

The Sociology INVESTIGATOR

DEPARTMENT OF SOCIOLOGY, UNIVERSITY OF FLORIDA, GAINESVILLE, FLORIDA, 32611



The Knowledge Production Enterprise: Learning by Doing

by William Marsiglio, Professor of Sociology

“ I hear and I forget
I see and I remember
I do and I understand ”

—Confucius

Teaching, done well, is accomplished in sundry ways. For me, fostering students' ability to learn by "doing" is central to my teacher/scholar philosophy. I provide students with various opportunities to learn about and experience the spectrum of activities that shape the knowledge production process.

When I was a 21-year-old first-term college senior, my favorite sociology professor, Dr. Gale Largey, offered me the chance to do an Independent Study for credit. In an early meeting, he shared, "Why don't you take a look at this book manuscript, a *Social Problems* text I'm reviewing, and let me know what you think from a student perspective. Jot some notes about any thoughts you have on the material, how it's organized, how well it reads, whether you like the examples; I'm interested in your reaction." "Okay," I replied, thinking curiously to myself, "I've never seen, let alone read a book manuscript, just bound books."

Excited about my new venture, I read furiously, compiling notes to

impress my professor with my emerging sociological perspective. When we discussed my reactions a few weeks later, my comments were mostly positive. I told him the material paralleled very closely the stuff I had learned in his *Social Problems* course the previous semester. And it did, for good reason. It was my professor's manuscript.

Shortly after learning the secret, my initial surprise faded and I silently rejoiced, feeling proud and energized. My mentor had deemed me worthy of a backstage pass; I was an insider to the book development process and had become an informal research assistant.

Today, inspired by my former professor's trust in me, I individually mentor motivated students in the rigors and politics of doing research. I also sensitize them to the art of conveying in writing sociological insights for varied audiences, including scholars, students, interest groups, and the general public. My teacher/scholar philosophy mirrors what some contemporary education reformers advise: faculty members at

research universities should maximize their chances to train graduate students *as well as* undergraduates in the research process.

Because I study issues involving male sexuality, reproductive health, fatherhood, and stepfamily life, my writing often speaks to national debates about controversial topics, e.g., teenage pregnancy, sex education in schools, abortion, and men's relationships with children.

In both my one-on-one and classroom teaching I stress to students that all knowledge is produced in a larger sociopolitical context. By sharing my personal experiences with the Federal Fatherhood Initiative and the National Campaign to Prevent Teenage Pregnancy, I illustrate how what we know is constrained and

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Awards & Honors

Over the past year, various members of our community have received awards, honors, and other forms of recognition. Here are a few examples.

Two promotions occurred this year. Professor **Stephen Perz** was promoted to Associate Professor. Stephen joined the Department in 2000 after completing his Ph.D. at the University of Texas at Austin. The co-author of more than 25 articles and book chapters, Stephen has received funding from the National Science Foundation and National Aeronautics and Space Administration to conduct research on land use and land cover change in the Amazon. He also takes undergraduate and graduate mentoring seriously. Several of his undergraduate students have gone on to graduate school, and he has participated in over 20 graduate committees. Stephen teaches several courses, including undergraduate and graduate versions of “Environment and Society.” He told the *Investigator* the promotion “provides a long-awaited opportunity to go work on bigger, long-term projects that can have greater scholarly as well as practical impacts.”

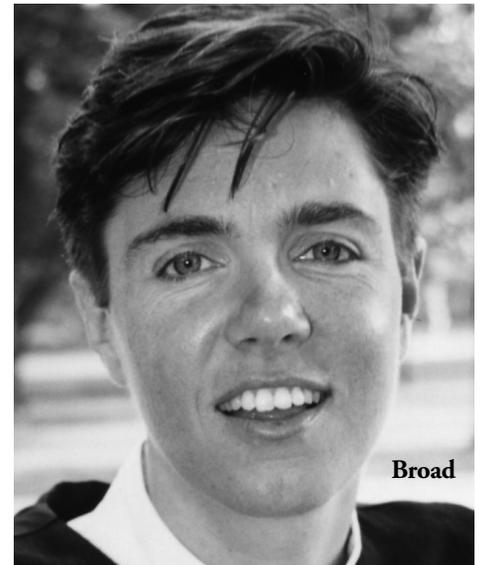
Professor **Kendal Broad** was pro-



moted to Associate Professor. Kendal joined the Department in 1998 after completing her Ph.D. at Washington State University. The author of more than twelve articles and one book, Kendal is an expert on social movements, gender, and sexuality. Like many sociology faculty, she has been an active mentor for both undergraduate and graduate students. For example, she has co-authored several articles with graduate students. As appropriate for her joint-appointment, Kendal teaches courses for both Women’s Studies and Sociology. In Sociology, she regularly teaches “Sociology of Gender” and “Qualitative Research Methods.” As an added bonus, Kendal and her partner are the proud new parents of their daughter, Teyah Aidan Broad-Wright, born on October 26th, 2004. She told the *Investigator* that the promotion “provides an exciting opportunity to continue my work about social movement allies and the production of social movement meanings and to continue my collaboration with graduate students.”

At last fall’s annual meeting of the American Society of Criminology, a large crowd attended an “Author Meets Critics” session organized to discuss Professor **Leonard Beeghley’s** new book, *Homicide: A Sociological Explanation*. Leonard teaches “Social Inequality” and the graduate seminar in “Classical Sociological Theory.”

At last fall’s annual meeting of the National Council on Family Relations, Professor **Felix Berardo** was honored by having a new mentoring award named after him. This will be a cash award. Fundraising for an endowment has begun and anyone wishing to contribute should contact the Executive Director of



NCFR via their website. Felix is now an emeritus faculty member, having recently retired from the Department of Sociology after a long career.

Professor **Tanya Koropecykj-Cox** has been awarded a grant entitled “Childless Adults in Mid-Life: Life Paths, Attitudes, and Psychological Well-Being” by the Midlife in the United States Pilot Grant Program. She will analyze data comparing the psychological well being of parents and childless adults in middle age. Tanya teaches the “Sociology of Gender and Aging” and “Marriage and Family.”

Professor **Terry Mills** has been appointed to a four year term on the National Advisory Council on Aging. Comprising eighteen members, it advises the Directors of the National Institutes of Health and the National Institute on Aging about matters relating to the conduct and support of biomedical, social, and behavioral research. Terry teaches “Sociology of Aging” and also serves as Associate Dean of Minority Affairs.

Change & Progress



The end of the spring term this year brought with it a changing of the guard in the Sociology Department office as Sheran Flowers, Office Manager in the Department for the past 27 years, retired. Sheran was a familiar face to generations of UF sociology students, and we will all cherish her generous spirit and warm humor. The Department held a marvelous barbecue party on April 23rd to celebrate the many years we have worked with Sheran. In addition to current faculty and graduate students, we were joined by a number of retired faculty, as well as Mary Robinson—who many graduate students will remember as the staff member who dealt with graduate program matters until her retirement in 2000. We will miss her greatly.

The past year has been marked by significant progress on a goal I first discussed in this column two years ago.

During that time, Sociology has been working to increase our presence in the mix of disciplines researching and teaching on the topic of the environment. Issues of global warming and the sustainable use of natural resources are likely to be critical social topics over the entire lifetime of our students, and we should address such important matters in our course offerings. Moreover, this priority area opens up exciting research opportunities as faculty members collaborate with colleagues in a number of natural science departments. This year we hired a new faculty member in this area who will be joining us in Fall 2005. Christine Overdeest is receiving her Ph.D. in Sociology from the University of Wisconsin. Her research focuses on the sociological implications of environmental regulation of forestry resources. When she joins us in the fall, we will be able to broaden our course offerings in environmental sociology as well as develop research and teaching in collaboration with UF's School of Forest Resources and Conservation.

On April 30, I attended the College of Liberal Arts and Sciences commencement ceremony to greet the new sociology graduates as they walked across the stage. This is the fourth year

our college has held its own spring graduation ceremony, and the result is a smaller, more personal, and more enjoyable graduation than you may remember from your student years. I find the ceremony truly delightful as the students' energy, optimism, and joy spreads to everyone in attendance.

Commencement is also a reminder that the most enduring rewards of being a faculty member lie in our relationships with our students. Our Sociology faculty are very committed to their roles as undergraduate teachers, and we strive to instill that attitude in our graduate students as they prepare for a teaching career. Sometimes our students surpass our accomplishments! This year one of our graduate students, Ramon Hinojosa, was selected as one of the recipients of the Graduate School's Graduate Student Teaching Award. Recipients are chosen after an exhaustive process which includes class visits by the selection committee. The faculty joins with me in congratulating Ramon on this well-deserved honor.

As always, we value your support and interest in the department. If you write to us about the exciting developments in your lives, we will share them with your friends in a future issue of the Investigator. Best wishes for a relaxing and enjoyable summer.

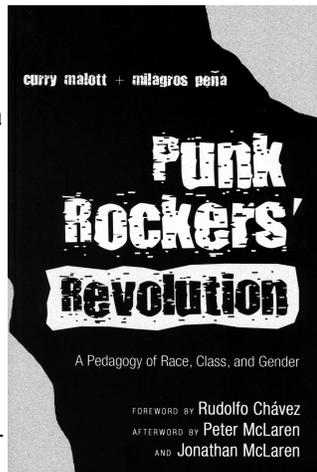
John Henretta
Chair, Sociology



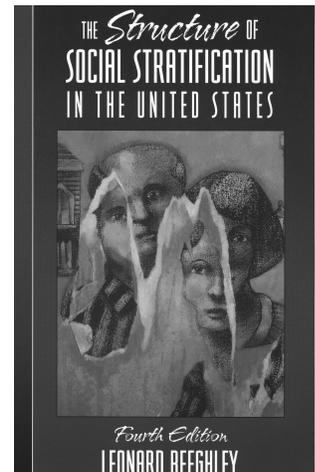
Flowers

New Books by Faculty

In *Punk Rockers' Revolution: A Pedagogy of Race, Class, and Gender*, Curry Malott and Milagros Peña show that during the 1970s a counter culture developed among some white, male, working and middle class youths. They used music, which became punk rock, as tools of rebellion. By examining the content of three record labels, the authors show how punk rock both subverts American society and accommodates to it. Malott and Peña argue that punk will continue to be a significant musical form because it reflects the often hostile and exploitive relationships that exist among races, classes, and genders in American society. Milagros Peña is Associate Professor of Sociology at UF. She teaches the Sociology of Religion, Racial and Ethnic Relations, and the Sociology of Gender.



In the Fourth Edition of *The Structure of Social Stratification in the United States*, Leonard Beeghley distinguishes between individual and structural level explanations of inequality. He describes the three bases of inequality in this country—race, gender, and social class—and argues that modern societies display an increasing emphasis on achievement and higher rates of upward mobility as a result. Even so, birth (ascription is the jargon term) still matters; people's race, gender, and class of origin remain important determinants of success. Leonard Beeghley is Professor of Sociology at UF. He teaches, Classical Sociological Theory, Social Inequality, and Social Problems.



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shaped by politicians' decisions about what research and programs they will fund.

I use my qualitative research, book projects, and other reports as sites to provide students with novel learning experiences about substantive issues and the practice of being a knowledge producing social scientist. For example, my Independent Study students get to read my book outlines and grant applications, the external reviews they generate, manuscript drafts—often in an unpolished form, and PowerPoint slide presentations displaying the fruits of my labors. In addition, I have one-on-one chats with students to discuss the countless theoretical, methodological, substantive, ethical, and practical decisions involved in producing and sharing knowledge. On occasion I include students in my extensive online debates or conference calls with colleagues, or I invite them to engage in brain-storming sessions with me. When feasible, I educate students on the various options I have as I mull over how best to frame my writing about controversial issues.

Sometimes I directly incorporate undergraduates and graduate students as junior members of my research and writing teams. For example, they have

participated as screening interviewers, transcribers and data entry personnel, literature reviewers, recruiters for participants, editors of my work, advisors on contemporary hip hop culture, and co-authors. I encourage students to be proactive and provide feedback on a wide range of issues. In short, I establish a collegial environment in which students learn to appreciate their ability to contribute to a research venture. They witness first-hand the myriad behind-the-scenes activities that comprise the time-intensive work of pursuing knowledge and the strategic moves scholars make to communicate their ideas to others.

In my formal courses, I strive to give students a taste of what it's like to do research by assigning several types of hands-on data-based projects. In a few courses, I ask students to identify a theoretically informed research question, develop a semi-structured interview guide, conduct three face-to-face taped in-depth interviews, and analyze the results by developing a thematic essay. I work with students individually to help them shape their research question and polish their interview guide. In my *Sociology of Reproduction and Gender* course I meld the individual and group approach. Students conduct one or two

in-depth interviews with a person of their choosing using a modified version of one of my interview guides. They ask individuals to talk about various aspects of their significant reproductive experiences (e.g., pregnancy scares, pregnancies, miscarriages, abortions, adoptions, and births) and to discuss their sense of readiness for becoming a father/mother. After students transcribe their interviews and write detailed memos about what they discovered, I organize a two- or three-hour group session for students to swap stories, evaluate their research experiences, and share the substantive insights their research generated. In all my upper-division courses I organize interviewing and writing workshops to familiarize students with the finer points of the in-depth interview method.

As a Professor, I'm delighted when I see my students embrace the Confucian insight, becoming more enamored with the process of "doing" sociology and mindful of the backstage production of knowledge.

Professor Marsiglio teaches Social Psychology, Sociology of Men and Masculinities, and Sociology of Reproduction and Gender.

Reflections: “What are you going to do with *that*?”

by Christine Armstrong

Christine Armstrong received her Bachelor's Degree this spring with Highest Honors. The Investigator asked her to reflect on her undergraduate experience.



For anyone who has ever received a degree in the Social Sciences, this is not an unfamiliar question. I've certainly received my fair share. It all started when I declared a major in Anthropology. The bewildered looks only intensified when I added Sociology and a minor in Classics. I scoffed at all those naysayers; didn't they understand that random knowledge is power?

At first, as a budding archaeology student, I always just assumed I would go on to graduate school and become an expert in some esoteric field, such as the breakage patterns of fiber-tempered pottery. To me, three thousand year-old extinct civilizations and the things they threw away were just plain nifty.

Sometime during my sophomore year, I started taking Sociology courses. Figuring it would be similar to my archaeology classes, I passively took notes as the professor rattled off socio-demographics, trends, and statistics. Then one period, we watched an intense docu-

mentary about American families struggling in poverty. Suddenly, it clicked. That day I left class with a realization I should have had from the beginning. Sociology isn't about the endless pursuit of esoteric knowledge; these are real, living people.

In the years that followed, I filled my schedule and tried to take as many Sociology classes as the University of Florida offered. I learned about deviant behavior through a book of shocking, first-hand accounts. In the fall, a roomful of students and I explored the law and prison system three times a week with Dr. Marian Borg. Dr. Leonard Beeghley gave instruction about social problems such as poverty, racism, and homicide. Training me and the other young students to be true social scientists, Dr. Charles Peek refined our knowledge with an intense methods course. He taught us the intricacies of statistical software, how to be proficient with large data sets, and the art of condensing our knowledge into informative reports.

In addition to offering a wealth of undergraduate courses, the UF Sociology Department encourages its students to also explore graduate seminars. I decided to try Classical Sociological Theory as well as Gender and Aging. At first, the thought of having class with only nine other people, all of whom were degrees ahead of me, was mighty frightening. The experience, however, was wonderful. My undergraduate Sociology classes had left me well-prepared for the graduate experience. I also had the opportunity to hear about the interesting research conducted by our masters and doctoral students, including everything from internet crime to cross-dressers in Miami.

The department also urges its undergraduate students to write and consider publishing. With patient guidance from my professors, I had an opportunity to be the sole-author of a paper that makes a contribution to research. This experience also afforded me the chance to work one-on-one with people

in the Gainesville community, reiterating to me the importance of sociological work. On a personal level, I have found that I would rather study the struggles of the living than speculate about the demise of the dead. Starting next fall, I will begin my pursuit of a Ph.D. in Sociology and become another proud alumna of the University of Florida. Since I first entered the department as a sophomore, I have received nothing but support and encouragement from the entire faculty. Many have served as instructors, while others also acted as editors, counselors, and mentors. They have shown me academic and non-academic pathways in the Social Sciences. To all those who asked us for years what we will *do* with our degree, I can now tell them that a career in Sociology is by no means just an accumulation of arbitrary knowledge. Rather, it is the opportunity to explore society and to discover new ways of explaining and improving the human condition.



Bruce Stone Receives Outstanding Alumni Award

At the UF Homecoming in November, 2004, Dean Neil S. Sullivan honored Mr. Bruce Stone with the College of Liberal Arts and Science Outstanding Alumni Award. This award, given annually, recognizes the distinguished career contributions made by University of Florida graduates.

Mr. Stone earned a Bachelor of Arts degree in Sociology with High Honors in 1971 from UF and graduated first in his class at Florida State University's law school. He has been in private law practice since then. In August, 1998, he was named one of the 45 Best Trusts and Estates Attorneys in the United States by *Town & Country* magazine.

Mr. Stone is a past Chair of the Real Property, Probate and Trust Law Section of The Florida Bar. In 2001, the Florida Bankers Association honored him with its first ever Friend of the Trust Industry Award. He is the principal author of Florida's legislation authorizing dynasty trusts, and he has been heavily involved in drafting Florida legislation affecting the rights of surviving spouses, trust accounting rules, and other statutes governing trusts and estates.

Mr. Stone is chair of the professional advisory committee for the United Way of Miami-Dade. In addition to his practice, Mr. Stone is an adjunct professor at the University of Miami School of Law, where he teaches courses in the master's degree program on estate planning.



Degree Recipients 2004–2005

Ph.D. Degrees

Melanie Wakeman

Advisor: Constance Shehan
"Social Change and Intergenerational Solidarity: Mother/Daughter Relationships in the Second Half of the 20th Century"

Yvonne Combs

Advisor: Joe R. Feagin
"African American Women at Midlife: The Social Construction of Health and Aging"

Michael Ryan

Advisor: Lonn Lanza Kaduce
"The Repression Polemic: Constructing Normalcy and Deviance within Therapy Disciplines"

Susan Eichenberger

Advisor: Joe R. Feagin
"Where Two or More are Gathered: The Inclusion of Puerto Ricans in Multiethnic Latino/a Parishes in Florida"

Leslie Houts

Advisor: Joe R. Feagin
"Backstage, Frontstage Interactions"

Shannon Houvaras

Advisor: Constance Shehan
"Negotiated Concepts: Body, Mind, Emotions, and Self in Women's Childbearing Narratives"

Master's Degrees

Yuko Fujino

Advisor: Hernan Vera

Clay Hipke

Advisor: Marian Borg

Guillermo Rebollo-Gil

Advisor: Milagros Peña

Amanda Moras

Advisor: Constance Shehan

Shari Youngblood

Advisor: Tanya Koropecyj-Cox

Christopher Chambers

Advisor: Joe R. Feagin

Kristen Lavelle

Advisor: Joe R. Feagin

Liv Newman

Advisor: Joe R. Feagin

Sujan Shrestha

Advisor: Tanya Koropecyj-Cox

Selected Faculty Publications

Research and teaching often fit together, as suggested by these selected faculty publications.

Professor **Monica Ardelt** published “Wisdom as Expert Knowledge System: A Critical Review of an Ancient Concept” in *Human Development*. She then replied to her critics in “Where can Wisdom be Found?” also in *Human Development*. Note that the presence of critics suggests this is an important article. Monica teaches “Sociology of Aging and the Life Course” and the required “Seminar in Sociological Methods.”

Professors **Felix Berardo** and **Connie Shehan** published “Family Problems on Global Perspective” in the new *Handbook of International Social Problems*. Felix has recently retired. Connie teaches “American Families” and “Feminists’ Perspectives on the Family.”

Along with her students **Sara Crawley** and **Lara Foley**, Professor **Kendal Broad** published “Doing ‘Real’ Family Values: The Interpretive Practice of ‘Families’ in the GLBT Movement” in *Sociological Quarterly*.

Along with his student **Ramon Hinojosa**, Professor **Bill Marsiglio** published “Stepfathering: Doing the Family Dance” in a new book, *Couples, Kids, and Family Life* (Gubrium and Holstein, editors). Bill teaches “Social Psychology” and “Sociology of Reproduction and Gender.”

Along with his students **Nicole Alea** and **Joseph Cheong**, Professor **Terry Mills** published “Differences in the Indicators of Depressive Symptoms Among a Sample of African-American and Caucasian Older Adults” in *Community Mental Health Journal*. Terry teaches “Sociology of Aging” and also serves as Associate Dean of Minority Affairs.

Professors **Charles Peek**, **Tanya Koropecykj-Cox**, **Barbara A. Zsembik**, and **Raymond T. Coward** published “Race Comparisons of the Household Dynamics of Older Adults” in *Research on Aging*. Charles teaches “Sociological Methods” and “Sociology of Aging.”

Along with their students **Eugenio Arima** and **Robert T. Walker**, Professors **Stephen G. Perz** and **Marcellus M. Caldas** published “Theorizing Land Use and Land Cover Change: Loggers and Forest Fragmentation in the Amazon Basin” in *Annals of the American Association of Geographers*. Stephen teaches “Sociological Methods” and “Environmental Sociology.”

Along with her student **Dana Fennel**, Professor **Barbara A. Zsembik** published “Ethnic Variation in Health and the Determinants of Health among Latinos” in *Social Science & Medicine*. Barbara teaches “Sociology of Gender and Health” and “Sociology of Population.”

Keep your classmates up to date! Please use this form for address changes and/or to tell us what you are up to. Alumni updates can be sent via post to the address above or emailed to Professor Leonard Beeghley at lbeegh@soc.ufl.edu.



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Humor Corner:

A student at Florida State University went into an appliance store and found a real bargain.

“I would like to buy this TV,” he told the sales clerk.

“Sorry, we don’t sell to FSU students,” the clerk replied.

He hurried home and changed clothes, donning University of Tennessee colors. Then he went back into the store and again told the sales clerk, “I would like to buy this TV.”

“Sorry, we don’t sell to FSU students,” the clerk replied.

“Darn, he recognized me,”

he thought. So he went for a complete disguise this time: He got a haircut and pierced his nose. He waited a few days and put on University of Florida colors along with a pair of large sunglasses.

He went back to the store and again said, “I would like to buy this TV.”

“Sorry, we don’t sell to FSU students,” the clerk replied.

Really frustrated now, the student exclaimed: “How do you know I attend FSU?”

“Because that’s a microwave,” the clerk replied.