active research agendas, and we contribute mightily and responsibly to the Skidmore community. We also work together well within and across our three programs. Department faculty play active and effective roles in faculty governance. We are interdisciplinary by inclination and intellectual orientation, so we contribute generously and gladly to Liberal Studies and other interdisciplinary programs. Our department is central to the Women's Studies and Law and Society programs; we are linked to the Honors Forum; we are strengthening our intellectual and curricular ties to the Environmental Studies, International Affairs programs, and Asian Studies programs.

Yes, we are feeling good about ourselves, individually and collectively. But not complacent. Building on our strengths, we will continue to improve our programs as we change department chairs, welcome new colleagues and colleagues returning from leaves, recruit a new sociology colleague (maybe even two), and find opportunities to contribute to the Beijing and other interdisciplinary programs. Our agenda for next year already includes refining assessment procedures, improving mentoring of new colleagues, and seeking additional solutions to enrollment and curricular pressures. Surely other matters will arise too as we respond to both challenges and opportunities.

The past year was a fine one. We look forward to 2002-03.

***Department of Sociology, Anthropology, & Social Work
Tisch Learning Center
June 2002***

This report and reports for the previous four years are available on-line at

<http://www.skidmore.edu/academics/sociology/reports>

or from the Skidmore College home page:

Academics > Departments > Sociology > Policies > Annual Reports