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ASA on the Issues: Recent Advocacy Efforts

In recent months, ASA has spoken out on several issues of public interest that affect the well-being of sociology and the ability of sociologists to do their work. Our advocacy efforts are guided by our mission to serve sociologists in their work, advance sociology as a science and profession, and promote the contributions and use of sociology to society.

Ensuring Evidence-Based Policymaking

In early November, ASA signed a joint letter to the Chair and Ranking Member of the House Committee on Science, Space and Technology, along with over 60 scientific societies, universities, and other concerned organizations, expressing strong concern about the U.S. Environmental Protection Agency's

"Strengthening Transparency in Regulatory Science"

proposed rule. If enacted, this rule would preclude the possibility of using studies for which raw data are not publicly available for policymaking consideration. The letter states: "We support the goal of improving the transparency of science and access to data...However, there are many credible scientific studies where the exposure of raw data to the public is infeasible or would reveal



confidential...research participant information...If EPA excludes studies because the data cannot be made public, people may be exposed to real harm. The result would be decisions affecting millions based on inadequate information that fails

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The 2020 ASA Election Candidates

The American Sociological Association announces the 2020 slate of candidates for ASA Officers, Council, Committee on Committees, Committee on Nominations, and Committee on Publications. Ballots for the 2020 ASA election will be distributed to eligible members in April 2020. Voting will close on May 29, 2020.

President-Elect

Vote for 1; the elected person will be President-Elect in August 2020, President in August 2021, and Past-President in August 2022

Michael Hout, New York University
Cecilia Menjivar, University of California-Los Angeles

Vice-President-Elect

Vote for 1; the elected person will be Vice President-Elect in August 2020, Vice President in August 2021, and Past Vice-President in August 2022.

Nina Bandelj, University of California - Irvine

Amanda Lewis, University of Illinois at Chicago

Council Members-at-Large

Vote for 4; elected will serve from August 2020 to August 2023.

Enobong (Anna) Branch, Rutgers University-New Brunswick

Jessica Calarco, Indiana University

Charles Gallagher, La Salle University

Gilda Ochoa, Pomona College

Daisy Reyes, University of Connecticut

Deana Rohlinger, Florida State University

Van Tran, The Graduate Center, City University of New York

Natasha Warikoo, Tufts University

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What We Know Now: Humanities for All One Year Later

Daniel Fisher,
National Humanities Alliance

Last summer, the National Humanities Alliance (NHA)



launched the *Humanities for All* website (humanitiesforall.org) to help foster publicly engaged humanities scholarship in U.S. higher education. Showcasing the contribution that this work makes to both academic and public life, the website brings together over 1,500 examples of publicly engaged research, teaching, preservation, and programming. These examples offer models for beginning and deepening publicly engaged scholarship across disciplines, as well as a unique view of a growing field within the humanities.

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Sociologists Receive Honors

Sociologists Receive Guggenheim Fellowships

In April 2019, the John Simon Guggenheim Foundation announced the 168 winners of the 95th annual U.S. and Canadian Guggenheim Fellowship Awards. Fellowships were awarded to a diverse group of artists, scientists, and scholars based on prior achievement and exceptional promise. Sociologists Lincoln Quillian and Constance Allen Nathanson are among the 2019 Guggenheim Fellows.

Lincoln Quillian, Professor of Sociology and a Fellow at the Institute for Policy Research at Northwestern University, researches social stratification, race and ethnicity, urban sociology, and statistics. Most of his research has focused on factors contributing to racial and ethnic inequality, especially discrimination, segregation, and stereotypes. As a Guggenheim Fellow, Quillian will work on a project that analyzes field experiments of hiring discrimination against racial and ethnic minorities in countries in Europe and North America.

Constance Allen Nathanson is a Professor in the Departments of Sociomedical Sciences and Population and Family Health at Columbia University's Mailman School of Public Health. Her current project, "Blood, Politics, and Death," is a cross-national comparison of the different responses to HIV contamination of the blood supply in the U.S. and France, grounded in extensive archival research and oral history interviews.

Sociologists Elected to the National Academy of Sciences

The National Academy of Sciences (NAS) announced the election of a sociologist—David Williams—from among this year's 100 new members in recognition of their distinguished and continuing achievements in original research. Members of the Academy, who are considered to hold one of the highest honors in American science, help write reports on key scientific issues to inform policymakers' decisions.

David Williams is the Florence Sprague Norman and Laura Smart

Norman Professor of Public Health, Chair of the Department of Social and Behavioral Sciences at the Harvard T.H. Chan School of Public Health, and Professor of African and African American Studies and Sociology at Harvard University. His research has enhanced our understanding of the complex ways in which socioeconomic status, race, stress, racism, health behavior and religious involvement can affect health.

The American Academy of Arts and Sciences Elects Sociologists

The American Academy of Arts and Sciences inducted new members in October 2019. The new class of more than 200 members recognizes the outstanding achievements of individuals in academia, the arts, business, government, and public affairs. The 239th class of new members includes three sociologists:

Kathryn Edin, Princeton University, is one of the nation's leading poverty researchers, working in the domains of welfare and low-wage work, family life, and neighborhood contexts through direct, in-depth observations of the lives of low-income populations.

Kathleen Mullan Harris, University of North Carolina-Chapel Hill, is the director of the National Longitudinal Study of Adolescent Health (Add Health) at the Carolina Population Center, a position she has held since 2004.

Sara McLanahan, Princeton University, is the founding and co-director of the Bendheim-Thoman Center for Research on Child Wellbeing (CRCW). She is a principal investigator of the Fragile Families and Child Wellbeing Study and Editor-in-Chief of *The Future of Children*.

Sociologists Elected as American Association for the Advancement of Science Fellows

Four sociologists were among the more than 400 members of the American Association for the Advancement of Science (AAAS) who have earned the lifetime distinction of AAAS Fellow, in honor


of their invaluable contributions to science and technology. The AAAS Fellows are:

Maria Charles, Professor of Sociology, Director of the Broom Center for Demography, and faculty affiliate in the Feminist Studies Department at the University of California-Santa Barbara. Charles' research explores gender inequalities around the world and the cultural and structural forces that sustain them in families, educational systems, and labor markets.

Dalton Conley is the Henry Putnam University Professor in Sociology and a faculty affiliate at the Office of Population Research and the Center for Health and Wellbeing at Princeton University. Conley's scholarship has primarily dealt with the intergenerational transmission of socioeconomic

and health status from parents to children.

Kathleen Mullan Harris is the James E. Haar Distinguished Professor of Sociology and Adjunct Professor of Public Policy at the University of North Carolina-Chapel Hill. Her research focuses on social inequality and health with particular interests in health disparities, biodemography, social science genomics, and life course processes.

William Alex Pridemore is Dean of and Professor in the School of Criminal Justice at University at Albany-State University of New York. His main research interests are the impact of social structure on homicide and suicide rates, the role of alcohol in violence and mortality, and sociology of health and illness. 

ASA Awards Three New Community Action Research Initiative Grants

ASA is pleased to announce the recipients of the 2019 Community Action Research Initiative (CARI) grant awards. These sociologists bring social science knowledge, methods, and expertise to address community-identified issues and concerns. Each CARI recipient is doing pro bono work partnering with a community organization. The principal investigators are listed below, along with brief descriptions of their funded proposals.

Molly Clark-Barol, University of Wisconsin-Madison, for *From Research to Action: Housing-Related Challenges for Women Impacted by the Criminal Justice System in Wisconsin*.

The goal of this project is to help identify failures in the policies, systems, and environments that structure formerly incarcerated women's access to housing in Wisconsin, as well as organize for changes that are both evidence-based and responsive to women's local experiences and priorities. The FREE campaign is led by women members of Ex-Incarcerated People Organizing

(EXPO), an organization created in 2014 by and for people who have lived experience with the justice system. Clark-Barol is partnering with EXPO to investigate two major social trends: continued housing shortfalls despite an economic recovery and the continued growth of the population of incarcerated women, at nearly twice the rate of men. Clark-Barol and EXPO will identify the ways in which these trends are intersecting in diverse localities across Wisconsin, which may help to develop and refine related research agendas at the national level. Resources from the CARI grant will help deepen the relationship between academic partners and directly impacted women, strategically and non-hierarchically weaving together expertise derived from institutional research and that of lived experience. "Through this grant, directly impacted people will drive social change that is most critical to them as citizen sociologists engaged in community organizing," said Clark-Barol.

Megan Holland and Shelley

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Michele Lee Kozimor Is the Next Editor of *Teaching Sociology*

Jeffrey Chin, *Le Moyne College*

Dr. Michele Lee Kozimor has dedicated her career to elevating the profile of the Scholarship of Teaching and Learning in Sociology. What better way to begin the next chapter of her journey than to serve as the next Editor of *Teaching Sociology*, one of the most respected journals on pedagogy.

I have had the pleasure of working with Kozimor for a number of years, first in her roles with Alpha Kappa Delta (AKD), the international honor society for sociology, as Region II Representative and later as AKD President and, more recently, in the ASA Section on Teaching and Learning where she is currently serving the Council as the Representative for Four-Year Colleges and Universities. She was also selected for the section's 2019 Hans O. Mauksch Award for Distinguished Contributions to Teaching. She has published in *Teaching Sociology* and just completed a five-year term as Deputy Editor of *Teaching Sociology*.

Our partnership has resulted in a series of AKD workshops on Teaching and Learning beginning in 2013. We have offered workshops at all the regional sociological associations' annual meetings at least once and often more. This initiative, in turn, produced our co-edited volume *Learning from Each Other: Refining the Practice of Teaching in Higher Education* (University of California Press 2018). The book contains chapters on various pedagogical techniques from experts in the field, ranging from how to lecture effectively, to the use (and misuse) of PowerPoint, to newer topics like flipped classrooms and cultural inclusivity. This volume highlights Kozimor's ability to bring the best scholarship on pedagogy to the discipline.

Kozimor earned her BA in sociology/anthropology and English literature from Elizabethtown College (1993) and her MA (1995) and PhD (2005) from Pennsylvania State University. While at Penn State, Kozimor was a Pre-



Michele Lee Kozimor

Doctoral Teaching Fellow for the Department of Sociology and a Graduate Teaching Fellow for the Center for Excellence in Learning and Teaching. After a brief stint at Messiah College, she returned to her undergraduate alma mater in 2003 where she has spent most of her professional career.

Elizabethtown College, like many other small liberal arts schools, puts heavy emphasis on teaching and providing students with guidance to develop meaningful post-graduate lives. An outstanding teacher, Kozimor was recently awarded the Kreider Prize for Teaching Excellence at Elizabethtown College. Her work with students has produced a streak of four consecutive first-place finishes by the student teams she mentors in the Client Problem-Solving Competition at the annual meeting of the Association of Applied and Clinical Sociology. She also regularly nominates students who complete successful applications to participate in the ASA Honors Program. One of them, Barbara Prince, successfully completed an MA at West Virginia University and later a PhD at Bowling Green State University and is currently an Assistant Professor at Lebanon Valley College. Prince will serve as the Deputy Editor of *Teaching Sociology* under Kozimor's editorship. When not teaching and mentoring students, Kozimor has previously served as the Director for Elizabethtown College Center for Excellence in Teaching and Learning and continues to facilitate faculty professional development workshops at institutions and conferences across the country.

In her application for the editorship, Kozimor wrote that her vision for the journal is to maintain the journal's strengths and develop new initiatives. She seeks to encourage submissions not only from substantive areas well-represented such as stratification but also other areas such as crime and deviance and new and emerging areas yet to be discovered. She hopes to maintain or even reduce the review time, already

one of the shortest in the discipline. She has a number of special issues in mind.

She hopes to expand the journal's footprint by using social media and taking advantage of the already-strong relationship between *Teaching Sociology* and TRAILS, and with Alpha Kappa Delta and the teaching and learning community.

At the section's business meeting where Kozimor was announced as

the 2019 Mauksch Award winner, she was described as "a proficient researcher, inspirational teacher, and skilled mentor, but she is a servant-leader and at the forefront of spreading her knowledge and expertise when it comes to undergraduate sociology."

As a former editor of *Teaching Sociology*, I am confident that the journal is in good hands. The future is exciting with Michele Lee Kozimor as the Editor. 

call for applications

Editor, *Sociology of Race and Ethnicity*

Individual and team applications are invited for the position of editor of *Sociology of Race and Ethnicity*, a journal of the ASA Section on Racial and Ethnic Minorities (SREM). *Sociology of Race and Ethnicity* (SRE) brings together the highest quality sociological research on race and ethnicity. It is published quarterly each year.

The official term for the new editors will begin in January 2022. The editorial transition will begin in 2021 with the new editors working with the current editors to ensure a smooth transition. The new editors' term is for three years (2022-2024), with a possible extension of up to an additional two years.

SRE has steadily witnessed increased submissions since its founding, receiving approximately 200 submissions each year, and is on track to surpass that mark in the current year. The editors are expected to secure timely and appropriate reviews and make the final decision on manuscripts, informing both the author(s) and reviewers of the final disposition. The editors are also responsible for maintaining the high standards of ASA journals, ensuring that issues are filled within the annual page allotments, and preventing a long backlog of articles for either review or publication. The editor must show openness to communicating with scholars about diverse ideas, openness to a diverse range of methodologies, and eagerness to continue building the journal's reputation.

A brief note indicating interest in applying should be sent to wcburd@umich.edu by April 1, 2020. The full application packet should be no more than five pages (excluding CVs) and must be received by May 1, 2020. The final editor selection will be made in early 2021.

For full application guidelines, visit www.asanet.org/news-events/asa-news/call-applications-editor-sociology-race-and-ethnicity. For questions and further information about the application process, contact: W. Carson Byrd, Chair of SREM Publications committee, wcburd@umich.edu.

What Does Sexual Harassment Tell Us about the Construction of Ethnographic Knowledge?

Rebecca Hanson, University of Florida,
and Patricia Richards, University of
Georgia

Patricia Richards is a member of the ASA
Working Group on Harassment. This
article is part of a series of articles from
that working group.

Karina was conducting research in Rwanda when a government official assaulted her in his office. This experience, combined with other disturbing interactions in the field and a general lack of security in the country, led her to change her dissertation topic. However, when asked about her decision, she doesn't

talk about the assault but sticks to the political context. Harriet, who studies organizations, went back to a hotel room with her research participants—all men in their 40s and 50s—while at a conference with them. She reflected that in her “normal” life she would never do something like this but as an ethnographer she saw this as an opportunity to get “good stuff.” And when Phoebe was hit on by a key informant, some of her peers and mentors responded with, “You should have expected it. You are hanging out with this guy until 9 pm.”

Why did Karina feel she had to remain silent? Why did she feel it was necessary to cope with the repercussions of this event on her own? Why did Harriet find it necessary to suspend rules related to personal safety while in the field? And why did members of Phoebe's sociological community blame her when she faced harassment in the field? What can these experiences teach us about epistemological foundations of ethnographic methodology? This is the issue we set out to examine in our recent work (Hanson and Richards 2017; 2019).

Using interviews with 47 women qualitative researchers, we show how disciplinary expectations for “good” ethnographic research reproduce silence around sexual harassment and violence. These women faced a variety of unwelcome behaviors in the field, ranging from light flirtation and sexual banter to stalking, assault, and in one case, rape. We identify three intersecting standards—solitude, danger, and intimacy—that our participants made recourse to when discussing “good” ethnographic research. Solitude refers to the value placed on withstand-

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Humanities

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Over the last year, we have had the opportunity to further analyze this robust dataset. This work has led to countless conversations, at conferences and with practitioners across the country, about the impact of their work and the challenges they often face.

NHA drew on the projects we profiled to synthesize five overarching goals toward which many of the initiatives work:

1. Informing contemporary discussions on subjects such as the environment, race, and local history and culture;
2. Amplifying community voices and histories;
3. Helping individuals and communities navigate difficult experiences;
4. Expanding educational access; and
5. Preserving culture in times of crisis and change, from natural disasters to gentrification.

In the discipline of sociology and across the humanities, publicly engaged projects are working to accomplish one—and often more—of these goals. *Humanities for All* brings together a diverse cross section of projects that work to achieve these objectives. Our analysis of this dataset has also shown that these initiatives have had a strong impact on

academic life—creating opportunities for innovative teaching, research, and publication.

The profiles in *Humanities for All* showcase the many ways that publicly engaged work can create innovative teaching and learning experiences, empowering project-based learning that benefits both the higher education institution and the community partners. At Massachusetts' Salem State University, for example, Sara Moore's sociology courses work towards the dual goals of student learning and social change (bit.ly/2qoBgIW). In the spring 2019, Moore's public sociology students explored issues relating to food justice in Salem through photovoice, a methodology using photography to explore a communal challenge, in partnership with third-graders at the Horace Mann Laboratory School (humanitiesforall.org?thumbnail=photovoice-to-promote-food-justice). Led collaboratively by Moore and the school's literacy coach and third-grade teachers over the course of one semester, participating students created an exhibit of images from local supermarkets that showcased issues relating to food justice. The exhibition opening was attended by a range of university and community leaders, inspiring city council to take up the issue of food insecurity through legislation currently in development.

Other examples in sociology include the Eviction Lab (humanitiesforall.org/?thumbnail=the-evict


ed-lab#projects) at Princeton University. This digital project, which grew out of Matthew Desmond's research on housing, poverty, and eviction, collects and presents eviction data from across the United States for use in advocacy, policy-making, and research. The project is not only public facing. Its dataset was built with and continues to solicit eviction data from citizen researchers. Its objective is deeply connected with the five overarching objectives listed above, informing, for example, contemporary discussions and policies concerning the difficult experiences of eviction, housing insecurity, and homelessness.

As we have discussed these and other projects in a variety of contexts at conferences and in conversations with individual scholars, we've found again and again that scholars remain concerned about how it is credited in the context of traditional expectations for faculty promotion and tenure in the humanities: research, teaching, and service. With this in mind, we have been working to showcase how publicly engaged work and scholarship can go hand in hand. To that end, we are delighted to partner with Routledge, Taylor & Francis to release *Publishing and the Publicly Engaged Humanities* (http://bit.ly/Humanities_Engaged), an open-access collection of recent articles featuring publicly engaged humanities work.

This collection, which is freely available online and will continue

to grow, shows some of the range of journals and edited volumes that publish articles on publicly engaged humanities work. These publications complement outlets dedicated specifically to publicly engaged humanities work (e.g., *Public and the Humanities* and *Public Life Book Series*). The breadth in format and venue available is encouraging, suggesting that scholars consider different approaches to publishing both in their disciplines and in connection with their work's areas of impact.

In the year ahead, we will continue to build *Humanities for All* by adding new content and creating new opportunities for connecting with practitioners of publicly engaged humanities. In addition to representing a wider and ever more diverse collection of sociology and other projects on the site, we will be opening a blog featuring posts by outside writers and publishing a series of long-form transcribed interviews with publicly engaged scholars and their partners. At the same time, we are beginning qualitative and quantitative research into the impact of select publicly engaged humanities initiatives on faculty, students, and their community partners and participants.

To learn more about publicly engaged humanities work in U.S. higher education, we encourage you to explore and share the *Humanities for All* website (humanitiesforall.org) and our new article collection. 

2021 Annual Meeting Theme Emancipatory Sociology: Rising to the Du Boisian Challenge

116th ASA Annual Meeting • August 7-10, 2021 • Chicago, IL

For decades, intense debates have stirred about the purpose of sociology. On one side, purists view sociology as an objective science whose practitioners are dispassionate scientists interested only in pursuing sociological truths. On the other, emancipationists believe sociology to be a rigorous science whose ultimate goal is uncovering sociological truths crucial to achieving liberation. The debaters proceed as never the twain shall meet.

The 116th Annual Meeting of the American Sociological Association rejects the premises animating this debate because they rest on a false dichotomy. The history of sociology demonstrates that the discipline can be a rigorous science while simultaneously acting as a catalyst for social change. Indeed, from the beginning, sociology explored class, bureaucratic, racial, and epistemological domination to reveal their ominous threats to humanity. The goal, whether explicit or implicit, centered on providing solutions to these pernicious problems. The 2021 meeting seeks to make sociology relevant to positive social

transformation thus reclaiming its radical roots anchored in research.

Sociological scholarship has repeatedly shown that systems of domination-patriarchy, race, class, and sexual orientation have been endemic features of societies, especially given their propensities to intersect and mutually reinforce each other. The 2021 program committee is committed to organizing the conference to push the limits of knowledge to point us toward relief from gender discrimination and sexual harassment, racism, ableism, heteronormativity, devastating class inequalities and epistemological and methodological blindness. In these troubling times, a sociology of liberation rooted in empirical observation and theorizing from data rather than ideology is overdue. This sociology is realizable through systematic study and rigorous reasoning in the scholarly tradition pioneered by W. E. B. Du Bois. This Du Boisian tradition challenges us to produce new theoretical perspectives and empirical knowledge on the social conditions faced by oppressed groups. This interven-

tion requires using existing methodologies and formulating new ones to facilitate the collection and analysis of relevant and critical evidence.

To achieve these goals, the program committee invites sociologists to contribute numerous ideas and fora relevant to the theme of the 2021 meeting. Papers and discussions are sought that address all forms and dynamics of domination and protests. Other major foci include white supremacy, racism, terrorism, slavery, colonialism, capitalism, the state, income and wealth inequalities, welfare state, culture, violence, sexual assaults and harassment, LGBTQ discrimination, feminist thought, critical race theory, intersectionality, sociology in global south, education, sociological schools of thought, and epistemological marginalization. The conference welcomes multiple discussions and



analyses of methodological issues including all varieties and combinations of quantitative and qualitative methods.

While the 2021 meeting realizes that sociology's strength derives from heterogeneous theories and methodologies, it also embraces the idea that our intellectual habitus needs interrogation and constant rethinking to generate new insights into an increasingly complex world. Because diversity is critical to meet our expectations, the intent of the 2021 meeting is to be inclusive from all demographic and scholarly standpoints.

Aldon Morris
ASA President-Elect
Northwestern University

Grants

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Kimelberg, University at Buffalo, for *Learning the Lay of the Land: Transition Experiences at High and Low Selectivity Colleges Among Disadvantaged Students*.

Students from traditionally underrepresented groups—including racial minorities, students from low-income families, and first-generation students—face many challenges in transitioning to and persisting in higher education, such as lack of academic preparation, difficulty with social integration, and financial constraints. However, one important finding in the research that seeks to address these challenges is that some pre-college experiences may smooth the transition for such students. In their project, Holland and Kimelberg are partnering with a pipeline program that

provides academic enrichment as well as social and cultural supports to assist high-achieving, low-income students of color prepare for college preparatory high schools. Through in-depth interviews with the program's alumni, the project aims to better understand students' experiences transitioning to different types of postsecondary institutions, from Ivy League universities to community colleges, in order to inform the development of a new piece of the pipeline program that will serve students as they make the high school-to-college transition. This increased understanding will help the pipeline program target resources to better support students in the transition to college. "The CARI funds will enable us to expand the sample of students we interview and our research team of graduate students," Holland noted.

Cameron T. Whitley, Western Washington University and **Ashley Colby**, Rizoma Field School, for *Biotecture for Sustainable Futures: The Importance of Off-Grid Architecture in the Face of Extreme Climate Change Risk in Colonia, Uruguay*.

The goal of this project is to see how sustainable development is created and supported by individuals as well as social and political organizations in rural and developing areas. It looks at the use and impact of Earthship Biotecture (an off-grid architectural phenomenon developed in the 1970s) as a sustainable practice that is being integrated in high-risk climate change areas. Whitley and Colby will conduct interviews with key informants concerning their interest in the Earthship Biotecture movement, how best to engage commu-

nity partners, and how to promote policies that support sustainable off-grid development. They will create a report that the Rizoma Field School (RFS), a community organization in Uruguay, will share with local community members and government officials. Their goal is to document the importance of this movement for other scholars. According to Whitley, "what we are doing with this is more than research, it is about creating networks of knowledge that can be used to benefit individuals across nations in the face of grave environmental problems." Colby adds that "the CARI grant will help RFS to advance a research agenda that is focused on sustainability in the region, with the ultimate goal of providing usable information to support similar initiatives." 

Harassment

From Page 4

ing the difficulties of conducting ethnographic research alone. Danger refers to the belief that worthwhile ethnographic research requires facing hazards in the field and doing “anything for the data.” And intimacy—becoming as close as possible with research participants—is frequently held up as *the* approach to create access to the best data.

We call these standards “fixations” because of the importance placed on them by our participants and their perception that they are fundamental standards held by the larger sociological community. The valorization of these standards was reinforced by their coursework, the ways they were or were not mentored, and by many of the ethnographies held up as “exemplars” in the discipline. We argue that these fixations encourage women ethnographers to hide experiences that bring their embodiment to the fore as they strive to conduct research that meets these standards.

We also interviewed nine men and found that men’s fieldwork is likewise structured by these standards, albeit in distinct ways. We therefore do not focus on women’s experiences because only knowledge produced by women is structured or negatively impacted by these fixations. Rather, by examining the experiences of women ethnographers we can better identify and understand underlying assumptions about the construction of ethnographic knowledge.

When faced with harassment in the field, many participants reverted to epistemological assumptions rooted in prevailing standards about how the construction of knowledge is supposed to proceed. The fixation with intimacy is a particularly good example. The emphasis on the body as a tool with which ethnographers can achieve intimacy ignores the different challenges researchers will encounter precisely due to what their bodies signify (Orrico 2015). Concerns that the academic community might consider their research polluted or invalid led some participants to avoid talking openly about their experiences with harassment or assault in the field. This self-imposed silence demon-

strates the degree to which women ethnographers can—sometimes consciously—become carriers of a discourse that marginalizes their own experiences. The potential delegitimation of their work is not a misplaced worry; participants who discussed their experiences with peers and advisors were sometimes supported, but, just as often, they were not. Participants recalled advisors telling them to “suck it up” or laughing at their stories, as if they were just one more awkward moment or uncomfortable situation *all* ethnographers face in the field.

What are the implications of the three fixations for the construction of ethnographic knowledge?

First, interactions that bring sex, gender, and the body to the fore often become residual data or are ignored altogether. Most participants were blindsided by their experiences and, as a result, tried to ignore or set them aside. Borrowing Joan Fujimura’s (2006) term for the data scientists misrecognize because they do not fit with their preestablished categories of analysis, we refer to these experiences as “awkward surplus.” Participants often described sexual harassment as just part of life as an ethnographer—it was present, and bothersome, but not necessarily examined reflexively. Because these interactions seem unrelated to the research, they can be perceived as unimportant. In retrospect, experiences like these often shape the ethnographer’s trust in her participants and how she chooses to interact with them. Allowing these interactions to be set aside meant that some research opportunities were unconsciously avoided: less time was spent with certain participants and research sites were removed in favor of others that felt safer.

Secondly, despite an emphasis within sociology on reflexivity and positionality, the ongoing influence of the ethnographic fixations leads to only a superficial attention to the effects of the researcher’s embodiment in the field. When we write about race, class, and gender in the field as obstacles over which we must prevail or set aside, we miss, as Kristen Schilt and Christine Williams (2008: 222) point out, “the opportunity to reflect on how being a gender [or race, class, etc.] outsider impacts the actual process of field research.”

It is people of color and women who are more likely to have their work questioned, often because of the ways they are embodied, so there can be a real risk in accounting for these issues in our texts (see Hoang 2015). We seem to both expect “others” to be more reflexive and then punish them for it. The solution is not to jettison reflexivity, but to work to change prevailing ethnographic standards that penalize those who can never measure up to the dominant archetype. Indeed, these fixations become salient for women ethnographers because the dominance of the notion of a disembodied “neutral” researcher has a silencing effect on women after they have experienced unwanted sexual contact in the field. Of course, there are more women, LGBTQ folks, and people of color in academia now than a few decades ago, but this has not dislodged the methodological expectations and epistemological standards that came out of a notion of neutrality built on the experiences of white, elite cismen.

The incongruence between ethnographic standards and the embodied reality of fieldwork is clarified when we examine the experiences of those who have historically not been included in setting the standards. By fetishizing a particular type of

ethnographic journey, the three fixations limit the ways in which we envision gathering quality data. *All* researchers must consider how their embodiment influences the data they collect and relationships they build in the field. Sociological ethnography must end its fixation on danger, the solitary researcher, and intimacy and instead privilege the ethnographer’s safety and a more complex telling of the field. **S**

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call for nominations

ASA Honors Program

2020 Annual Meeting — San Francisco, CA
August 8–11, 2020

Application Deadline: February 15

ASA is seeking applications from exceptional undergraduate sociology majors who would like to participate in the 2020 ASA Honors Program. The 2020 ASA Honors Program will take place during the ASA Annual Meeting in San Francisco. It provides undergraduate students with a rich introduction to the professional and intellectual life of the discipline.

Participants will give a roundtable paper presentation, attend events and workshops focused on careers and graduate school in sociology, meet prominent scholars, develop peer networks, and much more.

An Honors Program application from an undergraduate student requires a nomination letter submitted by a sociology faculty member from the student’s home institution. The nominating department also benefits from their students’ involvement in the Honors Program, as the program provides valuable institutional exposure and allows top sociology majors to represent their departments.

Visit www.asanet.org/honors-program for more information or send an e-mail with any questions to Dr. Jean H. Shin, Director of Diversity and Inclusion, at jshin@asanet.org. All application materials must be submitted online by **February 15**.

ASA Awards Four FAD Grants to Advance Sociology

The Fund for the Advancement of the Discipline (FAD) is a small grants program jointly funded by ASA and the Sociology Program of the National Science Foundation (NSF). Applications are reviewed by an advisory panel composed of ASA Council members.

Since 1987, the competitive FAD program has funded nearly 400 research projects and conferences. Proposals are accepted biannually—in June and December. All PhD sociologists are eligible to apply. Individuals who are early in their careers, at community colleges, or based at institutions without extensive support for research are especially encouraged to submit a proposal. Innovative proposals that have the potential to advance the discipline of sociology can receive funding of up to \$8,000. For more information, see www.asanet.org/funding/fad.cfm.

ASA members can help extend the strong FAD tradition of supporting innovation and diversifying the discipline by donating to FAD online (www.asanet.org/donate), by phone at (202) 383-9005, or by mail to FAD, c/o Business Office, American Sociological Association, 1430 K Street NW, Suite 600, Washington, DC 20005.

ASA is pleased to announce four awards from the June 2019 round of proposals to the Fund for the Advancement of the Discipline (FAD).

Miriam Abelson, Portland State University, for *Survival of Rural LGBTQ People Amidst Far-Right Organizing in the U.S. Northwest* (\$8,000).

While both sociological literature and the popular imagination often associate queer and transgender life with cities, a growing body of research shows that LGBTQ people do live and even thrive in rural spaces. Yet, the changing political and social climate in the Trump era, along with increased far-right activity in rural communities, has produced a polarized political and social environment that threatens the interdependence crucial to survival in remote rural communities. This study will investigate the impacts of local, regional, and national political discourses during the 2020 presidential elections on the well-being of rural LGBTQ people by triangulating interviews with rural LGBTQ people in the Northwest U.S., observations in their communities, and analysis of local news and online discussion forums. In addition to building community capacity by employing community researchers, the study will expand the geographic diversity of LGBTQ research in sociology and will generate deeper understandings of rural contexts that are simultaneously marginalized both economically and politically, yet hold great relevance as battlegrounds over right-wing extremism and contemporary social justice issues.

Abigail Andrews, University of California-San Diego, for *The Everyday Politics of Mass Deportation to Mexico* (\$8,000).

In the past decade, the U.S. has deported more than 5 million people, nearly half of them to Mexico and over 90% of them men. Deportation is increasingly intertwined with detention, incarceration, and repeated

removal. Referring to these combined processes as the deportation-carceral system, this project explores how that system shapes deportees' citizenship, broadly conceived as their political identities, civic embeddedness, and strategies to advocate for rights and resources, both in Mexico and in relation to the United States, particularly the uneven, gendered geography of this process. Though the assumption is that deportees are going to a place they are already citizens, many contemporary deportees have lived over a decade in the United States. Instead of returning "home," they often relocate to dense, urban neighborhoods or border regions. To better understand how deportees' experiences in the U.S. interact with different Mexican contexts to shape this process, the project examines interrelated case studies: Tijuana, a border city where deportees tend to stay if they have lived in the U.S. for many years and/or been heavily impacted by the deportation-carceral system; Mexico City, the urban capital where deportees go as an intentional return into urban Mexico; and Oaxaca, a region where deportees return when they have spent less time in or have fewer ties to the United States. In each site, Andrews will draw on in-depth interviews with deportees, state agents, and migrant advocates, to illuminate the interplay of U.S. and Mexican forces that keep some deportees alienated while enabling others to fight for themselves.


Shai Dromi, Harvard University, for *Israel-Palestine on the American Campus* (\$8,000).

Recent scholarship has said much about the trajectories and outcomes of social movements, but has said far less about the ways the grievances that animate such movements become salient in the first place. This

project examines the construction and negotiation of grievances by tracing the historical path of one of the thorniest controversies on American campuses—the Israel-Palestine Conflict. Existing work on U.S. campus activism on Israel-Palestine has focused on social movement tactics, and has paid less attention to the ways activists have come to view the fate of the region as bearing direct relevance to campus life. The project uses archival research to uncover the ways advocates on both sides of the debate understood and represented the conflict in different historical moments. It compares campus activism on Israel-Palestine to activism on other international controversies in order to highlight the different ways campus groups' grievances take form. Understanding how certain grievances attain particular salience in public debate will contribute to social movement theory by highlighting a key aspect of collective mobilization. The project will also intervene in current discussions on the increasing politicization of the American campus.

Laura Hart, Missouri State University, for *Risk and Adaptation in a Cancer Cluster Town* (\$7,771).

This project explores community response to residential toxic exposure

in a small midwestern town, where approximately 40 children have been diagnosed with or have died of cancers of the brain and central nervous system since the mid-1990s. Drawing on in-depth interviews, archival documents, and government reports, Hart examines systems of power that hamper collective community action. She explores the ways that, despite a greater awareness of toxic threat, townspeople adapt to risk rather than work to eliminate it. She will build on the idea that "place" is a powerful contributor to the ways in which people interpret their lives by showing that "othering" is inherent in the meanings people attach to place. This involves a normative evaluation of the community as valuable, and enables it to become viewed as an object at risk. This research responds to a longstanding call to incorporate more critical theoretical frameworks in environmental studies. Hart turns to affect—an often taken-for-granted mechanism of power—to examine how risk discourses and strategies reproduce inequalities. This work aims to advance scholarly conversation on how risk is used to maintain concepts of selfhood and group membership and to enrich existing agendas in environmental sociology and the sociology of emotion. 

ASA Section News

Nominations Sought for 2020 Section Awards

Each year, the ASA's 52 sections celebrate the achievements of sociologists in their areas of academic interest. Awards are given for books, dissertations, articles, and student and career achievements. Consider nominating your colleagues and students. For more information about individual section awards, visit www.asanet.org/section-awards.

Winners of the 2019 Section Awards

Join us in recognizing the winners of the ASA Section Awards. The winners of this year's section awards are available at www.asanet.org/SectionAwardRecipients.

ASA on the Issues

From Page 1

to include well-supported studies by expert scientists. These efforts will not improve the quality of science used by EPA or allow the agency to fulfill its mandate of protecting human health and the environment.”

Defending Scholarly Expertise

This fall the U.S. Department of Education (DOE) threatened to withhold federal grant money from the Duke-UNC Consortium for Middle East Studies, arguing that the Consortium had engaged in “unauthorized” activities under Title VI funding requirements. ASA joined about twenty scholarly societies in writing a letter to DOE leadership expressing serious concern about this threat. The letter indicated that the allegation “... appears to be based on a fundamental misunderstanding of how expertise in foreign languages, cultural competencies, and area and international knowledge in general is obtained. The [DOE] letter also constitutes an unprecedented and counterproductive intervention into academic curricula and programming that threatens the integrity and autonomy of our country’s institutions of higher education.”

Promoting Sociological Insight

Attempts to counter the spread of white supremacist ideology have

mostly relied on legislation and the regulation of social media, and ASA is encouraging policymakers to bring sociological science to the table as well. In a recent media advisory, we articulate some of the ways in which “[s]ociological research helps us to understand white supremacy at many levels—from how people are recruited to how the movement operates and spreads ideas nationally and internationally, and from how violence is cultivated to the structural contexts in which white supremacy emerges.” In the advisory, “ASA condemns white supremacy in all of its manifestations [and] urge[s] policymakers concerned with this issue to avail themselves of sociological research that will assist in responding to the problem.”

Supporting the Right to Organize

ASA sent a comment to the Federal Register in response to a National Labor Relations (NLR) Board proposed rule “...that students who perform any services for compensation, including, but not limited to, teaching or research, at a private college or university in connection with their studies are not ‘employees’ within the meaning of...the [NLR] Act.” We objected to this rule, noting that “[the NLR] Act’s purpose is to guarantee the right to union representation and to collective bargaining for American workers. In 1935, when the Act was

passed by Congress, universities were a much smaller part of the U.S. economy. Today they are massive institutions which carry out a wide variety of activities and regularly employ individuals in a variety of capacities who are also students. Those individuals are not different in any relevant way from other employees covered by the NLRA.”

Protecting Our Colleagues

When our sociologist colleagues at Wake Forest University were sent threatening emails because of their research and their commitment to diversity and inclusion, ASA released a statement of support saying “[t]hese attacks are targeting sociologists for their leadership in anti-racist demonstrations and for their research into the sale of enslaved people that funded the school’s endowment. Members of the sociology community from historically marginalized populations, including people of color and members of the LGBTQ community, are being singled out for attack. These attacks fundamentally jeopardize the intellectual heart of sociology and the wellbeing of sociologists and our students. ASA condemns, in the strongest possible terms, efforts intended to threaten, harass, and silence sociologists and other scholars conducting research on racism in society. The ASA is committed to actively promoting and supporting diversity and inclusion among our

faculty and student populations.”

Fighting for Robust Federal Investment in Research

We routinely advocate for federal research funding, often in partnership with sister disciplinary societies and other relevant organizations. In recent months, for example, we have sent joint letters to the leadership of appropriate congressional committees urging them to ensure robust enacted levels of funding for the 2020 budget for the National Science Foundation, the Institute of Education Sciences, and the Bureau of Economic Analysis. In the fall we also urged Congress to complete the FY20 Commerce-Justice-Science appropriations bill before the Continuing Resolution now funding those agencies expired. And we worked with partner organizations on an effort to encourage the National Science Foundation to fund its graduate research fellowship programs at a steady level in the coming year.

ASA’s advocacy, whether spearheaded by our own association or in coalition with others, is guided by a mandate to advance our discipline. In the current polarized environment, which is often hostile to academia and science, we strive to make our discipline’s voice heard on a range of issues critical to the ongoing strength of sociology. For more on some of these issues, visit www.asanet.org/news-events/asa-issues. 

Election

From Page 1

Committee on Committees (Members-at-Large)

Vote for 2; elected will serve from June 2020 to December 2021.

Anthony Hatch, Wesleyan University

Neda Maghbouleh, University of Toronto

Abigail Sewell, Emory University

Jiannbin Shiao, University of Oregon

Committee on Committees (PhD Granting Institution)

Vote for 1; elected will serve from June 2020 to December 2021.

Joanna Dreby, University at Albany, State University of New York

Waverly Duck, University of Pittsburgh

Committee on Committees (Non-Teaching Institution)

Vote for 1; elected will serve June 2020 to December 2021.

Steven Boutcher, Law and Society Association

Jenny Irons, William T. Grant Foundation

Committee on Nominations

Vote for 5; elected will serve June 2020 to December 2021.

Pamela Bennett, University of Maryland

Rodney Coates, Miami University

Cynthia Feliciano, Washington University in St. Louis

Nilda Flores-Gonzalez, Arizona State University

Fatma Müge Göçek, University of Michigan

Elaine Hernandez, Indiana University

Tiffany Joseph, Northeastern University

Michael D. Kennedy, Brown University

Jennifer Mueller, Skidmore College

Allison Pugh, University of Virginia

Committee on Publications

Vote for 3; elected will serve from September 2020 to August 2023.

Marlese Durr, Wright State University

Gary Alan Fine, Northwestern University


Damon Phillips, Columbia University

Martin Ruef, Duke University

Saher Selod, Simmons University

Joel Stillerman, Grand Valley State University

For more information, visit www.asanet.org/election.

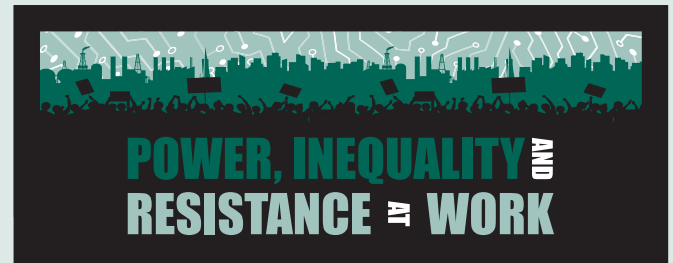
Membership must be active as of March 31, 2020 to receive a ballot. Associate members are eligible to vote only for their section elections. If you have any questions regarding the election, please email mfernando@asanet.org. 

Membership Renewal Open for 2020

Renew Your Membership Today! Log into the ASA website and take advantage of the new member benefits.

- *Professional Development Videos.* ASA members receive exclusive access to new professional development videos. Learn about academic publishing and develop your skills for working with the media. ASA members can access the videos in the Careers menu on the ASA website.
- *Webinar Archive.* Did you miss one of the members-only professional development webinars? No problem. Recordings are available to members on the new Video & Webinar Archive. Members can register for upcoming live webinars in the ASA Store (free for members once you log in).
- *Easier Access to All Your Member Benefits.* ASA members receive free online access to all ASA journals, the Job Bank, and TRAILS, the ASA database of teaching resources. Plus, the ASA website now includes members-only links that connect to other valuable member benefits such as the Publishing Options database, the Directory of Members, and the Directory of Departments.

2020 Annual Meeting News



2020 Annual Meeting Open for Submissions

The online submission site for the 2020 ASA Annual Meeting in San Francisco is now open. The submission deadline is January 29, 2020, at 11:59 p.m. (Eastern). Please review the Call for Submissions webpage for important information. In addition to paper and section submissions, proposals are being accepted for Courses, Workshops, Preconferences, the Sociology in Practice Settings Symposium, and the Teaching and Learning in Sociology Symposium. www.asanet.org/annual-meeting-2020/call-submissionsvolunteers.

Volunteer for the 2020 Annual Meeting

ASA is accepting volunteers to serve as Presiders, Table Presiders (for roundtable sessions), and Discussants. If you are interested in volunteering, please visit the submission portal site and select the Volunteer link.

Affiliated Group Requests

ASA offers two options for groups desiring to have a presence at the Annual Meeting.

- *Meeting Space.* Groups wishing to meet in conjunction with the 2020 Annual Meeting may request meeting space. Meeting space is not guaranteed and is contingent on the space available after the ASA program has been scheduled.
- *Display Tables.* Groups may apply for a display table for materials about relevant non-profit organizations or projects. Tables are assigned on a first-come, first-served basis. Please note that each party is solely responsible for the security of its display materials. ASA prohibits sales of any kind. ASA prohibits the display of any materials offensive in nature from being displayed.
- The deadline to request a meeting space or a display table is March 13, 2020. For more information, visit www.asanet.org/annual-meeting-2020/affiliated-groups.

ASA Style Guide

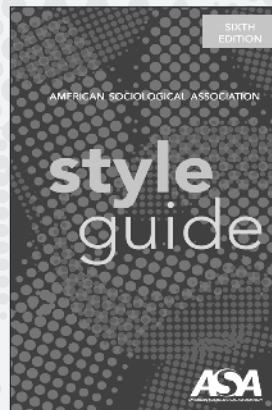
163 pages, March 2019, ISBN 978-0-912764-55-9
\$15 ASA members; \$30 non-members (includes shipping)

Sixth Edition!

The expanded sixth edition of the *ASA Style Guide* features guidelines for the most common situations encountered by authors and editors in the ASA journal publication process. It is designed to serve as the authoritative reference for writing, submitting, editing, and copyediting manuscripts for journals and other materials using or requiring ASA style.

New features include additional information on grammar and style, revisions to reference formatting, and the use of electronic, digital, and social media sources.

Order your copy today from the ASA store at www.asanet.org/store. Also available in Kindle e-book format at Amazon.com.



ASA Research Snapshot

[call for applications](#)

MEDIAN SALARIES FOR SOCIOLOGY FACULTY 2018-2019

All Faculty by Rank

Non-Tenure Teaching Faculty

Instructor	\$48,901
Assistant Professor	\$55,648
Associate Professor	\$63,912
Professor	\$74,891

Tenure Track Faculty

Assistant Professor*	\$62,209
Associate Professor	\$71,506
Professor	\$88,665

New Tenure-Track Assistant Professors

All	\$63,500
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Institutional Classification[†]

Bachelor's	\$60,180
Master's	\$58,939
Doctoral	\$68,521

Institutional Affiliation

Private Religious	\$60,264
Private Independent	\$66,150
Public	\$65,000

Notes:

* Median for tenure-track assistants excludes new assistants.

† Associate's institutions do not report sufficient data for new tenure-track assistants and are excluded from those values.

Source: CUPA-HR (<https://www.cupahr.org/surveys/results>)



ASA Minority Fellowship Program: Call for Applications

Application Deadline: January 31

ASA seeks applications for Cohort 47 of the Minority Fellowship Program (MFP). Through MFP, ASA supports the development and training of sociologists of color in any sub-area or specialty in the discipline. Since 1974, MFP has supported more than 500 sociologists of color.



MFP is supported in part by significant contributions from Sociologists for Women in Society, Alpha Kappa Delta, and the Midwest Sociological Society, along with additional support from the Association of Black Sociologists, the Southwestern Sociological Association, the Eastern Sociological Society, the Pacific Sociological Association, the Southern Sociological Society, and numerous individual ASA members.

The application deadline is **January 31**; notifications are made by April 30. The MFP Fellowship is awarded for 12 months (August 1-July 31). Tuition and fees are arranged with the home department. For more information (or to apply), visit www.asanet.org/asa-communities/minority-fellowship-program or contact Dr. Jean H. Shin, Director of Diversity and Inclusion, at jshin@asanet.org.

ASA Sorokin Lecture Grants

The ASA Sorokin Lecture Grants allow selected winners of major ASA awards in the past two calendar years to deliver lectures at state, regional, or aligned sociological association meetings or on academic campuses. ASA will cover the costs of travel and up to two days of lodging for a Sorokin Lecturer. The host association or campus is required to cover meeting registration (if applicable) and any meals.

Qualifying ASA awards include:

- Distinguished Scholarly Book Award
- Dissertation Award
- Excellence in the Reporting of Social Issues Award
- Jessie Bernard Award
- Cox-Johnson-Frazier Award
- Public Understanding of Sociology Award
- Distinguished Career Award for the Practice of Sociology
- Distinguished Contributions to Teaching Award
- W.E.B. DuBois Career of Distinguished Scholarship Award

Application Process

To apply, the host association or campus should send a letter of inquiry with specific information about the event and the audience as well as the lecturer preferred. Executive directors or presidents of associations or faculty members (with their department chair's support) may send this letter. Submit these materials and any questions to Dr. Jean H. Shin, Director of Diversity and Inclusion, at jshin@asanet.org.

Deadline

Requests should ideally arrive by **February 1** of the year the event will take place but will be considered on a rolling basis as needed.

Director of Research, Professional Development, and Academic Affairs at the American Sociological Association

Are you committed to advancing sociology as a science and profession? Would you enjoy conceptualizing and organizing professional development opportunities for sociologists in all sectors, conducting research on the discipline, and supporting sociology departments? Are you good at working collaboratively with teams to develop and implement programmatic initiatives? Are you a detail oriented, effective, and experienced leader who is ready to embark on a new challenge in a dynamic and fast-paced environment? If so, the American Sociological Association invites you to apply to become the Director of Research, Professional Development, and Academic Affairs. ASA's office is in Washington, D.C.

Essential Functions:

- Identify new and innovative opportunities for the association to support the teaching, research, practice, and professional development of sociologists; develop and implement a strategic portfolio of relevant initiatives.
- Oversee the strategic direction and management of the Department Affiliates Program, the Program Reviewers and Consultants group, the High School Program, ASA's webinar series, TRAILS, the Howerly Teaching Enhancement Fund and the Annual Meeting Travel Fund.
- Oversee the association's portfolio of research about the discipline and lead organizational research efforts.
- Liaise with relevant membership committees and task forces.
- Manage relevant website content.
- Work with the Communications Department to develop and distribute information regarding research on the discipline, professional development, and academic affairs through channels such as newsletters and social media.
- Manage a substantial departmental operating budget.
- Respond to relevant requests for assistance from members and staff.

- Serve as a member of the staff leadership team and the team of staff sociologists and manage additional responsibilities as assigned by the Deputy Director.

Preferred Qualifications: It is important to note that these qualifications are *preferred*. We recognize that there are several professional profiles that could be well suited to this position. Should your profile vary in some ways from the qualifications listed and you think you can be successful in this endeavor, please do not hesitate to apply. Additionally, this position could be filled on an ongoing employment basis or as a two-year temporary position.

- PhD in sociology or closely related discipline.
- A commitment to serving the discipline by supporting sociologists in teaching and learning, research, practice, and professional development across the broad range of employment sectors and institution types where they are employed.
- Demonstrated leadership, management, and administrative abilities.
- Exemplary writing, editing, and verbal communication skills.
- Strong work ethic.
- Ability to organize, prioritize and move forward on simultaneous initiatives across a broad portfolio.
- Maturity and organizational savvy; ability to work independently and in collaboration with teams; excellent interpersonal skills.

For the full job advertisement, visit www.asanet.org/RPAApplicationsInvited.

To apply: Please submit a substantive cover letter and a resume to Margaret Weigers Vitullo, ASA Deputy Director, at mvitullo@asanet.org. Your letter should indicate if you are applying for an ongoing position or a two-year temporary post. Review of applications will begin immediately and continue until the position is filled.

ASA is an equal opportunity employer.

announcements

Call for Papers

Publications

Aging and the Family: Understanding Changes in Structural and Relationship Dynamics. *Contemporary Perspectives in Family Research*, an annual series which focuses on cutting-edge topics in family research around the globe, is seeking manuscript submissions for a special volume focusing on the theme "Aging and the Family: Understanding Changes in Structural and Relationship Dynamics." In order to better comprehend how aging is affecting families, as well as how their family structures and relationships are changing, this multidisciplinary volume of CPFR will focus upon aging and the family. This volume will be coedited by Patricia Neff Cluster of

Edinboro University and Sampson Lee Blair of The State University of New York. Manuscripts should be submitted directly to the editors (pnclaster@edinboro.edu and sblair@buffalo.edu), preferably in MS WORD format and should not exceed 40 double-spaced pages (not including tables, figures, and references). Submission of a manuscript implies commitment to publish in CPFR. Manuscripts should adhere to the APA format. An abstract of 150-250 words should be included at the beginning of each manuscript. All manuscripts will undergo peer review. Deadline: February 15, 2020. Contact: pnclaster@edinboro.edu or sblair@buffalo.edu.

Genealogy is now accepting submissions for a special issue on the theme, "What's Your 'Street Race'?"

Cartographies and Ontologies of 'Race' and the Future of Knowledge Production on Inequality, Resistance and Social Justice." We place "race" in quotation marks to underscore race as a social construction that has no innate biological or genetic essential characteristics but is best understood as a social construction and a relationship of power at the individual, institutional, and structural levels. This issue invites essays from scholars from multiple disciplines to engage in ongoing, critical, and self-implicating, self-reflexivity about the meaning of race and how race is conceptualized in their own work and within their discipline, workplace, institutions and structural arrangements at the local, national and global levels. All work should clarify how their unique contribution helps us to understand

the importance of conceptualizations of race for understanding and creating solutions for eliminating inequality at the individual, interpersonal, institutional, structural and/or global levels. Guest editors are Drs. Nancy López, J.E. Jamal Martín, and Jeffrey Long. Manuscripts should be submitted online at www.mdpi.com. Deadline: March 15, 2020.

The Journal of Medical Regulation (JMR) is soliciting manuscript submissions from prospective authors on an ongoing basis. JMR is a quarterly peer-reviewed publication that addresses a wide range of issues of interest to state medical boards and organizations and individuals interested in medical licensure, discipline and regulation. JMR is actively seeking articles addressing the sociological and

announcements

medico-legal aspects of the practice of medicine; seminal court decisions impacting the regulation of medicine; state-based licensure of health care providers; workforce and/or demographic analyses; and many other topics of interest to medical regulators. For more information, visit www.jmronline.org.

Sociological Imagination, the official journal of the Wisconsin Sociological Association, seeks submissions for an upcoming special issue on the theme of "The Changing Face of Poverty in Post-Recession America." Scheduled for publication in the fall of 2020, this issue welcomes articles on topics including (but are not limited to): (1) the demographics of poverty, especially as it relates to its key correlates, such as race and educational attainment; (2) the spatial concentration of poverty in cities and neighborhoods; (3) the intergenerational transmission of poverty in families or communities; (4) the relationship of poverty to crime, victimization, incarceration, or other types of involvement with the criminal justice system; or (5) key sequelae of poverty, including increased risk of health problems and premature mortality. Manuscripts focusing on changes taking place during or after the Great Recession will be given priority. Submissions will be subjected to peer review. For formatting requirements, see www.wisconsin-sociological-association.org/submit-to-sij.html. Deadline: April 10, 2020. Contact: Michael Friedson, Guest Editor, at FriedsonM@uw.edu.

Sociology between the Gaps: Forgotten and Neglected Topics (SBG) is a peer-reviewed, open-access, cross-disciplinary, not-for-profit journal published electronically by the Digital Publishing Services Department at Providence College. SBG publishes high-quality original articles, Point of View essays, critical review papers, book and movie reviews, and blog posts. SBG will consider papers from sociologists, students, and professionals in related fields IF the content has not been substantially published previously or submitted simultaneously to another journal or publication, print or electronic. Submitting authors are expected to follow the SBG Manuscript Guidelines at digitalcommons.providence.edu/sbg/. The work of undergraduate students should be reviewed in advance by the student's course instructor. Submissions will be evaluated and published on an ongoing basis. The Editor-in-Chief is seeking submissions that incorporate the intersections of social class, race, gender, age, and cross-disciplinary perspectives. Contact: Dr. Josephine A. Ruggiero at jruggier@providence.edu.

Conference

International mini-conference on civil sphere theory, Brno, Czech

Republic, July 2, 2020. Jeffrey Alexander and ISA Research Committee on Sociological Theory (RC16) mid-term conference organizer Csaba Szalo and co-President Brad West, along with other international scholars interested in global issues and the civil sphere, are organizing a mini-conference on civil sphere theory (CST). The aim is to further develop, and revise, CST, continuing the discussions among nearly 100 sociologists from around the world that have produced "civil sphere" volumes on Latin America, East Asia, the Nordic countries, and radicalism, with volumes on India, Canada, and cultural trauma in process. Though this mini-conference is being organized around an ISA meeting, all intellectuals, theorists, sociologists and scholars interested in matters related to civil sphere theory are invited to participate. Send a paper title and abstract to Jeffrey Alexander (Jeffrey.alexander@yale.edu) and Anne Marie Champagne (anne.champagne@yale.edu) by February 1, 2020. If you would like to attend without presenting a paper, send us a letter indicating your interest.

Meetings

January 31-February 1, 2020. The Southern Studies Conference, hosted by Auburn University at Montgomery, Montgomery, AL. Explores themes related to the American South across a wide array of disciplines and methodologies. Contact: Naomi Slipp, Auburn University at Montgomery, nslipp@aum.edu. For more information, visit www.cas.aum.edu/community-resources/southern-studies-conference.

March 26-29, 2020. Pacific Sociological Association 91st Conference. Eugene, OR. President: Dennis Downey, CSU Channel Islands. Theme: "Democracy in a Divided Society." For more information, visit www.pacificsoc.org.

April 2-5, 2020. Midwest Sociological Society Annual Meeting. Hilton Omaha in Omaha, NE. Theme: "Sustainable Sociology." The 2020 MSS Program Chair is Dr. Julie Pelton. For more information, visit www.themss.org/theme.

May 28-31, 2020. The Law and Society Association 2020 Annual Meeting, Denver, CO, Hyatt Regency Denver Convention Center. Theme: "Rule and Resistance." For more information, visit www.lsadenver2020.org/.

June 25-27, 2020. The 2020 Work and Family Researchers Network Conference, New York Hilton Midtown in New York City. Theme: "Advancing Equality at Work and Home: Strengthening Science and Collaboration." For more information, visit wfrn.org/conference-2020.

Fellowships

Doctoral Fellowships in Israel Studies at Brandeis University. Full and partial fellowships supporting doctoral students whose research focuses on Israel. Candidates must be accepted into Brandeis University graduate school programs of Anthropology, History, Literature, Middle East Studies, Near Eastern & Judaic Studies, Politics or Sociology. Competitive living stipend with generous health care benefits. Renewable for up to five years. Deadlines vary by department. Learn more at www.brandeis.edu/israel-center/resources/grants-fellowships/graduate-students.html.

Lake Doctoral Dissertation Fellowship is a one-year grant given annually to support a graduate student whose research engages and intersects issues within religion and philanthropy or faith and giving. It is intended to support the final year of dissertation writing for a doctoral candidate at a U.S. graduate school. Candidates should fulfill all pre-dissertation requirements by December 31 of the year applying, including approval of the dissertation proposal. Must not have received a similar grant or fellowship for the writing of the dissertation. Fellows may not accept other awards that provide similar benefits in the same academic year. The application deadline is January 15, 2020. For more information, visit philanthropy.iupui.edu/institutes/lake-institute/grants-scholarships/index.html.

Competitions

The Rachel Tanur Memorial Prize for Visual Sociology recognizes students in the social sciences who incorporate visual analysis in their work. The contest is open worldwide to undergraduate and graduate students (majoring in any social science). Up to three cash prizes will be awarded at the IV International Sociological Association (ISA) Forum of Sociology, "Challenges of the 21st Century: Democracy, Environment, Inequalities, Intersectionality," to be held in Porto Alegre, Brazil on July 14-18, 2020. Attendance at the forum is not a requirement but is encouraged. Prizes, supported by the Mark Family Foundation, will be awarded by the Research Committee on Visual Sociology of the ISA. The first prize will be \$2,500 USD, the second \$1,500, and the third \$500. The prize is awarded biennially. Entries for the 2020 competition must be received by January 22, 2020. Winners will be notified by March 30, 2020. For more information, visit racheltanurmemorialprize.org.

In the News

Siobhan Brooks, California State University-Fullerton, was part of a September 16 panel on NPR reviewing the film *Hustlers*.

Riley Dunlap, Oklahoma State University, was quoted in a June 14, 2019 *HuffPost* article on EPA officials attending a climate change denier conference; a July 25, 2019 online *Forbes* article on climate change and the 2020 election; and an August 2, 2019 online *WIRED* article on Republican's skepticism about environmental science which was republished in *Grist* (August 3) and *Mother Jones* (August 4). In addition, his article on "Combatting Misinformation" with Aaron McCright was quoted extensively in an August 4, 2019 *Salon* article on Trump's use of Twitter. Finally, he did a 40+ minute podcast on "How the Democratic-Republican Climate Rift Became Political Reality" for the University of Pennsylvania's Kleinman Center for Energy Policy posted July 23, 2019.

Elyakim Kislev, Hebrew University of Jerusalem, was featured in a July 7 BBC One TV Breakfast show and a July 14 BBC Radio show focused on his new book *Happy Singlehood: The Rising Acceptance and Celebration of Solo Living* (University of California Press, 2019).

James Loewen, The Catholic University of America, wrote an article, "The 10 most misleading American historical sites," that appeared in the October 24 issue of *The Guardian*.

Kari Marie Norgaard, University of Oregon, was a featured guest for her work on climate denial in a 45-minute Dutch Public Television Program VRBO Backlight and quoted in the *Bergen Times* (Norway). She was also interviewed in conjunction with the Karuk Climate Adaptation Plan showing how Indigenous fire science can be used in the face of large-scale wildfire and climate change: "Oppressed by Wildfire: Weaving Culture into Fire Management Helps Tribes" Jefferson Public Radio on September 19, 2019, "Karuk Unveil Climate Adaptation Plan" live interview on the Jefferson Exchange on September 11, 2019, Jefferson Public Radio, and "Karuk Climate Plan Makes Ally of Fire" *Eureka Times Standard* on September 7, 2019. She was also quoted in "Karuk Tribe Launches Climate Adaptation Plan Including Prescribed Fires" Oregon Public Broadcasting Think Out Loud on August 22, 2019.

Timothy J. Owens, Kent State University, was interviewed in an August 23 *Record-Courier/GateHouse Media* article, "Managing Back-to-School Stress and Anxiety: Experts Offer Tips for a Smooth Transition."

Enrique S. Pumar, Santa Clara University, was interviewed in CNN Espanol about racial tensions in America and the shooting in El Paso on July 24 and 31 and on August 9.

Stacy Torres, University of California-San Francisco, wrote an article

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that appeared in the September 11 issue of *The Hill*, “Women Grow More Radical with Age: Winning Older Voters in 2020,” which urges increased attention to gender inequality and older women’s economic vulnerability as campaign issues in the 2020 election. The piece highlights the work of sociologists **Deborah Carr, Kathleen Gerson, and Paula England** and colleagues. She was interviewed for a September 25 TIME article, “Why Do People Gossip?,” about her research on older adults’ gossip and social support, published last year in the *Journal of Gerontology*. She also published an October 10 *Washington Post* op-ed titled, “The California Dream is Over. What Comes Next?” about the wide-ranging PG&E public safety power shutdown in Northern California and the long-term implications. She wrote an op-ed, “Why we won’t call 911: Too often, police officers’ response to mental illness is deadly,” about police responses to mental health crises, originally published in *CalMatters* and republished in the *San Francisco Chronicle* on October 16. She also wrote an op-ed in the October 24 *Washington Post* about income inequality and the protests in her father’s country, Chile.

Jennifer Utrata, University of Puget Sound, was interviewed by the *New York Times* about her research on intensive grandparenting. Utrata was quoted several times in the July 23 “Generation Grandparent” column. Her work was also cited in the September 20 *Christian Science Monitor* in an article on intensive grandparenting

Awards

Anne Bryden, Sue Hinze, and Brian Gran, all at Case Western Reserve University, were recently awarded more than \$800,000 by the U.S. Department of Defense to study the experiences and needs of veterans and civilians who have suffered spinal cord injuries. The interdisciplinary team of researchers will interview veterans and civilians with spinal cord injuries—as well as their caregivers—during the first year of recovery as they attempt to reintegrate into the community. The project—called the “Perspectives on Recovery and Interventions to Restore Function Across the First Year of Spinal Cord Injury”—is a partnership between MetroHealth Medical Center, Case Western Reserve University, the United Spinal Association Northeast Ohio Chapter, and the Louis Stokes Cleveland VA Medical Center.

Susan A. Ostrander, Tufts University, is 2019 recipient of the ARNOVA Distinguished Achievement and Leadership in Nonprofit and Voluntary Action Research Award.

Martyn Pickersgill, The University of Edinburgh, has been awarded funds as a co-investigator from the UK’s

Medical Research Council for a project on “Generation Malawi: A Study of Family, Maternal and Childhood Mental Health” (MRC contribution: \$4.7m).

People

Susan Short, Brown University, was the featured speaker at Penn State’s 14th Annual De Jong Lecture in Social Demography. She presented on Gender, Demography, and Global Population Health on November 21.

Guobin Yang, University of Pennsylvania, was named the founding director of the Center on Digital Culture and Society, effective July 1, 2019.

New Books

Grace Budrys, DePaul University, *Market-Based Health Care: All Myth, No Reality* (Rowman and Littlefield Publishers, 2019).

Edna Chun, HigherEd Talent, and **Joe Feagin**, Texas A&M University, *Rethinking Diversity Frameworks in Higher Education* (Routledge, 2020).

Dana Fisher, University of Maryland-College Park, *American Resistance: From the Women’s March to the Blue Wave* (Columbia University Press, 2019).

Angela Cora Garcia, Bentley University, *How Mediation Works: Resolving Conflict through Talk* (Cambridge University Press, 2019).

Lane Kenworthy, University of California-San Diego, *Social Democratic Capitalism* (Oxford University Press, 2019).

Stephen J. Morewitz, Forensic Social Sciences Association and San Jose State University, *Clinical and Psychological Perspectives on Foul Play* (Springer International Publishing, 2019).

Amaka Okechukwu, George Mason University, *To Fulfill These Rights* (Columbia University Press, 2019).

Peter Stein, *A Boy’s Journey: From Nazi-Occupied Prague to Freedom in America* (Lystra Books, 2019).

Summer Programs

Faculty Fellowship: The Summer Institute for Israel Studies. June 10–21, 2020 at Brandeis and June 22–July 1, 2020 in Israel. Created to address the need for serious and nuanced study of Israel in the academy, the Summer Institute for Israel Studies is a rigorous program that equips faculty members to develop and teach courses about modern Israel in any discipline. Stipend of up to \$2,500, plus group travel, accommodations, and most meals provided. Engage with world-class faculty from Israel and the U.S. in a two-week multidisciplinary Brandeis seminar. Meet with leading personalities in public life, the academy and the arts on a 10-day Isra-

el study tour. Faculty teaching outside of Israel are eligible for the program. Deadline: January 31, 2020. For more information, visit www.brandeis.edu/israel-center/siis/index.html.

Knapsack Institute: Transforming Teaching and Learning, June 24–26, 2020, Colorado Springs. The KI is an intensive three-day institute organized by the Matrix Center for the Advancement of Social Equity and Inclusion at the University of Colorado, Colorado Springs. It provides much-needed tools, strategies and support to build inclusive learning environments and deal with resistance in the classroom. We examine and apply the concepts of privilege, oppression, and intersectionality in educational settings. For more information, visit www.uccs.edu/knapsack/ or email matrix@uccs.edu.

RAND Summer Institute, July 6–9, 2020, Santa Monica, CA. Two conferences addressing critical issues facing our aging population: Mini-Medical School for Social Scientists; Workshop on the Demography, Economics, Psychology, and Epidemiology of Aging. Interested researchers can apply for financial support covering travel and accommodations. More information and application form: www.rand.org/well-being/social-and-behavioral-policy/centers/aging/rsi.html. Application deadline: March 16, 2020.

Other Organizations

The Association for Applied and Clinical Sociology seeks applications for a new Editor of the *Journal of Applied Social Science* for a three-year term. Co-editors and editor teams are encouraged. Institutional support from a home institution is required. Please send questions regarding the application process to mboeri@bentley.edu.

The National Humanities Alliance (NHA) launched Humanities for All in the summer of 2018, with the support of The Andrew W. Mellon Foundation, to document and promote publicly engaged humanities research, teaching, preservation, and programming in U.S. higher education. The initiative brings together over 1,500 examples, showcasing the range of humanities work conducted with and for communities by scholars at universities, colleges, and scholarly societies across the United States. The NHA invites recommendations of work to include in the Humanities for All website. If you are aware of publicly engaged research, teaching, preservation, or programming that should be included in Humanities for All, we would be grateful if you submitted its information at <http://bit.ly/33RrZ3u>.

The Society for the Study of Social Problems is soliciting applications for

the position of Editor of the Society’s flagship journal, *Social Problems*. The Editor’s three-year term will begin with the operation of the new editorial office at mid-year 2021. The new editor will be responsible for editing and promoting Volumes 69-71 (years 2021-2024). We seek a diverse pool of editorial candidates with distinguished scholarly records, previous editorial experience (e.g., service as journal editor or associate editor, editor of scholarly editions, etc.), strong organizational and management skills, and the ability to work and communicate well with others, including with scholars in academic and non-academic settings. A familiarity with and commitment to *Social Problems* and the SSSP are essential. Deadline: January 15, 2020. Direct all inquiries, nominations, expressions of interest, and application materials to Dr. Shirley A. Jackson, Chair, SSSP Editorial and Publications Committee, at shja2@pdx.edu. For more information, visit: www.sssp1.org/file/Announcements/Editor_Social_Problems.pdf.

Deaths

Dale L. Johnson, Professor Emeritus of Sociology, Rutgers University, died on August 26 at his home in Costa Rica at age 85. Dale taught at Rutgers from 1970 to 1987. His writings on dependency theory, focusing on Latin America, were well-known. He was also a farmer and later consulted on agricultural matters in Costa Rica.

Obituaries

Stephen O. Murray 1950-2019

Stephen O. Murray, a San Francisco-based sociologist, anthropologist, and independent scholar, died on August 27, 2019, from an aggressive diffuse large B-cell lymphoma. He was born in St. Paul, MN, on May 4, 1950 and grew up in Blue Earth, MN. He graduated from the James Madison College within Michigan State University, with a double major in social psychology and in Justice, Morality, and Constitutional Democracy. He earned his MA degree from the University of Arizona in sociology in 1975, completed his PhD in sociology from the University of Toronto in 1979, and undertook post-doctoral training in anthropology at the University of California-Berkeley (1980-1982). For more than a decade, he worked as a principal analyst for PSP Information Group, focusing on California county health departments contracting services, especially in mental health. But his primary work and love was his dedication to scholarship and writing.

Steve’s publications include studies in sociolinguistics, the history of social sciences (anthropology, sociology, linguistics), and extensive

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publications on the historical and cross-cultural social organizations of homosexuality. His landmark books for the University of Chicago Press, *American Gay* (1996) and *Homosexualities* (2000) investigate the emergence of gay and lesbian lives across extensive geographical places and historical eras, illustrating his broad yet detailed ability to synthesize research and knowledge of cultures and social forces worldwide that shape human behavior and identity. Steve's life work was to seek an understanding and knowledge of the tremendous diversity that exists in the domain of sexuality. And part of his book on African homosexualities, *Boy-Wives and Female Husbands*, co-edited with Will Roscoe, was turned into a 15-minute performance piece in London by noted playwright Caryl Churchill.

In addition, his many co-edited books and collections of articles on homosexualities in sub-Saharan Africa, Latin America, the Islamic world, Oceanic and Pacific areas including Taiwan and Cambodia show an amazing breadth of knowledge and history in many cultures. Although shy and reticent at times, he never was at a loss for an opinion. He was a prolific critic, writing reviews in print publications and online websites about African cinema, Italian fiction, Japanese culture, and in academic journals about sociology and anthropology books. As his friends would attest, Steve was a loyal, understanding, and loving person, while always enjoying his reputation as a "crusty curmudgeon."

He held positions on the editorial boards of several important social science journals including the *Journal of Homosexuality*, *Sexualities*, *Histories of Anthropology Annual*, and *Anthropology Today*. He wrote material for encyclopedias and for the online

GLBTQ encyclopedia on HIV/AIDS, human sexuality, linguistics, and gay culture. He also was an editor for the Critical Histories of Anthropology book series at the University of Nebraska Press.

Stephen was active in professional academic organizations, and—ever fighting injustice and discrimination—became a founding member of the Sociologists' Gay Caucus (SGC, now Sociologists' LGBTQ Caucus) of the American Sociological Association in 1974. And in 1978, he was involved in the formation of the American Anthropological Association's Anthropological Research Group on Homosexuality (ARGOH; renamed SOLGA, Society of Lesbian & Gay Anthropologists; and now AQA, Association for Queer Anthropology). His activism with both organizations grew from his commitment, while still a graduate student, to bring about visibility for lesbian and gay scholars in the professional associations. He regularly wrote for these groups' newsletters and participated on academic panels, sometimes controversial events in the days when these Associations marginalized gay and lesbian studies and ignored research on HIV/AIDS.

Steve is survived by his younger sister Ona Springer and his nieces, Stacy and Laura, and by his loving spouse Keelung Hong with whom he shared a life since 1981. Together, they were well-seasoned international travelers, visiting historic sites, art galleries, museums, attending symphonies and operas, all the while supporting Keelung's birding activities. Anyone who ever visited their house knew how much they were a couple, supporting each other's interests and careers, even at a moment's notice when Keelung would decide to put together an amazing Chinese dinner for their guests. Conversations about

movies, music, and travel; intellectual discussions about politics, literature, science, and scholarship; and good food at home or Sunday brunches at Chinese restaurants, describe their life together and with their friends.

Keelung will continue to contribute to Steve's charities in his honor and donate his archival materials to the San Francisco GLBT Historical Society and other libraries.

Peter M. Nardi, *Pitzer College*

Guenther Roth 1931-2019

Guenther Roth, Emeritus Professor of Sociology at Columbia University, passed away on May 18, 2019, age 88. He is survived by his wife, the distinguished Medievalist Caroline Walker Bynum, daughter Alice Roth, son Christian Roth, and step-daughter Antonia Walker.

Guenther's name will be linked with Max Weber's *magnum opus*, *Economy and Society* (*E&S*, 1968, 1976, 2013), as long as Weber endures. With the assistance of his long-term friend and co-editor Claus Wittich, he served as the major translator and editor of this three-volume tome. His labors have been acknowledged for decades as remarkable. Guenther was qualified—indeed, uniquely so—to undertake this herculean task.

His Humanistic Gymnasium in his hometown, Darmstadt, Germany, provided to him an excellent education in languages and history. The study of both ancient (Latin and Greek) and modern languages (French and English) was required. Assembling and translating Weber's dauntingly abstruse treatise would have been impossible without a firm grasp of Western history and languages.

Alterations in approaches to the teaching of the social sciences in America set the framework for Guenther's translation. In the aftermath of World War II, instruction could no longer remain America-centric. An opening to the world must occur and, indeed, American universities were transformed by a wave of émigré scholars. Guenther's life-long enthusiasm for "the big picture," his close observation of the writing of *Max Weber: An Intellectual Portrait* (1960) by his mentor, Reinhard Bendix, pushed him further toward the study of Weber's works.

Bendix's volume was wildly successful, in part owing to a rapidly growing dissatisfaction in the 1960s with the Modernization theory of Parsons. Yet extant translations of Weber were piecemeal and frequently unreliable. Roth and Wittich took on a huge task: the hydra-headed *E&S* spanned nearly 1,500 pages. Guenther encountered obscure references throughout and a convoluted, 19th-century German writing style.

E&S defined Weber clearly as an opponent of organic holism and banished the effort by Parsons to render him a Modernization theorist. This study became an amenable home for many American comparativists. A new field—"comparative-historical sociology"—acquired solid footing and a "Weber wave" now became apparent in American macro theorizing. However, this transformation of the discipline would never have occurred without the firm parameters defined by *E&S*. Had Guenther not undertaken the task, *E&S* might never have become accessible to researchers. Cumulative sales of this opus have reached approximately 40,000 copies.

Perhaps historians of American sociology will someday think of *E&S* as Guenther's major contribution. However, his scholarship pronounced a distinct voice. Written in equal numbers in German and English, his publications were numerous and influential. First, in respect to Weber studies, Guenther's contributions were wide ranging. He clarified many of his concepts (such as domination [*Herrschaft*], legitimacy, patrimonialism, bureaucracy, and charisma), identified central procedures in Weber's comparative-historical writings ("secular theories," "socio-historical models," and ideal-type analysis), demonstrated the capacity of these procedures to guide empirical research, and understood Weber's writings on the origins and trajectory of the West as offering a "developmental history" of the West. He also utilized a variety of his ideal types in order to comprehend empirical phenomena such as the 1960s student movement (charisma), personal (patrimonial) and impersonal (bureaucratic) domination in the developing world. He documented heretofore fully unexamined aspects of Weber's life, connecting them to main themes in his scholarship, politics, and personal activities. In a 700-page epic, *Max Weber's Anglo-German Family History, 1800-1950* (in German, 2001), he investigated Weber's extremely cosmopolitan family as an example of 19th century economic globalization.

Secondly, Guenther's contributions ranged beyond Weber. He defended the discipline of sociology as well as the university's mission to support non-partisan scholarship and to reject all attempts to politicize social science research (see Bendix and Roth, *Scholarship and Partisanship*; 1971, 1980). He also examined the writings and political activities of Weber's wife, Marianne Weber, placing them within the context of feminist activism in Germany and arguing for her recognition as a major feminist theorist, wrote a widely acclaimed volume on the integration of a hostile political movement in Imperial Germany (see *the Social Democrats in Imperial Ger-*

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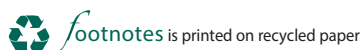
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Article submissions are limited to 1,000 words and must have journalistic value (e.g., timeliness, significant impact, general interest) rather than be research oriented or scholarly in nature. Submissions will be reviewed for possible publication. Obituaries are limited to 600–900 words and Announcements, 200 words. All submissions should include a contact name and an e-mail address. ASA reserves the right to edit all published material for style and length.

All *Footnotes* communications can be directed to: American Sociological Association, 1430 K Street, Suite 600, Washington, DC 20005; (202) 383-9005; fax (202) 638-0882; email footnotes@asanet.org.

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many (1963, 1979)), and he analyzed Jewish immigration and assimilation in the United States (see *Edgar Jaffe, Else von Richthofen and Their Children* [2011]). Guenther's distinctive and powerful voice requires our attention even today.

His long journey encompassed a boyhood under Nazi Party rule in his city, running from building to building to avoid bombings, and providing directions in English to American soldiers. He arrived in the United States in 1953 after two years studying critical theory at the University of Frankfurt. To his delight, Guenther received a residency permit even though he had vigorously opposed, through his activities in the German Peace Movement, the rearmament of Germany, a position upheld by the American government.

In addition to Columbia University, his academic positions included Ohio State, Stony Brook University, UC-Davis, and the University of Washington. His guest positions in Germany included the University of Heidelberg, Mannheim University, and the Free University of Berlin. He received the Lifetime Service Award from the ASA History of Sociology Section in 2007. "I grew up in Nazi Germany in a hurry. War made me a political animal; liberation, an intellectual; emigration a political sociologist."

In his autobiographical essay (*Authors of Their Own Lives*, edited by Bennett Berger, 1990), Guenther wrote that he arrived in the U.S. as a foreign student "with little cultural preparation." However, he also noted that he never lacked support from a network of cosmopolitans scattered throughout the country. Perhaps an important guidepost in his life in America can be comprehended by these statements: at least since the 1970s Guenther actively assisted the acculturation of innumerable German scholars in America and of scores of American scholars in Germany. Although he knew he would always be viewed in the U.S. as "a hyphenated" (German-American) scholar, he wished to "give back" the generosity he had received in his early years by becoming a trans-Atlantic mediator. One practical avenue to "bridge building" involved for him the German Academic Exchange Service (DAAD), a government-funded foundation that provided scholarships to students and post-doctoral fellowships to faculty. He sat on its selection committee for six years. Perhaps Guenther's efforts as a "reliable advisor" assisted several hundred people in need of "cultural preparation."

Guenther leaves behind generations of students who appreciated the broad expanse and empirical foundation of his theorizing, a singular ability to frame events and developments through theories, a dry humor, and

a sincere dedication to his task. "My kind of Sociology," he wrote, "must address the big, political, cultural, and social issues of modernity."

Stephen Kalberg, Boston University

**Immanuel Wallerstein
1930-2019**

Immanuel Wallerstein died at home on August 31, 2019. He was 88 years old. He died much as he lived—clear about the end, precisely conscious of what he was doing, and unwilling to waste time. After many weeks of tests meant to identify the source of infections that had been haunting him, doctors suggested a strangely uncertain biopsy followed by weeks of IV treatment. He decided to go home to hospice. Those at his hospital bed naturally wanted to argue, but he was crystal clear in saying, "This is about the quality of life, not the quantity of time"—the exact words he spoke.

Immanuel Wallerstein knew time well and explained it judiciously. In what turned out to be his last months, he was at work on a book that would deal with what became his most original concept, TimeSpace. The title of that book, when it is published posthumously, will be *Living Progressively in Changing Times*. The concept owed in large part to his long relationship with Fernand Braudel after 1974 when the great French historian read Wallerstein's first volume in the Modern World-System series, *Capitalist Agriculture and the Origins of the World-Economy in the Sixteenth Century* (1974). Braudel's idea of *la longue durée* famously pressed historical time back to geological and natural time. What Braudel saw in Wallerstein's *Capitalist Agriculture* was an original version of that idea.

The two grew closer over the subsequent years when Immanuel and Beatrice would spend a year at a time in Paris and eventually half of every year in their apartment on the *Île St Louis*. During these *séjours* in Paris he worked with Braudel and others at the *Maison des sciences de l'homme* (and Beatrice worked as a psychoanalyst at the *Centre Alfred Binet*). It was as if the *Maison des sciences de l'homme* was his home institution, which, in a sense, it was. At the end *Le Monde* and *Libération*, the leading French newspapers, published obituaries before *The New York Times*. Even more, within days of his death, media the world-over from Iran and Europe to Korea and Japan published obituaries and Radio Moscow held an hour-long tribute to Immanuel's life work.

It was not long after his relationship with Braudel began that it crossed the North Atlantic. In 1976, Immanuel founded the Fernand Braudel Center for the Study of Economies, Historical Systems, and Civilizations at Binghamton University. The Center

quickly put that university on the global map as scholars and students the world over came for study and research, many to publish in *Review*, the Center's journal.

Wallerstein's concept of TimeSpace would not fully develop until early in the 1980s after he met Ilya Prigogine, the Nobel Prize acclaimed physical chemist and author of *The End of Certainty: Time, Chaos, and the New Laws of Nature*. Prigogine lent Immanuel the missing link to what would become his full-blown theory of TimeSpace. That link was the idea that in natural and social systems time is vulnerable to chaos—to uncertainty. Hence the particular value of chaos theory to so grand a thing as a world-system. Soon enough it became clear to Wallerstein that Prigogine's uncertainty theory was a necessary element in his idea of TimeSpace inspired by Braudel's theory of time as grounded in nature—in, that is, the long-enduring climactic and geological structures. TimeSpace came to the fore in a 1988 article (in, importantly, *Geography*) "The Invention of TimeSpace Realities: Toward an Understanding of Our Historical Systems." This line of thought led to a 1998 essay in *Thesis Eleven* that deserves closer reading than so far as it has been given. "Time and Duration: The Unexcluded Middle, or Reflections on Braudel and Prigogine" was reprinted in his 2004 book, *The Uncertainties of Knowledge*.

In a sense, this may seem an all-too-theoretical story for Wallerstein who wanted to prevent his brand of analysis from being a theory. By whichever name, TimeSpace emerged over the years as his key concept. In the 30 years from the start of his relationship with Braudel in 1974 until his consolidation of TimeSpace in 2004 and after, he is to be remembered for having applied this concept to a thriving institutional structure, The Braudel Center at Binghamton University.

Crucial to Immanuel's institutional project was a series of abiding intellectual friendships beyond that with Braudel. Terrance Hopkins and Giovanni Arrighi were the two treasured colleagues who formed the triangle for which Wallerstein, who outlived them both, was the apex. The whole of his intellectual biography can be marked by a series of friendships of which the short-lived one with Frantz Fanon was among the first. Fanon died prematurely of leukemia in 1961, just two years after they met in Ghana. Wallerstein never failed to list Fanon among those who influenced him most. There were many other friends—Braudel, Hopkins, Arrighi, of course, and others less well known to the public. But Fanon also represented another dimension

of Wallerstein's remarkable personage. His early relation with Fanon was indicative of his political commitments. In 1968, as a new, untenured assistant professor at Columbia, Immanuel was the most prominent member of faculty who stood by and with the students during the strike of April-May. In 2001 and after, he was a cofounder and regular participant in the meetings of the World Social Forum since the first in Porto Allegre. In later years, Immanuel regularly visited Chiapas to meet with Subcomandante Marcos, the public voice of the Zapatista Army of National Liberation in Mexico.

Then too it should be said that, as his theory of TimeSpace came into its own late in the 1980s, its structural idea of chaos and uncertainty brought forth one of his more remarkable intellectually grounded political judgments. By 1989 he understood immediately that the world revolution of 1968 was the first sign of the structural uncertainty that would lead to a radical transformation, perhaps the end, of the world-system's half-millennium history since 1500. Some time after the Cold War collapsed Christmas Day 1989, Immanuel had begun to write of the end of the modern order. These are the more prominent political engagements that do not begin to account for the myriad of smaller ways he supported students and common folk who in different ways were pursuing progressive politics. Again, it is not for nothing that his last book will be titled *Living Progressively in Changing Times*.

Immanuel Wallerstein was one of the enduringly original social scientists of the modern era, a general intellectual of astonishing breadth, a politically engaged academic, a serious intellectual, a personal friend to many, but also an admired teacher. Michael Hechter wrote recently of Immanuel the teacher: "He was my academic father. As I went through the kinds of travails that undergraduates often suffer, Immanuel was constantly patient and always stood by me. He was never effusive, but continually supportive in a quiet sort of way."

Still another surprise to those who knew him only at a distance is that Immanuel was also devoted to his religious culture, especially during the high holidays. On Yom Kippur he fasted, even refusing water. That kind of quiet discipline among all the many secular accomplishments nourished his devotion to work, world politics, friends, and family.

Charles Lemert, Wesleyan University and Senior Fellow of the Center for Comparative Research at Yale University, and Katharine Wallerstein, Immanuel Wallerstein's daughter



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call for applications

Carla B. Howerly Teaching Enhancement Fund

Deadline: February 1, 2020

The Carla B. Howerly Teaching Enhancement Fund provides small grants to support projects that advance the Scholarship of Teaching and Learning (SoTL) within the discipline of sociology. The Carnegie Foundation has defined SoTL as “problem posing about an issue of teaching or learning, study of the problem through methods appropriate to the disciplinary epistemologies, applications of results to practice, communication of results, self-reflection, and peer review.”

Howerly teaching grants can support an individual, a program, a department, or a committee of a state/regional association. ASA may award multiple grants, each up to \$2,500. Funds can be used for a variety of purposes including, but not limited to: summer salary, equipment, software, travel, meetings, transcription of interviews and survey implementation. Principal criteria for the award are: the project is innovative, advances the teaching and learning of sociology, serves as a seed project that will continue to have an impact over time, and will be systemic in its impact. ASA membership is not a criterion for application or selection for this grant; however, recipients must be ASA members before the final award is made. Applications from all sub-areas of the discipline are welcome. For more information about the Carla B. Howerly Teaching Enhancement Grants Program and instructions on how to apply, visit www.asanet.org/tef-call. Contact: howerlygrant@asanet.org or call Teresa Ciabattari, Director of Research, Professional Development, and Academic Affairs, at (202) 247-9840.

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