It is with great pleasure that I write to you about the School of Social Sciences and bring you up-to-date about some of our latest activities. Dr. Elaine Leeder stepped down as Dean at the end of spring 2013. I have large shoes to fill as interim Dean! It has been a year of change and we continue to focus on providing high quality education in the classroom and exciting and relevant experiences outside it as well. Our unique programming makes our graduates viable and in-demand as they compete for career and employment opportunities upon entering the work force.

Here are just a few of the specialized student experiences taking place in the School of Social Sciences. Dr. Michelle Jolly led a team of faculty in developing new, innovative Sophomore Year Experience titled “Thinking Like a Social Scientist,” designed to help students see the world through the eyes of social scientists. The Holocaust and Genocide Lecture Series gives our students the opportunity to meet, interact with and learn from distinguished speakers from around the world including Holocaust survivors, liberators and rescuers, and leading scholars in the field. Myrna Goodman, long-time coordinator and teacher in this lecture series has retired, but the Series has shifted to the very capable hands of Dr. Diane Parness. Students in the Geography department working with Dr. Michelle Goman study stream dynamics and soil erosion in the Fairfield Osborn Preserve. Dr. Karin Jaffe’s Anthropology students work at the San Francisco Zoo and Safari West observing animal behavior and making recommendations for improving animal welfare. Dr. Cynthia Boaz and 26 students traveled to New York City as delegates to the National Model UN where they represented Cuba.

We are proud to provide hands on learning and real life experiences that translate into non-traditional methods of delivering critical thinking skills to our undergraduates. We strive to create an educational environment that prepares students to evolve at the pace of society and technology.

Please drop by or call. We love to hear from you!

Regards,

John Wingard, Interim Dean School of Social Sciences

THE SOCIETY & CULTURE UNDERGRADUATE RESEARCH FORUM (SCURF) HELPS STUDENTS FROM ALL DISCIPLINES GET PUBLISHED

The Society & Culture Undergraduate Research Forum [SCURF] assists students in preparing, presenting and publishing their research relating to matters of human society and culture in a professional setting, developing new skills that will be useful in professional and public careers, as well as post-graduate academia, and providing an opportunity for cross-disciplinary collaboration amongst students and faculty.

SCURF is a student operated forum founded in 2008 by the SSU Anthropology Club. Its goal is to give undergraduate students the opportunity to write, submit and present research papers in an academic setting in front of their peers, along with the chance of being published in the annual SCURF journal, which will be available for purchase. This process provides SSU students with invaluable experience in conference participation and research publication at the undergraduate level. SCURF organizers envision the conference continuing to grow each year and providing this great preparatory experience for those who might be interested in pursuing graduate school, or for anyone who is simply interested in learning about the research that is happening throughout the campus community.

One of the aims of this year’s Society and Culture Undergraduate Research Forum (SCURF) was to broaden its reach to the wider campus community. The 2014’s theme, “Imprints: Humanity’s Footprint on Time and Space,” was deliberately developed to be applicable to research from a wide array of disciplines. With most submissions historically hailing from the School of Social Sciences, this year’s conference analyzed the “Imprints” theme from a multitude of perspectives, ranging from the biological sciences to film studies.

A sampling of presentations this year includes “Tengu: A Story Based on a Myth,” “Physarum Machines and Network Analysis,” and “Caves of the Guatemalan Sierra De Las Minas Mountain Range: A Contrast Analysis of Homo sapiens Interaction with Karst Systems.” Many of these works will be published in the sixth volume of our journal which was released in early July.

(Continued on page 2)
SOCIETY & CULTURE UNDERGRADUATE RESEARCH FORUM (CONTINUED)

Showcasing the works in the journal are our prize winners for this year, verbal presentation winner Lauren Russ, and poster presentation winner Lacinda Moore.

SCURF welcomes and encourages SSU undergraduate students from all schools and disciplines to participate. Submitted abstracts will undergo peer review. If you are interested in this year’s publication, the 6th volume will be located at lulu.com and available on amazon, bn.com, and via Ingram Content group. It will also be available in both print and e-book format, searchable on google books, and eventually via scholarworks in the library.

We are looking forward to our seventh year, and welcome all students to present and publish their research next Spring.

SCURF Publication information:
Lulu URL: http://lulu.com/spotlight/SCURF

IN THE NEWS - THE COLLABORATIVE MIGRANT EDUCATION ADVISOR PROGRAM (MEAP) RECEIVES NATIONAL ATTENTION

MEAP Career Education Class
The California State University Collaborative Migrant Education Advisor Program (MEAP) and MEAP Bilingual School Counseling Recruitment Program received national attention when the program was featured on the Department of Education’s Coordinating to Achieve RESULTS website. MEAP addresses the academic advisement needs of migrant middle and high school students by introducing more bilingual/bicultural school counselors. In collaboration with the California Region 2 MEP and local school districts, Sonoma State University and Sacramento State University place undergraduate and graduate students planning a career in school counseling or education in local secondary schools to work with migrant secondary students. Mentor-advisors support students one-on-one, and in student support groups, to provide academic advisement and career guidance as well as social and emotional support. The mentor-advisors also conduct home visits, particularly for students who are failing or missing a lot of classes. Their role is also to communicate with teachers and guidance counselors about their mentees and with migrant parents to help them understand school requirements and academic support in the home.

The Sonoma State project, which has been in existence for 18 years, placed approximately 25 college students (many of whom are former migrant children) in 17 schools across 10 school districts last year. After participating in training, Mentor-Advisors spend 15 to 20 hours per week providing office hours for guidance counseling and direct academic support in classrooms. Some mentors stay in the MEAP for three to five years; many graduates go on to become school counselors.

Project leaders look for advising candidates who take initiative and want to give something back to others through community service. In other words, “a mover and a shaker” who has a certain blend of sensibility to be self-directed along with selflessness that communicates respect for the migrant lifestyle. Training is designed to encompass real-world experiences to help candidates develop problem solving skills and communication strategies. In addition, mentor-advisors work closely with school counselors and administrators for ongoing technical assistance and support during their assignments to ensure that migrant secondary school students receive the best possible supplementary school advisement services.

MEAP leaders track high school completion for participating secondary students. The program also tracks the number of undergraduates who go on to graduate level work and, to the extent possible, those mentor-advisors who go on to work in schools. Through the program 80% of migrant students who work with MEAP mentor-advisors graduate on time and approximately 275 college students have worked for MEAP at Sonoma State University since 1996. Of those, 40 have gone on to get the Master of Arts in Counseling.

The full article is available at http://results.ed.gov/From-Migrant-Student-to-MEAP-Advisor For more information please contact Giselle Perry, MA PPSC, College Coordinator and Lecturer in the Department of Counseling at Sonoma State University gperry@bcoe.org

NEWS FROM THE SSU QUATERNARY LABORATORY

Dr. Goman continues her NSF funded research in the Lower Río Verde Valley of Oaxaca, Mexico. The Río Verde Early Agricultural Project (RVEAL) is reconstructing prehispanic land use history for the region by examining biological and sedimentary proxies of environmental change archived in lake and wetland sediments. This is a collaborative NSF proposal with Dr. Arthur Joyce (University of Colorado, Boulder) and Dr. William Middleton (Rochester Institute of Technology). The project is innovative, as numerous sediment archives have been collected from the region.

The paleoenvironmental record retrieved from this spatially intense network of sites is helping to improve our understanding of how the peoples of the Lower Río Verde utilized the land over the past 4000 years, thus complementing the rich archaeological record that Dr. Joyce and his students have been reconstructing.

This past year Victor Salazar Chavez, a recent graduate of the Universidad Autónoma de San Luis Potosí, México, visited the SSU Quaternary Laboratory (SQUAL) as part of the RVEAL project. Victor and SSU Geography major Gracie Lock were trained in a variety of paleoecological techniques by Dr. Goman. Both students gave oral presentations on their research at the Association of American Geographer’s annual meeting held in Tampa. Gracie’s presentation “Expanding Our Understanding of Prehistoric Land Use in the Coastal Zone of the Lower Río Verde Valley, Oaxaca, Mexico” was awarded an honorable mention in the Paleoenvironmental Change Specialty Group’s Undergraduate/M.S. Paper Presentation competition.

SQUAL continues its outreach program and participated for the third year in the Expanding Your Horizons workshops. The workshop called “Get Mud” shows middle and high school participants all the cool things that can be found in mud and how they can be used to tell us about past climates and environments.

- BY MICHELLE GOMAN

Gracie Lock presenting at the Association of American Geographers Annual meeting in Tampa, FL,
This past semester, members of the Organizational Justice Research Team at SSU attended the Western Psychological Conference held in Portland, Oregon. The trip was an opportunity to 1) share our research with the psychological community, 2) hear more about other psychologists’ research, and 3) learn about possible graduate programs.

Marcie Woychik, Kelsey Bjugstad and Katherine DiPlacito presented a research poster titled When forgiveness fails: Observers’ judgments of an ingroup victim’s reaction to an insult. This project was the result of over a year of data collection that examined students’ judgments of how a fellow student reacted to an insult from a student from either SSU (the ingroup) or CSU Chico (the outgroup). Participants observed a (fake) on-line icebreaker chat between two students that ended with one student insulting the other. The victim of the insult, who was always identified as an SSU psychology major, either a) forgave the insult b) returned the insult or c) ended the conversation. Results indicate that participants prefer a victim who forgave an ingroup member but retaliated against an outgroup member for the exact same behavior. How might these results apply to everyday contexts? Think of the political sphere where politicians who bash opposing party members are rewarded but encouraged to compromise within one’s own party. It is not surprising that compromise across party lines is so difficult to achieve.

Desiree Ryan and Alexandria Jaurique presented a research poster titled Does university identification lead to academic engagement? An experimental test. As far as we know, this is the first experiment to show that university identification can cause academic engagement. Students first wrote about a time that they felt connected or disconnected to SSU because SSU was either 1) a friendly (or unfriendly), 2) a competent (or incompetent) or 3) an honest (or dishonest) community. While a second computer-based questionnaire was “downloading” to the computer desktop, students could chose to complete a questionnaire designed to help SSU improve the student experience. Students who previously recalled a time when they felt that SSU was an intelligent or honest community wrote down more changes for the university to consider. In contrast, students who previously recalled a time when they felt that SSU was a friendly community wrote down the fewest changes.

Further, students who previously recalled a time when they felt SSU was a competent community offered the fewest volunteer hours. These data suggest that we should not be too quick to assume that students who feel warmly connected to their university community will be more motivated to excel in the classroom or participate in extra-curricular activities.

This trip enabled us to enjoy the fruits of several years of labor and exposed us to a variety of new and exciting areas of psychological research. We are grateful for the monetary support from the Office of Academic Affairs, the Office of the Provost, the School of Social Sciences and the Psychology department. It was an honor to meet with peers and represent SSU at the conference.

Each year our Geography and Global Studies department attends and participates in the conference of the California Geographical Society Society. The timing near the end of Spring semester provides a great opportunity for our seniors to present their research projects to a public and widely forum. These projects are all the product of our students working in cooperation with our faculty. This year Professor Derek Eysenbach led our annual class to the conference at Los Angeles City College. There five of our seniors presented research on topics as varied as new off-road bicycle trails, a study done in conjunction with the Marin Bicycle Coalition (Peter Hobson), the geographies of Consular offices in the Bay area through interviews with nine Consuls (Hannah Zucherman), and the role of authenticity in ghost tourism (Hannah Capurro).

Two Geography students, Zac Truskolaski and Emma Anthony, received awards for their research. Zac Truskolaski won the California Geographical Society Geosystems Award for Best Earth Systems Paper this weekend! His paper is titled “Environmental Responsibility and Corporate Mining: A Temporal Assessment using Land Cover and NDVI Classification.” Zac’s paper is a robust application of several remote sensing tools to examine environmental impact claims associated with the Grasberg Mine along the Ajkwa River in Indonesia. Aside from the stellar work on the content of his paper and presentation, Zac deftly handled some tough questions from the audience and poignant articulated the inspiration behind his research. His recognition and cash award are well-deserved. Emma Anthony’s paper, “Homeless Populations and Movement in the Face of Climate Change,” was acknowledged with an honorable mention in the McKnight Professional Paper Competition. Emma’s work was the culmination of some long term inquiry into homeless populations of San Francisco. Audience members were impressed by her mature use of ethnographic methods in a difficult and intimidating research environment.
Elaine Leeder (Dean Emerita and Professor of Sociology) traveled to Lithuania this summer on a heritage tour to study the roots of her father’s family as well as the details surrounding their death in the village of Kupishok. Her family was killed by the Einsatzgruppen, the roving killing teams that followed the Nazi soldiers during the war. Leeder hopes to present and write on this topic.

Steve Estes

Steve Estes, Professor of History, was awarded a German teaching fellowship for the summer of 2014 by the Organization of American Historians. In June and July Estes taught a course on the American civil rights movement at the Universität Tübingen. The fellowship is funded by the Fritz-Thyssen Foundation. While in Germany, Estes also lectured at the University of Frankfurt and the University of Erfurt.

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Faculty Activity & Recent Publications

Mateo Clark - Geography


James Joseph Dean - Sociology
James Joseph Dean’s book Straights: Heterosexuality in Post-Closed Culture was released in August. A fascinating study, Straights provides an in-depth look at the changing nature of sexual expression in America. Dean provides a historical understanding of heterosexuality and how it was first established, then moves on to examine the changing nature of masculinity and femininity and, most importantly, the emergence of a new kind of heterosexuality—notably, for men, the metrosexual, and for women, the emergence of a more fluid sexuality.

Michelle Goman - Geography
Goman, M., Joyce, A. A, Mueller, R., and Middleton, W., Reconstructing the Formation and Land Use History of the Mound 2 Depression at Río Viejo, Oaxaca, Mexico, Quaternary International. 10.1016/j.quaint.2014.02.028

Mike Hooper - Criminology & Criminal Justice Studies

Karin Jaffe - Anthropology
Karin Jaffe received a Captive Care Grant from the International Primatological Society for "An applied ethological study of the potential for former laboratory squirrel monkeys to be successfully retired to the San Francisco Zoo". This project is documenting the behavior of an all-male group of squirrel monkeys acquired from a biomedical facility and currently housed at the San Francisco Zoo. In the past, such monkeys were euthanized because zoos are reluctant to take them due to their reputation for aggression, injury, and death. In collaboration with the San Francisco Zoo squirrel monkey keeper and the Vice President of Animal Behavior, students in the Sonoma State University Primate Ethology lab have been studying the monkeys with the short-term goal of better understanding how to manage this group, and the long-term goal of educating zoo staff about how to successfully house former laboratory squirrel monkeys so that 'retirement' at zoos becomes an alternative to euthanasia.

Lena McQuade - Women's & Gender Studies

Heather Smith - Psychology, Chris Goode (SSU alum), and Rhonda Balzarini (SSU alum)
Goode, C., Balzarini, R. & Smith, H.J. (in press). Positive Peer Pressure: Priming Member Prototypicality Can Decrease Undergraduate Drinking. Journal of Applied Social Psychology. (Chris and Rhonda are SSU alums who are pursuing PhDs in social psychology.)

Laura Watt - Environmental Studies & Planning
Laura A. Watt together with former CRM Masters graduate Ellen Joslin Johnck, has published "The Bay Area’s Solar Salt Industry: An Unintended Conservationist," in the summer 2014 issue of the journal California History. The research for this article began before Watt was hired at SSU, while she was working as an environmental consultant in San Francisco, and it explores both the history of the salt industry itself, its consolidation in the 1920s and 30s under the single corporate name of Leslie Salt, and the current transformation of some of those historic salt ponds through a huge tidal marsh restoration project. Ironically, the use of the land for salt production maintained it as an open and relatively undeveloped landscape has kept it available for ecological renewal—and the article concludes by observing that restoration is actually not a return to some primordial natural state, but a continuation of a series of human modifications to the bay’s shoreline that reflect the values and goals of the time.

Adam Zagelbaum - Counseling

Jeff Baldwin
Geography
Professor Jeff Baldwin is involved in an on-going research project concerned with beaver re-colonization in the mountains of the Western United States as a strategy to adapt to the loss of winter snow pack due to global climate change. Professor Baldwin used his summer research grant to focus on research into institutional environments regarding beaver re-introduction in California. The research included conducting field reconnaissance seeking past physical evidence of beaver in northwestern California and began to map the institutional environment regulating beaver presence and absence in California. This research is particularly relevant given California’s critical water shortage this year and on-going legislative efforts to fund construction of more high dams in the Sierra. The contention is that if allowed to re-populate to their pre-historic populations, beaver would more effectively cache water in a manner which is more useful to the Californian ecologies that long co-adapted to beaver by re-connecting streams with their flood plains, and sequestering carbon in increased riparian biomass and in peat soils which form behind the dams.

Alexis Boutin
Anthropology
Alexis Boutin used her summer research grant to prepare a manuscript for publication which reflects on the place(s) of her research area – bioarchaeology – betwixt and between the traditional four sub-fields of anthropology. The research is based on the observation that when it comes to funding, publications, and the job search, bioarchaeologists are at a disadvantage compared to peers who specialize in one anthropological subfield. Specifically her research looks into the idea that the segregation of bioarchaeology between the four subfields is generational and that the mentorship that current bioarchaeologists received is qualitatively different from the training that they are giving their own students. The research provides important insights into the current state of the discipline, and will allow her to make recommendations for new cross-subfield initiatives.

Maria Hess
Psychology
Humanidad Therapy and Education Services (HTES) is a multicultural community mental health agency and Marriage and Family Therapist training program. HTES offers low-fee, no-fee psychological services in Sonoma County. Additionally, HTES offers court-affiliated services such as supervised visitation, therapeutic supervised visitation, and mediation. As a therapist mentorship program the focus is on providing culturally aware, qualified therapists to serve diverse populations. Humanidad is entirely staffed by volunteers who are SSU graduates. It is a mentorship cohort model that has MA students mentoring BA students, who shadow therapists in training. Professor Maria Hess used her summer research grant to continue to develop assessment measurements for innovative programming, as well as to help support research assistance for data analysis and reporting.

Karin E. Jaffe
Anthropology
The process of “retirement” for research primates is critical for the well-being and survival of the animals, yet despite the squirrel monkey being listed as the second most frequently utilized research subject, there is little available literature focusing on the transition of squirrel monkeys from the laboratory to retirement in captive facilities. Professor Karen Jaffe is working on a long-term project, which started in summer 2010, to help the San Francisco Zoo (SFZ) better understand the interactions between the monkeys as they transition from several smaller groups and are gradually introduced to form one large group with the hope that they can be successfully housed and their aggression and resulting injuries can be managed. Professor Jaffe used her summer research grant to summarize and analyze the data that have been collected thus far.

Catherine Nelson
Political Science
Professor Catherine Nelson is working on a project that applies feminist theory to the analysis of political communication in U.S. presidential campaigns. The research will build upon the work of political theorist Michaela Ferguson in her article “Women are not an Interest Group” (Theory and Event, 2013). In that piece, Ferguson argues that in the 2012 presidential election candidates Mitt Romney and Barack Obama both spoke about women’s issues in a way that deflected attention from “feminist issues,” defined as issues of structural gender inequality. Given the significance of visual media in election campaigns, Professor Nelson used her summer research grant to explore the possibility of extending Ferguson’s analysis to the visual representation of women’s issues in presidential campaign commercials.

Peter Phillips
Sociology
Professor Phillips used his summer research grant to work with four student research assistants to finalize data collected as part of his long-term research project documenting the numbers of law enforcement related deaths in the US for the past 15 year. Law enforcement related deaths are those whenever a person dies in the presence of police. This includes shootings deaths by officers, as well as suicides, chase deaths, and any other case when deaths occur. The research focuses on the tragic death of Andy Lopez in Sonoma County as a case where different police procedures and cultural circumstances would have likely prevented this incident. In particular, the research will include a content analysis of all the news stories on the Lopez case from the local media. The hope is to be able to make recommendations that would reduce the number of law enforcement related deaths in the US and stimulate additional research into this issue.

Napoleon C. Reyes
Criminology & Criminal Justice Studies
Professor Napoleon Reyes used his summer research grant to explore the determinants of the decision of the Philippine Supreme Court, acting as a disciplinary tribunal, (1) to convict or acquit magistrates accused of judicial misconduct, and (2) to retain or dismiss from the service those who are found guilty of judicial misconduct. Opinion in judicial administrative cases promulgated by the Court from January 1, 2000 to December 31, 2010 was analyzed for this study. The present state of the Philippine judiciary and the different approaches to judicial misconduct in other jurisdictions will also be discussed.

(Continued on page 7)
Don Romesburg
Women's & Gender Studies
Professor Don Romesburg used his summer research grant to travel to the Kinsey Archives in Bloomington Indiana to do the research needed to complete the final chapter of his book manuscript *Arrested Development: Homosexuality and American Adolescence, 1890-1940.* The manuscript explores the crucial moment when emergent 20th – century models of adolescence and homosexuality became disciplinary, productive, and cultural forces in expert discourses, institutions, and lives. From the turn-of-the-century inception of the concept of modern adolescence, experts who articulated it had to grapple with questions of homosexuality and gender diversity that were, in turn, incorporated into theories of adolescent adjustment. By the 1930’s, understandings of modern adolescence and modern homosexuality had become mutually reliant upon one another. This had profound effects on the experts, institutions, youth cultures, and broader society.

Daniel Soto
Environmental Studies & Planning
Professor Daniel Soto used his summer research grant to publish a methodology for quantifying the economic benefit of solar technologies at different income and spending levels. The research collected data on three aspects to inform this analysis. First the current costs of solar devices in the field, second, the costs for kerosene and retail phone charging from reports and interviews, and third, the loan terms available from lenders in these markets will be gathered. The data will be assembled into a quantitative analysis of the return on investment for consumers considering purchasing these devices, highlighting favorable conditions for consumers to invest. The goal is for this work to further encourage the inclusion of financial sustainability into the technical humanitarian academic design community. In areas where products bring clean energy benefits but remain unaffordable, Soto hopes to inspire technical or financial strategies to allow consumers to purchase them.

Laura A. Watt
Environmental Studies & Planning
Professor Laura Watt worked with students to revisit her research into the environmental history of the King Range with the goal of updating the research and adapting it into a publishable article. Otherwise known as the “Lost Coast,” the King Range is a remote stretch of northern California coastline north of Mendocino and south of Eureka, where the rugged terrain famously forced the builders of Highway 1 to turn inland for a stretch; putting the highway right along the coast was physically impossible. The original research was done in conjunction with a twenty-year Resource Management Plan for the BLM’s King Range National Conservation Area, but was not published as part of the plan. Professor Watt used her summer research grant to help to offset the cost of a research trip up to the Arcata Field Office and King Range NCA office to gather archival documents and talk with the land managers. The students working with her on this project will be co-authors on the publication.

Adam Zagelbaum
Counseling
Professor Adam Zagelbaum used his research grant to develop a series of workshop trainings based on the principles and findings from his recently published, *Zagelbaum, A. (2014).*

GREAT RESULTS FROM THE SOCIAL SCIENCES STUDENT TRAVEL AWARD PILOT PROGRAM

In Spring 2014, the School of Social Sciences piloted a program designed to support undergraduate and graduate student academic travel. The Student Travel Award is a competitive grant that requires students to collaborate with a faculty sponsor to apply. The applications are reviewed by the School of Social Sciences Travel Committee and are ranked based on a predefined set of criteria with preference given to students participating in travel for research as part of a course or thesis and students presenting a formally prepared scholarly paper, poster, invited address, or creative work.

For the pilot semester 12 students received Travel Awards ranging from $125 to $500. The budget for the travel awards may vary each year and come from a variety of sources. For Spring 2014 the funds came from generous community donors.

Below is a selection of stories and experiences from student award winners:

Christian George - Political Science
The travel grant allowed me to attend the National Model United Nations Conference in New York City with the rest of the Sonoma State delegation. This conference allows students to gain valuable experience with working closely with students from diverse backgrounds and understand and research complex issues with the end goal of reaching agreements to solve international problems. The funding I received helped bridge a funding gap that was left with my inability to get funding from the Model United Nations class because I already took the course. By allowing me the ability to afford to attend for a second time, I was better able to further my skills in negotiation and research, which will be aid me in a career in law or government. Thank you very much for your support.

Lacey Klopp - Anthropology
With the help of the School of Social Sciences Student Travel Award I was able to go to the 48th annual meeting of the Society for California Archaeology in Visalia, CA on March 20th, 2014. While there, I presented a proposal for my thesis entitled “A Cultural Resources Management Plan for Stern Ranch, Sugarloaf Ridge State Park, Sonoma County, California”. This experience was invaluable due to the feedback and support I received from my fellow members after the presentation. I will now be able to focus my research toward my future career goals. It is not always easy as a student to attend out of town meetings with rising gas prices and expensive hotels; receiving the travel award for this conference was a huge help for me.

Jennifer Lucido - Cultural Resources Management MA Program
The School of Social Sciences Travel Award helped me to travel to and defray costs to attend the California Mission Studies Association (CMSA) 31st annual conference at Mission San Antonio de Padua in Jolón, California. Presentations covered current historical and archaeological research on the late 18th and early 19th century Spanish colonial missions, presidios or forts, and significant colonial persons of California. This experience aided me with my master’s thesis research on the Royal Presidio of Monterey, a fort in Monterey, California. The experience also helped me prepare a manuscript on the Presidio of Monterey for the spring 2014 HIST 498-002 Empires and Colonies course. Moreover, I was able to represent myself as a SSU graduate student and continue to build upon my academic and professional connections with various California mission studies scholars at the conference. In addition, I had a positive reception of my recent publication in the 2013 CMSA journal, the Boletín. I intend to submit manuscript completed in HIST 498 for the 2014 Boletín. I am very grateful to the School of Social Sciences for the travel award and the experience it afforded me.

National Conservation Area, but was not published as part of the plan. Professor Watt used her summer research grant to help to offset the cost of a research trip up to the Arcata Field Office and King Range NCA office to gather archival documents and talk with the land managers. The students working with her on this project will be co-authors on the publication.

School counseling and the student athlete. New York: Routledge. And current training video: Zagelbaum, A. (2013). *Counseling the student-athlete.* Hanover, MA: Microtraining Associates, Inc. The research addresses and attempts to bridge a perceived gap that exists between the profession of school counseling and the world of K-12 student athletics. Though there are several school-based professionals who are involved with the training and development of student-athletes, such as coaches, school psychologists, parent/teacher associates/consultants, and athletic trainers, the role of the school counselor has not necessarily received as much attention yet it can also have a significant impact on the development of the student-athlete.
“How to Think Like a Social Scientist” off to a great start!

Readers of last year’s newsletter may recall that 2013-2014 was the pilot year for the School of Social Sciences Sophomore Year Experience (SYE) program. [http://www.sonoma.edu/socsci/files/newsletter_summer_2013.pdf](http://www.sonoma.edu/socsci/files/newsletter_summer_2013.pdf)

The highlight of the program, for both students and faculty, was SSCI 299, “How to Think Like a Social Scientist.” The course offers a rare opportunity for second year students to take a small, 25 student course, taught by a permanent faculty member and an undergraduate peer facilitator. Students in the class, both social sciences majors and non-majors, enjoy developing basic social science literacy, learning what kinds of questions social scientists ask, what kinds of evidence they use, and how social science helps us understand the world. In an October 31 class, for instance, students examined the “social science of Halloween,” including social science studies of Halloween candy economics, the “best” trick-or-treating neighborhoods, claims about Halloween crime, the history of the holiday and how similar holidays are celebrated in different cultures, and even the politics of banning trick-or-treating. Students learned to identify and analyze social science in newspapers and other everyday sources. And, in interdisciplinary teams, they chose a research topic and developed their own research proposals, which they presented to each other and the public at the end of the semester. While students found the course challenging, they also found it stimulating: “One of the most challenging [aspects] was the freedom we had. We are so used to having a professor tell us what specific topic/project they want us to do and having the freedom was so different. But now I see how awesome having the freedom is.” They also found it helpful: “I have a much stronger conviction on my decision to pursue my career. Being able to see what I could actually research definitely benefited.”

While students, faculty (including Michelle Jolly, History; Laura Watt, ENSP; David McCuan, Political Science; Jeff Baldwin, Geography; and Heather Smith, Psychology), and peer facilitators (Sara Decker, Psychology; Anne Lattka, ENSP; Katie Whitman, History; Kat Burns, Psychology; and Nick Heitkamp, History) enjoyed working together on the course, faculty were also pleased with preliminary assessment results that suggest that the course is a success on two other fronts. First, students who took the course were more attached to SSU and less likely to want to leave than a similar group of students who did not take the course, suggesting that the course is succeeding in improving student retention and engagement. Second, students who took the seminar also demonstrated increased competence in social sciences skills. Students, as well as faculty, particularly appreciated this last point: “I really enjoyed the fact that now I feel way more confident in doing research.” SSCI 299 continues in 2014-2015 with new faculty leaders and 100 students in the program.

Sophomore Year Experience (SYE) Receives CSU Funding

The Sophomore Year Experience (SYE) Program, which piloted in the School of Social Sciences in 2013-2014, was pleased to receive a grant from the California State University’s Academic and Student Success Program in summer 2013. This $200,000 grant, which includes about $150,000 of permanent funding, supports SSCI 299, “How to Think Like a Social Scientist” and other elements of the School of Social Science SYE program. In addition, the funds made possible the hire of Alvin Nguyen as the campus wide

Sophomore Year Experience (SYE) poster presentation and SSCI 299 sample student poster.

SYE Coordinator. Under his leadership, several elements of the SYE program will expand to the campus as a whole in 2014. In addition, other schools, departments, and offices are developing their own sophomore year programming and are working together to weave these programs into a coherent second-year program that builds on SSU’s already successful first-year experience.

Introducing SSURI (Social Sciences Undergraduate Research Initiative)

As part of the Sophomore Year Experience (SYE), the Social Sciences Undergraduate Research Initiative (SSURI) supports undergraduate involvement in research in the social sciences. SSURI is designed especially for students in the earlier stages of their college careers as a means of introducing students to research in their chosen field, allowing students to explore possible fields of interest, and developing skills they will need for further research projects. Working closely with faculty, students will deepen their knowledge and skills while experiencing what it means to be part of an intellectual community engaged in social science research.

Look for the SSURI website and opportunities to participate, including an opportunity to donate to the project, coming in Fall 2014!