A Note from the Chair

Greetings!

It is a pleasure to be writing to you as the new chair of the Department of Sociology. This is a challenging time for all of us in New York State, including here at The College at Brockport. But as you will see from the newsletter, our faculty continues to be productive and student focused, and our students remain wonderfully committed, engaged and successful! The department has always been dedicated to student success and to creating a “student friendly” environment, and these goals remain in place and at the heart of what we do as we move ahead together through current fiscal challenges. I am looking forward to the new opportunities being created for our students and faculty by our department, school and College. This year, we have been part of a campus-wide restructuring that created The School of Arts, Humanities and Social Sciences, and we welcomed the leadership of our new Dean, Dr. Darwin Prioleau. New institutional priorities have also been established aimed at increasing opportunities for student and faculty collaborative research, an area in which sociology already excels, and enhancing local, regional, national, and international linkages for the mutual benefit of all.

Please feel free to visit the department to renew relationships with faculty—or to create new ones! We continue to believe that our success is measured by our students’ achievements. We take pride in our students and alumni. Let us know how we can be helpful to you. And stay in touch! We’d love to know what you are doing. Our new Facebook page makes this easier than ever, and lets you know what we are doing too!

Julie Ford
Associate Professor and Department Chair

Sociology Department Scholarship Fund: The Power of Giving

Established in 2004, the Sociology Department Scholarship Fund provides a monetary award for up to two student recipients annually. The scholarship is awarded to a junior sociology major to help defray tuition and other academic expenses during his or her senior year at The College at Brockport. The scholarship fund was recently endowed, thanks to the generous contributions of alumni, faculty, and friends of the department, as well as matching corporate donations. Please consider the Sociology Department Scholarship Fund in your giving plans. In these challenging times, your generous support can help sustain and further the monetary share to awardees. Contributions to The College at Brockport annual giving campaign can be designated to the Sociology Department Scholarship Fund. Even small contributions help.

Visit www.brockport.edu/giving or contact the Office of Alumni Relations and Development at (585) 395-2451.

Faculty News

Dr. Elliot Weininger and Dr. Amy Guptill were recently granted tenure and promoted to Associate Professor. Congratulations to both!

Dr. Denise Copelton was awarded The College at Brockport 2008-2009 Outstanding Academic Advising Award.

In fall 2009, Dr. Jeff Lashbrook accepted the position of Director of Research, Analysis and Planning at The College at Brockport. Prior to this, he served as chair of the Department of Sociology from summer 2007 through fall 2009. Although no longer teaching for the department, Jeff continues to use his sociological skills preparing and analyzing data for the College and supporting sociology students via internship opportunities.

Dr. Carolyn Storms joined the Department of Sociology as a visiting assistant professor in spring 2010 when she taught both Introduction to Sociology and the Sociology of Adolescence. She also is teaching The Sociology of Women in Sports and Gender and Social Change during the 2010-11 academic year. A graduate of St. Bonaventure University, Carolyn earned her PhD in sociology from the University at Buffalo in

(Continued on page 2)
May 2010. Her research focuses on women in competitive sports, specifically, roller derby. Her dissertation, “There is No Sorry in Roller Derby: A Feminist Examination of the Collective Identity Formation in the Full Contact Sport of Flat Track Roller Derby,” was strongly influenced by her own skating career. A founding member of the Buffalo chapter of the Women’s Flat Track Derby Association, The Queen City Roller Girls, Storms competed on the Suicidal Saucies, an amateur roller derby team. She and her fellow teammates maintained an undefeated record for four consecutive seasons. Storms also is an original member of the semi-professional travel team, The Lake Effect Furies. She has traveled to New York, Pittsburgh, Washington, DC, and Las Vegas, among other locations, to compete in over 40 roller derby bouts. Her two-part series chronicling the history of women in roller derby was published in the national roller derby magazine, Blood and Thunder, and is now referenced on the Web sites of roller derby leagues nationwide. Her theoretical work on female athletes was published in the online sociology journal, The New York Sociologist. She continues to skate competitively while writing a book based on her doctoral research.

Online Statistics Course a “Big Success”  
By Amy Guptill

Colleges and universities are expanding their offerings of online courses to better meet the needs of students seeking greater flexibility in their degree programs. Recent research has shown that online learning can be highly effective, in part because it is more self-paced and requires students to be consistently active participants.

In spring 2010, I taught undergraduate social statistics online, my first foray into online instruction. Statistics may seem like an unlikely choice for online learning, given that it is a high-stakes course and, for many, a high-stress one as well. However, these same factors made it a good candidate. For one, expanding scheduling options for a required course helps busy students make faster progress through a degree program. Second, learning statistics is especially amenable to individual pacing. Like many instructors, I give students in-class practice exercises for each new procedure. Invariably in my face-to-face class, a few students finish quickly, a large middle group finishes en masse soon after, and a couple students take much longer. An online mode enables all students to complete exercises at exactly their own pace with no waiting or rushing.

The students learned statistics through these steps:
1. Read chapters in the course textbook (Frankfort Nachmias & Leon Guerrero, 2009).
2. Review Power Point slide presentations with embedded audio explanations.
3. Complete ungraded practice exercises.
4. Complete graded lab homework, combining conceptual questions with problems.
5. Complete online practice exams.
6. Complete online graded exams.

They completed the first four steps in each of ten “learning modules” that are made up of one reading assignment (one or two chapters), one narrated Power Point presentation, between two and five ungraded exercises, and one graded lab. They took three exams, each covering material from three or four modules. To forestall cheating, the exams were open-book, which prompted me to develop questions and problems that gauged real understanding rather than simple recall. The online students did about as well as face-to-face students on the exams and in the course as a whole.

Teaching statistics online piqued my interest in teaching other courses online. A topic-based elective course would look entirely different, focusing on discussion forums and other means to promote student-to-student interaction. Other online professors have remarked that online discussions draw in more of the shyer students than face-to-face discussions in a conventional class, a feature that enriches the experience for everyone. Similarly, online courses can bring together students from diverse geographies, ages, and life situations, enhancing Brockport’s commitment to academic excellence.

Dr. Paul Stein joined the Department of Sociology in fall 2010. He is a proud sociology graduate of The College at Brockport. He received his PhD from the University of Rochester. He has extensive human services experience, having worked for governmental and not-for-profit agencies in child and family services, in social work with persons with disabilities and in therapeutic consultation. He taught for a decade at the Warner School of University of Rochester, as well as with the Greater Rochester Social Work Collaborative Master’s of Social Work Program, Monroe Community College and Corning Community College at Southport Prison. His primary research and teaching interests are critical social psychology, sociology of the body, sociology of the life course, disability studies and sociology of emotions. He has been project manager and principal investigator in several long-term NYS Department of Health and foundation funded research projects concerning quality of life in long-term care and naturally occurring retirement communities. He is an expert in community-based participatory research and has served as a consultant in the design and implementation of such work. He has had a variety of small farms for 30 years — from dairy to truck to chickens, etc. — all of which have been minor commercial failures and life-fulfilling successes. He is certain that this is not the best of all possible worlds and is committed to creating alternatives.

Dr. Lynne Moulton is leaving her position in the Department of Sociology at the end of the 2010-11 school year for personal family reasons. She plans to continue her scholarship on financial organizations and will find other ways to support the department and the College community in the future. She encourages students to keep in touch, particularly if they need recommendations, and can be reached by contacting the Department of Sociology.

Dr. Joan Spade is retiring at the end of the fall 2010 semester. Joan came to Brockport as full professor and chair of the Department of Sociology in August 2001 and served as chair of the department for six years, returning to teaching full-time in August 2007. She went to Budapest on a Fulbright Award in Spring 2009, teaching at Eötvös Loránd University (ELTE), the largest University in Hungary, founded in 1635. Joan will spend two weeks in Panama in January 2011 and travel most of February, driving to San Antonio via Nashville and returning to Rochester via New Orleans, Florida, and Philadelphia, working on research on the governance of higher education in private research universities. She will lead diversity workshops for a large law firm in the Northeast and is considering other options for how she can use her research skills to implement social change.
Sociological Honor Society Welcomes New Members

Each spring, sociology faculty, students, family and friends come together for The College at Brockport’s annual induction ceremony for Alpha Kappa Delta (AKD), the International Sociological Honor Society established in 1915. AKD recognizes and promotes excellence in the study of sociology. AKD takes its name from the first letters of the three Greek words that together signify the society’s goal: to investigate humankind for the purpose of service. Anthropos means humankind; katamanthano means to examine closely; and diakoneo means to serve.

The honorees are all junior or senior sociology majors at Brockport who have had extended study in sociology and earned grade point averages that place them in the top third of their class.

Spring 2009
On April 2, 2009 the Brockport chapter of AKD inducted Jessica Callea, Kelly Carter, Kathleen Davenport, Thomas Happell, Samuel Hickson, Nicole Lougheed, Kelley Myers, and Dana Suggs. Professors Amy Guptill, Eric Kaldor, Jeff Lashbrook and Elliot Weininger conducted the initiation. Professor emeritus Robert Rutzen and his wife Molly, as well as professors Denise Copelton and Patricia Tweet, were on hand to further congratulate these outstanding students in both the formal induction and the reception that followed.

The event included a keynote address by Sarah Taub, senior policy specialist for the Human Services Research Institute located in Cambridge, MA. Taub is a professional social scientist who manages the National Core Indicators Project, advising and coordinating data collection that will enable human service providers to assess and track their growing success in providing services for people with developmental disabilities. In her remarks, she explained that her social science training enabled her to pursue her passion for assisting developmentally disabled adults by strengthening skills at the core of sociological work including observing, listening, and interviewing; analyzing, organizing and summarizing data; understanding group dynamics; and respecting cultural diversity. She explained that careers in human services are “extremely rewarding,” but entail a “high risk of burnout.” She argues that a well developed career ladder for human service professionals will be increasingly important for investing in a system that will meet the needs of an aging population.

Spring 2010
On March 26, 2010 the Brockport chapter of AKD inducted Melissa Alva, Karen Beatty, Justine Cole, James Frost, Scott James, J. Slade Lellock, Kristy Martin, Priscilla Shrouth, Rebecca Staudt, R. Brad Ward and Pamela Zenns. Professors Denise Copelton, Amy Guptill, Eric Kaldor, Jeff Lashbrook, Joan Spade, and Elliot Weininger participated in the induction ceremony and reception, while Patricia Tweet and Ed Lehman and his wife also attended.

Dr. Mary Nell Trautner, an assistant professor of sociology at the University at Buffalo, gave the keynote address. Dr. Trautner’s talk, entitled “Beauty in the Eye of the Employer? Appearance-Based Discrimination Lawsuits 1970-2008,” focused on lawsuits brought by employees contesting their employers’ appearance requirements. Appearance-based discrimination is legal. However, the number of lawsuits filed by employees contesting appearance rules has increased. Although Dr. Trautner’s research demonstrates that employers are more likely than employees to win these cases, in cases involving minimum weight and height requirements, common in fields such as fire fighting, employees are more likely to win.
Dr. Denise Copelton and Dr. Joan Spade have been selected as the new book review editors for the prestigious journal Gender & Society. Gender & Society is a highly regarded academic journal that publishes original research and book reviews on the social and structural study of gender as a basic social category. Published bimonthly by Sage for Sociologists for Women in Society, Gender & Society is considered one of the foremost journals for gender scholarship. It is ranked 5th out of 29 journals in women's studies journals for gender scholarship. It is ranked 5th out of 29 journals in women's studies and 15th out of 99 journals in sociology. Their three-year term as book review editors began in May 2010 when the book review office moved from Appalachian State University to The College at Brockport. The book review office is located in room 121 in the Brown Building and provides an undergraduate sociology major with a paid position as office assistant.

The current office assistant is Claire Lustumbo ’10. As the office assistant, Claire handles the books and paperwork for the book review editorial office. She categorizes all incoming books from publishers, and sends out books to reviewers. Claire also keeps the online and office catalogs up to date with pertinent information on the books and reviewers.

Sociology Students Honored for Outstanding Achievements

During the April 2, 2009 induction ceremony of Alpha Kappa Delta, the International Sociology Honor Society, the Department of Sociology recognized Thomas Happell as the 2009 Departmental Scholar, an award for the student with the highest GPA. Thomas holds a solid 4.0 in his sociology courses as well as courses in his other major, business with a concentration in marketing. Faculty who have had Thomas in class praise his frequent, thoughtful, and sometimes humorous contributions to class discussions as well as his outstanding written work.

The Department of Sociology also recognized several students for outstanding achievements during the March 26, 2010 Alpha Kappa Delta induction ceremony. J. Slade Lellock received the 2010 Departmental Scholar Award. In addition to maintaining a 3.94 overall grade point average, Slade has worked with Professor Elliot Weininger on two research projects pertaining to 1) how family composition, parental labor force participation, and socioeconomic status relate to substance use among adolescents, and 2) youth participation in cultural activities such as music, dance, art, and theater. He is applying to graduate programs in sociology, with plans to begin his studies in fall 2011.

Scott James, a sociology and criminal justice double major, received the 2010 Sociology Department Scholarship. Scott's sociology grade point average of 3.78 also earned him admission to the sociology honor society, while his academic performance in his criminal justice courses earned him a place in Alpha Phi Sigma, the criminal justice honor society. He also was inducted into the Alpha Chi National Honor Society for his high overall grade point average and for being in the top 10% of his class. Scott is currently applying to graduate programs in sociology with an emphasis on sociology of education.

Congratulations Thomas, Slade, and Scott!

Student Research Spotlight

Each year, a handful of highly motivated sociology students work closely with faculty on collaborative research projects and independent study research. These research projects permit students to apply lessons learned from their required classes in research methods and statistics to understand a contemporary social issue. Some students have used these projects to launch successful applications to graduate school in sociology and other related areas, or to explore further a facet of sociology that interests them. Several students have presented their research at regional sociology conferences or at Scholar's Day. Current sociology students interested in working with faculty on collaborative or independent research should talk to their advisor or another faculty member to discover what opportunities for research currently exist in the department. Depending on the project and the work involved, students can potentially earn 1-6 credits for these research experiences.

Jessica Callea ’09 and Juan Castañeda ’09 worked with Dr. Denise Copelton during the 2008-09 academic year on a collaborative (Continued on next page)
Research Spotlight (Continued)

In fall 2009, Dana Stonebraker ’10 and Dana Suggs ’10 received Undergraduate Summer Research Scholarships to work with Dr. Eric Kaldor to develop a survey of preschool special education providers in New York State for the Regional Early Childhood Direction Center. This survey was designed to assess the effects of state reimbursement rates on these preschool programs. One finding of the research was the enormous variety of organizational structures and fiscal health among providers, which poses problems for effective policy making.

In fall 2009, Paul Loomis ’10 worked with Dr. Amy Guptill to explore a new form of local food marketing. Organizations around the country are setting up systems in which consumers order and pay for items from farmers online. After the ordering window closes, vendors deliver their pre-sold items to a central point, where individual orders are assembled and picked up by consumers. These systems can be better for farmers than traditional farmers’ markets because they save farmers from harvesting produce that may not be sold. Loomis interviewed five local farmers and two farmer’s market managers about existing marketing arrangements and their opinions of these online alternatives. As professor Guptill continues her research on how these systems are functioning around the country, she will use Loomis’ findings to assess how this model might be useful to farmers and shoppers in our local region.

Cristina LoVullo ’10 worked with Dr. Denise Copelton on two related projects during the 2009-10 academic year. In fall 2009, Cristina wrote a detailed literature review and compiled an exhaustive search of Web sites offering direct-to-consumer laboratory testing. These sites allow consumers to order medical tests, without a doctor’s requisition. Typically, patients order and pay for a test and then report to a local lab where blood is drawn and sent to the online lab for analysis. Patients receive test results directly from the online lab, interpret the results, and self-diagnose, thus cutting out doctors altogether. In spring 2010, Cristina worked transcribing field notes and analyzing Dr. Copelton’s completed interviews with persons with celiac disease who follow a gluten-free diet. Cristina wrote detailed reports summarizing key themes in the interview data and linking these to prior research on meal planning and preparation.

Rebecca Staudt ’10 and Melissa Alva ’10 worked with Dr. Joan Spade in spring 2010 on a research project commissioned by Dr. Craig Lending in the Department of Biology. They created and administered a survey, and conducted focus groups on students’ responses to changes in the Biology 101 curriculum for majors. The Department of Biology is using the results of their research to assess the curriculum changes.

In fall 2010, Scott James ’11 completed an internship in the Office of Research, Analysis and Planning at The College at Brockport. Under the direction of Dr. Jeffery Lashbrook, Scott conducted a study using data on the 2009 incoming Brockport class from the Cooperative Institutional Research Program (CIRP) through the Higher Education Research Institute. His study examined religious concordance among students and their parents, and the impact it has on students’ political views and levels of open-mindedness.

Peter Lista ’12 worked on the CDFI Project with Drs. Kaldor and Moulton as part of a summer internship in 2010. The project involves examining the activities of community development financial institutions (CDFIs) and their relationships with banks. Peter used foundation databases of nonprofit tax records to assemble a longitudinal database of over 500 nonprofits from 2002 to 2008. He is developing his own research analyzing how CDFIs present their organizations to different constituencies.

Sociology Students Present Research at Scholars Day


Thomas Happell ’10, Scholars Day 2010. “Analyzing Individual Responses to New Knowledge about Industrialized Food Production.”


Rebecca Staudt ’10 and Melissa Alva ’10, Scholars Day 2010. Poster presentation on findings of the fall 2009 research methods course survey on drug and alcohol prevention programs.

Sociology Students Present at Eastern Sociological Society Annual Conference

Jessica Callea ’09 presented a co-authored paper with Dr. Denise Copelton at the annual conference of the Eastern Sociological Society, one of the premier regional academic societies that brings together sociologists from across the Eastern seaboard. Almost all presenters at this conference are professors. Jessica presented the results of her collaborative research with Dr. Copelton on the social experience of celiac disease, an auto-immune condition marked by an intolerance to gluten. This is an outstanding achievement for any student, especially an undergraduate.

Melissa Alva ’10 and Rebecca Staudt ’10 presented a poster of the findings of the fall 2009 research methods course survey of student perceptions of drug and alcohol use and prevention programs on campus at the 2010 Eastern Sociological Society annual meeting and the 2010 Brockport Scholars Day.
Applied Master’s Programs Prepare Students for Exciting Careers

By Denise Copelton

A growing number of sociology students at Brockport and nationwide are pursuing graduate work in applied sociology. A longitudinal study of students earning undergraduate sociology degrees conducted by the American Sociological Association found that a majority (51.9%) of 2005 graduates had completed graduate degrees by 2009. The study surveyed 1,777 students earning undergraduate degrees in sociology in 2005 from 96 different US universities and colleges, with follow-up surveys administered to the original respondents in 2007 and 2009. Of those pursuing graduate studies, 34.7% were studying in professional fields (including 18.3% in human services/social work; 8.1% in health professions; 8.4% in law). Thirteen percent were pursuing graduate degrees in sociology, with a majority in applied master’s programs.

Applied or clinical master’s programs in sociology train students in advanced sociological theory, research methods, and statistics, in preparation for entry into a variety of careers. Frequently a two-year sequence, these programs prepare students to collect and analyze real world data, implement and evaluate social programs or interventions, and work for institutions and non-profit organizations that aim to solve social problems. Applied or clinical master’s programs are ideal for students wanting to further social justice and put their sociological skills to practical use.

The American Sociological Association’s survey of sociology master’s programs found that just over half of master’s programs not tied to a PhD program offer an applied, professional or clinical track. One-third of these applied programs require an internship. Graduates of these programs are most likely to be employed in research occupations (conducting evaluation studies, survey research and policy studies), program management positions (coordinating programs for communities, families, students and others), and case work and counseling positions. Sociology master’s program graduates reported that the skills used most often in their jobs are an ability to work with people, organize information, write a formal report, and interpret research findings, as well as overall computer skills.

Brockport graduate Jessica Callea ’09 is currently completing her final year in an applied sociology master’s program at the University of Massachusetts, Boston. I spoke with Jessica recently about her experience in the program. Jessica noted that three key strengths of an applied master’s program include the focus on research skills, close faculty mentoring, and strong ties among fellow students. She said of the UMass-Boston program, “I like that it is methods heavy because that will be helpful for pursuing a career in research.” In addition to completing full-time coursework, Jessica also serves as a teaching assistant for the Data Analysis of Crime Statistics course, coordinates the Forensic Services Program, and is President of the graduate sociology student association.

While some of her fellow students worked for several years before attending graduate school, Jessica feels that her experience at Brockport has equipped her equally as well for graduate studies in sociology. “Brockport really prepared me for graduate school. Doing outside [collaborative] research [with faculty] helped. A lot of classes are partly review of what I learned at Brockport and then build on that.” For instance, her two graduate courses in research methods build directly on the foundation she gained in statistics and research methods at Brockport.

Jessica explained that the UMass-Boston applied sociology program offers several options including completing a traditional master’s thesis, a master’s research paper, or comprehensive examinations. Jessica elected to complete a master’s research paper on sexual behavior among adolescents, which she will finish in spring 2011. This paper builds on her work in other graduate courses that used existing datasets such as the General Social Survey and the statistical program SPSS to explore how sex, age, and religion impact number of sexual partners a person reports in the past year.

Students at UMass-Boston also have the option of completing an internship or a course on teaching sociology. While Jessica chose the latter, she noted that an internship would have been useful given her desire to pursue a career in research. Instead, Jessica has chosen to volunteer with Traveler’s Aid Family Services, a nonprofit organization that works with homeless families. In addition to the usual core of theory and methods courses, Jessica completed several courses focusing on public policy, including one on policy challenges facing urban non-profits and another on health policy. Overall, Jessica says her graduate program has prepared her with the skills needed for a career in social research: “I feel really prepared to go into the workforce and I have a better chance of getting a job I will really enjoy.”

For additional information on Applied or Clinical Master’s Programs in Sociology visit:

Association for Applied and Clinical Sociology
www.aacsnet.org/wp/

American Sociological Association Section on Sociological Practice and Public Sociology
www.socprac-pubsoc.net/

For a partial list of schools with an emphasis in applied or clinical sociology visit:


You Mean I Can Stay In College Forever?!

By Michelle Bishop-Utano ’03

Like most students, when I began my education at The College at Brockport I was undecided about which career path I wanted to take. I contemplated all of the usual suspects, careers that were familiar to me: school teacher, doctor, veterinarian, lawyer. I soon came to realize through taking various courses that I did not have the same passion and enthusiasm for calculus as I did for sociology courses. So the decision was made; I would major in sociology. When I told my mother of my decision her response was typical: “What are you going to do with that?”

True enough, sociology may not prepare you for a specific career the way that premedical studies does, but sociology is an excellent foundation for endless career options. Sociology provides students with critical thinking skills, the capacity to translate sociological theory into practical applications, as well as the ability to collect and analyze data from various sources and proficiency in presenting their findings in multiple ways. It provides students with an appreciation for cultures, perspectives and people that are different from themselves, to see the

(Continued on next page)
world through diverse lenses and have an understanding of how and why people act in certain ways or believe in certain things.

In an effort to appease my mother, I tried to focus on prepping myself for a specific career, so I added a second major in criminal justice with the intention of attending law school after graduation. It would have been a great plan. However, I was fortunate enough to do an internship in the law field before I completely committed to law school and decided that it was definitely not the right fit for me. The good news was that with a background in sociology I wasn’t stuck, and I hadn’t wasted any time. With a degree in sociology I could literally go into any industry.

In my senior year of college I was introduced to the field of higher education, also referred to as student affairs or college student personnel. Student affairs encompasses a wide variety of jobs in the college or university setting, including academic advising, admissions, Greek affairs, financial aid, residence life, enrollment management, and others. I was thrilled with the idea that I could basically stay in college forever, but not have to do the homework! Shortly after obtaining my Master’s in Higher Education Administration from the University at Buffalo, I started working as an assistant director of undergraduate admissions at the Rochester Institute of Technology. I can say with certainty that my degree in sociology laid the framework necessary for me to find my passion and obtain a career that I truly love.

So, when your parents ask you why you have chosen sociology as your major, it is OK if you do not yet know the exact response. You can simply tell them that sociology is giving you the tools needed to continue on your journey towards success.

For more information on what students can do with a degree in sociology, stop by the Department of Sociology to consult with your advisor or to read the American Sociological Association brochure: “21st Century Careers with an Undergraduate Degree in Sociology.”

See also:

For more information on careers in higher education and student affairs, visit: http://www2.myacpa.org/comm/profprep/directory/career.php

Bernice “Bunny” Skirball ’72/’79 founded Compeer, Inc. in 1975, a social service agency that provides mentoring and social support to adults and youth in mental health recovery.

Susan Riddle ’72 earned a Master’s of Social Work from the University of Washington and is a social worker with the Mercer County Geriatric Center. She also recently became a foster parent.

Ed Harding ’73 is attending Geneseo Community College for a degree in physical therapy and runs a mail order business.

John G. Taylor ’74 earned a PhD from North Carolina State University in 2002 and works as a vocational rehabilitation counselor for the US Department of Veteran’s Affairs.

Claudia J. Spencer ’76 works for the Western New York Developmental Disability Service Organization providing services to adults with developmental difficulties and mental health diagnoses.

Jacqueline L. Petcosky ’84 is a Field Customer Advocate with NYSEG. She works with low-income, elderly, blind and disabled customers, and those on life sustaining equipment.

Frank Ferrigno ’86 earned a Master’s of Social Work from the University of Texas at Austin. He is currently supervisory substance abuse treatment coordinator for the US Department of Veterans Affairs in Harlingen, TX. Previously he was a national representative and local President for the American Federation of Government Employees, the largest federal sector labor union.

Kathleen Neidert ’86 is a social worker for Monroe County. She works with children in foster care.

Matthew McAneny ’90 is a high school guidance counselor with the Alfred-Almond Central School District.

John Lindekens ’91 works for a national cabinet manufacturer selling cupboards to national builders. He is married with three children and resides in Charlotte, NC.

David Stark ’99 earned an MA degree in Criminal Justice from SUNY Albany in 2001 and works as an adjunct lecturer teaching classes in sociology and criminal justice for Hudson Valley Community College in Troy, NY.

Marco C. Altieri ’00 is Assistant Director of Development with the Center for Disability Rights.

Jennifer (Hudack) Staskiewicz ’01 earned a Master’s Degree and Certificate of Advanced Study in School Psychology from Roberts Wesleyan College. Jennifer now resides in Brockport with her husband and two children. She works part-time for the University of Rochester administering psychological tests for a research study and independently conducting psychological evaluations for preschoolers.

Alan Ivicic ’03 earned a Master’s of Social Work from Fordham University and works for the Jewish Board of Family & Children’s Services.

Michelle Bishop-Utano ’03 earned a master’s degree in Higher Education Administration from the University at Buffalo and is Assistant Director of Undergraduate Admissions at the Rochester Institute of Technology.

Laura (Kramarchyk) Webster ’05 is a licensed nurse and full-time mother to son Nathan.

Heather Martins Curazzato ’05 is a kindergarten teacher at School #28 in the Rochester City School District and part-time graduate student at The College at Brockport.

Chalisse Sharp ’06 graduated from Albany Law School in 2009 and is now an associate at Chamberlain D’Amanda in Rochester, NY, specializing in labor law. She is also a member of the Board of Directors at the Hickok Center for Brain Injury.

Joanne Tompkins ’06 works for Butler/Till Media. She is finishing her Master’s Degree in Health Science with a concentration in community health education at The College at Brockport and plans to enter a PhD program in sociology or epidemiology upon completion of her master’s degree. She also is getting married in fall 2011.

Alumni Updates:

We want your name here, too! Stay in touch by filling out and mailing us the Alumni Information Form at the end of this newsletter, or e-mail a current faculty member.

(Continued on next page)
**Alumni Updates (Continued)**

**Erin Doring** ’07 earned a Master’s Degree in Counseling Psychology from Assumption College in Worcester, MA, in August 2009, where she also received a research fellowship. She is currently an outpatient chemical dependency counselor at St. Joseph’s Hospital in Elmira, NY. She carries a diverse case load, facilitating group therapy and individual counseling. Erin plans to obtain additional certification in alcohol and substance abuse counseling (CASAC) and as a licensed mental health counselor (LMHC) in the near future. She writes, “Thanks to the foundation I was able to establish at Brockport, I have been able to excel in my chosen career.”

**Hulando Howard** ’07 is completing a Master’s Degree in Public Administration at The College at Brockport.

**Devin Finn** ’08 graduated from Officer Candidate School and is currently second lieutenant and ordnance officer in the US Army, stationed in Fort Bragg, NC. He is awaiting deployment.

**Rebekka Orr** ’08 earned a Master’s Degree in Sociology from Syracuse University, where she also is currently pursuing a PhD. She will return to The College at Brockport in summer 2011 to teach part-time for the Women and Gender Studies Program.

**Giuseppina (Pina) Valle** ’08 earned a master’s degree and is currently pursuing a PhD in Sociology from Florida State University.

**Lindsay Wolf** ’08 married a US Marine and is in the process of moving from Camp Leujeune, NC, to Elgin AFB, FL. In January 2011, she will enter an MBA program, with a concentration in finance.

**Jessica Callea** ’09 is completing a Master’s Degree in Applied Sociology at the University of Massachusetts, Boston where she also is a teaching assistant and coordinator of the Forensic Sciences Program.

**Juan Castañeda** ’09 is a fully-funded doctoral student in counseling psychology at the University of Houston where he also works as a research and teaching assistant.

**Kim Gawron** ’09 works at St. Joseph’s Villa as the senior residential counselor for their group home program. She will enter the graduate program for inclusive childhood education at Nazareth College in spring 2011.

**Thomas Happell** ’10 works one block from the White House in Washington, DC, as a program assistant for the American Bar Association’s Section of International Law.

**Samuel Hickson** ’10 is a fully-funded PhD student in international development at Case Western Reserve University in Cleveland, OH.

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**ALUMNI NEWS**

**STAY IN TOUCH.** Please fill out the attached form and return it to The College at Brockport, State University of New York, 350 New Campus Drive, Brockport NY 14420, Attn: Sue Smithson, or contact us through the Department of Sociology Home Page (www.brockport.edu/sociology) and tell us what you are doing. We would love to hear from you. Also, if you are willing, please fill out the section of this form that indicates you will communicate with current students about your job or a career in the same area. This gives us a chance to stay in touch and also helps our current students prepare for their careers.

Name: __________________________________________________________

Address: _________________________________________________________ State ______ ZIP ______

Phone Number: (Home) ___________________________________________ (Office)

E-mail address: ___________________________________________________

Year graduated: ___________________________________________________

Job description: __________________________________________________

Employer: ________________________________________________________

Are you willing to share this information with current students? □ Y □ N

If they were to contact you, how should they do so? □ Phone (office or home) □ e-mail □ letter

Would you like to receive future newsletters via e-mail? □ Y □ N

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