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UNIVERSITY OF NOTRE DAME
COLLEGE OF ARTS AND LETTERS

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Department Ranks Fifth Nationally in Placement of Articles in Top Journals

According to a new study conducted by six graduate students in the Department of Sociology, Notre Dame ranks fifth nationally in terms of the number of articles current faculty placed in the discipline's top journals over the three-year period ending in early Fall 2006.

Replicating a 2000 study where the Department placed 24th, the students tracked placements in the *American Journal of Sociology*, the *American Sociological Review*, and *Social Forces*.

They were motivated in part by the upcoming release of the National Research Council (NRC) ratings of graduate programs, considered the most important reputational studies of graduate education.

"[I]t is not completely clear what factors produce reputation," note

Christopher Hausmann, Rebecca Bryant-Fritz, Elizabeth Covay, Brian Miller, Jeffrey Seymour, and Yuting Wang, the study's authors. "Furthermore, it is commonly thought that reputational ratings suffer from serious inertia problems, such that recent developments (either positive or negative) may take many years to show up in the reputational rankings."

This study is intended to provide some objective, up-to-date information that should be useful as program rankings are determined.

"Clearly, articles in these three journals are only one indicator of our Department's success," says Professor Dan Myers, departmental chairperson, "but it is a strong sign that the research conducted by our faculty is visible and having a substantial impact on the discipline."

A Match Made in Heaven



In 1997 and 1999, Christian Smith taught three-week summer seminars at Notre Dame, living on campus with his wife and kids.

But fond memories aren't the only reason he feels at home under the Dome.

"I found Notre Dame attractive insofar as it has a theological, moral identity," says Smith, a noted sociologist of religion who joined the Department's faculty last fall. "It's a Catholic institution, and it's

trying to figure out what that means in a serious way."

Along with that comes a commitment of University resources to further the study of religion. He says tangible support for initiatives like the Center for the Study of Religion and Society (see "Affiliated Centers and Institutes, page 3), which he directs, has Notre Dame poised "to do great stuff."

And while such work is of obvious interest at a Catholic university, Smith—who himself isn't Catholic—believes it also provides a powerful tool to examine how different communities, traditions, and societies understand themselves and each other.



Bustamante Receives ASA's Cox-Johnson-Frazier Award

Jorge Bustamante, Eugene P. and Helen Conley Professor of Sociology, has been named the 2007 recipient of the American Sociological Association's (ASA) Cox-Johnson-Frazier Award. He will be formally recognized in August at ASA's annual meeting in New York.

gist for a lifetime of research, teaching, and service to the community or to an academic institution for its work in assisting the development of scholarly efforts in this tradition.

The founder of El Colegio de la Frontera Norte, the prominent Mexican institute for the study of border issues, Bustamante has played a major role in building and sustaining scholarly links between Mexico and the United States.

One of the most prestigious professional honors in sociology, the award is given annually either to a sociolo-

Match continued from page 1

"Religion seems to meet people's needs in a way that science, democracy, and capitalism don't," he says, "so that even in a very highly modern world, religion seems to survive and sometimes thrive."

Prior to coming to Notre Dame as William R. Kenan, Jr. Professor of Sociology, Smith held an endowed chair at the University of North Carolina at Chapel Hill. He is the author, coauthor, or editor of numerous books, most recently the award-winning *Soul Searching: The Religious and Spiritual Lives of American Teenagers*, published by Oxford University Press.

Soul Searching, which Smith wrote with one of his doctoral students at North Carolina, is based on the National Study of Youth and Religion (NSYR), an ongoing project he directs and that has been funded by the Lilly Endowment Inc. He says that there had not been much sociological research previously devoted to the religion of teenagers, and, through conversations with his wife, he came to believe that studying them would provide a window into our broader society and culture.

Plus, with his own kids being preteen at the time, Smith thought reading up on teenagers might not be a bad idea.

What he's found is that U.S. teens aren't nearly as rebellious as he expected but instead "a barometer of the larger world around them." And while on the surface they're much

more religious than he thought they'd be—with religious kids tending to do better in school, have healthier relationships with others, and exhibit more positive self-images—Smith says teens are often surprisingly uninformed and inarticulate about their faiths.

"I make this claim in the book that the actual, functional, tacit religion of the vast majority of American teenagers is not Baptist or Jewish or Catholic or whatever; it's what I call Moralistic Therapeutic Deism."

Smith describes this faith as inter-religious. There's a God who created the world and wants people to treat each other well but stays at a distance until asked to solve problems. The purpose of life is to be happy, and good people go to heaven.

"For many teens, God is something like a combination divine butler and cosmic therapist," Smith says, "who comes when called, helps you to feel better, but doesn't get too personally involved."

In addition to the NSYR—for which he recently received major grants from Lilly and the John Templeton Foundation in support of a third wave of data collection—Smith is also leading the Multiple Modernities Project.

This project is part of a growing movement questioning theories of modernization predominant in the 20th century. Smith explains that a

basic idea behind the theories was that factors like advancing technology would inevitably corrode traditional cultural institutions, leading all societies to look the same eventually.

However, citing the experiences of countries such as Japan—which retained a distinct, non-Western identity even after its economy emerged as a global power—some scholars have started to advocate an alternative view of the modern world.

"Modernity in western Europe has turned out one way, but maybe modernity in Pakistan or Nigeria will turn out another way," Smith says. "The idea is simply that the world might become modern and yet look quite different in quite different places. If so, sociology needs to come to grips with that."

Smith's project is mainly concerned with developing the idea of "multiple modernities" as it relates to religion, which the old theories believe will become secularized and perhaps disappear. Notre Dame, the pre-eminent Catholic university in one of the world's most modern countries, seems a fitting place to undertake the investigation of alternative possible outcomes.

"In the end," Smith says, "everybody is part of something particular, a tradition. One question is: 'How good is that tradition at knowing what it is itself and engaging others constructively?'"

Affiliated Centers and Institutes



The **Center for Research on Educational Opportunity** (CREO, <http://creo.nd.edu>) conducts basic and applied

research on schools and the learning process. Analyzing the formal and informal organization of schools, curriculum, teacher practices, and student social relationships, CREO attempts to determine how these factors interact with student background and ability to affect learning.

The Center recently completed “Comparative Analysis of Best Practices in Public and Private Elementary and Secondary Schools,” a five-year project funded by a \$2.5-million grant from the U.S. Department of Education. Data for this study were collected from a large sample of students in Chicago’s Catholic and public schools. CREO researchers continue to analyze these data to determine what factors influence student achievement in both sectors.

In addition to conducting research, CREO offers a continuing lecture series addressing contemporary issues in education and annual research conferences to report recent findings on schools. It also sponsors workshops and symposia, initiates and coordinates research projects among faculty, and supports faculty exchanges, postdoctoral fellowships, and graduate training.

CREO is directed by Maureen Hallinan, William P. & Hazel B. White Professor of Sociology and the winner of Notre Dame’s 2006 Faculty Award.

Founded in 2006, the **Center for the Study of Social Movements and Social Change** (<http://www.nd.edu/~cssm>) fosters the interdisciplinary examination of collective political challenges expressed via protest, violence, and other extra-institutional means. With its opening, Notre Dame faculty and graduate students working in these areas now have a formal organization through which they can coordinate research and link their scholarship to the rest of the field.

The Center draws its core faculty—as well as a cohort of seven graduate students—from the Department of Sociology, with Dan Myers, the Department’s chairperson, serving as director. Affiliated faculty represent disciplines such as Africana studies, economics, and political science.

Perhaps the most notable distinction in the Center’s first year came when Myers was named editor of *Mobilization*, an international journal focusing on social movements, protests, and collective behavior.

In addition to functioning as a forum for faculty and graduate students, the Center also houses an innovative undergraduate program started by the Department in 1997. “Analysis of Collective Contention” (see “A New Direction,” page 5), taught by Assistant Professor Erika Summers-Effler, is a yearlong course run much like a graduate seminar, allowing students to pursue their own research and write an original paper based on their work.

Formerly the Center for the Study of American Religion, the **Center for the Study of Religion and Society** (<http://csrs.nd.edu>) is directed by Christian Smith, who joined the faculty last fall as William R. Kenan, Jr. Professor of Sociology.

The Center is dedicated to advancing social scientific understanding of religion in society through scholarly research, training, and publications. Its activities include major data collection projects, seminars, colloquia, lectures, conferences, grant writing, and the building of a research infrastructure.

Sociology faculty are leading several large-scale projects as part of the Center’s research agenda, including the National Study of Youth and Religion (see “A Match Made in Heaven,” page 1) and the Panel Study on American Religion and Ethnicity (PS-ARE). Through interviews to be conducted every three years, the PS-ARE will track how the religious attitudes of Americans—particularly ethnic minorities—change over the course of their lives. The project, which is co-directed by Associate Professor David Sikkink and Michael Emerson of Rice University, started data collection in March 2006 and is supported by a \$3.4-million grant from the Lilly Endowment Inc.



The **Institute for Latino Studies** (ILS, <http://www.nd.edu/~latino>) promotes understanding and appreciation of the social, cultural, and religious life of U.S. Latinos by advancing research, expanding knowledge, and strengthening community. Its recent activities have been highlighted by several noteworthy achievements.

Dying to Live: A Migrant’s Journey (<http://dyingtolive.nd.edu>), a film documenting immigration on the U.S./Mexico border produced by Rev. Daniel Groody, C.S.C., director of the Institute’s Center for Latino Spirituality and Culture, has been adopted by the United States Conference of Catholic Bishops for its Justice for Immigrants campaign. The film has aired on PBS stations in California and Texas and been screened on Capitol Hill as well as at Harvard, Princeton, Oxford, and many other educational centers and institutions around the world. In January 2007, Fr. Groody released his second immigration documentary, *Strangers No Longer*.

With the Snite Museum of Art, ILS sponsored the bilingual, multimedia exhibition “Caras Vemos, Corazones no Sabemos (Faces Seen, Hearts Unknown): The Human Landscape of Mexican Migration.” The exhibition, now traveling throughout the United States and Mexico, is drawn from the personal collection of Gilberto Cárdenas, director of ILS, assistant provost, and professor of sociology. Visit <http://www.carasvemos.org:8082> for a virtual tour.

Young Alumni Spotlight: Elizabeth Bullock

Once she arrived at Notre Dame in Fall 2002, Elizabeth Bullock didn't need long to figure out that she wanted to major in sociology.

"After my first class, I was hooked," she says. "I love that sociology has limitless possibilities for study. Every social phenomenon has a sociological component to it, so life becomes sociology's field of study."

A 2006 graduate who minored in international peace studies, Bullock began working on a research project led by Professor Dan Myers in the spring semester of her freshman year. As she helped build a database of riots that occurred in the United States in the 1960s and 70s—work she continued throughout her four years—she was inspired to pursue her own original research.

Through the Department's Research Workshop on Race, Ethnicity, Activism, and Protest, a yearlong course then taught by Associate Professor Rory McVeigh, Bullock studied the relationship between religious adherence and riot participation among African-Americans during this period. She built on that work for her senior thesis and presented her findings in March 2006 at the annual meeting of the North Central Sociological Association.

"The opportunity to work with Dan on the riot project, and on my own riot research, immeasurably affected my education at Notre Dame," Bullock says. She found mentors in both him and McVeigh.

"I spent countless hours in Rory's office as he helped me with advanced statistical analysis and revisions to my paper. Even until graduation, I would regularly visit his office for feedback on my research or simply to talk."

Last May, Bullock received the Department's Margaret Eisch Memorial Award, which honors the outstanding graduating senior majoring in sociology. She currently works at a law firm in her hometown of Tulsa, Okla., and has been accepted to Yale Law School for the fall.



Graduate Student Finds Support From Peers, Professors



Yuting Wang's criteria for a Ph.D. program were simple.

"To have a successful graduate career, the key is to find the right program at the right place," she says.

For Wang, the right place is Notre Dame.

A native of China, she arrived at Notre Dame after earning her B.A. in English from People's University of China in 2001 and an M.A. in sociology from Western Illinois University in 2003.

Drawn to Notre Dame because of its prominent sociology of religion subfield, Wang is currently working on her dissertation titled "In Search of Integration: Racial/Ethnic Interrelationships in a Muslim Community and the Process of Identity Construction." Based on a three-year ethnography, it explores the challenges and opportunities faced by the residents of a Midwestern Muslim community. Wang focuses on their daily interactions with

both Muslims and others, tracking their construction of a new identity.

"Notre Dame has provided me with great resources for pursuing my goals," she says. She acknowledges "the strong support from faculty and the great tradition of mutual help among graduate students in the sociology program" as vital to her graduate success. Having recently received a pre-doctoral fellowship from the Kaneb Center for Teaching and Learning, Wang will complete her dissertation while teaching at Northwestern University.

Wang's studies in sociology extend well beyond her dissertation. In collaboration with Fenggang Yang of Purdue University, she is also working on a project examining religion and trust in the emerging market economy in China. During the summers she serves as an interpreter and tutor for a summer institute for sociology of religion held in Beijing.

"Notre Dame Sociology is an active intellectual community," Wang says. "Our regular departmental colloquium, brown bag meetings, and study groups create an academic environment that offers support, mutual help, and inspiration."

A New Direction (and Name) for REAP

It's one of the most clichéd clichés: “If it isn't broke, don't try to fix it.”

The Department's undergraduate Research Workshop on Race, Ethnicity, Activism, and Protest (REAP) certainly wasn't in need of repair. In its first nine years, 76 students completed the course, writing graduate-level theses based on research they conducted by studying archival data.

So when Assistant Professor Erika Summers-Effler took over REAP last fall, she wasn't fixing it. She was just making it her own.

Renaming the course “Analysis of Collective Contention,” she shifted its focus to groups that champion social change.

“The students are conducting yearlong, independent ethnographic projects, which means that they have become participant-observers in the settings they have selected to study,” says Summers-Effler, an ethnographer herself. Each independently selects a field site, approaches the people working there, and gets permission to observe.

For confidentiality reasons, students can't reveal their sites, a lesson in itself.

“While it may seem like a constraint,” Summers-Effler says, “the general understanding is that this constraint forces researchers to consider the general social processes involved in these scenes, which supports the... capacity to develop more abstract theory.”

Despite the change in name and methods, the course has the same goal as its predecessor: to allow students to become, in Summers-Effler's words, “producers of knowledge.” Her students will submit their original research papers to professional, peer-reviewed journals.

“The students had to readjust their understandings when faced with [the] complexity of real social interaction unfolding in front of them...” she says, noting that what they observe isn't usually what they expected. “They will come away from this experience with a sense that the social world is always more complex and surprising than they would imagine and that they have the tools to reveal much of this complexity if they are patient, persistent, and careful.”

Passion Allows Erigha Success in Sociology, on the Track



Between attending classes, studying, going to practice, and competing, a student-athlete's life can be a difficult balancing act.

But not for Maryann Erigha.

“Track helps me to be successful in school because it forces me to prioritize better,” says Erigha, a senior

sociology major who holds multiple Notre Dame sprinting records. “I know that if I don't get my academic work done, I won't be eligible to compete.”

Erigha discovered her passion for sociology through courses in criminology, social movements, racial and ethnic inequalities, and education. Her enthusiasm for the subject led her to become involved in sociology beyond the classroom despite her many other time commitments.

During her junior year, Erigha took part in the yearlong Research Workshop on Race, Ethnicity, Activism, and Protest, which gave her the opportunity to research and write about the effects of civil rights groups on voting.

“I found that civil rights organizations are effective in increasing voter turnout, especially in counties that are politically competitive or have a high level of Republican voting,” Erigha says. She also participated in Notre Dame's McNair Scholar Program, spending the following summer researching the effects of high school course-taking on college enrollment.

While she plans to pursue her Ph.D. in sociology, Erigha knows that her degree comes with many options.

“A common misconception is one can only go into careers relating to teaching, education, and social work, but the opportunities are limitless,” she says. “As a sociology major, one develops a unique group of skills. Analytical skills are ideal for someone wanting to go into the business world or attend law school, while strong written and oral communication skills are also appealing to any employer.”

Created Equal? Comparing Democracy in Spain and Portugal



Imagine if the American Revolution hadn't been a war but instead a series of negotiations between the colonists and the British. Would the United States be a different country today?

Mix over 200 years with a healthy dose of historical chance, and no one can say for sure.

But by comparing the recent experiences of Spain and Portugal, Professor Robert Fishman is exploring how the origins of a democracy can shape its future.

Comparative studies of these two countries have proven particularly useful because they not only share the Iberian Peninsula but also similar historical trajectories. That is until the mid-1970s, when their authoritarian regimes ended in very different ways.

"Portugal's democratization began with a military coup of middle-level officers on April 25, 1974, leading to a period of social revolution," Fishman says, "whereas Spain's transition followed a far more consensual process of reform and negotiation...following the death of [Gen. Francisco] Franco in 1975."

Another crucial distinction between the countries, according to Fishman, is the relative cohesion of their national identities. Portugal is a unified nation state, but significant regionally based nationalist movements have led to autonomous regions within Spain, a phenomenon that has strongly influenced the country's democratic transition.

In a book tentatively titled *Democracy in Iberia: Revolution and Identities in the Shaping of Portuguese and Spanish Politics*, Fishman intends to show how these two factors have led to marked political, economic, social, and cultural differences. These contrasts are manifested in, among other things, the presentation of the news, how protestors interact with the government, the growth of welfare state policies, and the prevalence of women in the work force.

"Perhaps the most readily apparent political difference between the two cases concerns the public treatment of the authoritarian past and of memories of political transition," Fishman says. While the Portuguese celebrate April 25 in somewhat the same way—but with greater political content—that Americans do July 4, there is no such broad commemoration in Spain, where many are still divided on Franco's legacy.

"Through the use of available survey data and cultural documentation along with my field notes and interviews, I develop the significance of this contrast . . . as reflected in political discourse, the interactions of institutions with relatively powerless actors, and mass-level attitudes."

Fishman has delivered talks and lectures on this project at the University of Toronto, the European University Institute in Florence, the Institute of Social Sciences in Lisbon, the Universitat Pompeu Fabra in Barcelona, and Harvard University.

Aldous Tracks Parental Influence on Success of Immigrant Students



Moving to another country isn't as simple as leaving a forwarding address for your mail or figuring out where the nearest mall is in your new city. It's often about adapting to an entirely different language, culture, and way of life.

For kids, those challenges converge on a daily basis in the classroom.

"In reading about the new wave of immigrants, I was wondering how the children did in school...and what influenced how well they did," says Joan Aldous, William R. Kenan, Jr. Professor of Sociology. "I was especially curious as to how varied their parents' cultures were, and how the cultures affected what parents wanted them to achieve and do while in the United States."

Using the 1988 National Education Longitudinal Study, Aldous was able to examine data collected from a representative sample of eighth-grade students and one of their parents. The parents were from Asia, Central or South America, and Europe. Some of the children came with them to the United States while others were born here.

Aldous says her study offers new insights into the academic performance of immigrant children because it analyzes the often overlooked roles of parent-child interaction, parents' aspirations for their kids' education, and the students' own goals. It also measures success in school in terms of standardized test scores, which eliminates differences in grading practices.

"Regardless of ethnicity...parents' aspirations for their children to obtain more education as well as the children's own aspirations generally were positively related to...doing well in school," Aldous says. "Contrary to previous research, though, ethnic background did not consistently differentiate parental help with homework or parent-child conversations about school."

In fact, she found that the more help students received from their parents, the worse they tended to do on the tests. Only the Asian students appeared to score better the more they talked with their parents about school, and then only conversations with mothers met statistical significance standards. As possible explanations, Aldous suggests that students having excessive difficulties might be the ones most likely to seek help and that both parents and kids could view the former as uninformed about American schooling.

Her entire study was published in December 2006 in the *Journal of Family Issues*.

Assessing Public and Private Education

Parents trying to decide whether to send their child to a public or private high school—Catholic or otherwise—all face the same question:

Which one offers a better education?

Assistant Professor Bill Carbonaro and graduate student Elizabeth Covay have completed a study that sheds light on the answer, at least when it comes to math.



10th to 12th grade than otherwise comparable public school students,” Carbonaro says, noting that previous research only showed an advantage for Catholic schools. Other studies had also indicated that there is less of a correlation between learning and family background and race/ethnicity in Catholic schools, but Carbonaro and Covay found they have similar relationships in both the public and private sectors. Students in the middle of the achievement distribution seem to benefit the most from attending private school.

Carbonaro says that about half of the gap between sectors can be explained by the fact that private school students are more likely to take advanced math courses, even when compared to public school students with similar prior achievements and college plans.

“Thus, some—but not all—of the gap in achievement across school sector would disappear if public school students took the same types of courses that private schools students do.”

And while this study dealt only with high schoolers, Carbonaro believes it also offers insights into elementary education.

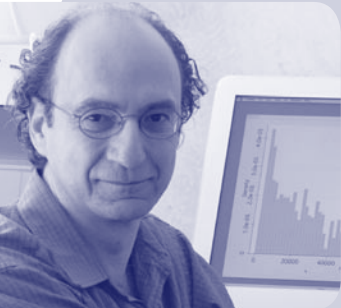
“Our research suggests that public-private differences in learning opportunities are smaller in elementary school than they are in high school,” he says, pointing out that recent work focused on public and private elementary schools has found they’re equally effective. “Since learning opportunities are an important predictor of students’ academic performance, it makes sense that school sectors reflect these differences.”

“The main goal of the research was to better understand how changes in the private and public sectors affected their ability to educate their students,” says Carbonaro, who is also a fellow of the Center for Research on Educational Opportunity (see “Affiliated Centers and Institutes, page 3). “Both the public and private sectors have undergone numerous important changes in recent years that make prior research on this question outdated.”

Carbonaro and Covay examined nationally representative data gathered from 2002–04 through the Education Longitudinal Study, a survey tracking students as they progressed from 10th to 12th grade. They used statistical methods to control for differences in socioeconomic status and race/ethnicity, allowing them to compare kids with similar backgrounds and therefore isolate the effect of the school sector from other factors.

“We found that private school students learn more math from

Cell Phones Let Hachen Dial Into Social Networks



It used to be that if you weren’t at home or work, your voice on an answering machine was the closest people could come to talking to you.

Cellular phones, however, have drastically changed the communications landscape, turning airport layovers into business opportunities, solo trips

to the store into collaborative shopping efforts.

“The major reason for studying mobile telephone networks has to do with increasing our understanding of social networks and their importance in society,” says Associate Professor David Hachen. “Communication networks are one of the most important types of social networks.”

Hachen has teamed with Notre Dame faculty members Albert-László Barabási (Physics) and Gregory Madey (Computer Science and Engineering) to work on a project known as WIPER (<http://www.nd.edu/~dddas>), which is supported by a three-year grant from the National Science Foundation. WIPER’s main goal is to develop a response system that identifies emergencies by detecting anomalies in cell phone usage. The idea is that a sudden, significant deviation from normal calling patterns concentrated in a particular location would indicate something out of the ordinary was happening there.

So how do you figure out what constitutes “normal”?

You study the habits of over seven million people.

“This is a very rare, very extensive, very complicated, and very confidential data set that allows us to map out social networks in a way that has never been done before,” says Hachen, a co-principal investigator on the project. Through an agreement with a cellular phone provider, the team has access to information such as the number of times subscribers call or receive a call from someone, how long their calls last, text message usage, and when and where each call is made.

Making these records available raises inherent security concerns, meaning Hachen and his colleagues must take numerous precautions in their work. They cannot disclose the cell phone provider or the country from which they are pulling the data. Every phone number is encrypted, and Hachen stresses that they know very little about the callers themselves—only basic demographic characteristics like age, sex, and contract type—and nothing about the content or purpose of any call or message.

His current work focuses on the amount of time different groups of people spend speaking on their cell phones. Preliminary findings indicate that women talk more than men, even though men have slightly larger networks of people with whom they communicate. The number of people a person talks to tends to decline with age, but the frequency of their conversations increases.

“The data we have are ‘real’ data, not people’s reports of what they did, but actual records of what they did,” Hachen says. “The science of networks has been rapidly developing in the last decade, and these data can help us answer important questions about how networks operate.”

Department Welcomes New Faculty

In addition to Christian Smith (see "A Match Made in Heaven," page 1), two other faculty members joined the Department of Sociology in Fall 2006. Both are assistant professors who earned their Ph.D.s from the University of Arizona last year.



Jessica Collett specializes in social psychology, gender and family, inequality, and research methods. Her work, which has appeared in journals such as *Social Forces* and *Social Psychology Quarterly*, tends to focus on individuals and how they experience themselves and interact with others. Drawing on both group processes and symbolic interaction traditions in her research, Collett employs a variety of methods, including laboratory experiments, fieldwork and interviews, and secondary data analysis. Her most recent work examines how third-party intervention in a dispute process affects ongoing relationships between disputants.



Omar Lizardo's primary research and teaching interests are in sociological theory, the sociology of culture, the sociology of organizations, network theory, microsociology, world-systems analysis, and the philosophy of social science. He is currently pursuing four main research projects, among which are a comparative study of cultural taste in 15 European Union countries and an investigation of the relationship between global patterns of international organization and economic globalization since 1795. Lizardo has published articles in several journals, including the *American Sociological Review*.

As coauthors, Collett and Lizardo had two of their papers recognized by the American Sociological Association in 2005, winning the best graduate student paper awards from the sections on the sociology of emotions and the sociology of religion.



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