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UNIVERSITY OF NOTRE DAME
COLLEGE OF ARTS AND LETTERS

<http://sociology.nd.edu>

Eisch Family Creates Endowment for Undergraduate Research

Two longtime supporters of Sociology at Notre Dame have chosen to honor the memory of their daughter by enhancing the experience of the Department's undergraduates for years to come.

Established by Joan and John Eisch, the Margaret Eisch Endowment for Excellence in Sociology in the College of Arts and Letters will be used primarily to promote the Department's undergraduate research program. Margaret, a Notre Dame student who majored in sociology, died in 1976 during the summer between her junior and senior years.

In addition to funding creative research initiatives, the endowment will help pay for the printing of *Sociological Voices*—the Department's journal of undergraduate research (see related story, page 8)—and further develop

the Margaret Eisch Memorial Prize, which the Eisches previously created to recognize the outstanding graduating senior majoring in sociology.

"The new endowment for excellence will have an even broader reach because it provides resources that will support, as well as reward, the efforts of our students," says Associate Professor and Chairperson Rory McVeigh. "In recent years, as the Department has placed more emphasis on undergraduate research, the response from our students has been truly impressive. Students are learning what it is like to develop research papers, to present those papers at conferences, and even to publish their papers in academic journals.

"The generosity of the Eisch family will help make a lot of dreams come true."

Education the Right Subject for Hallinan



It would seem to be the rare high school reunion where the lawyers and homemakers, doctors and salespeople would gather around a former

teacher to hear what she's been up to since they graduated.

One thing is for certain, though: It would take a teacher like Maureen Hallinan to make it happen.

A preeminent sociologist of education, Hallinan came to Notre Dame as the William P. & Hazel B. White Professor of Sociology in 1984. But her work as an educator started over 20 years earlier in a much different setting.

"After I finished college, I taught high school for six years, and during that time, I just fell in love with teaching and teaching math," she says.

Hallinan decided earning a master's would enhance her teaching and enrolled at Notre Dame in 1967. Upon completing an M.S. in mathematics, she accepted a fellowship at the

University of Chicago to pursue a Ph.D. in education administration, which would bring her closer to her goal of becoming a high school principal.

That was the plan, anyway.

"I was advised to pick up a social science while I was going along so that I knew something about people," Hallinan says with a laugh. "At that point, to be perfectly honest, I didn't even know what the social sciences were. So the only one I could think of rather quickly was sociology."

If not exactly an epiphany, her choice still proved to be life-changing, as

Smith Takes Readers Inside Global Movement for Social Change

The phrase “transnational social movements” seems to suggest a distant, ethereal subject, not one immediate enough to involve you or your next door neighbor.

Fortunately, such processes aren’t reliant on polysyllabic monikers to tell their stories. That’s where scholars like Associate Professor Jackie Smith, who specializes in the study of social movements that are international in scope, come in.

“[A]s more and more decisions are taken at the European Union level, the U.N. level, or in the World Trade Organization, citizens have less ability to really influence their governments or hold them accountable for the decisions they make,” Smith

says. “So these international agreements are having more and more impact on people’s everyday lives, and...they’re finding that they can’t organize just nationally and really affect the issues that matter to them.”

She calls her book *Social Movements for Global Democracy*, published earlier this year by Johns Hopkins University Press, a “people’s history” of globalization. In it, she examines modern-day campaigns for human rights and environmental sustainability and shows that they are continuing a tradition of global organizing for social change that started with abolition and labor movements in the 19th century.

“Our understanding of...globalization really comes from looking at the elite: business leaders and governments and the policies that have been enacted through the World Trade Organization or the World Bank

...And so I wanted to tell the story of globalization as a process that people have been trying to influence for a very long time, even though the kind of human rights-based world



Welch and Coauthor Explore Ties Between Morality and Misconduct



Of all the violence depicted in the movie *The Godfather*, perhaps nothing stands out more than a man taking part in a baptism as others carry out hits in his name, a sinister scene that seems less Jekyll and Hyde and more the culmination of a descent from upstanding citizen to crime boss.

But as surprising as it might be, Professor Michael Welch says most

criminologists wouldn’t link such a transformation to a corresponding change in one’s conception of right and wrong.

“They [criminologists] have tended to underplay the importance of morality as a mechanism of social control,” he says, explaining that much of the work in the field has instead focused on the idea of self-control. As it was originally defined, self-control theory posits that everyone is predisposed to misbehave for personal gain and that people simply differ in their abilities to resist indulging their urges.

“The theory argues that most, if not all, social factors thought to be causes of or contributors to criminal and deviant acts are themselves affected by low self-control,” Welch says. “Thus, its effects are assumed to overshadow all others in accounting for many of the most important forms of misconduct.”

For his part, Welch doesn’t dispute the power of self-control. He just doesn’t think it acts alone.

With North Carolina State University’s Charles Tittle, one of the country’s leading criminologists, he is at work on a

book that contends “morality does indeed matter,” playing a critical role in regulating behavior.

Their project considers crimes as well as acts that aren’t necessarily illegal but still violate social norms, such as sexual infidelity and lying. It is primarily based on a review of over 250 empirical studies, each of which examined some aspect of the connection between moral attitudes and conduct. Welch and Tittle plan to analyze the impact of morals that are both religious and non-religious in origin, although most of the studies they have examined so far deal with the former.

“[I]t seems clear that different aspects of religious orientation tend to show modest, but consistently negative, empirical relationships with criminal or deviant behavior...” Welch says. “These persistent net relationships indicate that persons who hold religious beliefs and practice them are less likely to misbehave than their non-religious counterparts, suggesting clearly that religion can inhibit or deter misconduct.”

In addition to these studies, which represent almost 80 years worth of findings, he and Tittle hope to incorporate results from surveys focused specifically on morality and deviance that were recently conducted in Russia, Greece, and other countries. Welch says they believe this data will help them determine whether there are circumstances where beliefs that normally guide someone’s actions can be “neutralized.”

“This concern about susceptibility to neutralization is perhaps the central issue that has led many criminologists to question the deterrent power of morality and, hence, its importance for criminological theory.”

Comparative Study Yields Unconventional Find About Welfare

that these movements envision has been eclipsed in recent decades by economic [globalization].”

One of the movements Smith explores in the book is the World Social Forum (WSF), which she describes as being “among the most important political developments of our time.” Initiated in 2001 as a parallel to the World Economic Forum, it is not a protest but rather an annual gathering that allows individuals and organizations to work together on the issues about which they are concerned.

Smith, who also contributed to the book *Global Democracy and the World Social Forums* (Paradigm Publishers, 2008), says the event has drawn as many as 150,000 people. In Summer 2007, she and two colleagues from the Department, as well as several undergraduate and graduate students, attended the first United States Social Forum, which, like many other national, regional, and local meetings, was modeled after the WSF.

“It was a really unique experience for me,” Smith says. “In the World Social Forums, I attended those more wearing my sociology hat...I was active in some of the movements there and was participating, but I felt more like an observer...At the U.S. forum, I had a much stronger sense of my role as a citizen of a country with a direct stake in what happened.”

Having found the forum to be even more diverse than many of the WSFs, Smith believes it represented a significant moment for more than the United States.

“I think the U.S. Social Forum was an extremely important event in the World Social Forum process, too, because the U.S. is such an important world power. For the World Social Forum to have a real impact, the U.S. has to change.”

Born in Chile, Professor Samuel Valenzuela has an abiding interest in where he grew up, leading him to focus much of his research on questions related to Chilean history and society.

How he answers, though, often depends on the experiences of other countries.

“To really understand a single case,” Valenzuela says, “one must know others.”

His recent study on the effects of welfare institutions—particularly old-age pensions—on national development is a prime example of the comparative research approach for which he is known.

Valenzuela chose to compare Sweden to Chile for the purposes of this study, describing them as “an optimal fit.” While they had strikingly similar societies, economies, per capita incomes, and political systems at the beginning of the 20th century, they implemented decidedly different welfare programs at that time.

In Sweden, access was universal. In Chile, it was limited.

Valenzuela found that Chile exhibited much higher economic growth over the ensuing 100 years or so, a result consistent with the widely held belief that the provision of welfare is a drag on an economy. But he notes that the country’s population grew significantly faster, as well, with Chilean women having an average of five to six children into the 1960s; in Sweden, the average was about two starting in the ’30s.

This begs a simple question: Why were so many fewer babies being born in Sweden?

“The answer has nothing to do with religion, with knowledge of traditional methods of birth control, or with the number of births out of wedlock,” Valenzuela says. “It has to do with old-age pensions and access to child health facilities.”

Pointing out that universal access to pensions in Sweden promised even the

poorest state assistance in old age, he says parents could be confident they wouldn’t one day be financially dependent on their kids. Poor parents in Chile, on the other hand, were very likely to need the support of at least one of their children later in life, a reality that encouraged them to have larger families.



By the end of the 20th century, per capita income in Sweden far exceeded that in Chile, and a smaller population wasn’t the only reason why.

“As the state provides old-age pensions, family resources, even among the poor, can be devoted to caring for children rather than grandparents,” Valenzuela says. “Hence, all children begin to go to school and stay in school longer. Despite being smaller, the new generations entering the labor force are therefore better qualified, more productive, and earn higher incomes.”

Based on this research, Valenzuela sees government aid as anything but a deterrent to economic advancement.

“The introduction of welfare measures generates a chain of actions and reactions that percolate up from families to create the highest levels of national development in our time,” he says.

Valenzuela published his findings in *El Eslabón Perdido: Familia, Modernización y Bienestar en Chile* (*The Lost Link: Family, Modernization, and Wellbeing in Chile*; Taurus, 2006), a book he co-edited with sociologist Eugenio Tironi and Rev. Timothy Scully, C.S.C., professor of political science at Notre Dame. His study prompted a Chilean presidential commission on pension reform to recommend the adoption of a fully universal retirement program. Its proposal has recently been enacted into law.

Alumni Spotlight: Saskia Sassen

Type the name “Saskia Sassen” into the search engine on Google or Yahoo, and the first match you’ll see is an entry for her in Wikipedia. If being included in an online encyclopedia isn’t the most scholarly of distinctions, it is still a testament to the widespread influence of her work.

Sassen, who received a Ph.D. in sociology and economics from Notre Dame in 1974, is recognized worldwide as one of the most important social science voices on globalization. Her books, which have been translated into 16 languages, are headlined by three major works, among them *Territory, Authority, Rights: From Medieval to Global Assemblages* (Princeton University Press, 2006).

A thread that runs throughout her research is her desire to challenge convention, and this book, which took her eight years to complete, is no different.

“The starting point was my conviction that describing globalization as growing interdependence—the most common definition—is inadequate,” she says, pointing out that there have always been people, institutions, and trades that cross societal boundaries.

“So interdependence and mobility cannot mark the specificity of the current period,

although they are very much part of it because we have escalated each one of these forms of mobility. It’s not that I deny that, it’s that I think we need a counterweight, we need the other half of this story.”

Sassen argues that a particular assemblage of territory, authority, and rights historically gave rise to nation-states. When components of that framework begin to be disassembled, denationalization takes place, often leading to reorganization along more global lines.

She says economic globalization is best viewed as “the collectivizing of the knowledge-making enterprise” and that it is disproportionately centralized in “global cities,” a term she coined in the 1980s for New York, London, and Tokyo. Today, there are about 50 major and minor global cities, which together provide the infrastructure for the global economy.

But they also have a political production function, Sassen says.

“If we consider that large cities concentrate both the leading sectors of global capital and a growing share of disadvantaged populations...then we can see that cities have become a strategic terrain for



Sassen (right) during her March visit to Notre Dame.

a whole series of conflicts and contradictions.” This, she adds, “enables even the disadvantaged to develop transnational strategies and subjectivities,” making global cities a catalyst for social movements (see related story, page 2).

The first person to receive the Notre Dame Graduate School’s Distinguished Alumnus Award, Sassen is on the faculty at Columbia University—where she is Robert S. Lynd Professor of Sociology and a member of The Committee on Global Thought—as well as Centennial Visiting Professor at the London School of Economics and Political Science.

In March, she gave a lecture at Notre Dame based on *Territory, Authority, Rights*. Sassen’s recent research activities also include a five-year project for UNESCO on sustainable human settlement, for which she organized a network of academics and activists in more than 30 countries.



Observing Sexuality at Notre Dame

Junior Sarah Van Mill knows the value of being able to interact effectively with others. Her thesis is based on ethnographic research, which means that she must not only observe people in natural settings but also possess the communication skills and demeanor that will allow her to gain insight into

their experiences and the broader social processes those experiences represent.

In Van Mill’s case, there is an additional challenge—finding a way to engage fellow Notre Dame students in conversation about sexuality on campus. She is specifically concerned with ways the students define their own space in public and how doing so affects their public sexual behavior.

Initially, she intended to study rape culture, an interest that prompted her to attend and observe rehearsals of *Loyal Daughters*, a play written and produced by 2007 Notre Dame graduate Emily Weisbecker that addressed issues of sexuality at the University. Van Mill was then invited by Weisbecker to revise

and produce a version of *Loyal Daughters* for the following year. She conducted and compiled interviews of her own to create *Loyal Daughters and Sons*, which premiered in November 2007.

“Although the play is not directly relevant to my thesis or other research, it has definitely contributed to my sociological self and vice versa,” Van Mill says. “Talking and interacting with several rape survivors, all with unique experiences, was a great reminder for me to make sure my research reflects people’s actual experiences. Dealing with people keeps you accountable for what you are theorizing about [them]. This is a major strength of sociology and particularly ethnographic research.”

In addition to completing her thesis, she has spent the last three semesters working on Assistant Professor Erika Summers-Effler’s oppositional consciousness research. A student in the Department’s honors track, Van Mill is scheduled to graduate a year early with a minor in peace studies.

“My experience [in the Department] has been intellectually, socially, morally, religiously, and spiritually enhancing,” Van Mill says. “I really could not have asked for a better network of people to have spent three years with.”

Diaz Uses Dissertation to Study Voting Among Asian-Americans

In the year leading up to a presidential election, speculation about who will win becomes something of a national pastime, reaching a fever pitch as early returns start trickling in on a Tuesday night in early November.

Then Wednesday morning comes. Months worth of updates end abruptly, and the attention paid to things like voter turnout quickly dissipates.

That is unless you're someone like doctoral student Maria-Elena Diaz, who still thinks about Election Day long after the polls close.

"I am examining Asian-American voting behavior in presidential elections and will attempt to explain racial differences in one's likelihood to vote by comparing people within and among counties," Diaz says, describing her dissertation. "My research analyzes how social structures influence individual political behavior and how structural influences may be unique to a particular social group."

Her dissertation focuses on Asian-Americans who are occupationally segregated from people who aren't of Asian descent. She thinks that when a group like this is ethnically homogenous—say if it is composed almost exclusively of Chinese-Americans—its members are likely to identify primarily with and pay more attention to their particular ethnic community.

However, in cases where such groups are comprised of people representing multiple Asian ethnicities, Diaz suspects that occupational segregation could "produce a 'common

fate' consciousness that leads to the development of a pan-ethnic identity—Asian-American—and increased political participation."

Provided this proves to be true, she's also interested in whether voters are mobilized by occupational segregation alone or something resulting from it. Diaz theorizes that formal Asian-American organizations are created to give voice to shared, pan-ethnic identities and that they very well may be what actually prompts political involvement. She is preparing to test all aspects of her hypothesis by running data from the last three presidential elections through a series of statistical models.

Diaz holds a B.A. from Brandeis University as well as two master's degrees—one from the University of Oklahoma and one from Notre Dame. Because she will receive her Ph.D. in May 2009, she doesn't yet know what college or university she'll be headed to that fall. She does, however, have a clear idea of what she wants to do once she gets there.

"I am looking forward to settling into an academic community, establishing roots in the larger community, and teaching sociology. I also see myself becoming a public intellectual that contributes to public discussions and collaborative efforts to resolve social problems, as well as a big advocate of increasing access to and diversity in higher education."



A Life-Changing Peace Blog

About a year-and-a-half ago, Professor Dan Myers started blogging (maintaining or contributing to a Web log) and decided this modern form of communication could be an ideal way to grab the attention of students in his "Introduction to Peace Studies" course.

He was right.

"It really has changed my life," sophomore Katherine Mastrucci says of contributing to the class blog (<http://www.ndpeaceblog.blogspot.com>). "It forced me to do what normally I would not have had the courage to do, like helping complete strangers, reconciling strained friendships, and simply restoring a little peace to my own life."

Teaching the course for the first time last fall, Myers gave his students a simple assignment.

"I asked them to try and 'be peace' in some small way every week and then blog about it," he explains. "I told them to go by their own definitions of peace because I didn't want to push anyone into an ideological position or cause they don't believe in."

For senior Caitlyn Schneeman, this meant sending a letter to her mother in an attempt to reconcile. Schneeman also wrote letters to her senators urging them to support the DREAM Act (proposed immigration legislation), offered a loan to an impoverished woman farmer in Nigeria through kiva.org, and distributed inspirational peace quotes to her classmates.

"This was empowering and fun," she says. "Professor Myers encouraged us to move beyond the limits of theory and live what we believe."

Myers is director of both the Center for the Study of Social Movements and So-

cial Change, which is housed within the Department of Sociology, and research and faculty development in Notre Dame's Kroc Institute for International Peace Studies. The recipient of the College of Arts and Letters' 2007 Sheedy Award for excellence in teaching, he plans to revisit the peace blog in future classes.

"It really tied everything together," he says, "their readings, their experiences in real life, issues with their families and people who are important to them, conflicts with friends and roommates—the kind of stuff that's critical to their development as people while they are students."

Not to mention that their entries repeatedly moved their teacher to tears.

"It's mind-blowing, really," Myers says. "I never had any idea it was going to be this powerful."

Spillman Chairs ASA Section on Culture



Last August, Associate Professor Lyn Spillman was inaugurated as chair of the American Sociological Association's (ASA) Section on Culture. With over 1,100 members, it is the organization's second largest section.

"I've been honored to serve this large, keen, and intellectually vibrant group," says Spillman, who is nearing the

completion of her one-year term. "The culture section has

been a stimulating and supportive intellectual community for me, and it's good to help shape the agenda and sustain that community for other scholars as chair."

Spillman specializes in cultural sociology, economic sociology, social theory, and comparative historical methods. Her current research, for which she received both a Guggenheim Fellowship and an ASA/National Science Foundation Fund for the Advancement of the Discipline award, examines economic culture in American business associations.

Hallinan continued from page 1

she soon found herself completely immersed in the new field. This triggered a shift in her aspirations, which went from running a school herself to studying the most effective ways for schools to be run.

After earning two Ph.D.s—one in education and one in sociology—Hallinan embarked on a career characterized by distinctions that are as noteworthy as they are numerous. They include serving as president of both the American Sociological Association (ASA) and the Sociological Research Association. In 2004, she received the Willard Waller Award for lifetime achievement from the ASA's Section on Sociology of Education.

But for her, the highlight to this point isn't something readily lifted from a list of accomplishments. With a humility that befits the best teachers, Hallinan points instead to a policy statement that she and several colleagues drafted while she was president of the ASA, the discipline's flagship professional organization. Their work addressed sociology's role in promoting racial and ethnic diversity in schools and centered on the importance of supporting the ASA's initiatives in this regard.

"So that made me very happy because it was something so close to my own beliefs and heart," Hallinan says.

Currently, she is writing a paper based on data gathered in a study she initiated through Notre Dame's Center for Research on Educational Opportunity

(CREO), which she directs. Receiving a five-year, \$2.5 million grant from the U.S. Department of Education in 2001, she set out to examine whether there are differences in achievement between kids in Catholic and public schools and, if so, what causes them.

Previous research in the field has suggested a "Catholic-school advantage," a finding Hallinan says has come under some scrutiny. Aiming to resolve this debate, CREO conducted a longitudinal survey in the Catholic middle and high schools of the Archdiocese of Chicago. The study invited all students in those schools as well as every English and math teacher to fill out questionnaires—based on similar surveys administered annually in Chicago Public Schools—in Spring 2002 and Spring 2004.

"We have something that's pretty close to a population of Catholic school teachers and students in the whole Archdiocese of Chicago," Hallinan says, citing the high response rate to the questionnaire. "Nothing like that exists elsewhere."

In her analysis, she is employing a model she developed with the late Aage Sørensen and refined with Warren Kubitschek, CREO's statistical consultant; she believes it does a better job of depicting change in academic achievement than models used previously.

While Hallinan will wait to discuss specific findings until she finishes the paper, she does say this study illustrates

one of those underlying truths that tend to emerge when you've devoted nearly 40 years to a field.

"If kids are happy in school, their teachers care about them, [their] teachers are willing to help them, they feel safe in school—both physically and psychologically—then they're going to do better. Now that's not a new finding; it's one that I think has not received sufficient attention and to find it in major data sets like I'm working on is very exciting to me."

This kind of research has built Notre Dame's reputation in sociology of education, which Hallinan says was not even being studied at the University when she joined the faculty. Today, CREO is a regional, if not national, center in the field composed of three members of the Sociology faculty—Associate Professor Bill Carbonaro, Assistant Professor Sean Kelly, and Hallinan—Kubitschek, seven Sociology doctoral students, and an administrative staff.

"I really attribute much of my success to the...social support that I've received from administration and faculty colleagues at Notre Dame," says Hallinan, who notes that CREO fits with the University's Catholic mission "like a hand fits a glove." "This is a wonderful place to work, and I probably would not have been as productive if I hadn't been as happy as I am here."

Reunion or not, her students would be proud.

Affiliated Centers and Institutes

Several members of the Department's faculty direct campus centers and institutes that further advance the study of sociology at Notre Dame. What follows are brief summaries of recent highlights from each group.



Directed by Maureen Hallinan, William P. & Hazel B. White Professor of Sociology, the **Center for Research**

on Educational Opportunity (CREO, <http://creo.nd.edu>) conducts basic and applied research on schools and the learning process.

Sean Kelly, an assistant professor in both CREO and the Department of Sociology, received an Exemplary Dissertation Award from the Spencer Foundation at the American Educational Research Association's 2008 meeting. For his dissertation, he examined student engagement and classroom instruction, conducting research that has been published in the journals *Social Science Research*, *Social Psychology of Education*, and *Sociology of Education*.

CREO's annual lecture series—titled “The Future of Racial Desegregation in America's Schools” in 2007–08—featured Charles Clotfelter (Duke University), William Trent (University of Illinois at Urbana-Champaign), Lincoln Quillian (Northwestern University), and Prudence Carter (Stanford University), among others.

For more on the work being pursued through CREO, see “Education the Right Subject for Hallinan” on page 1.

Christian Smith, William R. Kenan, Jr. Professor of Sociology, directs the **Center for the Study of Religion and Society** (CSRS, <http://csrs.nd.edu/>). His National Study of Youth and Religion is now in its third wave of data collection, which is being supported by nearly \$1.2 million in multi-year grants from Lilly Endowment Inc. and the John Templeton Foundation.

Last May, the CSRS hosted “Young Scholars in the Sociology of Religion,” a three-day conference for advanced graduate students, new Ph.D.s, and assistant professors less than three years removed from their doctoral studies. Representing universities around the country, they were joined at the conference by undergraduates, graduate students, and assistant professors from Notre Dame.

The CSRS and the Department of Sociology will welcome Mary Ellen Konieczny, a Notre Dame alumna, to the faculty this fall as an assistant professor. Konieczny earned an M.Div. from Weston Jesuit School of Theology and her Ph.D. from the University of Chicago. Her current work includes transforming her dissertation into a book tentatively titled *The Spirit's Tether: Family, Work, and Religion Among American Catholics*.

The **Center for the Study of Social Movements and Social Change** (<http://www.nd.edu/~cssm/>), directed by Professor Dan Myers, inaugurated its John D. McCarthy Award for Lifetime Achievement in the Scholarship of Social Movements and Collective Behavior last spring by bestowing the honor on its namesake. The award will annually recognize a scholar who has made “outstanding contributions to the scholarly literature concerned with social movements, protest, collective violence, riots, and other kind of collective behavior.” Verta Taylor (University of California, Santa Barbara) was recently announced as the second winner of the award.

The Center has also begun hosting postdoctoral researchers. Sociologist Dawn Wiest (Stony Brook University) occupied the position in 2006–07, and political scientist Ernesto Verdeja (Wesleyan University) and sociologist Luisa Heredia (Harvard University) joined the Center for this past academic year.



The **Institute for Latino Studies** (ILS, <http://latinostudies.nd.edu/>), directed by Assistant Provost and Professor Gilberto Cárdenas, promotes understanding and appreciation of the social, cultural, and religious life of U.S. Latinos. This spring, John Koval, a member of

the Notre Dame faculty from 1964–71, joined ILS as acting director of research. Koval spent more than 30 years on the faculty at DePaul University, where he twice chaired the sociology department.

The Inter-University Program for Latino Research (IUPLR), headquartered at ILS, is a national consortium dedicated to the advancement of the Latino intellectual presence in the United States. IUPLR researchers, as well as scholars with related interests, can contribute to ongoing conversations in their fields via the online forum La R.E.D. (<http://www.ilsred.com:8085/index.php>).

Olga Herrera, the national coordinator of IUPLR, has published *Toward the Preservation of a Heritage: Latin American and Latino Art in the Midwestern United States* (Institute for Latino Studies, 2008), a book based on research conducted for the Midwest Latino Arts Documentary Heritage Project (www.MidLAD.org).

Third Volume of Undergraduate Research Journal Coming Soon

Sociological Voices (SV), the Department's undergraduate research journal, recognizes students for their scholarly accomplishments by giving them the opportunity to publish their work professionally. The journal also provides them with experience managing an academic publication, as undergraduates work as assistant editors under the guidance of faculty member and founding editor Russell Faeges.

"From the beginning, *Sociological Voices* has been a professional journal, not a 'vanity' publication," he says. Submissions are reviewed/refereed by Notre Dame faculty members, both from Sociology and other departments, and graduate students.

"The students who end up placing an article in *Sociological Voices* accept and meet a challenge beyond what is

required even to graduate with honors from Notre Dame and gain experience that few students anywhere encounter in college," Faeges says.

This fall, he will offer a new course that will serve as an advanced writing workshop oriented toward professional publication. While the primary focus of the course will be on preparing their own manuscripts, the students will also learn about the editorial side of publishing through work with *SV*.

Having published two volumes already, the Department is looking forward to releasing the third issue of the journal this summer. To receive a copy of *SV*, or for more information, please contact Faeges at rfaeges@nd.edu.



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