

Quantity Equals Quality: An Introduction to the New Scheduling Grid

by Lynn Avery

Amidst the many changes that are occurring at TCNJ another adjustment has been made: a new scheduling grid has been developed for the Fall 2004 academic year. For those who have not heard about the fourth hour of class, this article will provide a brief introduction to some of the scheduling changes that will be executed next fall. For instance, what are the positives and negative aspects of the change and how will the academic lives of sociology students be affected? At first I was hesitant about the change. Like most students, I wanted to hold on to the old ways, but after meeting with Dr. Li I began to develop a more positive outlook about change.

Most fourth hours of class will be held on Wednesdays—a separate day from lecture. As opposed to math and language, the sociology department will use the fourth hour mainly as a time for students to meet among themselves. As Dr. Li explained, the main benefit of the fourth hour is that it will provide a room and a time for class members to meet outside of lecture for group work and discussion. There will also be an extra thirty minutes scheduled adjacent to the regular class meeting—giving classes the option of meeting for more time during the week without having to use the separate scheduled hour. Dr. Li believes the extra time will provide flexibility to students and faculty.

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Potential New Minor in Caribbean Studies

By Melanie Burd

Thanks to the grant received from the US Department of Education, professors from the International Studies program have been working to improve and strengthen the International Studies curriculum that was first introduced in 2001. The dedicated group of professors from various departments has been spending a great deal of their time listening to various speakers, talking with scholars, and doing their own research on the Caribbean Basin area. Following all of this hard work studying the Caribbean, they hope to unveil a new minor in Caribbean studies next year. Similar to other minors in International Studies, the Caribbean Studies minor will have courses from many disciplines such as history, economics, sociology/ anthropology, foreign language, political science, and possibly some other subject areas.

The new minor is still in the creation process, but it is planned to include information about the areas within the Caribbean, along with nearby coastal areas in Venezuela, Columbia, Costa Rica, and Mexico. A new course in Caribbean studies has already been offered for this summer! It includes five days of intensive study about the Caribbean, along with two weeks of learning in the Caribbean; six days in the Dominican Republic, three days in Puerto Rico, and five days in Trinidad! What an exciting experience!

Putting Sociology to Practice

by Chrissy Minerva

As sociology majors, many of us are interested in how we can apply the theories that we learn about and how we can use our understanding of social systems and institutions to improve our own society. The AKD Honor Society has decided to put our studies into practice by taking an active role in working with our community. AKD will be collecting items for Womanspace, a nonprofit organization in Mercer County, at the induction ceremony on April 17, 2004. For nearly three decades, Womanspace, Inc. has been working to improve the lives of women in crisis. Womanspace, Inc. was created in 1977 in response to growing concerns raised by members of the Mercer County Commission on the Status of Women. February 1978 marked the opening of Womanspace's emergency shelter for domestic violence victims. Since then, the agency has developed a variety of programs and services such as domestic violence and sexual assault counseling, crisis hotlines, transitional housing programs, and domestic violence and sexual assault response teams. The items AKD will be collecting include sweat suits, hygiene products, household items, and children's items that will be distributed to women experiencing domestic violence situations. We hope you will take the time to put your sociology to practice, too.

Womanspace Contact Information:

Statewide Domestic Violence Hotline:

1-800-572-SAFE

Mercer County Domestic Violence Hotline:

609-394-9000

Mercer County Sexual Assault Hotline: 609-

394-9000

www.womanspace.org

Spotlight on Sociology Students: Meet Dave Harker and Christine Minerva

by Danielle Sutton

As the weather warms and spring approaches, this year's AKD induction ceremony draws near. Along with induction comes AKD's new executive board. On April 17, Dave Harker and Christine Minerva will formally take over the positions as the new AKD President and Vice President.

Dave, a junior Sociology major, is excited about becoming President of such a prestigious organization. "I wanted to become President because I believe it's a great organization that recognizes the achievements of the best and brightest students in the department." Harker, who has enjoyed volunteering with Habitat for Humanity, sees much potential in the organization to motivate sociology students to become more active in their community, and wants to set up social and service events during his term. By holding these events and projects, he hopes to gain more recognition of AKD around campus.

Harker feels AKD offers a multitude of opportunities to all of its eligible candidates and encourages those eligible to join so they can share in its numerous benefits. He says, "in addition to the recognition of students' achievements in academics, AKD helps prepare students for a professional career in the field of sociology by offering them the chance to prepare and submit professional style papers and presentations at conferences across the nation."

Christine, a junior double majoring in Women and Gender Studies and Sociology with a concentration in Pre-Social Work, shares in Dave's enthusiasm about AKD, which is why she decided to take on the duties of Vice President. "I think a lot of Sociology majors take pleasure in doing

service work and I'd like to see AKD provide them with an outlet to be able to tap into their potential to help others and the community," says Minerva, who has been volunteering in Mercer County at Womanspace for over a year.

Christine also has hopes of getting AKD to be more active. She has already planned a household items and clothing drive to be collected at the induction ceremony. The items collected will be donated to Woman-space, a nonprofit organization particularly aimed at helping women who have been victims of domestic violence and sexual assault. Other ideas she has for upcoming projects are fundraising for local nonprofit organizations and workshops to raise awareness on problematic issues that are occurring in the area, such as poverty, homelessness, and abuse.

Both Harker and Minerva plan on eventually pursuing careers in the field of sociology; Dave as an environmental sociologist and Christine as a social worker. With their drive, dedication, and eagerness, these two are sure to raise AKD to its fullest potential!

A History of Trenton

By: Jessica Barakat

It's the capital of our state. It's less than five miles from our school. It's closer than both Philadelphia and New York. Yet, how many of us have ventured into Trenton, New Jersey? And of those who have dared, how many see it for anything but a dilapidated "waste-land" of boarded up houses and take-out chicken joints? Let's face it, Trenton is not what we tend to consider as enticing. In fact, many of us consider it downright dangerous. It's hard to believe that at one point Trenton was

listed under the nation's 50 most prosperous cities. So, what happened? What happened to the city that once boasted, "Trenton makes, the world takes"?

Well, what happened to Trenton is what happened to any industry-based town in the United States. It's called de-industrialization, and while some cities were able to recover from it, Trenton proved to be a victim. In the 19th century, Trenton was one of the nation's leading iron manufacturers. It was also famous for its pottery, iron, rubber and machine tools exports. Trenton's entrepreneuring giants included the likes of Peter Cooper, who built the country's first locomotive, and German immigrant John A. Roebling, whose iron and wire companies built the Brooklyn Bridge. Irish, Italian, Hungarian, Polish and Croatian immigrants arrived to work, for there was plenty of it. In 1900, it was reported that almost all of the city's population of 70,000 was employed full-time.

However, 20th century changes in the nation's political economy brought economic decline. The economic decline of Trenton was the economic decline of civic capitalism, which was replaced by national capitalism of bureaucratic corporations. Trenton's industries did not just deteriorate; they were bought up by larger corporations. It started in 1904, when US Steel bought Trenton Iron Works, and continued through 1952, when Colorado Fuel and Iron bought Roebling's Sons Company. Manufacturing jobs were replaced by service jobs, particularly those under the state government. The city sank further into
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A Double Major Through Transformation

By: Nicole Burkowski

The state of New Jersey requires education majors to double major in another content area as well as education. My second major is sociology and it has proven to be an interesting experience so far, especially with the transformations to four credits.

Education is a very demanding major and there are even two full semesters that are dedicated to it. It is very difficult to schedule sociology classes and general education classes around the education schedule due to these two semesters. It has been particularly difficult with the transformations of the classes. Many people I know, including myself, have had to take the newly created tutorial class with JPE, which is a whole semester dedicated to learning how to teach particular subjects as well as gaining practical experience in the field. This kind of schedule can be very strenuous and it is not recommended that you take any other classes with JPE, but with the changing programs it is sometimes necessary.

Due to the transformations the students here at the college have had to take new courses that have been redeveloped to accommodate the fourth credit. I have never been in the position before in which my input in a class really counted and might change the way a class is run, so it is a unique position to be in and I am glad that my voice and opinion were able to count during this transition. Only the students can know what is best for the future students and what would help these classes be successful. The transformed classes I have taken include Sociology 301, 302 and the Tutorial that I am currently taking.

Throughout this experience, I have learned how important it is to be flexible, especially when you are a double major and the two departments do not coordinate with each other. Experiences like being the first group to take a new class essentially make you stronger because after being in these classes, I feel like I could take on anything academically.

Nathan White, Senior Sociology Major: Tips for Graduate School

Graduate school is not for everyone. However, for many it provides an avenue that links individuals to their future career. When giving thought to graduate school, one must know that the application process takes a great amount of time. It is no easy task and like most other things it requires a strategy.

Before even thinking about graduate school, consider this:

***Pay attention to which subject areas excite you the most.** When watching television or reading articles, identify jobs that seem particularly interesting. Part of knowing what you want to do in life is about exposure. Being exposed to a particular internship, a friend/family member with interesting ideas, or a pleasant/unpleasant event may all give you clues as to what type of job/career you would most like to have. So, remain alert and pay attention to the things you are exposed to each day. Ask yourself, "Is this interesting, why?" Having ideas about what subjects are exciting or boring will help you identify the road that you need to take after graduation, whether this includes graduate school or not. For those who are interested in graduate school, this knowledge will help you select the best programs.

If you decide that you would like to pursue graduate school:

***Begin identifying potential schools/programs that you might like to apply to-** You can find books that give you a list of graduate schools that offer specific programs. For example, when I researched counseling psychology programs, I used the *Graduate Study in Psychology* by APA. Books such as these can be found in Career Services or in local bookstores.

***Look to faculty members that you know well for additional help and support-** If you have questions about graduate school, do not hesitate to consult with a professor. Some professors, depending on their schedules, may be willing to proofread essays, personal statements, or even mentor you through the process of applying to graduate school. But you will never know what they can do for you **unless you ask!**

***Check out websites of the schools you are interested in-** Explore websites finding out as much information as you can about the program, students, and faculty. When looking at faculty, check out their background/research interests. When considering applicants, many graduate schools want to see whether you fit into a particular program. Therefore, it is imperative to find programs where faculty members share your research interests.

***Visit the schools you can-** There is nothing like walking on the campus of a school. It's important that you feel at peace on the campus of whichever school you choose. Visiting the school allows you to learn more about the school atmosphere. Don't underestimate this valuable information in making a decision.

***Beware of deadlines-** Notify professors as far in advance as possible when requesting recommendations. Since professors are usually very busy, make sure to check up on them before the deadline to make sure they have not forgotten about the recommendation.

***Consider applying to many schools-** Graduate programs are very competitive as evidenced by how some programs select as few as 10 students out of a pool of 200 applicants. Many recommend that you apply to 7-10 schools.

***Remember to keep a positive attitude-** If you are worried about getting into graduate school, you are not alone. Your life will not fall apart if you do not get into the schools you would like to. Remember that you always have options. However, if you don't maintain a positive attitude, it may be difficult to find those options. Therefore, when one door closes, look for other doors that may be open. If you are having trouble finding those doors, get feedback and ideas from your support group so that you can make wise decisions.

Helping People Lead Better Lives

by Shaniqua McRae

“Helping people lead better lives” is the backbone of the Community Based Research class being taught this semester by Professor Matthew Lawson. The class is working on a major project with Isles Inc. Isles is a non-profit community development and environmental organization located in Trenton that promotes self-reliance of individuals and their families. Isles brings individuals together to understand and address community issues. This year, Isles is starting a major neighborhood
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redevelopment project in downtown Trenton. The students in Dr. Lawson’s class are contributing to this redevelopment project by documenting baseline indicators of the quality of life in the neighborhood, which includes an analysis of existing statistical data, taking a census of the quality of housing, and conducting a sample survey of approximately 300 residents in the neighborhood. Students will apply the statistical skills they learned in the Quantitative Research Methods course to perform these tasks.

The Community Based Research course is a step up from the Methods course that all Sociology students must take. But, in the CBR course, students do more than research a topic; they use the information gained from that research to impact the lives of others. Unlike your mainstream college courses where the professor lectures while the students feverishly take notes, this class is more than just lecture and notes. The students in Dr. Lawson’s class gain more than analytical, research, and writing skills. They are gaining practical skills which they can apply to the realities of life. Through this course, students can thoroughly see how their hard work has contributed to the larger society. The students and Dr. Lawson should be commended for their diligent work and the difference they are making in the lives of other individuals.

How I Began My Love Affair with Trenton

by Susan Wyrovsky

Yup, me too. I was hesitant to travel into Trenton, ironic seeing we go to the former Trenton State College. Like many TCNJ students I’m from suburbia, and the state capital can be intimidating, or at least it was. Then I became part of the Trenton

Youth Community Based Research Corps (TYCRC) and I fell in love with Trenton.

TYCRC is not your average community based research. Under the direction of Dr. Beth Paul, head of the Psychology Department, eleven students are part of a three-semester life changing, educational experience. Students are Bonner Leaders and Americorps members, which allows them the opportunity to participate in unique events like gleaning fields in cooperation with Farmers Against Hunger.

Members of the Corps participate in the Trenton Community Orientation Course, sponsored by Association for Children of New Jersey and Mill Hill Development Corporation. This course takes students and members of the Trenton community and exposes them to various non-profit organizations and programs throughout Trenton and teaches members how to advocate for the voiceless population of children.

The rest of the course is spent developing a partnership with a Trenton organization and doing direct service for them as well as researching for them, with a two-semester minimum of 300 hours.

Now in my final hours of the TYCRC I can see myself as a completely new person. The direct service aspect of my participation has had me playing in Trenton parks and walking Trenton streets at night. I am no longer intimidated by turning left out of TCNJ’s front entrance. Academically I have been able to apply many things I learned in my courses and I am able to put faces on the issues I read about as well as confront the inequalities of our society. I have discovered that what I learn here is important to my adopted community of Trenton and after my four years here, I’ll be well prepared to make a difference.

There's a 2nd Floor in the Student Center!

by Shaniqua McRae

The Office of Campus Life, which is located on the second floor of the Student Center, is possibly one of the least visible and most unknown departments on campus. Often times, it is confused with the Office of Student Life. The two are actually quite different when it comes to the functions that they perform. Students who are involved or want to become involved on campus will find Campus Life to be very informative and useful. Campus Life deals with the hundred or so student organizations available to students. They oversee everything from flyer approval to serving as a home for organizations mailboxes. The office itself is home to a few student organizations such as the Student Government Association, College Union Board, Leadership Development Program, and a new edition to the office, the Peer Mediation Club. So the next time you find yourself in the Student Center please feel free to stop by their office whether it's to talk with the Senator of the School of Culture and Society or you need a mediator, or anything in between. You can always be enriched by who and what you will find at Campus Life.

No Education Majors Left Behind

by Kristin Cosentino

In order to close the achievement gap between disadvantaged and minority students and their peers, President Bush signed the No Child Left Behind (NCLB) Act into law on January 8, 2002. The NCLB Act requires school districts to ensure that by 2005-2006 all students are taught by teachers who meet new federal standards in core subjects.

Many graduating seniors may be wondering if they will be "highly qualified" to teach. To be considered "highly qualified," teachers must be well versed in the subject area(s) they teach, hold a bachelor's degree and full state certification, and demonstrate knowledge in the subject-matter by passing a rigorous subject test in each academic subject they teach. New elementary school teachers can demonstrate the required competency only by passing the state test.

Although elementary education students who have a double major outside of the core content areas (English, science, history, and math) will be certified to teach K-5, I would highly recommend double majoring in one of the core content areas to widen the grade range you can teach. If you are planning on teaching middle school or high school, you must double major in a core content area. On the other hand, if you are an Elementary / Sociology major, you have the opportunity to pursue a career not only in education, but in other areas such as social work or public health. As we approach the 2005-2006 deadline, feel confident that The College of New Jersey has done an excellent job in preparing education majors in becoming "highly qualified" teachers.



Internships: Ask and Explore

by Rachel Jaffe

At the beginning of college, four years sounds like forever, but as graduation draws near, it amazes me how quickly it has gone by. In the midst of classes, work and actually having fun, how are we students ever supposed to actually prepare for our lives outside of college, for the real world? Sitting in class may give you the knowledge of how to do a particular job, but what about the actual chance to try it out? Ah, the internship.

Majoring in sociology gives many of us a head start that not all majors here at the college have. As part of our senior seminar requirement we have the opportunity to intern at a place of our own choice. The opportunity to maybe work at the place that we've always dreamed of, in the career we've always dreamed of, or the chance to try something completely new that we've never even considered.

So then, with all the places out there, how do you pick an internship? Dr. Rebecca Li suggests that you pursue something you may have dreamed about for the future, even if perhaps you don't see it as a realistic career choice. Take advantage of this opportunity. Maybe you'll learn something new about yourself. Which is more important, the career that makes you happy or the one that earns you the big bucks? If you're lucky, maybe you'll find both.

I'm currently in the midst of my second internship that I've done for the sociology department. One gave me the chance to explore my dream career, and the other an opportunity to learn more about a different side of my current chosen profession. Sociology majors are always

asked what can you do with a major in sociology? Looking at the wide range of internships that my fellow classmates and I have been involved in, it's easy to see you can do a lot. All you need to do is ask and explore.

Senior Internship: Daunting or Rewarding?

by Lisa Sprofera

As a rising senior I was incredibly worried about having an internship for my senior seminar experience. I was like most college students. I'd worked on campus, in a restaurant, and in other jobs which had nothing to do with my major. This internship, however, was specifically designed to have something to do with sociology and the study of people. I can definitely say I was a bit uneasy about the fact that I was working in an actual office using skills I had learned in my sociology classes.

Now that I have told you how I felt before I started my internship, I can begin tell you how it changed me as well. I chose to work at an agency which provided domestic abuse services to victims and offenders. In the end, it turned out to be one of the most rewarding experiences I have ever had. It gave me a real sense of achievement to know that what I was doing would help people in need. I felt that the agency's purpose was also my purpose. This internship allowed me the opportunity to work in a valued agency with people who were committed to making a difference. To be working for such a valid and worthwhile agency felt right.

So when you go to set up an internship for your senior seminar experience, don't be nervous or intimidated. Instead think of the incredible learning experience you can have and the people you

can help. Find something that matters to you and put your time and effort into it because I promise it will be worth it. In the end it can be more rewarding than you thought possible.

Dr. Adler's New Grant

by Dave Harker

This past December, our very own Dr. Rachel Adler received a very prestigious grant from the New Jersey Historical Commission to support her research project in the Chambersburg neighborhood in Trenton. The Chambersburg study, a five-year project which I had the privilege of working on with Dr. Adler last spring, seeks to document and understand historical and contemporary patterns of immigration to the Chambersburg area by collecting and analyzing the life histories of Italian and Latino residents of the neighborhood. The project uses a great deal of student involvement, with students conducting life history interviews with both Italian residents and Latino immigrants. The grant is worth \$14,000 and Dr. Adler says the funds will be used for transcription purposes and various other expenses. The grant will help reach the eventual goals of the project, which include a book and a possible documentary film. Dr. Adler considers herself very fortunate to have received this extremely competitive grant.



Making the World Their Classroom

by Kate Warren

“If you could wave a magic wand, what would you do?” Every day, as part of my job at the Center for Interim Programs, I read a variety of answers to that question. Malaka’s answer is typical of many students who enter college directly after high school graduation. She had finished her freshman year at Temple and wrote: “I’m just another sick of school college freshman who wants to get out of the classroom and do some hands on work with real people.” Since 1980, Interim has helped over 3,000 students like Malaka to take “time off” to pursue alternatives to formal education. The most rewarding aspect of my job is having the opportunity to help create an array of meaningful experiences. Based on her interest in going to Egypt, learning Spanish, and doing outdoor work, Malaka embarked on a journey that took her to Cairo, Egypt where she spent six weeks volunteering in exchange for room and board at an orphanage for street children. After a quick trip home for the holidays, she traveled to South America to reinforce her classroom Spanish by working for housing and food at a small B&B on the southern coast of Chile. She then traveled to Europe where she made her way through Ireland by exchanging her labor on organic farms for room and board. From Ireland she wrote: “I plan to go to Blarney to kiss the stone and then see what Dublin is all about. I’m going to visit a friend near Dublin then to Germany to visit two other friends then down to England to visit some more friends. It’s been a wild adventure...” Today, Malaka is back in the classroom completing a theatre/stage management major and sociology minor. (continued p.10)

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Karl represents another typical student: the college graduate looking for a meaningful cultural exchange before embarking on the graduate school or career path. Karl, a recent Haverford College graduate, wrote: “I’d love to get as far away from the United States as I could. The more cultures I can expose myself to for a meaningful amount of time, the better.” After considering options in South America and Micronesia, Karl decided to start with six weeks working on a 2600-acre ranch located on the north shore of Oahu, Hawaii where he exchanged his labor for room and board. Of the ranch he wrote: “The guys on the ranch were an interesting bunch. Ages ranged from 22 to 74. As the Hawaiian pidgin is quite strong, especially among the Filipinos and Tongans, understanding what the hell is being said to you can be a struggle. To fit in takes time, patience, and especially deference. I fenced quite a bit, drove a bobcat, used chainsaws, fixed piping, fixed plumbing, chased cows, branded cows, castrated steers, valet parked cars, among other random duties. New folks should also understand the importance of being unassuming. The culture on the ranch does not reward cocky youth, but learned experience.” Today, Karl is interning at a boarding school in New Zealand before heading off to law school in September.

Just the other day Interim received an email update from a young man who “...[took] the supposed risk of waiting to go to college” right after high school graduation. Six years ago Graham interned with a professional minor league hockey team in Idaho. He wrote: “While I do not think I am going to go into the sports industry, my experience in Idaho working for the hockey team taught me a lot about professionalism and responsibility that a college dorm room experience would have not provided. I was given an awful lot of

responsibility during my time in Idaho and it taught me how to manage my time and how to get things done with people who don't necessarily place you at the top of their agenda. But most importantly, after working in Idaho and then taking an additional year to travel and work, I discovered my desire and passion to be back in school.” Today, Graham is finishing up his undergraduate degree at a highly alternative school in Olympia, Washington.

As each of these students already knows, our education need not be limited to the four walls of The College of New Jersey. They know that the world is our most powerful classroom. They each had the courage to take creative risks to acquire a broader world perspective by exploring other cultures. They made an effort to know themselves better and gain insight into how we all fit together as part of a larger world community. Each email update brings the world closer to me, as well. If I could wave a magic wand now, what would I do? Umm...well, I’d dance with the gypsies and devote some time to drumming and the healing arts. I’d walk the Camino de Santiago in Spain or try my hand at bladesmithing or ... the point is, I’ll continue to make the world my classroom.

The Center for Interim Programs
www.interimprograms.com



(“Quantity..” continued from p.1)

There are many benefits to the new scheduling grid. The adjacent half hour will allow professors to show longer films, conduct presentations and hold question and answer periods without losing lecture time. The extra half hour will also give professors the opportunity to meet with students outside of lecture—which can be difficult under the current system. Dr. Li is hopeful that the new scheduling grid will also foster community. For the most part student schedules will also be open from 11:30 to 12:30—which will be used as adjacent class time—allowing students to get together between classes. Finally, in addition to maintaining the Wednesday afternoon block, two slots per week have been preserved for guest speakers and campus activities.

As for negatives, students may find their course load more spread out. While some students may prefer to take their courses in a block so that they have an afternoon free, it may be a little bit more difficult to do this under the new system. It may also be hard to take a full day off during the week, which could be problematic for commuters. However, aside from the fourth hour, very few Wednesday morning classes will be offered, affording students more time for internships and student organizations.

Overall, Dr. Li suggested that the “students will find the new scheduling grid to be a very pleasant change.” She commented that the sociology department voted unanimously in favor of the new grid because “we see the advantages for the students.” In the past it has been difficult for students to schedule group work and find time to meet with professors. The new scheduling grid will help students accomplish the additional out-of-classroom assignments that will be part of the new transformed system. Although students may be required to sit through more hours of

class in some courses occasionally, they will be obtaining a higher quality education. In the new system quantity in class time will equal quality in education.

(“A History...” continued from p.3)

depression with the stock market crash of 1929, and output declined by 30% in three years. Additionally, white residents were engaging in “white flight,” as Trenton’s nonwhite population grew to almost 12%.

To understand what happened to Trenton is to understand what happened to any city that shifted from civic capitalism to national capitalism; any city whose manufacturing jobs were replaced by those in the service sector; any city whose industry moved off-shore. Those of us in the Sociology department should be able to recognize this, and realize that Trenton is not some dangerous wasteland but an area in need of support. Organizations such as Isles and Womanspace exist to provide Trenton the aid it needs, and who better to volunteer at those organizations than the students at The College of New Jersey, less than five miles away. After all, reviewing Trenton’s history establishes that the world did indeed take, and now it is time to give a little back.

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