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UNIVERSITY OF NOTRE DAME
COLLEGE OF ARTS AND LETTERS

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Premier Journal a Good Fit for Notre Dame Sociology

Earlier this year, Professor Rory McVeigh took over as editor of what must be one of the most aptly named publications in all of sociology.

Mobilization is the top journal focused on social movements, protests, and collective behavior. But more than just suggesting the topics covered inside, its name gives a fitting nod to the growing number of scholars choosing to join the ranks of those specializing in social movement research.

"The American Sociological Association has 44 sections representing various subfields within the discipline," says McVeigh, who is also the department's chairperson. "The Section on Collective Behavior and Social Movements has 836 members, which ranks seventh and represents a 56 percent increase in membership since 2001."

Founded in 1996 by San Diego State University's Hank Johnston, *Mobilization*

features the work of researchers from around the world. Professor Dan Myers started editing the journal at Notre Dame in 2007 through the Center for the Study of Social Movements and Social Change, which is housed in the department. Four of the center's faculty affiliates, including Director Jackie Smith, currently serve as deputy editors, and two of its graduate students are assistant editors.



"The center is a hub of activity for social movement scholars both inside and outside of Notre Dame," McVeigh says. "Having the journal based here shines a light on the center and also on the important work that our faculty members and graduate students have been doing in this field for a number of years."

Education Scholar Berends Joins Sociology Faculty

If Professor Mark Berends had a dollar for every time parents have asked him where to send their kids to school, he might not be rich, but he probably could purchase a lifetime supply of number two pencils.

Their interest in his perspective is understandable. A highly regarded sociologist of education who joined the department's faculty in January, Berends was previously an associate professor of public policy and education at Vanderbilt University and is still director of its federally funded National Center on School Choice. He's published books such as *Charter School Outcomes* and *Leading With Data: Pathways to*

Improve Your School. And with his move to Notre Dame, he now directs the University's Center for Research on Educational Opportunity (CREO).

But for all that Berends does, he does not advocate for or against school choice or for one kind of school over another; he believes individual experiences vary dramatically and that the two centers he directs are best served if he remains as objective as possible.

"Schools can be a lot more alike than they are different," Berends says, "and so while we may in particular be interested in, say, Catholic schools, or we may be interested in charter



schools, we want to compare them to each other to draw lessons... So it's more the conditions under which

all schools can be effective than just choice or type per se."

Describing himself as "very honored and flattered" upon receiving a phone call from Notre Dame sociologist Maureen Hallinan about the prospect of succeeding her as CREO's director,



Subprime Lending, Then and Now

In 2005, Associate Professor Richard Williams and colleagues from two other institutions published “The Changing Face of Inequality in Home Mortgage Lending” in the journal *Social Problems*. Based on nationwide data made available through the Home Mortgage Disclosure Act, the paper shows there was a substantial

increase in the number of low-income and minority homeowners during the 1990s but that they often received financing via subprime loans. “Even by 2000, we could see that low-income and minority communities were being adversely impacted by subprime lending practices,” Williams notes, referring to the higher foreclosure rate now infamously associated with this type of mortgage. He says people were willing to accept the unfavorable terms because for decades,

qualified minority borrowers had been unjustly denied financing. In other words, a flawed loan—particularly one that was aggressively marketed—was better than no loan at all.

The research team, which also included Notre Dame alumni Reynold Nesiba (Augustana College) and Eileen Diaz McConnell (Arizona State University), found subprime lending was so prevalent that it and loans for manufactured housing “accounted for as much as half or more

of the gains made by underserved markets between 1993 and 2000.”

What Williams couldn’t have known when the paper was published, however, was that the problems experienced in these markets were going to surface in just about every other market, too, resulting in a ripple effect that would be felt worldwide.

“Subprime lending increased greatly after 2000, and ... there was a dramatic increase in poor lending practices targeted at higher income groups,” says Williams, pointing to vehicles such as interest-only and adjustable-rate mortgages. “These loans were sold and resold globally, and when they started to go bad, the entire economy began to suffer.”

The research that led to the *Social Problems* article is part of Williams’ ongoing “Racial, Economic, and Institutional Disparities in Home Mortgage Lending” project, which has been supported by grants from the National Science Foundation and the Department of Housing and Urban Development. More recently, he’s coauthored an article that was published in *Social Forces* that argues subprime loans, while allowing more people to buy homes, did not increase racial integration.

Nevertheless, he’s concerned the fallout from all the foreclosures could reduce conventional lending to underserved markets, something that had been on the rise, and further segregate neighborhoods.

“I strongly believe that responsible lending has had a positive impact on low-income and minority home ownership as well as neighborhood integration in the past and can continue to do so in the future,” says Williams, who is extremely interested to see what the next five years of data will look like. “Unfortunately, many seem to blame efforts to promote homeownership for our current problems and do not pay enough attention to the irresponsible and avaricious tactics that were really responsible.”

Richard Williams

Paper Examines Gender Differences in Religious Practice

Though not quite the stuff of a Norman Rockwell painting, a husband reluctantly heeding his wife’s request to abandon the couch and go to church is an appropriate scene to depict what two Notre Dame sociologists call “one of the most consistent findings in the sociology of religion”:

Women are more religious than men. But why?



Jessica Collett and Omar Lizardo, both assistant professors in the department, believe the risk-aversion hypothesis developed by the late Alan Miller and Baylor University’s Rodney Stark is the best explanation. It draws on a considerable amount of data that indicates women aren’t as likely as men to engage in high-risk

behavior, such as committing a crime. Miller and Stark applied the same principle to people’s attitudes about faith, arguing that the more prone someone is to follow society’s rules, the less inclined he or she will be to ignore religion and risk losing the supernatural rewards associated with it.

As for why women tend to be more risk averse, Miller and Stark wrote that it may be due to physiological differences between the sexes. However, Collett and Lizardo think there are other forces at work, as well.

In an article published in the June issue of the *Journal for the Scientific Study of Religion* (JSSR), they present research they’ve completed that explores the topic from a sociological perspective.

“We draw on a theory from criminology, called power-control theory, which suggests there are social roots of such risk preferences,” Collett says, “specifically that in patriarchal homes, there is more control exerted over young women by their mothers, resulting in a distaste for risk compared to men raised in those homes.”

Power-control theory defines egalitarian homes, on the other hand, as those where the mother has a high socioeconomic status, measured in terms of her standing in the workplace, making the family less likely to follow traditional gender scripts. In this environment, one would expect boys and girls to develop attitudes toward risk-taking that more closely resemble one another.



Collett and Lizardo, following a line of inquiry Miller identified but did not pursue, hypothesized that the family structures described by power-control theory could impact the choices women make about religion, based on the assumption that those decisions involve a calculation of risk. To test this idea, they analyzed data gathered from 1994–2004

through the National Opinion Research Center’s “General Social Survey,” focusing on demographic traits as well as church attendance, frequency of prayer, and strength of religious affiliation.

“In these egalitarian homes, girls are likely treated more like their brothers ... and [as adults] end up with similar rates of religiosity as men,” she says, a finding that implies biology alone can’t be responsible for the discrepancy in the general population. “While we don’t have access to the measures of parental control in this data—and we are only able to look at gender, religiousness, and parental socioeconomic status—we use power-control theory’s arguments about the exertion of control to explain why mothers’ increased occupational status results in less religious daughters.”

Titled “A Power-Control Theory of Gender and Religiosity,” Collett and Lizardo’s paper appears in JSSR along with three responses from others in the field.

Omar Lizardo

Carbonaro and Kelly Turn Class Time Into Research Experience

No one would claim that listening to some tunes on your iPod makes you a musician.

That it takes actual practice to make perfect is a point not lost on Associate Professor Bill Carbonaro, who wanted his undergraduate course “Research on Moral Decision Making” to be something along the lines of a sociological school of rock.



Carbonaro (center) with students in the lab

“Understanding what happens ‘behind the scenes’ allows [people] to appreciate ... music even more fully,” he says. “And more importantly, it may inspire them to make their own music. Similarly, students will likely appreciate sociological research more fully by understanding how research projects are done, and hopefully they may be inspired to get the necessary training to do it themselves some day.”

The class immersed students in Carbonaro’s work, asking them to play critical roles in a semester-long experiment that explored morality. He says research in neuroscience posits that humans have a biological “moral sense” while social psychologists tend to emphasize the role of social context in determining how people will respond to moral dilemmas.

The project centered on group settings where four people discussed and judged four such dilemmas. However, in each of the 88 trials, three of the participants were students from the class who were presenting scripted responses; the fourth person, the actual subject, didn’t know this, letting the team test whether group opinion had an impact on individual decisions.

“Our results suggest that research by neuroscientists undervalues the importance of group processes in shaping moral judgments,” says Carbonaro, who was assisted by students in all phases of the project. “It’s an important finding, and we were all very excited about that.”

As Carbonaro was introducing this class last fall, Assistant Professor Sean Kelly

was also teaching a new course that engaged students in hands-on learning for the entire semester. But Kelly’s “Doing Sociology,” a quantitative research practicum for seniors, had a different structure, as his charges pursued separate topics of their own choosing, ranging from studies of health inequality to changing conceptions of patriotism in the post-Sept. 11 era.

“While each project [was] unique,” he says, “we [tackled] a common set of tasks and challenges as a class: how to articulate a research question, how to select and manipulate data to answer this question, and how to conduct statistical analyses and present results that are clear and persuasive.”

Kelly, who will offer the class again this fall, views it as an opportunity for students not only to acquire these quantitative skills but also to tie together and apply all the knowledge they’ve gained as sociology majors. And in the process, they may just lay the foundation for a senior honors thesis or even research beyond Notre Dame.

“One of the ideas I try to convey to my students in working with data is that ‘If you can imagine it, then you can do it,’” Kelly says. “Really, the course as a whole encourages students to set lofty goals but ones they can meet with a systematic effort that begins early in the semester. I think several of the students who were turning in 40-page papers at the end of the semester surprised themselves with their final products.”

Alumni Spotlight: When Sociology Becomes More Than a Major

There's something you should know about Notre Dame's Department of Sociology: While the faculty take great pride in offering the kind of education that proves to be an asset in a number of professions, they can't help but feel a little extra excitement if the field an undergraduate chooses is their own. And the reason has nothing to do with imitation being the sincerest form of flattery.

OK, maybe it is a little flattering. But mostly, their enthusiasm comes from looking to the future.

When a student goes on to pursue a Ph.D. in sociology, his or her professors know they will soon be able to count that person among their colleagues. And given the talent in the department's undergraduate program, it would be surprising if the faculty weren't excited about that.

ND Soc asked several former sociology majors, some who are currently graduate students and others who are already in the professoriate, to reflect on where they got their starts.

"I always liked the openness of the department. The pizza dinners where we met with our advisers and discussed courses for the next semester made me feel that the professors really cared about us and wanted us to enjoy our academic experience."

—**Maryann Erigha ('07)**, doctoral student at the University of Pennsylvania

"The highlight of my undergraduate experience was participating in a three-year research workshop on race, ethnicity, activism, and protest. Led by Professor Dan Myers, this NSF-sponsored program allowed undergraduates to work side-by-side with graduate students and professors. By my senior year, I had learned to develop original research questions, gather and analyze data, write journal-length papers, and present findings at academic conferences. Most of my peers first learned these skills only after enrolling in graduate school."

—**Anthony Perez ('01)**, assistant professor at the University of North Carolina at Chapel Hill (beginning this fall)

"As an undergraduate, I was already reading texts that I would be assigned as a graduate student. In fact, one of my professors borrowed one of my Notre Dame course-packs! By being an honors student, I began a thesis as an undergraduate that was published in an academic journal during graduate school. This was a great boost to my career. Now that I am a professor, I still find myself thinking back to my coursework at ND and trying to apply the things I learned with my own students."

—**Catherine Bolzendahl ('00)**, assistant professor at the University of California, Irvine

"Professor Rory McVeigh was influential in cultivating my interest in sociology. His class in "Methods of Sociology" taught me to think critically about my own and others' presentations of research, and his encouraging feedback on exams and papers not only helped me to improve my work but also inspired me to consider making sociology the base of my future career."

—**Annalise Loehr ('09)**, doctoral student at Indiana University Bloomington (beginning this fall)

"I invested a lot of time and energy in the sociological theory class taught by Professor Robert Fishman. The writing I did in that class improved my ability to convey complex ideas clearly, and the content of the course familiarized me with theories that I would need to know both during and after graduate school."

—**Jeremy Reynolds ('94)**, associate professor at the University of Georgia

Faculty Committee Putting Eisch Endowment to Good Use

When Joan and John Eisch established the Margaret Eisch Endowment for Excellence in Sociology in the College of Arts and Letters, they seconded the department's commitment to undergraduate research in a most generous manner.

The Eisch Endowment for Excellence Committee was created in fall 2008 to ensure their gift has the greatest possible impact. Chaired by Ann Power, director of undergraduate studies, the committee distributed funds toward several ends during the past academic year.

For instance, students were able to attend scholarly events away from campus thanks to awards that covered their travel expenses; one group went to the North Central Student Sociology Conference, the other to the Chicago Ethnography Conference and a workshop on ethnographic filmmaking. The endowment is also being used to pay for the printing of the next issue of the department's undergraduate research journal, *Sociological Voices*, which is due out this summer.

The journal has been published intermittently in the past, but Power says it will now be possible to produce it annually. In addition, she expects the three-person faculty committee—whose other members are Russell Faeges and Mary Ellen Konieczny—to start accepting applications for funding from undergraduates who need additional resources to conduct "unique and creative research projects."

Graduate Seminars Enhance Scholarly Development, Research

Every week, graduate students in sociology have the opportunity to come together to discuss with faculty and each other their research and current issues in the field. These "training" seminars keep students focused on their projects and allow them to set weekly goals for themselves as they manage the many demands on their time.

While hearing constructive criticism during these sessions can be tough, Department Chairperson Rory McVeigh says it is necessary in order to make progress as an academic.

"Negotiating one's way through a graduate program is difficult, and there is a lot to learn about producing research and publishing in journals

that cannot be learned by reading a manual," he notes.

"It is instead learned through interactions with others who have already been through the process."

The seminars were inspired by a group started in the department in 1997. Graduate students and faculty would meet to discuss ongoing research on social movements and contentious politics. Word of what was going on spread, and, over time, their numbers expanded.

The group proved to be so helpful for those studying social movements that faculty created seminars for students who had different research interests. One-credit courses, the seminars are now offered every semester, and

graduate students are encouraged to participate as often as they can so they receive continuous feedback on their work, not to mention emotional support and encouragement. Many of them attend even if they have already fulfilled their course requirements.

Elizabeth Covay, a graduate student specializing in sociology of education, has participated in the seminar on social stratification for several semesters.

"I have found the feedback to be helpful in moving my projects towards completion and placing my work into broader stratification literature," Covay says. "After presenting my work, I always leave with many ideas of how to improve it."

Integrating Study and Service in Central America

At Notre Dame, it's not uncommon for students to combine what they learn during a service experience with what they study in class to help define their research and career interests.

Take Jane Lee, a double major in sociology and Spanish who graduated in May. In her time as an undergraduate, Lee worked for a number of social service organizations, including World Teach in Costa Rica, where she spent a summer teaching English to high school students in an impoverished rural community. It was there that she began developing a research project on the dynamics of rural social movements, drawing on what she had learned the previous semester in Associate Professor Jackie Smith's "Social Movements, Global Perspectives" course.

"My experience with the families who communicated their economic struggles to me encouraged me to pursue this topic," says Lee, whose internship was made possible by Notre Dame's



Lee (right) in Costa Rica

Kellogg Institute for International Studies. "Furthermore, I observed the machismo attitude and the gender disparity that persisted in the town, and I wanted to direct my research toward women."

Lee received an Undergraduate Research Opportunity Program grant from the University's College of Arts and Letters to return to Costa Rica in fall 2008 to

engage in ethnographic research for her thesis, "Women's Impact and Contribution to Rural Movements in Costa Rica: The Need for Inclusion and Open Spaces Dialogue." As she conducted interviews, recorded oral histories, and immersed herself in the local culture, she gained a fuller understanding of how traditions and norms in rural Latin America limit women and prevent their social mobilization and organization.

"Providing open spaces where dialogue on public issues is encouraged and ideas can be shared would allow Costa Rican women in rural areas to explore the different avenues for improving their economic and political conditions through collective action," says Lee, who wrote her thesis under the direction of Smith.

A graduate of the department's honors track, Lee plans to enter the master of social work program at Columbia University this fall.



Dave Klein “Redirects”

On May 8, the Department of Sociology held a banquet to celebrate Associate Professor Dave Klein’s transition to emeritus status after 33 years on the faculty. Here, he shares some of the sentiments he expressed

to the colleagues, family members, and special guests who attended the event.

I view this next step as a “redirection,” not as a “retirement.” In addition to making headway on several books and articles that have been begging for attention, I hope to spend more time in my garden, travel, volunteer for the green revolution, read more books for pleasure—maybe even some fiction—and increase the range of dinner recipes I can prepare without help.

As I look back on my time at Notre Dame, there are several places, moments, and experiences that stand out as particularly memorable. They are:

- my first office in the basement of Hesburgh Library (quite a dungeon);
- becoming tenured and appointed department chair on the same day;
- the Department of Sociology and Anthropology separating and our department growing thereafter;

- spending 10 years in administrative roles—four as department chair and six as director of graduate studies;
- adding three outstanding colleagues to the faculty while I was chair who are still with us (David Hachen, Rich Williams, and Samuel Valenzuela);
- watching students get younger every year, while I remain ageless;
- having many opportunities for foreign professional travel to places such as India, Poland, Canada, Australia, the Netherlands, Switzerland, Germany, and Costa Rica;
- seeing the construction of many buildings across campus and teaching in some strange places, including the attic of the Golden Dome;
- being the academic adviser for Notre Dame’s last Heisman Trophy winner, Tim Brown, who was elected to the College Football Hall of Fame in April and whose hair has become shockingly gray.

Also, I would like to thank those who have had a major impact on my professional and personal life, including mentors, Notre Dame faculty and graduate students, administrators and staff, collaborators at other universities, and family members, most especially my wife, Jennifer.

parents make their decisions. However, Catholic schools have not figured into the center’s research, something Berends is glad will change with the connection to CREO.

“To be able to think about effective Catholic education in some of these urban centers and what lessons we can translate into the public sector is an added benefit of being at a place like Notre Dame,” he says.

Berends’ most recent book, *Handbook of Research on School Choice*, was published in April, and he is currently helping lead “What Makes Schools Work,” a project the National Center on School Choice is conducting with the Northwest Evaluation Association, the Wisconsin Center for Education Research, and Mountain Measurement.

The study concentrates on second-through eighth-grade math classes and aims to discover whether it’s really differences in instruction that cause students from one type of school to outperform those at another. Teachers from approximately 150 schools are completing an online survey on what

and how they teach; these results will then be linked to their classes’ standardized test scores. Although all data will be reported in the aggregate and won’t identify any of the participants, a teacher who takes the survey immediately receives a confidential report on how his or her methods compare to school, district, and state trends as well as how they align with what the standardized tests are measuring.

Not surprisingly, this is one of Berends’ favorite aspects of the project. “It’s helpful not only from a research standpoint but for the teachers themselves just to be able to reflect on their instruction,” he says, noting that professional development activities based on the study’s findings will also be offered.

Excited about the potential of “What Makes Schools Work,” he is similarly optimistic about CREO’s future.

“That’s my hope,” Berends says, “to continue to build this to the point where if you want to study sociology of education, you go to Notre Dame.”

Education Scholar continued from page 1

Berends accepted her invitation to come take a closer look at the University.

Rev. Timothy Scully, C.S.C., director of the Institute for Educational Initiatives, of which CREO is a part, impressed Berends during those visits with his great hope for Catholic education, especially in areas with high levels of poverty. The institute supports these under-resourced schools with teachers trained through its Alliance for Catholic Education, creating an environment where CREO researchers can collaborate directly with educators.

An academic who’s most enthusiastic about projects that also have relevance for policymakers and practitioners, Berends liked what he saw. “And so this invite in some ways also turned into a call, mainly because of the mission of Notre Dame,” he says.

Under his direction, work at the National Center on School Choice has examined everything from schooling options themselves to the reasons

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.



The Center for Research on Educational Opportunity

(CREO), directed by Professor Mark Berends (see related story,

page 1), conducts basic and applied research on schools and the learning process.

Maureen Hallinan, William P. & Hazel B. White Professor of Sociology, and Warren Kubitschek, CREO’s statistical consultant, continue their analyses of school sector effects on student achievement and the common school ideal. They have presented this work to several audiences, including a conference in Paris and the superintendent and staff of the Catholic schools of the Archdiocese of Chicago.

Associate Professor Bill Carbonaro serves as CREO’s associate director. With graduate student Elizabeth Covay, he has an article on extracurricular activities and student achievement forthcoming in the journal *Sociology of Education*.

Assistant Professor Sean Kelly and Samantha Caughlan (Michigan State University) recently completed a study of Hollywood depictions of classroom instruction, finding that films make an important contribution to cultural models of teaching and engagement. Their research will appear in the journal *Pedagogies*.

<http://creo.nd.edu>

Under the direction of Associate Professor Jackie Smith, the **Center for the Study of Social Movements and Social Change** helped coordinate a yearlong series of activities to promote awareness of the Universal Declaration of Human Rights and to encourage reflection and action on the meaning of human rights in the world today. Headlining the series were lectures by indigenous rights and environmental activist Winona LaDuke and 2003 Nobel Peace Laureate Shirin Ebadi.

Mayer Zald, professor emeritus of sociology, social work, and business administration at the University of Michigan, was the recipient of the center’s 2009 John D. McCarthy Award for Lifetime Achievement in the Scholarship of Social Movements and Collective Behavior.

Last November, the center hosted Tina Fetner, assistant professor of sociology at McMaster University, who spoke about her new book, *How the Religious Right Shaped Lesbian and Gay Activism*, and her research on economic inequality and attitudes toward homosexuality.

<http://www.nd.edu/~cssm>

Directed by Christian Smith, William R. Kenan Jr. Professor of Sociology, the **Center for the Study of Religion and Society** (CSRS) hosted its second “Young Scholars in the Sociology of Religion” conference this May. Designed for advanced graduate students, new Ph.D.s, and assistant professors less than three years removed from their doctoral studies, the event was followed by a three-day workshop on “Critical Realism and Human Personhood.”

Smith is currently leading the “Science of Generosity,” a project for which he received a \$5 million grant from the John Templeton Foundation (see related story, page 8). In addition, his “National Study of Youth and Religion” has completed its third wave of data collection, supported by nearly \$1.2 million in external funding.

CSRS and the Department of Sociology will welcome Kraig Beyerlein to the faculty this fall as an assistant professor. Beyerlein earned his Ph.D. from the University of North Carolina at Chapel Hill and has been an assistant professor at the University of Arizona.

<http://csrs.nd.edu>



Assistant Provost and Professor Gilberto Cárdenas directs the **Institute for Latino Studies** (ILS),

which will mark its 10th anniversary with a series of events scheduled for Sept. 14–20. The celebration will include a symposium titled “Latino

Studies: Past, Present, and Future” and a student-led panel discussion on service learning in the Latino community. More details will soon be available on the institute’s website.

ILS published two monographs in the past year: *Latino Educational Equity: A Web-Based Index and a Compendium of Best Practices in Latino Education in the United States* (latinostudies.nd.edu/equityindex) and *The Latino Landscape: A Metro Chicago Guide and Non-Profit Directory* (latinostudies.nd.edu/cmci/latinolandscape/index.php). Both pieces were produced in conjunction with external partners and feature associated interactive websites.

The latest volume in the ILS book series “Latino Perspectives,” *The Xaripu Community Across Borders: Labor Migration, Community, and Family* by Manuel Barajas (California State University, Sacramento), is now available from the University of Notre Dame Press.

<http://latinostudies.nd.edu>

Smith Receives \$5 Million Grant to Explore the “Science of Generosity”

Notre Dame has launched the “Science of Generosity,” a multiyear project supported by a \$5 million grant from the John Templeton Foundation to Christian Smith, William R. Kenan Jr. Professor of Sociology and director of the University’s Center for the Study of Religion and Society.

“The goal of the project is to mobilize top-quality research across various disciplines on the origins, expressions, and effects of generosity,” Smith says, noting that “generosity” is defined in this context as the spirit and practice of giving good things to others freely and abundantly. “This includes time, aid, attention, blood, possessions, encouragement, emotional investment, and more.”

The grant is the largest ever received by a faculty member in Notre Dame’s College of Arts and Letters. The University also has contributed approximately \$200,000 to the project.



SCIENCE of GENEROSITY

In addition to supporting academic research at Notre Dame, the “Science of Generosity” is hosting an international competition among scholars in fields such as sociology, economics, psychology, behavioral economics, education, law, and religious studies. Four to eight research proposals will be selected to receive grants of \$250,000–\$500,000 during the first phase of the competition, which started this spring. The second phase will fund seven to 15 smaller awards, totaling another \$1.2 million.

Smith says current examinations of generosity are a scattered constellation of research studies operating under different terms (philanthropy, giving, charity, altruism, etc.), but he anticipates a more unified field will develop around the Notre Dame initiative. To that end, he has assembled a board of advisers consisting of experts who represent a number of fields and institutions.

Visit <http://generosityresearch.nd.edu> for more information.

Visit us on the web: <http://sociology.nd.edu>

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