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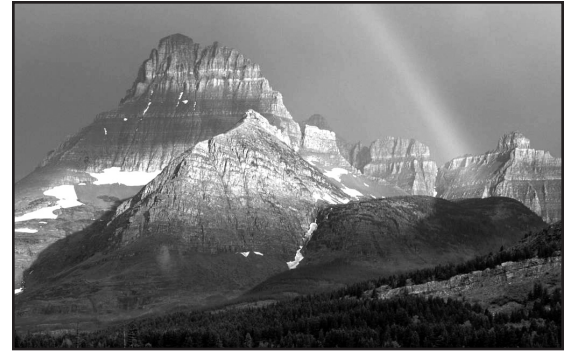
Montana: The Last Best Place

R. Patrick Bixler, Colorado State University, patrick.bixler@colostate.edu

This year's ASA Annual Meeting in Denver will host a multitude of perspectives that all point to Real Utopias. The Rocky Mountain West is a suitable location to host a conference themed "Real Utopias: Emancipatory Projects, Institutional Designs, Possible Futures," as the vast expanse of open spaces and abundant natural resources has always held the allure of being a place for utopic visions. It was here where the manifest destiny of a young nation unfolded (embodying the positives and negatives of the ideology of the



early American nation-state), and a national culture was formed that embraced the image of the vast, natural landscape as a national icon. Europe had cathedrals; America had a utopic vision of the West.



Collaborative Conservation as a Real Utopia

Those early utopian dreams of "amber waves of grain and purple mountain majesties" have, in recent

times, been threatened by unsustainable exploitation of the land and natural resources as well as marginalization of rural voices. Over the last several decades, however, emancipatory alternatives to the dominant institutions,

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Implementing Professional Curb Cuts: Recommendations of the Status Committee on Persons with Disabilities

Margaret Weigers Vitullo, ASA Academic and Professional Affairs Program, and Allison C. Carey, former Chair of the Status Committee on Persons with Disabilities

On neighborhood street corners in the United States one regularly sees walkers of all ages, children with bikes, parents pushing strollers, and teenagers with skateboards taking advantage of curb cuts. The "curb-cut principle" refers to the idea that while curb cuts were originally intended for persons who use wheelchairs they are also convenient for all.

As of its February meeting, ASA Council has now approved all 15 recommendations included in the most recent report from the Status Committee on Persons with Disabilities in Sociology. Many of those recommendations can be thought of as professional association "curb cuts," establishing practices that will make ASA meetings

and services more accessible and welcoming to all members.

Accessibility and disability are complex and contested concepts, and are defined in numerous ways depending on the purposes of identification and who is doing the identifying. Recent scholarship has focused increasingly on the fluidity of disability, namely that specific environments, social roles, relationships, and other factors affect the degree to which a person is disabled. Disability, therefore, is a result of body-environment interaction rather than a fixed, biological state (Barnartt 2010). Related to the concept of fluidity are the shifts over time in people's abilities and disabilities. With the graying of America, more people will benefit from accessibility features, whether or not they identify or are identified as disabled.

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New Member Benefit: Submit Resources to TRAILS Without a Subscription

Margaret Weigers Vitullo, ASA Academic and Professional Affairs Program

A goal of the ASA is to make it easier for its members to demonstrate their pedagogical skills for promotion, tenure, or job applications. This goal is more fully realized with a new member benefit, which makes it now possible for any ASA member to submit a teaching resource to TRAILS: the Teaching Resources and Innovation Library for Sociology, even if they are not a subscriber. As administrators, accreditors, and parents increasingly focus on student learning outcomes, job candidates and faculty are less likely to receive the benefit of the doubt regarding their teaching effectiveness. They will need proof.

Jay Howard, Dean of Arts and Sciences at Butler University, sees

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ASA Advocacy on Capitol Hill

On February 13, President Obama sent his \$3.8 trillion Fiscal Year (FY) 2013 budget to Congress. This is a crucial first step in the messy yearly appropriations process that signals the priorities of the Executive Branch. When President Obama released this

budget, he said its main focus was “to do everything in our power to keep this [economic] recovery on track.” He also said that: “I’m proposing some difficult cuts that, frankly, I wouldn’t normally make if they weren’t absolutely necessary. But they are. And the truth is we’re going to have to make some tough choices in order to put this country back on a more sustainable fiscal path.” Some of the Administration’s “tough choices” and others subsequently introduced by Congress in the on-going battle over the FY 2013 budget have significant, negative implications for sociological research. ASA and its partners in the Consortium of Social Science Associations (COSSA) haven’t conceded defeat yet.

Congress is now considering the final federal government spending plan for FY 2013, a tough process especially in an election year. Elected officials, however, don’t always ignore the views and expertise of interest groups and scientific societies which represent large swathes of the American people before they make decisions. This is why the ASA sometimes makes the sociological community’s views known to Capitol Hill and federal agencies when it comes to important science policy. To a policy maker, one letter from the ASA can represent the voices of most of our 14,000 members and a letter jointly signed by a group of scientific associations reflects an even larger group of scholars, educators, and researchers. Two recent funding proposals that have aroused significant member calls on the ASA to act.

National Longitudinal Surveys of Youth (NLSY)

The President’s budget initially

planned for the Bureau of Labor Statistics (BLS) to significantly cut the National Longitudinal Surveys of Youth (NLSY) budget. This budget cut would hamper social scientists’ ability to collect and disseminate data as soon as April 2012. The cuts would have provided insufficient funds to field additional rounds of the NLSY 1979 and NLSY 1997 cohorts, and to complete even the most rudimentary data releases.

BLS officials decided to make these draconian cuts to NLSY budget to meet the requirements of overall BLS budget reductions rather than “spread the pain” since they did not expect a large public outcry over these planned cuts. The officials were wrong.

The social science community began to put pressure on the BLS and less than a month after the President’s budget was released the Bureau announced that it would temporarily suspend budget plans to elongate the fielding schedules of the 1979 and 1997 cohorts of the NLSY. ASA and its fellow social science associations remain vigilant with plans already on the drawing board for future action should the situation require.

American Community Survey (ACS)

Last month, the ASA Executive Office learned that some members of Congress were working to make the Census Bureau’s American Community Survey (ACS) voluntary. The ACS replaced the decennial census long form and has been used to collect confidential community-level data more frequently than every 10 years. Recent reports¹ confirm what sociologists’ research experience would predict, namely that response rates to a *voluntary* ACS would drop significantly from those under a mandatory system, despite the strict confidentiality of the data provided by their status as part of the Census. To maintain the necessary response levels under a voluntary system and produce reliable estimates at the community and micro levels, which

are central benefits of the ACS, the Census Bureau would have to rely on significantly more expensive data collection methods (e.g., telephone, door-to-door visits). Under the current fiscal climate in Congress, more money seems unlikely. A voluntary ACS without substantially greater resources, therefore, would have the undesirable consequence of providing an unclear understanding of U.S. populations and demographic shifts across states and localities. Because sociologists are among the major users of the ACS, the ASA sent a letter to members of Congress, stating “to preserve the value of the ACS and the benefits it has brought to the American people and their communities, the ACS should continue to be mandatory.” ASA also joined a collective letter from the social science community carrying the same message.

The ASA letter reminded congressional leaders of how important an accurate ACS is to the success of federal, state, and local policy decisions. “Congress relies on ACS data to guide the federal government’s distribution of approximately \$485 billion annually in grants to states and localities. Preserving the accuracy of these data is a cost-effective investment to ensure that federal funds are meeting the needs Congress intends to address. In addition, State and municipal officials routinely use the ACS as their major (and often only) source of reliable data for planning and resource allocation. Most have no other consistent, reliable source of detailed information about the social and economic dimensions of their communities. Large and small businesses report using ACS data regularly to guide investment decisions including where to locate new facilities and offer services. Improving the ACS, not weakening it, is important for the economic well-being of American communities across the spectrum of size and rural/suburban/urban location.” Needless to say (but we did!), the ACS is also a major source of data for much sociological research.

Members of ASA Also Respond

The ASA Executive Office is positioned to work with federal agencies, congressional leaders, and coalition partners to promote the priorities and needs of sociologists. We will continue to monitor federal science policy including NLSY and ACS issues and respond accordingly. But, we also need the ASA membership and the sociological community at large to be alert and let us know about federal actions that are of potential concern. In turn, ASA will keep you informed.

But as individuals and as members of educational and research institutions, sociologists can also make their opinions known directly to federal officials. The election season heightens receptivity. It never hurts to ask candidates about their views on the role of science, and the social sciences in particular, and to provide data-rich position papers to campaign staff on topics about which social science research has important insights to contribute.

Sociologists also have an important role to play in expanding the public’s understanding of and appreciation for what the social sciences have to offer public discourse by sharing their expertise with the media. Other than a person’s first-hand experience (which we know is often a very narrow window), what members of the public know, think, and believe about what happens in society is implicated by how events are communicated through newspaper, radio, and television.

ASA Council has encouraged the Executive Office to expand its work with the national and local media in order to help members contribute to media-generated public dialog. I encourage you to become part of the new ASA member experts’ database, which is discussed in this issue of *Footnotes* by media expert Dan Fowler. If the ASA experts’ database isn’t for you, you can share with your colleagues, friends, and families relevant sociology news stories that are in ASA’s media coverage pages on the website (www.asanet.org) via

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science policy

States with Higher Tax Rates Are Better for Children

A new index of child well-being finds a strong relationship among state tax rates, the size of state investments in children, and children's quality-of-life. The STATE Child Well-Being Index (CWI)—developed for the Foundation for Child Development by demographers William O'Hare (Annie E. Casey Foundation) and Mark Mather and Genevieve Dupuis (Population Reference Bureau)—provides the most-comprehensive measure of children's quality-of-life on a state-by-state basis. The report, *Investing in Public Programs Matters: How State Policies Impact Children's Lives*, focuses on the results of the STATE CWI, which draws from a richer data set than previous state-level studies of child well-being. The STATE CWI assesses children's quality-of-life in each state across 25 indicators clustered into seven domains (family

economic well-being, health, safe/risky behavior, educational attainment, community engagement, social relationships, and emotional/spiritual well-being) and compares them across states. For more information, see <www.prb.org/Articles/2012/child-well-being-index.aspx>.



Department of Homeland Security Announces Academic Advisory Council

In early March, the U.S. Department of Homeland Security (DHS) Secretary Janet Napolitano announced the formation of the Homeland Security Academic Advisory Council (HSAAC). The Council is comprised of university presidents and academic leaders charged with advising the Secretary and senior leadership at the Department on several key issues. Secretary Napolitano has asked the group, which will be chaired by Wallace Loh, President of the University of Maryland, to

provide advice and recommendations on issues related to student and recent graduate recruitment; international students; academic research; campus and community resiliency, security and preparedness; and faculty exchanges. The group's inaugural meeting, which is open to the public, will take place on March 20 in Washington, DC. Additional information, including a list of Council members, is available at <www.dhs.gov/ynews/releases/20120301-napolitano-announces-academic-advisory-council.shtm>.

National Humanities Alliance Seeks an Executive Director

Jessica Irons, Executive Director of the National Humanities Alliance, stepped down from her position February 1, 2012. The officers and directors of the Board deeply appreciate Irons' service to the Alliance. ASA is a member of the Alliance and ASA Executive Officer Sally T. Hillsman has served as an officer.

Duane Webster, former NHA Board member and Executive

Director Emeritus of the Association of Research Libraries, agreed to serve as Interim Director of the National Humanities Alliance for the next two months. A long-time member representative to the Alliance, Webster has served NHA in a number of capacities over the years, most recently as chair of the organization's Committee on Libraries and Intellectual Property. Irons was appointed NHA Executive Director in 2005, and has served in a number of roles since first joining the Alliance staff in 1999.

The Alliance plays a lead role in advocating for NEH funding, and its efforts in this area have been especially critical during the recent period of extreme pressures on the federal budget. The Alliance seeks a proactive and strategic leader to promote the health and wellbeing of the humanities within the U.S. Federal sphere. The deadline for submission of nominations or applications is April 30, 2012. Additional information is available at <www.nhalliance.org/bm~doc/nhaexecdir-annoucepd.pdf>.

ASA Launches Campaign to Expand its Database of Subject Matter Experts for the Media

Daniel Fowler, ASA Public Affairs and Public Information Department

In an effort to more efficiently connect journalists with sociologists and to better promote and disseminate sociological scholarship to the public, the American Sociological Association (ASA) is launching a campaign to expand its database of sociologists who are subject matter experts.

"Sociologists have much to offer both members of the media and the public on a wide range of subjects," said ASA Executive Officer Sally T. Hillsman. "As such, we want as many Association members as possible who have demonstrated subject matter expertise to register for the database. Having an up-to-date repository of sociologists who have agreed to speak with reporters will improve

the ASA's ability both to respond to media inquiries quickly and to proactively publicize the important work of sociologists."

According to ASA Executive Office records, this campaign is the first of its kind in the Association's 107-year history. "Generally, we've added members to our database only after we've sought them out to put them in touch with an individual reporter for a specific story or to include them in a media advisory," said Brad Smith, Director of the ASA Public Affairs and Public Information (PA/PI) Department. "Even though they were part of our database, we wouldn't divulge their contact information for additional future interview opportunities without again getting their approval."

Join ASA's Expert Database Online

With ASA's database expansion campaign, that process will change. Association members can join the ASA Experts Database by going to <www.asanet.org/asaexperts>. By registering, members agree that PA/PI staff may proactively and reactively make their contact, biographic, and expertise information available to journalists. ASA will mediate these connections, however, and will not make information in the database, which is housed electronically at the Association, publicly available.

"This will make the process of connecting journalists with sociologists much easier for PA/PI staff members because they will know which sociologists are consistently willing to speak to

reporters and they will have the go-ahead to give out non-public contact information," Hillsman said.

During 2011, PA/PI staff oversaw the production and distribution of at least 52 press releases and media advisories and responded to approximately 400 media inquiries. Journalists wanted to interview sociologists about topics ranging from the September 11 anniversary, the sociology of food, and non-traditional families to the health effects of sexual harassment, pets changing family dynamics, and the Occupy movement.

"We hope that expanding the ASA Experts Database will lead to even greater media coverage for our members, their research, and

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TRAILS

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publishing in TRAILS as a way for job candidates to move beyond asserting teaching skill. “When institutions like Butler University, which prides itself on excellence in teaching, hire new faculty members we look for candidates who have found ways to demonstrate that they go above and beyond to promote student learning. The best candidates are those who have made their teaching excellence and their commitment to student learning extend beyond the four walls of their classroom. Publishing in TRAILS is a wonderful example of how to do that. Scholars who publish in TRAILS are not only committed to their own students’ learning but also to helping others’ students learn as well.”

This view was echoed by Diane Pike, former Chair of Sociology at Augsburg College, who commented on the demands placed on assistant professors in her department. “We ask a lot of new hires, especially in the area

of teaching. Early career candidates who demonstrate that they understand that scholarly teaching at its best is a collaborative and constructive endeavor would do well to offer their involvement in TRAILS as an indicator of their approach to their teaching practice.”

An Emeritus Benefit Too

This new benefit will also make it possible for retired members of the ASA, who may have little or no need to download new teaching materials, to nonetheless submit their own resources for publication—resources that reflect decades of teaching and research experience. This provides an opportunity for retired members to help enliven and continue teaching and learning of sociology, connecting their research scholarship to their teaching scholarship through rich pedagogical resources that might not otherwise be available to the disci-



pline. This new benefit also provides emeritus members with a way to both retain and share their teaching materials without having to hold on to personal files.

To submit a resource to TRAILS, go to <trails.asanet.org> and click on the “Resource Submission

Instructions” tab to see a printable set of instructions, the TRAILS acceptance criteria, a handout on best practices in the scholarship of teaching and learning, and the

TRAILS author agreement. Then click on the “Resource Submission Wizard” button. At that point, authors will need to log in with their ASA ID and password (included in each issue of the *ASA Member News and Notes* e-newsletter or contact the ASA membership department at membership@asanet.org). Help with submissions is available on the TRAILS website itself or by contacting the ASA Academic and

Professional Affairs Program at trails@asanet.org or (202) 383-9005 x318.

Applications for TRAILS editor invited

The American Sociological Association is seeking volunteers to serve as the inaugural editor of TRAILS. The editor of this curated library of web-based teaching materials will have a three-year term and will be responsible for working to expand the range, quantity, and quality of teaching resources in the library; further developing the TRAILS peer-review process; and providing leadership to the library staff, area editors, and contributors. Full information on how to apply was published in the February issue of *Footnotes*, available online, and can also be found on the ASA website (www.asanet.org) by clicking “Teaching and Learning” and then clicking on “TRAILS” in the drop down menu. Deadline for applications is March 30, 2012.

Campaign

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the discipline,” Smith said.

The PA/PI staff initiated an exploratory effort in November to determine whether there was member enthusiasm for a database expansion campaign. As part of the effort, PA/PI staff placed a notice on an ASA section’s listserv explaining the purpose of the database and how to join. Section members were asked to submit via email key professional details including name, title, affiliation, contact information, ASA section membership(s), a brief biography as well as areas of expertise, recent publications, and a link to a professional webpage if available.

“While we were delighted by the number of responses we received, we quickly realized that we could, and should, make joining the database easier before publicizing it to all our members,” Hillsman said. “Through the combined efforts of ASA’s Information Technology and Public Affairs and Public Information departments, we have done that. Now, any ASA member can add his or her information to the experts database by filling out a simple online

registration form. That information will immediately be uploaded into the database.”

In late February, PA/PI staff conducted a successful test of the online registration process by inviting members of a second ASA section listserv to sign up. In the coming weeks, PA/PI staff will be reaching out to all ASA sections to invite their members to join the database. PA/PI staff will also recruit ASA members to sign up through promotions on Twitter, Facebook, Member News and Notes, and the ASA homepage.

Help Make Sociology More Public

“The public needs to know what sociologists discover in the course of their research,” said Michael Flaherty, Eckerd College, who recently joined the database. “Our findings are fascinating as well as useful; they should inform public discourse as well as public policy. Moreover, at a time when many states are reducing budgetary support for higher education, it is crucial that we demonstrate the usefulness of the sociological perspective by playing a visible and vital role in the mass media.”

Upcoming Program Review? Browse ASA’s List of Highly Qualified External Reviewers

The new Department Resources Group (DRG) referral page is now available. The page provides a list of DRG consultants along with each consultant’s institutional



affiliation, program type, CV, and statement of consulting approach and availability. DRG consultants receive training at each ASA Annual Meeting and are in regular communication throughout the year about trends, data, and new resources that can help build strong departments. DRG consultants are committed to the advancement of the discipline and to empowering department chairs and faculty. For more information, visit <www.asanet.org/teaching/drg.cfm>.

Sociology Research Makes Headlines

Daniel Fowler, ASA Public Affairs and Public Information Department

While the percentage of obese children in the United States tripled between the early 1970s and the late 2000s, a study in the January 2012 issue of *Sociology of Education* suggests that—at least for middle school students—weight gain has nothing to do with the candy, soda, chips, and other junk food they can purchase at school.

“We were really surprised by that result and, in fact, we held back from publishing our study for roughly two years because we kept looking for a connection that just wasn’t there,” said Pennsylvania State University’s Jennifer Van Hook, the lead author of the study, which, according to a Google News search, was the subject of more than 120 popular media articles.

The article, “Competitive Food Sales in Schools and Childhood Obesity: A Longitudinal Study,” by Van Hook and her Penn State colleague Claire E. Altman was just one of the many studies the American Sociological Association’s Public Affairs and Public Information (PA/PI) Department publicized during the highly successful post-2011 Annual Meeting.

From September 2011 through February 2012, the ASA Public Information Office oversaw the production and distribution of 17 press releases/media advisories and responded to scores of media inquiries. As a result of these and other efforts, hundreds of news articles, blog posts, and radio shows mentioned ASA, its journals, and/or its members.

“Generating media coverage is an important way we as sociologists can share our valuable research with the world,” said Sally T. Hillsman, Executive Officer of the American Sociological Association. “In that light, our Public Affairs and Public Information (PA/PI) Department works to publicize peer-reviewed studies from ASA journals and to connect sociologists with reporters for their stories. These and other efforts by the department help ensure that sociological scholar-

ship reaches audiences outside the discipline and contributes to the public debate.”

Just some of the major American media outlets that covered the Van Hook/Altman study include the *New York Times*, *The Wall Street Journal*, *The Washington Post*, *The Dallas Morning News*, the *San Francisco Chronicle*, FoxNews.com, *Huffington Post*, the *New York Daily News*, the *Houston Chronicle*, Slate, Yahoo!News, and ABCNews.com.

The study also received significant media coverage internationally. Articles about the study appeared in

a number of international media outlets including Canada’s *Globe and Mail*, *Toronto Sun*, *London Free Press*, *Toronto Star*, and *Global News*; India’s *Hindustan Times* and *Times of India*; and the United Kingdom’s *Daily Mail*.

“I couldn’t have been more delighted to see the response to Van Hook and Altman’s article, everywhere from *The Times of India* to *The Wall Street Journal* as well as *The Village Voice* and *Discovery News*,” said *Sociology of Education* Editor David B. Bills. “But, I can’t say I was surprised by the reception. I think the paper resonated because the findings were something of a surprise, but it was immediately obvious that the research was credible and rigorous. This was high-quality sociology being brought to bear on a real social problem.”

Multitasking and Gender

Another big hit with the media was a December 2011 *American Sociological Review* study by Shira Offer, Bar-Ilan University, and Barbara Schneider, Michigan State University. Their study found that not only are working mothers multitasking more frequently than working fathers, but their multi-

tasking experience leads to more negative feelings as well.

“Gender differences in multitasking are not only a matter of quantity but, more importantly, quality,” said Offer, the lead author of the study. “Our findings provide support for the popular notion that women are the ultimate multitaskers and suggest that the emotional experience of multitasking is very different for mothers and fathers.”

According to a Google News search, there were more than 200 articles about this study. U.S. media outlets that published stories on the study include the


Los Angeles Times, the *Chicago Tribune*, *The Sacramento Bee*, *The Seattle Times*, MSNBC.com, *The Baltimore Sun*, *The Boston Globe*, *The Washington Post*, *USA Today*, *The Wall Street Journal*, TIME.com, CBSNews.com, and NPR.com. NPR also ran a radio piece about the study on its “Morning Edition” program. In addition, numerous international media outlets including Canada’s *Globe and Mail*, *Calgary Sun*, *Toronto Sun*, *Vancouver Sun*, and *Toronto Star* and the United Kingdom’s *Telegraph* and *Daily Mail* published articles about the study.

“All in all, I was very surprised by the amount of interest that the study sparked,” Offer said. “I knew that multitasking was a hot issue, which has recently gained much attention in the media, but I didn’t expect the article to create so much interest worldwide. I received emails and phone calls from reporters in Italy, the Netherlands, the U.S., and Israel, and the article was mentioned in many other countries. I think that this is because the article speaks to an issue that is relevant to many parents, regardless of where they live.”

But Wait, There’s More

A sample of other popular studies that PA/PI publicized during the past six months includes an October 2011 *American Sociological Review* study by Derek A. Kreager, Pennsylvania State University, and Dana L. Haynie, Ohio State University, which found that adolescents are particularly susceptible to the drinking habits of their romantic partner’s friends. An October 2011 *American Sociological Review* study by Erin Cech, Stanford University, Brian Rubineau, Cornell University, Susan Silbey, Massachusetts Institute of Technology, and Carroll Seron, University of California-Irvine, which found that women are not becoming engineers partly due to confidence issues. A December 2011 *Journal of Health and Social Behavior* study by Erin Kelly, Phyllis Moen, and Qinlei Huang, all of University of Minnesota, and Eric Tranby, of University of Delaware, which suggested that flexible workplaces promote better health behavior and well-being was another popular study within the media.

A sample of some of the other media outlets that published articles mentioning ASA, its journals, and/or its members during the past six months include *Science News*, *The Chronicle of Higher Education*, *Inside Higher Ed*, United Press International, the *Star Tribune*, *MyHealthNewsDaily*, *Jezebel*, the *Seattle Post-Intelligencer*, the *Tennessean*, Reuters, the *Hartford Courant*, the *Orlando Sentinel*, *U.S. News and World Report*, LiveScience, CNN.com, Health.com, the *Philadelphia Daily News*, the *Sun-Sentinel*, iVillage.com, *LA Weekly*, the *Herald News*, *Education Week*, the *Tucson Citizen*, MSN Health and Fitness, the *Bangor Daily News*, and California Watch.

“While we are pleased with the amount of media coverage that ASA, its journals, and its member have received, we are working hard to develop innovative ways to bring sociological research to even more people,” said PA/PI Director Brad Smith. 

“Generating media coverage is an important way we as sociologists can share our valuable research with the world.”

—Sally T. Hillsman,
ASA Executive Officer

Kevin Bales: Using Sociology to Fight Slavery

Jamie Panzarella, ASA Publications Department

Kevin Bales' life's work started with a pamphlet. The professor of sociology was in London in the early 1990s, and was astounded when he picked up a leaflet that stated there were millions of slaves in the world today. Bales is now an expert on modern slavery and President of Free the Slaves, a U.S. sister organization of Anti-Slavery International, the world's oldest human rights organization.

"As a social scientist and a sociologist, I was thinking 'wow! There are millions of people in slavery,' This is a very important thing to understand. This is an ancient form of social interaction and social control, which many believe had been eradicated. And, yet, if there are millions in the 21st century, then we really need to get a grip on this issue. So it was my curiosity and my sociological approach that drove me into the issue."

Slavery is illegal in every country in the world, yet, according to the Free the Slaves website, there are 27 million slaves worldwide today, more than any other time in human history. These are individuals who "are forced to work without pay, under threat of violence. You can find them in brothels, factories, mines, farm fields, restaurants, construction sites, and private homes." The average cost of a human slave sold around the world today is \$90. Slavery can be found in almost every country (except Iceland and Greenland), with the majority of slaves can be found in India and in African countries; however, thousands of slaves are trafficked into the United States each year.

Where to Begin?

While he always had an interest in human rights, often working on projects about this and with human rights groups during graduate student years, Bales did not begin researching

the issue of slavery in depth until the 1990s. After learning about the current state of slavery, Bales saw it as a "classic challenge to a sociologist." After performing a lit review of 3,000 articles



Kevin Bales

on slavery, he found only two articles about contemporary slavery. Bales spent several years digging and searching for numbers, data, understanding, specialists, etc. He realized that no one had done research that was sufficiently methodologically sound on this topic.

He next began a large field research project. He traveled to meet slaves and slaveholders. Since slavery in an economic crime, he focused a large portion of research on the slave-based businesses. "It had to be a qualitative research project as the crime was so hidden. I looked at the economics of slave-based businesses in different parts of the world. I tried to tease out the different dimensions of what was going on."

Bales also looked to the discipline to see who had written about slavery in theoretical terms, but he found that virtually no one in the contemporary sociological world had done so.

Bales' research eventually evolved into his first book, *Disposable People: New Slavery in the Global Economy*. Published in 1999, Bales' book has received numerous accolades, including a nomination for the Pulitzer Prize. His work has been published in 10 other languages, including an Italian edition that won the Premio Viareggio award for services to humanity in 2000. Bales co-wrote a documentary based on his work, *Slavery: A Global Investigation*, which won the Peabody Award for 2000 and two Emmy Awards in 2002. Archbishop Desmond Tutu called *Disposable People* "a well researched, scholarly, and deeply disturbing expose of modern slavery." A new edition will be published in 2012.

Combining Policy and Practice

Bales was shocked by the response that the book generated; people wanted to work on this topic immediately. With the success of his book, Bales decided to embrace the response to his work and "join the world of policy and practice for awhile." He decreased the workload of his academic appointment in the UK and returned to the United States.

In 2000, Bales, along with Jolene Smith and Peggy Callahan, founded Free the Slaves. Free the Slaves is a non-profit organization that works to "liberate slaves around the world, helps them rebuild their lives and researches real world solutions to eradicate slavery forever. We use world class research and compelling stories from the frontlines of slavery to convince the powerful and the powerless that we can end slavery." (www.freetheslaves.net) While Free the Slaves works on policy initiatives to eliminate slavery worldwide, the organization also works on the ground to liberate individuals from slavery.

Bales has traveled the world to make this happen. Free the Slaves does not buy people out of slavery, but works to liberate them. In his 2010 TED talk, Bales said "Liberation, and more importantly all the work that comes after liberation, it's not an event, it's a process. It is about helping people to build lives of dignity, stability, economic autonomy, citizenship." The cost of liberation does vary by country, but "...sustainable freedom for the entire 27 million people on the planet in slavery is something like 10.8 billion dollars... It's not a lot of money at the global level, in fact it's peanuts. And the great thing about it is that it's not money down a hole, there is a freedom dividend."


Within the world of non-governmental organizations, Bales' sociological toolkit has been essential to help him answer the questions put forth to him, such as how to operationally define slavery in a way that can be taken and written as law. "This is an area with some really fascinating methodological challenges.

When you call it a hidden crime, it is hidden in a way no other crime is. The victimization is not an event, but a process."

For individuals looking to work in this field, the options are essentially endless. Since this is a new field, it needs people with myriad skills. "It needs lawyers, and it needs accountants, and it needs social scientists, especially sociologists. It also needs people who understand social psychology, particularly in the area of psychological trauma," Bales said. "Almost anything someone can imagine applying to this field, there is a need."

However, since it is a rapidly growing field, for those looking to follow an academic path to this work, there is no formal education process. This has not stopped a demand, by students and graduates, for a program to study this topic. To address this demand, Bales is currently working to develop a master's degree that would allow students to study this issue in depth. "There is a whole pedagogical array of subject matter that is now ready to be taught to someone who wants to become a specialist in this area, but it is not available yet in any one place."

Bales understands that he is working in a new and untested area. Nevertheless, he admits his excitement at getting to be the person operating on the frontier of a sub-discipline. "It is literally about saying, 'What is the relationship between the nature of human conflict and the nature of human enslavement,'" said Bales. Individuals in this field are often the first to ask the questions, working to figure out fundamental definitions, and finding linkages and causal relationships.

"We have to ask ourselves, are we willing to live in a world with slavery? If we don't take action we just leave ourselves open to having someone else jerk the strings that tie us to slavery in the products we buy and in our government policies. And yet, if there is one thing that every human being can agree on, I think it's that slavery should end." 

What Happens In a Course That Is Truly Global?

Rodney D. Coates, *Interim Director of Black World Studies at Miami University, Oxford, OH*

It started out as a simple gesture of reaching out to colleagues across the globe, and 15 years ago it sparked the creation of a new learning experience that today brings the world abroad to Miami students with the use of modern technology.

More than a decade ago, I was teaching an honors course on race, ethnicity and conflict resolution that took advantage of the then-newly developing technology associated with email listservs. I connected with colleagues from universities around the globe to discuss the major conflicts occurring in the world. Cumbersome technology and frequent glitches ultimately forced us to shut down this project. One positive from this course was that we published one of the first e-texts.

Then, three years ago, Miami University's Liberal Education Council encouraged faculty to develop global-based courses. With greater advancements in technology, I thought, "Why not try this again?" I received a tremendous response from colleagues in Russia, Istanbul, Bangladesh, Milano, Canada, and West Indies, and within the United States from the University of Texas, Florida, and even the Naval Academy. Thus constituted, we began our discussions in earnest on how to create a classroom without walls.

This new course, "Globalization, Social Justice and Human Rights," pairs Miami students with students from various countries through Web-based tools. The 400-level course for undergraduate and graduate students was piloted in fall 2010; this fall 260 students (12 at Miami) from all over the globe interacted through a social network site, blogged, uploaded videos and, in the process, learned about each other and world issues. We have a NING site for all the universities and students who are involved in the project (NING is an online platform for people and organizations

to create custom social networks). Within that site, each university has its own set of pages, with students writing and speaking in their own language, but the common site is in English. There is a Facebook-like environment where students can "friend" each other.

A Continuous Learning Process

The course requires readings that students must complete, case studies, service learning projects and group projects. It is interesting that as technology expands, students are asking us to incorporate more tools like Dropbox, iCloud, and GoogleDocs. This makes this project a continuous learning process on both ends. It is amazing

watching the students who normally function on one level actually step up several levels. This challenges students intellectually by forcing them to step out of their Miami comfort zone and step into a global environment. The entire process of integrating technology, pedagogy, and faculty partnerships creates this expansive world for our students. One person cannot do this. The whole is much greater than the sum of its parts.

Personally, however, this process opened my eyes to greater possibilities. It has transformed the way I teach. No lectures per say but conversations, not monologues but layered dialogues. The course is time consuming and there is a steep learning curve mastering the technology, but I am excited by the possibilities. Think about it—barring time-zone issues—we can take these conversations and make them live in real time; we can have shared lectures and presentations across the globe. We have only just begun to explore digital learning.

Discussing Globalization in the Virtual World

Students, even with language deficiencies, benefit from this course as they can explore these issues within their own group, or virtually walk out (on our site) and explore them with like-minded students from as close as next door or as far


away as across ocean. But, even in the online world, language barriers posed a problem that we were sensitive to. We, as instructors, spent a considerable amount of time finding material in multiple languages. While only a few of our Miami students were proficient in other languages, all of our partner institutions and students were proficient in English. Students from other countries benefit by practicing their English with our students, and some of our students who study another language can likewise practice with them. We still can maintain a rich cross-cultural dialogue.

So, what is it that the students discuss in this course? They converse on issues of social justice and human rights from their varying viewpoints and perspectives. Through their group projects, students have raised funds to provide books and other items to children in need, raised awareness of the suffering of children in Sudan, and worked on service learning projects related to immigration and international adoption issues.

While it seems that the world, over the past decade, has become consumed with all things global, few seem to understand the contradictions, complexities, and nuances associated with globalization and how it significantly impacts our daily lives. Whether our discussions deal with international trade or immigration, international markets or national security, nuclear arms race or global climate changes, we eventually wind up discussing the forces of,

factors associated with, and the realities of globalization. Globalization is more than an understanding of development. Globalization does not occur within a vacuum. It happens both among humans and nations. The forces of globalization have significance to how we interact and under what terms that interaction takes place. Any significant conversation, by definition, must also include ones dealing with both social justice and human rights.

For this reason I designed the course, it explores the theories, issues, debates, and pedagogy associated with globalization, social justice, and human rights. It provides students with a unique opportunity to explore these topics within the classroom and, via the Internet and other technologies, in classrooms located around the globe. The student, through collaborative projects with peers around the world, reflects upon how globalization shapes and transforms local communities and national cultures.

While many students shy away from the level of work associated with these courses, others find the challenge the very reason why they come to a place like Miami University. The world has gotten around that this is one of those courses that will stretch, challenge, and allow for intellectual growth unsurpassed. Even after the course has ended, many students still keep in touch with their international partners. 

For more information on the author, see <redroom.com/member/rodney-d-coates>



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Candidates for ASA Offices in 2012

In accordance with election policies established by the ASA Council, biographical sketches of the candidates for ASA leadership positions are published in Footnotes (see below). The candidates appear in alphabetical order by office. Biographical sketches for all candidates will be available online when ballots are sent to all current voting members in May.

Candidates for President-Elect

Annette Lareau

Present Professional Position:

Stanley I. Sheerr Professor, University of Pennsylvania (2008-present)



Annette Lareau

Former

Professional Positions: Professor, Department of Sociology, University of Maryland, 2005-08; Professor, Department of Sociology, Temple University, 2004-05; Associate Professor, Department of Sociology, Temple University, 1994-2004; Assistant Professor, Department of Sociology, Temple University, 1990-94; Assistant Professor, Southern Illinois University 1986-90.

Education: PhD, University of California-Berkeley, 1984; MA, University of California-Berkeley, 1978; BA, University of California-Santa Cruz, 1974.

Positions Held in ASA: Chair, Sociology of the Family Selection, 2011-present; Committee on Committees, 2006-07; Goode Book Award Committee, Sociology of the Family Selection, 2004-06; Nominating Committee, 2003-04; Editorial Board Member, *American Sociological Review*, 2006-09; Editorial Board Member, *Contexts*, 2003-06. Deputy Editor, *Sociology of Education*, 1998-2002; Chair, Sociology of Education Section, 1997-99; Chair, Culture Section Committee Best Paper Award, 1997-1998.

Offices Held in Other

Organizations: Sociology Panel Member, National Science Foundation, 2009-10; Vice-President, Eastern Sociological Society, 2006-07.

Selected Publications: Lareau, Annette. 2011. *Unequal Childhoods:*

Class, Race, and Family Life. 2nd ed., University of California Press; Lareau, Annette. Forthcoming. "Using the Terms 'Hypothesis' and 'Variable' in Qualitative Work: A Critical Reflection," *Journal of Marriage and the Family*; Lareau, Annette and Vanessa Lopes Munioz, Forthcoming. "'You're Not Going to Call the Shots': Structural Conflict Between the Principal and the PTO in a Suburban Public Elementary School," *Sociology of Education*; Lareau, Annette and Amanda Cox. 2010. "Social Class and the Transition to Adulthood: Differences in Parents' Interactions with Institutions," in Marcia Carlsson and Paula England (Ed.), *Social Class and Changing Families in an Unequal America*, Stanford University Press.

Personal Statement: Since the crash of 2008, two enduring challenges for our discipline have become increasingly salient. First, sociologists do not have a sufficient voice in public debate, even though there are many pressing policy issues that would benefit from sociological insights. Perhaps the ASA can do more training of sociologists to work with journalists. If it is possible we could provide additional online resources for scholars interested in being interviewed for NPR, *The New York Times*, and so forth. Second, job prospects for young scholars are limited. The ASA could do more to assist in the placement of graduates in interesting, non-academic positions where graduates would use their sociological skills. If elected President, I would try to increase the assistance that the Association provides to the membership on these two issues, while maintaining the services that the ASA regularly offers.

John Logan

Present Professional Position: Professor, Department of Sociology,

and Director, Initiative on Spatial Structures in the Social Sciences, Brown University, 2004-present.

Former

Professional

Positions: Director, Lewis Mumford Center for Comparative Urban and Regional Research, University at Albany, 1999-2004; Distinguished Professor of Sociology and Public Policy, University at Albany, SUNY, 2000-04; Associate Professor/Professor of Sociology, University at Albany, SUNY, 1980-2000.

Education: PhD, University of California, Berkeley, 1974; MA, Columbia University, 1969; BA, University of California, Berkeley, 1968.

Positions Held in ASA:

Vice-President Elect and Vice President, 2008-2011; Committee on Publications, 1998-2001; Spivack Program Advisory Committee, 1997-2000; Chair, Career of Distinguished Scholarship Award Committee, 1995-97; Chair, Section on Community and Urban Sociology 1993-97.

Offices Held in Other

Organizations: President, Research Committee on Urban and Regional Development, International Sociological Association, 1994-98; Panel member, Social Sciences and Population Study Section, NIH, 1988-92; Panel member, Sociology Program, NSF, 1997-99; Advisory board member, Center for Spatially Integrated Social Science, University of California-Santa Barbara, 2000-04; Founding Director, Urban China Research Network, 1999-2004.

Publications: Logan, John R. and Harvey Molotch. 1987. *Urban Fortunes: The Political Economy of Place*, Los Angeles: University of California Press; Logan, John R. and Todd Swanstrom (eds.). 1990. *Beyond the City Limits: Urban Policy and Economic Restructuring in Comparative Perspective*, Temple University Press; Logan, John R. and Glenna D. Spitze. 1996. *Family Ties: Enduring Relations between Parents and Their Grown Children*,



John Logan

Temple University Press; Logan, John R. (ed.). 2007. *Urban China in Transition*, Blackwell Publishers; Logan, John R. 2012. "Making a Place for Space: Spatial Thinking in Social Science" Annual Reviews of Sociology, forthcoming.

Personal Statement: ASA must continue to be aggressive on behalf of sociology and sociologists. The big issues that require continued focus are making sociological knowledge more visible on questions of public importance and demonstrating sociology's relevance to multidisciplinary problems on which future science funding hinges. ASA's support of members in two-year and four-year colleges and in non-college jobs as well as raising the profile of teaching and applied research needs more attention. Building from our experience with the Minority Fellowship Program, we need to work more closely with departments to support doctoral students and new PhDs in a difficult economic climate. We raised the dues and now we have to be sure that members are aware of where the money goes, and that spending reflects our priorities and stays within our means. In the last year, ASA Council took steps to increase transparency and promote member participation, and we have to reinforce that effort.

Candidates for Vice President-Elect

Pierrette Hondagneu-Sotelo

Present Professional Position:

Professor, Department of Sociology, University of Southern California

Former

Professional

Positions: Director of Graduate Studies, Department of Sociology, University of Southern California, 2006-11; Assistant to Associate Professor, Department of Sociology, University of Southern California, 1992-2003; Assistant Professor, Department of Sociology, California State University San Bernardino,



Pierrette Hondagneu-Sotelo

1990-1991.

Education: PhD, University of California Berkeley, 1990; MA, University of California-Berkeley, 1984; BA, University of California San Diego, 1979.

Positions Held in ASA: Member of Council, 2008-2011; Committee Member, Fund for the Advancement of the Discipline, 2009-11; Council Member, Section on International Migration, 2004-2007; Council Member, Section on Sex and Gender, 2001-03; Council Member, Section on Latina/o Sociology, 1997-2000.

Offices Held in Other

Organizations: Board of Directors, Society for the Study of Social Problems, 2004-2007; Committee on Committees, Society for the Study of Social Problems, 2000-03; C. Wright Mills Book Award Committee, 1996, 2003; Board Member, Coalition for Humane Immigrant Rights in L.A., 1999-2001; Chair, Social Conscience Award Committee, Pacific Sociological Association, 2003.

Publications: Hondagneu-Sotelo, Pierrette. 2008. *God's Heart Has No Borders: How Religious Activists are Working for Immigrant Rights*, University of California Press. Hondagneu-Sotelo, Pierrette. 2001, 2007, *Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence*. University of California Press; Hondagneu-Sotelo, Pierrette. 1994. *Gendered Transitions: Mexican Experiences of Immigration*, University of California Press; Ramirez, Hernan and Pierrette Hondagneu-Sotelo, 2009, "Mexican Immigrant Gardeners in Los Angeles: Entrepreneurs or Exploited Workers?" *Social Problems*, 56:70-88; Hondagneu-Sotelo, Pierrette and Ernestine Avila, 1997, "'I'm Here, But I'm There': The Meanings of Latina Transnational Motherhood," *Gender & Society*," 11:548-571.

Personal Statement: Twenty years ago I attended my first ASA meeting, awe-struck by the luminaries but terrified too. Since then, ASA has opened up to new topics and sections, and I've experienced it as a more welcoming space. Presenting papers, attending sessions, and serving on ASA committees in this era of greater inclusion and diversity has helped me grow as a sociologist

and mentor, allowing me to learn from others and to meet a wide variety of people with shared interests. If I'm elected Vice President, I'll work with the President, Council Members, and staff on all policy matters, and I'll strive to do whatever possible to broaden ASA outreach and connection to all members, so that ASA becomes a space of open dialogue, inclusion, and transparency.

Brian Powell

Present Professional Position:

James H. Rudy Professor, Department of Sociology, Indiana University, 2008-present



Brian Powell

Former Professional Positions:

Affiliate Faculty, Department of Gender Studies, Indiana University, 1986-present; Allen D. and Polly S. Grimshaw Professor, Department of Sociology, Indiana University, 2002-07; Assistant to Full Professor, Department of Sociology, Indiana University, 1986-2002.

Education: PhD, Emory University, 1984; MA, Emory University, 1980; BA, Hobart and William Smith College, 1976.

Positions Held in ASA: Chair, ASA Social Psychology Section, 2011-present; Member, ASA Honors Program Advisory Board, 2009-11; Chair, ASA Sociology of Education Section, 2009-10; Deputy Editor, *Journal of Health and Social Behavior*, 2009-10, *American Sociological Review*, 2006, and *Sociology of Education* 1995-98; Member, ASA Publications Committee, 2002-05.

Offices Held in Other

Organizations: Board of Directors Member, Council on Contemporary Families, 2011-present; National Science Foundation Sociology Advisory Panel, 2009-10; President, Phi Beta Kappa, Gamma Chapter, Indiana University, 2006-08; National Science Foundation Dissertation Advisory Panel, 2002-04, 2006-08; Founding member, Teaching and Learning Introductory Sociology (TLIS) Network, 2010-present.

Publications: Powell, Brian, Catherine Bolzendahl, Claudia Geist, and Lala Carr Steelman. 2010. *Counted Out: Same-Sex Relations and Americans' Definitions of Family*. American Sociological Association Rose Series. Russell Sage Foundation; Hamilton, Laura, Claudia Geist, and Brian Powell. 2011. "Marital Name Change as a Window into Gender Attitudes," *Gender and Society* 25:145-175; Cheng, Simon and Brian Powell. 2007. "Under and Beyond Constraints: Resource Allocation to Young Children from Biracial Families," *American Journal of Sociology* 112:1044-1094; Hamilton, Laura, Simon Cheng, and Brian Powell. 2007. "Adoptive Parents, Adaptive Parents: Evaluating the Importance of Biological Ties for Parental Investment," *American Sociological Review* 72:95-116; Powell, Brian, Lala Carr Steelman, and Robert M. Carini. 2006. "Advancing Age, Advantaged Youth: Parental Age and the Transmission of Resources to Children," *Social Forces* 84:1359-1390.

Personal Statement: When I think of the ASA, I think of diversity and hope for inclusiveness. The ASA represents a wide range of sociologists who privilege and excel in different aspects of our profession and who, in turn, give me great optimism about the future of the discipline. I believe that the ASA must serve its various members-- whether they are located in small liberal arts colleges, research universities, applied settings, or elsewhere; whether they are beginning their academic career or have reached retirement; whether they are motivated more by teaching or research concerns; whether their interests emphasize concerns of the discipline or of broader social policy. As someone who has been invested in both teaching and research excellence and who has worked with small liberal arts colleges, research universities, and applied settings, I am fully committed to representing these different constituencies and strengthening communication and forging ties among these groups. ☺

Candidates for Secretary-Elect

The candidates for secretary will be announced at a later date.



2012 ASA President Visiting Minority-Serving Colleges and Universities

In late March and mid-April Erik Olin Wright, 2012 ASA President, with Jean Shin, ASA Minority Affairs Program, will visit 11 schools, including nine minority-serving institutions, in the



south and southwest in an effort to connect with students and faculty from underrepresented groups and highlight the importance of sociology and the opportunities available to those who study it. To follow their travels and read real-time updates, follow their blog at <www.speak4sociology.org/TravelsWithErik>

Status Committee

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For example, Recommendation 10 in the report calls for the ASA to provide captioning at all plenary sessions as standard practice, not just upon request. In keeping with that recommendation, at the upcoming 2012 Annual Meeting, for the first time in ASA history, all plenary sessions will be simultaneously webcast with open captions. Anyone in the plenary hall—or anywhere else in the world—will be able to access the webcast and captions from their computer, smartphone, or tablet. This will make the plenaries accessible for audience members who identify as having a hearing impairment, but it will also improve conditions for individuals who have difficulty hearing because of room acoustics or age-related hearing loss.

In addition, anyone can submit a question during the plenary through the webcasting interface. All submitted questions will appear on a computer screen visible to the plenary president. This means that anyone who is not comfortable making their way to a microphone in a crowded plenary hall—whether due to an issue of mobility, vision, hearing, or speech impairment, or because of age or location in the middle of a fully occupied row of chairs—will nonetheless be able to participate in the discussion portion of the plenary. This exciting change reflects not only the Status Committee's recommendation, but also the ASA's ongoing commitment to using universal design principles to make ASA events truly welcoming to all members.

The Status Committee's 15 recommendations are:

1. Continue to support the Committee on the Status of Persons with Disabilities.
2. Continue to collect disability related data during membership renewal process.
3. Fully institute a system for recording disability concerns and their resolution.
4. Provide accessible electronic copies of the Annual Meeting program upon request as a standard accessibility feature.
5. Establish as standard ASA pol-

icy and practice the distribution of a letter regarding disability services to members who check the box requesting information during their membership renewal.

6. As part of standard meeting policy, the hotel should complete an accessibility checklist, preferably before contracting or at least a year before the meeting, to enable the identification of accessibility problems. Based on this checklist, ASA staff can identify potential problems and negotiate their resolution. Completed checklists should be recorded and saved, and made available to the committee to the extent appropriate, along with reports on changes made to properties in response to them.
7. As part of standard meeting policy, the ASA should conduct an on-site inspection following receipt of the checklist.
8. Provide an orientation/walk-through of the Annual Meeting site upon request as a standard accessibility service (to be conducted by members of the Committee or members of the Section on Disabilities).
9. Provide a gender-neutral restroom as a standard accessibility service.
10. Provide captioning for all plenary sessions as standard practice (not simply upon request).
11. Insert accessibility features/concerns onto the Annual Meeting program maps.
12. Materials related to the Annual Meeting site more broadly should offer relevant accessibility information (e.g., the restaurant guide, tour descriptions, and location transportation information).
13. A brief mention of disability services and how to file a concern/complaint should be in the Annual Meeting program, on the website, and emailed to any member who has requested information on these services when they renewed their membership.
14. As a matter of policy, include a link to the 2008 Footnotes articles on universal design and accessible presentations in acceptance notices for Annual

Meeting presentations.

15. Provide continued support needed to gain a "Double-A Conformance to Web Content Accessibility" sticker for the ASA web site, awarded by the Website Accessibility Initiative (WAI). Target date: 2012 Annual Meeting.


History of the Status Committee on Persons with Disabilities

The ASA Committee on the Status of Persons with Disabilities was established in 1981 as an *ad hoc* committee, charged with ascertaining if and how the ASA meetings met the accessibility needs of members with disabilities and recommending changes, as needed, to enhance accessibility. In 1987, it was made a standing committee. In 1999, Council set for the following two charges for the committee: to ensure the full participation of sociologists with disabilities in the life of the Association and to encourage sociological scholarship on disability issues (Howery 2007).

For more than 25 years, ASA has provided special services and oversight arrangements to facilitate attendance at the Annual Meeting. In 1994, the need for additional curb cuts in downtown Los Angeles was outlined as part of the accessibility assessment of the route between the two primary hotels. ASA even hired a special consultant to join Meetings staff on their site visit of the properties (see "ASA Increases Attention on Accessibility Issues" in the January 1994 *Footnotes*, page 4).

In 2008, the ASA Section in

Formation on Disability and Society was established and in 2010 the Section-in-Formation had reached the necessary 300 members to become a permanent section. The section now fulfills the major responsibility of encouraging sociological scholarship on disability issues, and its success is reflected by the increased number of sessions at the ASA Annual Meetings. For example, in the 2003 Annual Meeting program there were four papers listed in the index under "disabilities" all from one session, and by 2010 there were 20 entries listed in the index under "disabilities" including thematic sessions, regular paper sessions, and roundtable sessions.

In the words of the current Chair of the Status Committee on Persons with Disabilities, Albert Herzog, "these are exciting days as ASA takes these significant steps forward in responding to the needs of members with disabilities and creating a more welcoming space for sociological scholarship in the field of disability and society." 


To read the full report of the Status Committee on Persons with Disabilities go to the ASA website www.asanet.org and click on "About ASA," then "Governance" and then "Reports Accepted by Council."

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- Barnartt, Sharon, Ed. 2010. "Disability as a Fluid State." *Research in Social Science and Disability* Volume 5, Bingley UK: Emerald.

Vantage Point

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social media or with your students in classroom discussion. The media influences public awareness and opinions about important social and policy issues, but sociologists can also influence the media with our research-based knowledge. 

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Sally T. Hillsman is the Executive Officer of ASA. She can be reached by email at executive.office@asanet.org.

My Journey Into the Deaf-World: A Visit to Gallaudet University

Erik Olin Wright, ASA President

The first image of Gallaudet: two students in animated conversation strolling along a walk next to classic liberal arts type buildings—an everyday thing to see on campus, only they are talking with their hands. I have, of course, seen people signing before, but this was the first time I had visited a place in Deaf-World and spoken, with the help of an interpreter, for an extended period with Deaf people. The day was extraordinary.

I was visiting Gallaudet as part of my ASA Presidential project of giving lectures to universities and colleges that serve historically marginalized groups. At first this project was restricted to Historically Black Colleges and Universities (HBCUs), but after a conversation with Margaret Vitullo, ASA Academic and Professional Affairs Program Director, I asked if Gallaudet could be added. Margaret taught at Gallaudet for 10 years and was very enthusiastic about the idea. Since the school in Washington where ASA Council meetings had just met, this was logistically easy to organize for a February visit.

Margaret explained to me that Gallaudet was torn between two ideals: It was both a cultural center and a University. It was a symbol for Deaf World, a global site where Deaf Culture was dominant, a place that was welcoming to all Deaf people. In that model the university should accept almost everyone. But it was also an institution of higher learning designed to educate people and for that it needed “standards.” As Deaf students become more mainstreamed and as universities around the country invest more effort and resources in adequate accommodations to their needs, many Deaf students now have options. This increases the challenges faced by Gallaudet itself.

These challenges struck me as similar to challenges faced by HBCUs. In the era of segregation HBCUs were a place where black students in the South could get higher education. HBCUs embodied black culture but also advanced black education. They faced chal-

lenges around standards because so many black students came from dreadful primary and secondary schools, but it was part of their mission to deal with these deficits and they served a positive purpose under the historical circumstances. With integration, black students, especially the most talented, have many options. To be sure, there are reasons to attend an HBCU: the environment is less fraught with racial tension, students do not have to be on guard, and they can learn and excel without having the context defined as competition with whites. Many of the same conditions seem to be present at Gallaudet.

In preparation for the visit I decided to learn some ASL (American Sign Language) so I could give a greeting at the beginning of my talk. Margaret told me about a book, *A Journey into the Deaf-World*, and explained that the expression “Deaf-World” was a term used within the Deaf community to describe their cultural and social world. Proficient in ASL, Margaret also gave me my first lesson. In Madison, I had three more lessons from ASL instructors, one from a deaf woman, and two from a professor of communicative disorders and her student. In the end, my greeting was, “Hello, I am thrilled and honored to be here. Thank you for welcoming me to give a lecture in your Deaf-World.”

The lecture was in a beautiful space designed with the specific objective of being congenial to the Deaf. This meant having lots of light and good sight lines for visual communication. I was introduced by Thomas Horejes, a young, energetic Deaf sociologist on the Gallaudet faculty. After I did my signed introduction, I added a few comments about my experience signing. This comes directly from the recording of the lecture:

“Before giving my lecture I would like to tell that this past week when I had my first exposure to sign language has been a powerful and moving experience -- a new engagement with language that was outside of my life experience. I found one of the signs I learned especially

meaningful—the sign for “lecture”. [I gave the sign.] The idea conveyed by the sign was that I was taking ideas from my head and sharing them with you, throwing them out.

That image, visually, made me feel differently about the word “lecture” – it was a kind of revelation: that when you put words into visual, body motions, you can learn something about the words. I feel that after a week of this I have a little understanding of what is in play with Deaf culture. I have told some students that it is worthwhile to take one week of sign language. To take one sentence that they would like to say and learn it well, because it will change the way you think about speaking a language.”

I then gave a version of my real utopias “stump speech”—a general explanation of the idea of “real utopias” and how to think about its moral foundations, followed by a discussion of a few examples. At the end of the lecture I briefly explored the question “what would be a Deaf real utopia?” I went on to discuss the Real Utopia theme at the ASA and invited everyone to come or to watch the plenary sessions on the web with captioning. After I finished speaking there was a lively question and answer discussion. A number of students and professors came up and asked me questions in ASL.

Following the lecture, my wife and I joined a number of sociology faculty members for lunch. An interesting discussion began on the complex issue of cochlear implants between an individual who had been Deaf from birth and another who became Deaf as an adult. Both learned ASL as adults. The person who was Deaf since birth had been



Erik Olin Wright speaking about Real Utopias at Gallaudet University.

mainstreamed as a child, learning lip-reading, and only learned ASL as a young adult. Many issues were in play in the discussion:

- At what age was it appropriate to have cochlear implants? If a young child is to have this procedure done, then it means that the parents would have the power to impose it on a child. The contrary argument is that the benefits of the procedure are greatest if done early, because the brain can adapt more easily to the implant signals; which can have a bigger impact on language acquisition and cognitive development.
- A deaf child born to a deaf parent is a very different situation from a deaf child born to hearing parent.
- What is “normal” and what needs to be “fixed”? The deaf/hearing spectrum is a natural form of variation, so being deaf is not “abnormal”; it is just one form in which human lives take place.
- There was also an interesting disagreement over whether a person could in fact be fully part of both worlds. Why can’t a child with a cochlear implant, which results in some hearing, also become fully conversant in sign language and thus be in both worlds?
- Historically most deafness was the result of medical conditions, not genes, now medical interventions have greatly reduced deafness as a consequence of disease. Eventually being Deaf will become very rare. As Deafness becomes rarer, it will be harder to become proficient in sign language. There is also a decline

Continued on page 12

Montana

from Page 1

which have historically structured how this story of the West has been told, have emerged. Collaborative conservation, perhaps a real utopia, promotes an institutional design to the governance of natural resources, placing communication at its core. As Habermas remarked, the hope of modernity is anchored in two arenas: speech communities and civil society (1979). It is through undistorted communication where social goals and values are discussed that consensus has led to a shift in power through collaborative decision making regarding interrelated conservation and livelihood challenges.

The possible futures present

within this new multi-stakeholder collaborative endeavor are in response to local concerns. Past successes often have been dependent on coopera-

tive partnerships built on understanding, trust, and respect. Participants in collaborative conservation come from diverse backgrounds and hold varying perspectives and concerns. Identifying shared values and finding opportunities for agreement is central to collaboration. From a utopic perspective, these initiatives strive to find the maximum dynamic harmony (Mead 1934), dealing with different values reflexively to allow maximum satisfaction and expansion.

Montana's Civil Society

While collaborative conservation has emerged in many places in the Intermountain West (including many initiatives in Colorado), Montana has a noteworthy number of these civil society institutions on a per capita basis. Montana is considered by many to be "the last best place." Many would agree that the romanticizing of the Blackfoot Valley by Norman Maclean in *A River Runs Through It* embedded the symbolism of wild and majestic landscapes in the imagination of millions of people. Although characterized by big sky, snow-capped

mountains, wild rivers, fertile valleys and rugged individualism, no place exists without social, political, and ecological histories that actively shape present landscapes and livelihoods. As Bourdieu contends, present practice is framed by history and historical frames are made in the present (Bourdieu and Waquant 1992).

The tendency in Montana, and in many of the lands in the West, to collaborate and cooperate is crucial because of a legacy that fractured the landscape in a checkerboard pattern of landownership—a remnant of the railroad land grant deed restrictions of early white settlement. Today, a variety of public and private entities own and manage the Blackfoot Valley's land: the largest landholders are the U.S. Forest Service and Plum

Creek Timber Company, which own 1.2 million acres in Montana, combined.

Starting from a strong love of place and a set of historical contingencies

in this particular valley, the Blackfoot Challenge—a civil society, landowner-based group that is coordinating management of the Blackfoot River, its tributaries, and adjacent lands in Montana—has developed a particularly successful model of stewardship and conservation through collaboration. Because they reflect the needs of the community, on-the-ground projects encompass a wide variety of natural resource issues, and often include strong education and outreach components. Projects include water quality monitoring, water conservation, and formulating effective strategies to deal with drought; the conservation of many endangered and threatened species such as grizzly bears, gray wolves, Canada lynxes, and bull trout; noxious and invasive weed management and habitat restoration; and land conservation through conservation easements and the establishment and management of an 88,000-acre community forest.

More collaborative conservation groups, such as the Blackfoot Challenge, are developing as an increasing number of local communities understand the value of

grassroots approaches to problem solving. Most of these organizations share similarities: a commitment to involving community members and local institutions in management and conservation of natural resources; an interest in devolving power; a desire to link socioeconomic development to environmental conservation; a tendency to defend and legitimize local and/or indigenous resource and property rights; and a belief in the desirability of including traditional values and ecological knowledge in modern resource management (Kellert 2000). From concept to practice, these characteristics lead to a more equitable distribution of power and status

among local peoples, as well as a more integrated understanding of social and ecological sustainability—rekindling the image of the utopic West. **S**

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- Mead, George Herbert 1934. *Mind, Self, and Society*. Chicago, IL: University of Chicago Press.

Feel Free to Brag a Little



Were you recently promoted? Have a book published? Or were you quoted in the news? Did you win an award? Or maybe you know about a funding opportunity or want to promote your meeting to other sociologists? Send your announcements to [Footnotes at footnotes@asanet.org](mailto:footnotes@asanet.org). In the subject line, list which section you would like the announcement to appear under.

Galludet

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in Deaf schools with more mainstreaming.

I also learned that many of the students at Gallaudet have large challenges to overcome because while growing up they lacked access to the diffuse general knowledge that most undergraduates had. Much of this knowledge is picked up serendipitously by the young in overhearing conversations, and casually watching the news and listening to the radio, all things that are much less likely for Deaf children, especially if their parents are hearing. A child Deaf from birth also has a larger challenge learning to read, because words are purely marks on a page with no sounds connected to them. Each word has to be learned as a separate entity. As a result many Deaf students read at a relatively low

level, but are still trying to do college work.

The day ended with relaxing dinner with a number of sociology faculty and two interpreters. The interpreters had to work hard, and their professional code meant that they weren't supposed to eat while on the job. As it was explained to me, there is not a direct sign for every word spoken, so sometimes the interpreter has to spell out the word with hand spelling. They seemed to do a wonderful job, because the conversation flowed smoothly and easily. Unlike in a foreign language, in signed interpretation, interpreters do a simultaneous translation, since there are no sounds. **S**

For more about Erik's travels including a complete version of this account, see Erik Olin Wright's ASA presidential travel blog at www.speak4sociology.org/TravelsWithErik.

Council Highlights

ASA Council held its mid-year meeting February 11-12, 2012, in Washington, DC. Pending Council approval and online posting of the minutes, the following is a snapshot of key decisions and discussions.

Minutes. The minutes for the summer Council meetings on August 23 and August 24, 2011, were approved and are now posted at www.asanet.org/about/Council_Minutes.cfm#2011.

Budgets and Investments.

- Approved the operating budget and the Spivack budget for 2012.
- Approved the MFP budget for 2012-2013, and allocated funding from the Spivack fund to support two additional Fellows.
- Requested the Committee on the Executive Office and Budget (EOB) to look at current bond investments and talk with ASA's investment advisor about socially responsible choices.

Donations.

- Added the Community Action Research Initiative (CARI) to the donation options provided for members' consideration.
- Affirmed the intention to increase opportunities for members to donate to the ASA small grant programs.

Publications.

- Approved permanent page increase of 100 pages for per volume year *ASR*, with encouragement to consider publishing articles that are longer than average, and 64 pages for *JHSB*.
- Approved increases of 30 pages each for *SOE* and *SPQ* per two years.
- Approved posting anonymously a one-page vision statements from applications for editorships during the next three years, accompanied by the criteria for selection of editors, and inviting members to submit comments to the Committee on Publications.
- Asked the Committee on Publications to review the vision-posting process and experience for effectiveness and report back to Council at the end of the three-year trial period.

- Declined to publish details of editorial office budgets beyond what is already included in the official audit.
- Supported e-publication of the MOST report on Promoting Diversity.
- Affirmed production of a 2011 Annual Report.

Sections.

Approved placing proposed bylaws amendments on the 2012 ballot for the following sections: Collective Behavior and Social Movements, Environment and Technology, International Migration, Methodology, Sociological Practice and Public Sociology, Sociology of Emotions, Sociology of Mental Health, Sociology of Population, and Sociology of Sex and Gender.

Status Committees.

- Accepted all recommendations contained in the final report of the Committee on the Status of Racial and Ethnic Minorities in Sociology (CSREMS), posted at www.asanet.org/about/statuscommittees/minorities.cfm.
- Approved recommendations from the Committee on the Status of Persons with Disabilities in Sociology and the ASA Meeting Services Department to provide (1) live webcasting for Plenary Sessions, and (2) training for Meeting Services staff to do on-site inspections for disability compliance.
- Approved insertion of a statement about ethical professional behavior in all future Annual Meeting programs, as recommended by the Committee on the Status of Women in Sociology.

Task Forces.

- Approved moving forward with appointments to the ASA Task Force on Post-Doctorate Fellowships in Sociology.
- Established a new Task Force on Community College Faculty to (1) examine the professional role, professional development, and possible advocacy needs of sociologists employed as community college faculty; and to (2) develop

recommendations for how the ASA, as the national association for sociology, can best support community college faculty in the discipline of sociology.


Ad Hoc Committees

- Declined the proposal from the Ad Hoc Committee on Turnaround Times in Sociology Journals to survey ASA members on manuscript review times.
- Requested that the Committee on Publications consider best measures for reporting data on the manuscript submission process and have the Executive Office apply those measures to requests for the data included in the Publishing Options guide.
- Referred other recommendations from the Ad Hoc Committee on Turnaround Times in Sociology Journals to the Committee on Publications.

New Business

- Endorsed the American Educational Research Association's (AERA) *Report and Recommendations for the*

Reauthorization of the Institute of Education Sciences, with special emphasis on recommendations 1-12 and 15 in the report.

- In consonance with the Modern Language Association, expressed support of teaching and studying languages other than English in American institutions of higher education and the importance of languages to the discipline of sociology.
- Affirmed support of academic freedom in response to a request from the *Colorado Conference of the American Association of University Professors (AAUP)*.
- Authorized potential development of an amicus brief in support of ethnic studies if deemed appropriate in relation to court cases arising from Arizona's Anti-Ethnic Studies Law.
- Reiterated support in principle of academic freedom and confidentiality of research data in reference to a court case involving oral histories from Northern Ireland collected by researchers affiliated with Boston College. 


Student Forum Travel Awards

Apply for funding to travel to the 2012 ASA Annual Meeting in Denver, CO

The ASA and Student Forum Advisory Board are pleased to announce that the ASA Council is making funds available to support the Student Forum Travel Awards. ASA anticipates granting approximately 30 travel awards in the amount of \$225 each. These awards will be made on a competitive basis and are intended to assist students by defraying the expenses associated with attending the ASA Annual Meeting. All applicants are encouraged to seek additional sources of funding to cover expenses associated with attending the meeting.

Applicants must be students pursuing an undergraduate or graduate sociology degree in an academic institution and a current student member of ASA at the time

of application. Participation in the Annual Meeting program (e.g., paper sessions, roundtables), purpose for attending (e.g., workshop training, Honors Program participation), student financial need, availability of other forms of support, matching funds, and potential benefit to the student

are among the factors taken into account in making awards. A travel award committee of the ASA Student Forum convened especially for this purpose will select awardees. 

To apply, complete the PDF file found online and email it to studentforum@asanet.org or print out and mail one (1) hard copy of the Student Forum Travel Award Application form before April 1, 2012. The application can be found at www.asanet.org/funding/sfta.cfm2012.



Beyond Ignorance and Dogma: On Taking Religion Seriously

The time has come for American sociology to stop being so ignorant and dogmatic about religion. As someone who knows something about the real history, cultures, and organizations of religious traditions, I am regularly appalled by the illiterate prejudices about religion that are routinely expressed by sociologist colleagues. It is embarrassing for our discipline and galling to those who know better.

For example, in a recent *Contemporary Sociology* book review, the reviewer, a senior sociologist from an Ivy League university, chides a book author for not knowing enough about religion. The reviewer then asserts that the real “net effects of religion and faith” operating “on a macro level” are “a few thousand years of horrible wars, genocide, slavery’s ideology, sexual exploitation, torture, devaluing others as not human, terrorism, and organized hatred.” That opinion is not uncommon—I frequently see and hear it expressed by sociologists.

News flash: this view of religion is so simplistic, ideological, parochial, ill-informed, and historically naïve that it can only be called

ignorant or bigoted, or both. It simply parrots the polemics of 18th century skeptical Enlightenment activists and the New Atheists, like Voltaire and Richard Dawkins or Christopher Hitchens (or the combined “Ditchkins”), as if they were historical and scientific fact. It substitutes caricature for scholarship, ideological politics for academic analysis, and understanding. If such sophomoric views were applied to any other area of social life, experts who knew better would laugh and scream.

To be clear, what is at stake here has nothing to do with scholars’ personal views about religions, whether for or against. What matters is simply being educated and intelligent about an important part of human social life. The issue is not personal belief but basic professional aptitude and integrity.

We sociologists like to think that we have the hard facts about social life, reliable empirical findings, insights and understanding that ordinary people lack. Common sense, we tell our students, is often wrong—which is true. So why, when it comes to religion, do so many sociologists suddenly stop

being sociological and become ideological and ignorant? For some reason, many American sociologists feel free to avow and impart superficial views of religion, as if they were learned, sophisticated, and realistic.

Here are the facts: the social, historical, and moral realities of religions are just as complicated, scrambled, and difficult as every other social practice and institution in human life—both the ones we personally like and the ones we don’t. The truth about religions is complex and challenging. Historically and today, religion involves plenty of good and bad, light and darkness, splendor and evil to go around.

Informed, non-ideological sociologists—people like Mike Hout, Lisa Keister, and Robert Wuthnow—have published many informative, balanced works on religion. Libraries are full of fair, reliable literatures about religions for discerning readers. There is

plenty to learn from. So why do so many in sociology continue with their shopworn hearsay and simplistic stereotypes?

It is time for American sociologists to stop playing good-guys-versus-bad-guys with religion and ritually shoving the black hat on religion. It is time to take religion just as seriously as everything else humanly social, and time to make the effort to learn complicated facts.

Religion is not going away anytime soon, if ever. And religion often matters immensely for understanding human social life. If we sociologists are what we claim to be, we have to replace ignorance with real knowledge, biases with genuine understanding, and comfortable myths with realistic complexity. Personal beliefs about religion aside, open and honest learning is our professional responsibility. ☪

Christian Smith, University of Notre Dame



announcements

Call for Papers

Publications

Academic Exchange Quarterly, Spring 2013, Volume 17, Issue 1: Teaching Social Movements. This issue seeks to explore and review research, methods, pedagogical theories, and ideas that may lead to student awareness about past and modern American social movements and protest as well as their potential implications and impact perspectives. Specifically, what effective instructional strategies prepare and engage modern social sciences and humanities student’s ability to learn about the relevance, importance, and purpose of social activism, community development, and foster outlooks about social issues that lead to social movements and protest as possible viable outlets of expression and demands for reform. Deadline: End of November 2012. For more information, visit <rapidintellect.com/AEQweb/>.

The Michigan Sociological Review (MSR) encourages submissions for its fall 2012 issue. The MSR is an official, peer-refereed publication of the Michigan Sociological Association. The MSR publishes research articles, essays, research reports, and book reviews. All manuscripts are to be in ASA format and free of author self-references for review. Deadline: June 20, 2012. Contact: Linda Hickman at hickman@gvsu.edu. For more information, visit <www.gvsu.edu/msr/submit-a-manuscript-7.htm>.

New Views on Pornography: Sexuality, Politics, and the Law. Co-editors Lynn Comella and Shira Tarrant are seeking submissions for a two-volume edited collection. *New Views on Pornography* is a two-volume collection of the most current scholarship on pornography. This edited series presents empirical research on a range of contemporary issues regarding pornography’s politics, psychology, cultural, and legal debates, providing a

comprehensive and multidisciplinary overview of the field of porn studies in one convenient location for students, researchers, and professors across related fields. The goal is to showcase new and innovative research that examines the culture and politics of pornography in a global context. The editors seek well-researched facts and data in order to provide readers with a comprehensive overview of issues on the subject. Submit full chapters (5,000-7,000 words), a brief abstract, bio (75-100 words), and complete contact information. Submissions must include endnotes and bibliography and adhere to *Chicago Manual of Style*, 16th edition. Send submissions in .doc or .docx format to both Lynn Comella at lynn.comella@unlv.edu and Shira Tarrant at Shira_Tarrant@yahoo.com. Put Praeger NVOP Submission in the subject. Deadline: July 30, 2012.

Political Perspectives is a peer-reviewed electronic journal publishing

postgraduate research in the field of politics. Edited by students at the University of Manchester, the journal aims to engender lively intellectual conversations across all aspects of political studies and to reflect the emerging research agendas of upcoming academics. Submissions welcomed for a themed issue, “Unfolding the Political: Voices of Aesthetics and Emotions.” The editors are looking for papers which address new modes of reading, writing and speaking; making the unheard heard. Drawing on the aesthetic and emotional turn within post-structuralist and critical theory, the issue aims to include alternatives modes of speaking into voices of resistance. Papers should be between 6,000-8,000 words and follow the guidelines set for the journal. Deadline: March 16, 2012. Contact: emmy.eklundh@postgrad.manchester.ac.uk. For more information, visit <www.politicalperspectives.org.uk>.

announcements

Meetings

3rd Annual Integrating Genetics and the Social Sciences (IGSS) Conference, August 15-16, 2012, Boulder, CO.

The goal of this conference is to showcase behavioral and molecular genetic studies that enhance demographic and social scientific inquiry and integrate genetics and the social sciences. Researchers from any of the biological or social sciences are encouraged to participate. To be considered for this conference, submit a complete paper, a working draft, or an extended abstract (including data description, methods, and preliminary results) as a PDF file to boardman@colorado.edu. Use the subject line IGSS 2012 and indicate that this submission is for the 2012 Conference in the text of your email. Travel funds are available to a limited number of participants. Indicate in your submission if you are interested in being considered for these funds. Deadline: March 15, 2012. For more information, visit <www.colorado.edu/ibs/CUPC/conferences/IGSS_2012/>.

55th Annual Meeting of the African Studies Association, November 29-December 1, 2012, Philadelphia Marriott Downtown Hotel, Philadelphia, PA.

Theme: "Research Frontiers in the Study of Africa." Soliciting proposals for papers, panels, and roundtables. Presentations may focus on the theme or on broader social science, humanities, and applied themes relating to Africa. We strongly encourage the submission of formed panels. Established in 1957, the African Studies Association is the largest organization in the world devoted to enhancing the exchange of information about Africa. Deadline: March 15, 2012. Contact:

asameeting2012@gmail.com. For more information, visit <www.africanstudies.org/>.

2012 Annual Meeting of the Southern Demographic Association (SDA), October 10-12, 2012, Williamsburg Hospitality House and Conference Center, Williamsburg, VA.

Send abstracts for individual research papers and posters, proposals for complete paper and poster sessions, thematic sessions, panel discussions, and software demonstrations. Presentations of research in both applied and academic sociology are welcome. The SDA also awards the Everett S. Lee Outstanding Graduate Student Paper Award and an outstanding undergraduate paper award. The Walt Terrie Award is given to recognize the best paper presented at the SDA Meeting on an applied topic. Deadline: June 1, 2012. Contact: Kathryn Tillman at killman@fsu.edu. For more information, visit <sda-demography.org/SDA2012.php>.

Inequality across Multiple Generations, September 13-14, 2012, Ann Arbor, MI.

The Panel Study of Income Dynamics (PSID) and the Survey Research Center at the University of Michigan announces a call for papers that contribute to our understanding of inequality dynamics across multiple generations. Proposed papers must study social, economic, demographic, or health outcomes and include at least three generations of families. We encourage empirical contributions that make use of the PSID data and contributions based on other data sources, including non-U.S. and administrative data as well as relevant methodological contributions. Deadline: April 1, 2012.

Contact: Patty Hall at pathall@umich.edu. For more information, visit <psidonline.isr.umich.edu/Publications/Workshops/Multigen2012_Cfp.pdf>.

Second Precarious Alliance Symposium, October 11-12, 2012, Delaware Valley College. Theme: "The Ethics of Water—Everything Flows from Here."

This interdisciplinary symposium aims to bring together individuals to discuss issues of sustainability and regeneration. The 2012 event explores the ethics of water, looking at the uses and abuses of water systems, technology to improve our stewardship of those water supplies, as well as our relationship to this life sustaining resource. Using the ethics of water as its organizing principle, the symposium will address three distinct, though interrelated tracks: the tap and technology; the earth; and the idea. Submissions of proposals of papers, panels, workshops, roundtables and poster sessions are welcome. For poster sessions, and papers send abstracts of no more than 250 words along with a brief biography (including affiliation and specialization). For themed panels, workshops, and roundtables, submit an abstract of no more than 250 words describing the purpose of the session, abstracts for each of the individual contributors, and a brief biography. Contact: tanya.casas@delval.edu. Deadline: May 1, 2012. For more information, visit <precariousalliance.org>.

Without Sanctuary: A Conference on Lynching and the American South, October 11-13, 2012, University of North Carolina-Charlotte's Center City Building and the Levine Museum of the New South.

The Center for the Study of the New South, in collaboration with the Levine Museum of the New South, invites papers related to lynching in America and the South in particular. The exhibit of lynching photographs, "Without Sanctuary", will be at the Levine Museum of the New South October of 2012. Papers and panels specifically related to the exhibit or to other aspects of lynching in American culture are requested. We welcome presentations from a broad range of disciplines and fields. Deadline: June 1, 2012. For more information, visit <www.newsouth.uncc.edu>.

Meetings

March 28-31, 2012. 13th Annual White Privilege Conference, Albuquerque Convention Center, Albuquerque, NM.

Theme: "Intersectionality: Vision, Commitment, and Sustainable Partnerships." For more information, visit <www.whiteprivilegeconference.com>.

March 29-April 1, 2012. Midwest Sociological Society (MSS) Annual Meeting, Minneapolis, MN.

Theme: "Sociological Understandings of the Global Transformation." Contact: Linda Lindsey and Priya Dua at mss2012@maryville.edu.

For more information, visit <www.theMSS.org>.

March 30, 2012. Eastern Community College Social Science Association (ECCSSA) 38th Annual Conference, Center for Innovative Technology, Herndon, VA.

Theme: "The Great Renewal: Rebuilding Our Nation—Visions and Challenges." ECCSSA's conference will include a new format: a one-day roundtable. Contact: Rosalyn M. King, (703) 450-2629; roking@nvcc.edu. For more information, visit <www.cit.org>.

April 13-15, 2012. Conference on Poverty, Coercion, and Human Rights, Loyola University, Chicago Water Tower Campus.

Contact: Randall Newman, (773) 503-2373; rnewman2@luc.edu. For more information, visit <poverty-coercionandhumanrights.wordpress.com/about/>.

April 18-20, 2012. 2012 AAHRPP Conference: Quality Human Research Protection Programs, Denver, CO.

Theme "Protecting Vulnerable Participant." For more information, visit <www.aahrpp.org>.

April 25-27, 2012. The Mutual Challenges of the Neurosciences and Public Health, London, England.

Contact: ensn@lse.ac.uk. For more information, visit <neuroscitieseu.wordpress.com>.

April 27, 2012. 8th New England Undergraduate Sociology Research Conference, Bryant University, Smithfield, RI.

Contact: Gregg Carter at gcarter@bryant.edu. For more information, visit <neusr.c.bryant.edu>.

April 28, 2012. From the Art of Memory to Memory and Art: A One-Day Conference Honoring Professor Vera L. Zolberg's Career, The New School for Social Research, New York, NY.

Contact: VeraZolbergDay@gmail.com. For more information, visit <www.newschool.edu/NSSR/eventsList.aspx?id=77860&DeptFilter=NSSR+Liberal+Studies>.

May 15-16, 2012. Income, Inequality, and Educational Success: New Evidence about Socioeconomic Status and Educational Outcomes, Stanford University, Palo Alto, CA.


For more information, visit <cepa.stanford.edu/conference2012>.

May 24-25, 2012. Spaces of (Dis)location, The College of Arts, University of Glasgow.

A major aim of this conference is to foster networks and connections across different institutions and subjects. Contact: arts-pgconference@glasgow.ac.uk. For more information, visit: <spacesofdislocation.wordpress.com/>.

May 24-27, 2012. Global Awareness Society International's 21st International Interdisciplinary Conference, Hilton Times Square Hotel, New York, NY.

Theme: "Global City, Global Cultures, Global Awareness." Contact: George Agbango at gagbango@bloomu.edu or Jay Nathan at nathanj@stjohns.edu. For more information, visit <orgs.bloomu.edu/gasi>.




Published monthly with combined issues in May/June, July/August, and September/October. Mailed electronically to all ASA members.

Editor: *Sally T. Hillsman* Associate Editor: *Margaret Weigers Vitullo*
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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 by the editorial board for possible publication. "ASA Forum" (including letters to the editor) contributions are limited to 400-600 words; "Obituaries," 500-700 words; and "Announcements," 200 words. All submissions should include a contact name and, if possible, an e-mail address. ASA reserves the right to edit all material published for style and length. The deadline for all material is the first of the month preceding publication (e.g., February 1 for March issue).

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announcements

May 30-June 1, 2012. *Justice Studies Association (JSA) 14th Annual Conference*, Loyola University Chicago-Lake Shore Campus. Theme: "Justice and Work." Contact: Dan Okada at dokada@csus.edu. For more information, visit <www.justicestudies.org/Justice-Conf.html>.

June 14-16, 2012. *The Fourth US-UK Medical Sociology Conference*, Queens University, Belfast, Northern Ireland. Theme: "Expanding Perspectives on Health, Illness and Medicine." Contact: Peter Conrad, Department of Sociology, MS-71 Brandeis University, Waltham, MA 02454-9110; <www.qub.ac.uk/sites/US-UKMedSoc2012/>.

June 20-23, 2012. *43rd Annual International Meeting of the Society for Psychotherapy Research*, Virginia Beach, VA. Theme: "Change Mechanisms in Psychotherapy: State of the Art, State of the Science, and a Bridge Between Them." For more information, visit <www.psychotherapyresearch.org/displaycommon.cfm?an=1&subarticlenbr=318>.

July 26-29, 2012. *The 75th Annual Meeting of the Rural Sociological Society*, Palmer House Hotel, Chicago, IL. Theme: "Local Solutions to Inequality." Contact: Keiko Tanaka at (859) 257-6878; kتانaka@uky.edu; <www.ruralsociology.us>.

August 1-4, 2012. *ISA Thematic Group on Institutional Ethnography*, Buenos Aires, Argentina. For more information, visit <www.isa-sociology.org/tg06.htm>.

August 1-4, 2012. *RC 31 Sociology of Migration Session N*, Buenos Aires, Argentina. Theme: "Migrating Out of the Home and Into the Gendered and Racialized Globalized Market of Household Labor." For more information, visit <www.isa-sociology.org/buenos-aires-2012/rc/rc.php?n=RC31>.

August 2-4, 2012. *First Annual International Feminist Journal of Politics (IFJP) Conference*, University of the Free State, Bloemfontein, South Africa. Theme: "Leaving the Camp - Gender Analysis across Real and Perceived Divides." Contact: Heidi Hudson at hudsonh@ufs.ac.za. For more information, visit <www.ifjp.org>.

August 15-16, 2012. *3rd Annual Integrating Genetics and the Social Sciences (IGSS) Conference*, Boulder, CO. The goal of this conference is to showcase behavioral and molecular genetic studies that enhance demographic and social scientific inquiry and integrate genetics and the social sciences. For more information, visit <www.colorado.edu/ibs/CUPC/conferences/IGSS_2012/>.

August 15-16, 2012. *Crossing Boundaries, Workshoping Sexualities*, University of Colorado-Denver, Downtown Campus, Tivoli Student Union. For more information, visit <www.crossing-boundaries.org>.

August 16, 2012. *ASA Section on Teaching and Learning Pre-Conference Workshop*, Denver, CO. Theme: "The Art at the Heart of Learner-Centered Teaching." For information on travel grants, contact Keith Roberts at robertsk@hanover.edu. Contact: Melinda Messineo at mmessine@bsu.edu. For more information, visit <sites.google.com/site/alphakappadeltainternational/Home/asa-pre-conference-workshop>.

August 16-18, 2012. *The Society for the Study of Social Problems (SSSP) Annual Meeting*, The Grand Hyatt Denver Hotel, Denver, CO. Theme: "The Art of Activism." For more information, visit <www.sssp1.org>.

August 29-31, 2012. *7th European Conference on Gender Equality in Higher Education*, Radisson Blu Royal Hotel, Bergen, Norway. Theme: "Gender Equality in a Changing Academic World." For more information, visit <www.uib.no/gender2012>.

September 13-14, 2012. *Inequality across Multiple Generations*, Ann Arbor, MI. Contact: Patty Hall at pathall@umich.edu. For more information, visit <psidonline.isr.umich.edu/Publications/Workshops/Multigen2012_Cfp.pdf>.

September 21-24, 2012. *2nd Biennial Kwame Nkrumah International Conference (KNIC2)*, Kwame Nkrumah University of Science and Technology, Kumasi, Ghana. Theme: "Africa's Many Divides and Africa's Future." Contact: Charles Quist-Adade, Department of Sociology, Kwantlen Polytechnic University, British Columbia, Canada; (604) 599-3075; charles.quist-adade@kwantlen.ca; <www.kwantlen.ca/knic/>.

October 10-12, 2012. *2012 Annual Meeting of the Southern Demographic Association (SDA)*, Williamsburg Hospitality House and Conference Center, Williamsburg, VA. Contact: Kathryn Tillman at ktillman@fsu.edu. For more information, visit <sda-demography.org/SDA2012.php>.

October 11-12, 2012. *Second Precarious Alliance Symposium*, Delaware Valley College, Doylestown, PA. Theme: "The Ethics of Water—everything flows from here." This interdisciplinary symposium aims to bring together individuals to discuss issues of sustainability and regeneration. Contact: tanya.casas@delval.edu. Deadline: May 1, 2012. For more information, visit <precariousalliance.org>.

October 11-13, 2012. *Without Sanctuary: A Conference on Lynching and the American South*, University of North Carolina-Charlotte's Center City Building and the Levine Museum of the New South. For more information, visit <www.newsouth.uncc.edu>.

October 19-20, 2012. *Minorities in Islam/Muslims as Minorities*, Wake Forest University, Winston-Salem, NC. For more information, visit <www.wfu.edu/politics/MESAminor>.

October 29-31, 2012. *Advancing Excellence in Gender, Sex and Health Research*, Montréal, Canada. For more information, visit <www.genderand-healthconference.com/index.html>.

November 1-4, 2012. *37th Annual Meeting of the Social Science History Association*, Vancouver, British Columbia. Theme: "Histories of Capitalism." For more information, visit <www.ssha.org>.

November 29-December 1, 2012. *55th Annual Meeting of the African Studies Association*, Philadelphia Marriott Downtown Hotel, Philadelphia, PA. Theme: "Research Frontiers in the Study of Africa." Contact: asameeting2012@gmail.com. For more information, visit <www.africanstudies.org/>.

December 5-7, 2012. *Exploring the Micro History of the Holocaust*, Ecole Normale Supérieure, Paris, France. Contact: Tal Bruttman at shoahconference@gmail.com.

April 11-14, 2013. *2013 Organization of American Historians (OAH) Annual Meeting*, San Francisco, CA. Theme: "Entangled Histories: Connections, Crossings, and Constraints in U.S. History." For more information, visit <meetings.oah.org>.

Spring 2013. *The Henry Kaufman Conference on Religious Traditions and Business Behavior*, College Park, MD. Contact: Michelle Lui, (301) 405-0400; mlui@rhsmith.umd.edu or David Sicilia, (301) 405-7778; dsicilia@umd.edu. For more information, visit <www.rhsmith.umd.edu/cfp/news/Fall11KaufmanForum.aspx>.

Funding

Creative Research Awards for Transformative Interdisciplinary Ventures (CREATIV) Initiative. The National Science Foundation (NSF) has announced a new initiative to support bold interdisciplinary projects in all NSF-supported areas of science, engineering, and education research. CREATIV will feature a pilot grant mechanism under the Integrated NSF Support Promoting Interdisciplinary Research and Education (INSPIRE) initiative, which was announced in the FY 2012 budget request. CREATIV's distinguishing characteristics are: only internal merit review is required; proposals must be interdisciplinary and potentially transformative; requests may be up to \$1 million and up to five years duration. NSF expects to spend up to \$24 million in FY 2012 for these awards. The CREATIV grant would support proposals on any NSF-supported topic. The award must have substantial co-funding from at least two intellectually distinct NSF divisions or programs. NSF strongly advises that principal investigators discuss this issue with NSF staff early in the process, before committing significant effort to writing a proposal. Deadline: June 15, 2012. For

more information, visit <www.nsf.gov/pubs/2012/nsf12011/nsf12011.jsp?WT.mc_id=USNSF_25&WT.mc_ev=click>.

Cyberlearning: Transforming Education program. The National Science Foundation (NSF) seeks to integrate advances in technology with advances in what is known about how people learn in order to better understand how people learn with technology. Cyberlearning will explore how technology can be used productively to help people learn, through individual use and/or through collaborations mediated by technology; better use technology for collecting, analyzing, sharing, and managing data to shed light on learning, promoting learning, and designing learning environments; design new technologies for these purposes; and advance understanding of how to use those technologies and integrate them into learning environments so that their potential is fulfilled. It is expected that Cyberlearning research will shed light on how technology can enable new forms of educational practice and that broad implementation of its findings will result in a more actively engaged and productive citizenry and workforce. Cyberlearning awards will be made in three research categories: Exploratory, Design and Implementation, and Integration and Deployment. The Cyberlearning program will also support small Capacity-Building Projects and a Cyberlearning Resource Center. For more information, visit <www.nsf.gov/pubs/2011/nsf11587/nsf11587.htm>.

The International Liaison Committee of the Japan Sociological Society (JSS) Sixth Annual Travel Grant Competition for Starting Scholars. The objective of this grant is to support up to six sociologists who will present papers and participate in the JSS annual meeting in Sapporo, Japan this fall. Each scholar selected will be awarded 80,000 yen to support accommodation and travel expenses. To be eligible for support, the applicant must: (1) be currently living and working outside of Japan, (2) hold a master's degree or higher obtained within the past ten years, (3) hold a membership in their country's national (or equivalent) sociological association. Deadline: May 5, 2012. Contact: ilc@sociology.gr.jp. For more information, visit <www.gakkai.ne.jp/jss/travelgrant/info2012.html>.

The National Institutes of Health Common Fund has issued two funding opportunity announcements for the Health Care Systems Research Collaboratory program. The overall goal of this program is to strengthen the national capacity to implement cost-effective large-scale research studies that engage health care delivery organizations as research partners. Applications are invited for a Coordinating Center (RFA-RM-11-021) and Pragmatic Trials Demonstration Projects (RFA-RM-12-002). Coordinating Center (RFA-RM-11-021)

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letters of intent are due March 27, 2012. Pragmatic Trials Demonstration Projects (RFA-RM-12-002) letters of intent are due April 2, 2012. For more information, visit <commonfund.nih.gov/hcscollaboratory>.

Oregon State University's Center for Healthy Aging Research has been awarded the first Interdisciplinary Graduate Education and Research Training (IGERT) grant with interdisciplinary training in aging sciences as the thematic focus. This program is designed to address key themes in the field of aging research: 1) understanding mechanisms of aging from molecular to societal levels and 2) engineering social and built environments to optimize aging. Students will participate in research training in two out of four research cores established in the Oregon State University Center for Healthy Aging Research: Diet and Genetic Factors; Musculoskeletal Factors; Psychosocial Factors; and Gerontechnology. Applicants enroll in a doctoral program the Oregon State University. Students must be U.S. citizens or permanent residents. All IGERT students will receive NSF stipends of \$30,000 per year along with tuition support, health insurance, and funds for research and travel. Contact: Anne Hatley, Program Coordinator, at Anne.Hatley@oregonstate.edu. For more information, visit <www.hhs.oregonstate.edu/igert/>.

Fellowships

American Council of Learned Societies (ACLS) invites applications for the second competition of the Public Fellows program. The program will place 13 recent PhDs from the humanities and humanistic social sciences in two-year staff positions at partnering organizations in government and the nonprofit sector. Fellows will participate in the substantive work of these organizations and receive professional mentoring. Compensation will be competitive with new professional employees of the hosting organization and will include health insurance for the fellow. The program aims to demonstrate that the capacities developed in the advanced study of the humanities have wide application both within and beyond the academy. ACLS seeks applications from PhDs who received their degrees in the last three years and who aspire to careers in administration, management, and public service by choice rather than circumstance. Competitive applicants will have been successful in both academic and extracurricular experiences. Deadline: March 21, 2012. Contact: pstranahan@acsls.org. For more information, visit <www.acsls.org/programs/publicfellows/>.

The American Institute of Indian Studies announces its 2012 fellowship competition and invites applications from scholars who wish to conduct their research in India. Junior fellow-

ships are awarded to PhD candidates to conduct research for their dissertations in India for up to 11 months. Senior fellowships are awarded to scholars who hold the PhD degree for up to nine months of research in India. Deadline: July 1, 2012. Contact: (773) 702-8638; aais@uchicago.edu. For more information, visit <www.indiastudies.org>.

The National Institute for Direct Instruction (NIFDI) is proud to announce the 2011-12 Research Fellowship program. Annual fellowships are available to support research on direct instruction and promote the development of emerging scholars in the field of education. Master's, doctoral, and post-doctoral students are welcome to apply. Applications are accepted on an ongoing basis. NIFDI is a non-profit organization dedicated to providing superior training and support for direct instruction implementations. Contact: (877) 485-1973; research@nifdi.org. For more information, visit <www.nifdi.org>.

Post-Doctoral Democracy Fellows. The Ash Center for Democratic Governance and Innovation invites advanced doctoral and post-doctoral students to apply for its Post-Doctoral Democracy Fellowships. Democracy Fellowships aim to support scholars and research that is excellent in two dimensions. First, research must illuminate aspects of democratic governance in ways that are outstanding according to the standards of the applicant's academic discipline. Second, research must provide normative or practical guidance regarding an urgent substantive policy or social problem. The duration of the fellowship is August 15, 2012-June 1, 2014. Democracy Fellows will be expected to participate in a regular graduate workshop, a public lecture series, and to engage in the activities of the Ash Center and the Harvard Kennedy School. Fellows will receive a stipend of \$50,000 annually plus \$2,500 per year for research and/or health coverage during the fellowship. Deadline: April 1, 2012. Contact: Archon Fung, c/o Juanne Zhao at juanne_zhao@hks.harvard.edu. For more information, visit <www.ash.harvard.edu/Home/Students-Education/Fellowships/Democracy>.

W.E.B. Du Bois Fellowship for Research in Race, Gender, Culture, and Crime Program. The U.S. Department of Justice, Office of Justice Programs, National Institute of Justice (NIJ), is seeking applications for funding under the W.E.B. Du Bois Fellowship for Research in Race, Gender, Culture, and Crime Program. This Fellowship program furthers the Department's mission by sponsoring research to provide objective, independent, evidence-based knowledge and tools to meet the challenges of crime and justice, particularly at the state and local levels. In general, NIJ is authorized

to make grants to, or enter into contracts or cooperative agreements with, states (including territories), units of local government (including federally recognized Indian tribal governments), nonprofit and for-profit organizations (including tribal nonprofit or for-profit organizations), institutions of higher education (including tribal institutions of higher education), and certain qualified individuals. For-profit organizations must agree to forgo any profit or management fee. Deadline: May 2, 2012. Contact: Nadine P. Frederique, Social Science Analyst, (202) 514-8777; Nadine.Frederique@usdoj.gov; <www.ncjrs.gov/pdffiles1/nij/si000992.pdf>.

Competitions

The Beth B. Hess Memorial Scholarship is awarded to an advanced sociology PhD student who began her or his study in a community college or technical school. A student advanced to candidacy (ABD status) in an accredited PhD program in sociology in the United States is eligible to apply if she or he studied at a U.S. two-year college either part-time or full-time for the equivalent of at least one full academic year that was not part of a high-school dual-enrollment program. The Scholarship carries a stipend to be used to support the pursuit of a PhD in the amount of \$15,000 from Sociologists for Women in Society (SWS) and an additional \$300 from the Society for the Study of Social Problems (SSSP), as well as a one-year membership in SWS and SSSP. The American Sociological Association joins SWS and SSSP in supporting and celebrating the awardee at their Annual Meeting. The travel will be paid by SWS. The committee will be looking for high quality research and writing in the proposal and letter of application, a commitment to teaching, especially at a community college or other institution serving less-privileged students, research and activism in social inequality, social justice, or social

problems, with a focus on gender and/or gerontology being especially positive, and service to the academic and/or local community, including mentoring and activism. Deadline: April 1, 2012. Contact: Denise Copelton at dcopelto@brockport.edu; <www.sssp1.org/index.cfm/m/336>.

The Feminism & Family Studies Section of the National Council on Family Relations 2012 Awards. The Feminism and Family Studies Section of the National Council on Family Relations is seeking applicants for two awards to be given at the November 2012 NCFR Annual Conference in Phoenix, AZ. *The Outstanding Research Proposal from a Feminist Perspective* is given in honor of Jessie Bernard. Graduate students and new professionals are encouraged to apply for this award of \$750 to fund feminist research. Proposals will be reviewed for their potential contribution to feminist scholarship about families and the use of feminist frameworks and methods. *The Outstanding Contribution to Feminist Scholarship Paper Award* is accompanied by a gift of complimentary books and a \$250 cash award. Applications for this award are open to all graduate students and new professionals. Papers should contribute to feminist scholarship about families and the use of feminist frameworks and methods. Deadline: April 15, 2012. Contact: jbwawards2012@gmail.com.

Society for the Study of Social Problems (SSSP) Mental Health Division Graduate Student Paper Competition. The Mental Health Division of SSSP announces the 2012 Graduate Student Paper Competition. Papers should involve an empirical analysis, either qualitative or quantitative, dealing with any aspect of the sociology of mental health. A paper must have been written during 2011 or 2012, and it may not be published or accepted for publication. Papers that have been presented at a professional meeting, submitted



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for presentation at a professional conference, or are under review for publication are eligible. Papers must be student authored. They may be single authored by the student or co-authored by more than one student, but may not be co-authored by a faculty member or other nonstudent. Papers must not exceed 28 pages including all notes, references, and tables. Submit papers to: Richard Carpiano at richard.carpiano@ubc.ca. Include a cover letter indicating that you are submitting your paper for the competition and a letter from your advisor that certifies your graduate-student status and offers some brief comments about your work. The winner will receive a \$150 cash award, conference registration, and student membership. Deadline: May 15, 2012. For more information, visit <www.sssp1.org/index.cfm/m/296>.

In the News

The *American Sociological Review* was mentioned in a January 25 *Live-Science* article, "Why Religion Makes Only Some of Us Happy." The *American Sociological Review* was also mentioned in a February 2 post on *The New York Times*' "The Loyal Opposition" blog about the war on organized labor.

Eduardo Bonilla-Silva, Duke University, and **Charles Gallagher**, La Salle University, were quoted in a January 30 CNN.com article, "Has 'Whiteness Studies' Run its Course at Colleges?"

Enobong (Anna) Branch, University of Massachusetts-Amherst, was interviewed on January 27 about the legacy of labor among black women in the United States and shared her views on the film, *The Help*, as part of "Images, Movies and Race," an occasional series on the WBEZ 91.5 program, *Worldview*.

Matthew Brashears, Cornell University, **Claude Fischer**, University of California-Berkeley, and **Eric Klinenberg**, New York University, were quoted in a January 29 *Chronicle of Higher Education* article about whether Americans are more or less socially isolated. The article also mentioned a 2006 *American Sociological Review* study.

Stephanie Coontz, Evergreen State College, wrote a February 14 CNN.com op-ed, "Santorum's Stone-Age View of Women."

Nick Dangelis, University of Vermont, and **Karl Pillemer**, Cornell University, were quoted and the *American Sociological Review* was mentioned in a January 19 *Discovery News* article, which explores whether people become more conservative as they age.

William D'Antonio, Catholic University, was mentioned in a February 8 *Baltimore Sun* column, "Catholics, Contraception and the Heretic Faithful."

Amitai Etzioni, George Washington University, was mentioned in a Febru-

ary 7 *Tucson Citizen* article about the decline of U.S. mail as a means of communication.

Jennifer Glass, University of Texas-Austin, wrote a February 10 CNN.com op-ed, "Contraception Issue More than Just Politics."

Barry Glassner, Lewis and Clark College, was the subject of January 25 Q&A interview in *The Oregonian* about the fears that Americans have.

Laura Grindstaff, University of California-Davis, was quoted in a January 27 *Toronto Star* article about the growing popularity of non-traditional choir singing.

Keith Hampton, Rutgers University, wrote a February 12 piece for the *New York Times* "Room for Debate" forum about social media and community. The piece mentions **Eric Klinenberg**, New York University, and **Matthew Brashears**, Cornell University. Hampton and **Scott Feld**, Purdue University, were mentioned in a February 3 *Washington Post* article, "Your Facebook Friends Have More Friends than You." Hampton was also quoted in a February 3 *Los Angeles Times* article about his Facebook research as well as in an Associated Press article, which appeared in a number of media outlets including *The Wall Street Journal* and *USA Today* on February 3.

Marcus Anthony Hunter, Yale University, wrote a letter to the editor about black student athletes, which appeared in the January 15 *New York Times*.

Michael Jacobson, Vera Institute of Justice, appeared on C-SPAN's public affairs program, *Washington Journal*, on February 13 to discuss Vera's report "The Price of Prisons: What Incarceration Costs Taxpayers."

Ryan Kelty, Washington College, was quoted in a February 13 *LiveScience* article, "Traditional 'Sexist' Beliefs Keep Women from Combat, Scientists Say."

Shamus Khan, Columbia University, was quoted in a January 28 Associated Press article about how Mitt Romney would rank among the richest presidents ever. The article appeared in a number of media outlets including *USA Today*, the *Boston Globe*, and the *Huffington Post* on January 28, and the *Denver Post* on January 29.

Eric Klinenberg, New York University, wrote a February 5 *New York Times* op-ed about the demographics of people increasingly living alone in America. **Erin Cornwell** and **Brian Cornwell**, both of Cornell University, were cited in the op-ed for their separate studies on single people socializing more than their married peers. **Deborah Carr**, Rutgers University, was cited for her research on whether elderly widows are interested in dating or remarrying. Additionally, Klinenberg was quoted in a February 1 *Slate* article centered on his new book, *Going Solo: The Extraordi-*

nary Rise and Surprising Appeal of Living Alone. The article also mentioned **Erin Cornwell** and **Claude Fischer**, University of California-Berkeley. Klinenberg was also quoted or mentioned in articles in a number of other media outlets about his book, including *The New York Observer* and *USA Today* on February 7.

Charles Kurzman, University of North Carolina-Chapel Hill, was quoted in February 8 post on the *Washington Post*'s "On Faith" blog about his report, which found that the threat of home-grown Islamic terrorism is very small and often exaggerated by government officials. His report was the subject of articles in a number of other media outlets including the *New York Times*, the *Los Angeles Times*, and the *Christian Science Monitor* on February 8, and the *Boston Herald* on February 9.

Hui Liu, Michigan State University, was quoted in a February 13 *U.S. News and World Report* article, "Handling Divorce May Be Easier Later in Life."

John Logan, Brown University, was cited in the February 2012 issue of *National Geographic* for his Census research that found that the United States is moving toward greater integration than in the past.

Douglas Massey, Princeton University, was mentioned in a January 27 *Huffington Post* article, "Immigration Politics: More Than Jobs."

James McCarthy, Suffolk University, was the subject of a January 29 *Chronicle of Higher Education* article, "Suffolk U.'s New President Taps His Sociological Training to Meet Students' Needs."

Ashley Mears, Boston University, was mentioned in a January 27 *New York Magazine* article about the model Sara Ziff and Ziff's new advocacy group for models.

David Meyer, University of California-Irvine, and **Deana Rohlinger**, Florida State University, were quoted in a February 1 NPR article about the Occupy movement.

Kelly Musick, Cornell University, and **Gary Lee**, Bowling Green State University, were quoted in a January 19 MSNBC.com article about Musick's study, which found that people who cohabited were happier and had greater self-esteem than those who were married.

Katherine S. Newman, The Johns Hopkins University, was mentioned in a February 2 *Boston Globe* article about her book, *The Accordion Family: Boomerang Kids, Anxious Parents, and the Private Toll of Global Competition*. She was also quoted in a February 9 *USA Today* article about a Pew study, which suggests that for young adults, the bad economy means life-altering changes.

Hyunjoon Park, University of Pennsylvania, co-authored a letter to the

editor, "Single-Sex Education: Positive Effects," which appeared in the January 13 issue of *Science*.

Amelie Quesnel-Vallee, McGill University, was quoted and **Miles Taylor**, Florida State University, was mentioned in a January 27 *Times of India* article, "Parent's Education Affects Kids' Mental Health."

Sean F. Reardon, Stanford University, and **Frank F. Furstenberg**, University of Pennsylvania, were quoted and **Sabino Kornrich**, Juan March Institute in Madrid, was mentioned in a February 10 *New York Times* article about how the achievement gap between rich and poor children is widening.

Gabriel Rossman, University of California-Los Angeles, was quoted in an article in the March issue of *The Atlantic* about why companies fail.

Richard Sennett, London School of Economics, was quoted in a January 27 *Washington Post* article about his new book, *Together: The Rituals, Pleasures, and Politics of Cooperation*.

Ken Spenner, Duke University, was mentioned in a January 18 *Boston Globe* article, "How Effective Is Affirmative Action?"

Gregory D. Squires, George Washington University, was interviewed in a February 8 Al Jazeera television story on foreclosures in the United States and wrote a letter to the editor, "Disparate Impact, Loan Quotas and Mortgage Lending," which appeared in the February 2 *Wall Street Journal*. Squires was also interviewed for an October 10 article in South Korea's *Maeil Business Newspaper* about the worsening of the gap between the haves and have-nots and for a television documentary, *We are 99%*, which aired November 27 on KBS1TV in South Korea.

Gaye Tuchman, University of Connecticut, wrote an essay, which appeared in the February 7 issue of *Inside Higher Ed*, on the gaming of citation index measures used by journals.

Jennifer Van Hook and **Claire E. Altman**, both of Pennsylvania State University, were mentioned in a January 18 *Huffington Post* article about their *Sociology of Education* study, which suggests that junk food in schools doesn't cause weight gain among children. The study was also the subject of articles in a number of other media outlets including the *New York Daily News*, the *Houston Chronicle*, and the *Globe and Mail* on January 18, the *Wall Street Journal*, FoxNews.com, and *Discovery News* on January 19, the *Washington Post* and the *Dallas Morning News* on January 20, the *New York Times* on January 24, and *Slate* and the *San Francisco Chronicle* on January 24.

W. Bradford Wilcox, University of Virginia, was the subject of a Febru-

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ary 13 *Virginian-Pilot* Q&A interview about marriage, cohabitation, and divorce.

William Julius Wilson, Harvard University, was cited in a February 10 *New York Times* op-ed about income inequality and morals. He was also quoted in a February 6 Cincinnati.com article, "Sociologist Addresses Problems of Urban America."

Awards

Adele Clarke, University of California-San Francisco, received the Helen Nahm Research Lecture Award from the University of California-San Francisco School of Nursing.

Harry Mika, Central Michigan University, received the Larry T. Reynolds Award for Outstanding Teaching of Sociology from the Michigan Sociological Association.

Rudolf J. Siebert, Western Michigan University, received the Marvin Olsen Award for Distinguished Service to Sociology in Michigan from the Michigan Sociological Association.

Larry L. Tiftt, Central Michigan University, received the Charles Horton Cooley Award for Scholarly Contributions to Sociology from the Michigan Sociological Association.

Transitions

Sarah Fenstermaker has been appointed Director of the Institute for Research on Women and Gender (IRWG) at the University of Michigan.

James McCarthy is the new president of Suffolk University. He brings to the private university in downtown Boston his four and a half years of experience as provost and senior vice president for academic affairs at City University of New York-Baruch College.

People

Mary Ann Clawson, Wesleyan University, has been elected vice president of the Eastern Sociological Society for the 2013-2014 term.

Marjorie DeVault, Syracuse University, has been elected president of the Eastern Sociological Society for the 2013-2014 term.

Julie Winterich, Guilford College, has been invited to serve as the next Executive Officer of Sociologists for Women in Society.

New Books

Berch Berberoglu, University of Nevada-Reno, *Beyond the Global Capitalist Crisis: The World Economy in Transition* (Ashgate Publishing, 2012).

Myra Marx Ferree, University of Wisconsin-Madison, *Varieties of Feminism: German Gender Politics in Global Perspective* (Stanford University Press, 2012).

Jackie Smith, University of Pittsburgh, **Scott Byrd**, University of California-Irvine, **Ellen Reese**, University of California-Riverside, **Elizabeth Smythe**, Concordia University, *Handbook on World Social Forum Activism* (Paradigm Publishers, 2012).

Jackie Smith, University of Pittsburgh, and **Dawn Wiest**, American College of Physicians, *Social Movements in the World-System: The Politics of Crisis and Transformation* (Russell Sage Foundation, 2012).

Contact

Current Research Projects on Black Chicago from 1945-Present. Mary Pattillo, Northwestern University, is a part of the Black Chicago Research Group, an informal group of interdisciplinary scholars that is working to gather information on current research focusing on Black Chicago life in the period from 1945 to the present. She is seeking information from scholars currently conducting research about Black Chicago in the post-WWII period. Send the title of your project and a brief summary (one paragraph is fine) to help us build our database. If you already have early publications from this research, Pattillo would love to know of those, too. If you have any questions or would like to know more about the project, feel free contact Serena walker, research assistant, at serenawalker2014@u.northwestern.edu.

Obituaries

Arlene Kaplan Daniels
1930–2012

Arlene Kaplan Daniels, whose colorful, witty, and generous presence enlivened the field of sociology, died in her sleep on January 29, 2012, at the age of 81. She was Secretary of the ASA from 1991-95 and a member of Council from 1979-82; she also served as President of the Society for the Study of Social Problems and as President of Sociologists for Women in Society. A well-published sociologist of occupations and women's work, Arlene had a keen sense of social justice and mentored a wide circle of younger colleagues and students

As a young girl, Arlene Kaplan moved with her family from New York City to Los Angeles, where her parents owned a small natural foods store. In 1948, she enrolled as an undergraduate at University of California-Berkeley; she was poor, but it cost only \$25 a semester. She majored in English but turned toward sociology after taking a course with Tamotsu Shibutani. With his encouragement, she entered the Berkeley sociology graduate program in 1952 and completed her PhD in 1960.

In a memorable 1994 essay, "When

We Were All Boys Together: Graduate School in the Fifties and Beyond," Arlene Daniels describes an encounter she had before one of Shibutani's classes that crystallized her sense of a calling to the profession of sociology: "I bustled up to a little knot of chattering young women who were talking about the class. 'That Shibutani is so cute,' said one, 'Do you think he's married?' 'I'd like to marry him,' volunteered another. Pushing my way into the circle, I announced: 'Not me—I want to be Shibutani when I grow up. Eliminate the middleman!'"

At that time, Arlene observes, the male model appeared to be the only pathway available; in fact, she was the only woman in her cohort to complete the PhD program. During her graduate school years, Arlene met her future husband, Richard Daniels, in a carpool to the opera; they married and settled on the Peninsula, where he worked in hospital administration. The Berkeley faculty helped male students find jobs, but as a woman, Arlene was on her own, in part because some of the faculty began to see her as a housewife. She kept her connection to sociology alive by doing research supported by grants and contracts. In 1966, Arlene was hired as an Assistant Professor at San Francisco State. She joined other faculty who supported the 1969 student strike over demands for Black studies and ethnic studies programs and, as a result, she was denied tenure. (She and others wrote a book, *Academics on the Line*, about this experience). Devastated by losing her academic job, Arlene returned to the world of grant hustling.

During the 1969 ASA Annual Meeting in San Francisco, she attended a gathering called by Alice Rossi to discuss the formation of a women's caucus in sociology. Thus began what Arlene later described as her second professional and career conversion. She began to recognize (as she wrote in the 1994 essay) a "larger pattern in all the slights, snubs, omissions, and patronizing acts that I had shrugged off as my paranoia or my just desserts. I felt rage at what I had endured and terrible sorrow for all that had hampered me. I resolved to help younger women, to protect them against the systematic frustration and neglect that I had experienced."

Arlene Daniels poured energy and organizing skills into the women's caucus, which evolved into the ASA Section on Sex and Gender and Sociologists for Women in Society. Arlene also became a consummate mentor, reaching out to women sociologists everywhere. She offered advice, wrote references, edited papers, stayed in touch, and connected people to one another. The broad-brimmed hats Arlene wore, with flair, to professional meetings became a signature

of her presence, taking up space like umbrellas that invited us to come in out of the rains of competition and hostility that too often dampen academic lives.

Arlene Daniels studied women's work lives, including career contingencies, women in unions, feminist networking within the professions, and the organization and significance of women's voluntary work, culminating in her 1988 book, *Invisible Careers*. In 1995, Arlene Daniels received the ASA Jessie Bernard Award for her influential efforts to expand women's presence in the content and practices of sociology.

In 1975, Arlene Daniels became a full professor at Northwestern University with a joint position in the Sociology Department and in the newly formed Program on Women, which, under her leadership, evolved into the Women's Studies Program and the Women's Center. She flourished there, teaching, mentoring doctoral students, and pushing for institutional change. Colleagues at Northwestern and elsewhere (including those who served with her on ASA committees) note Arlene's talent for getting things done—and for making meetings fun. She often used humor to demystify the powerful. Once, according to her colleague, Rae Moses, the Organization of Women Faculty met in an imposing hall with oil portraits of the former Presidents of Northwestern. Arlene entered the room and threw her coat over one of the portraits. The other women did the same, and the meeting began with laughter.

Arlene Daniels relished friendship and food; she and her beloved Richard regularly went to the opera and made the most of travel in Europe. After retiring from Northwestern in 1995, she moved back to California and taught part time at her alma mater. Richard Daniels died last April.

Arlene Daniels enriched the lives of those who knew her, across generations; she fought for social justice and opened many doors for others; and she built organizations that continue to do good work. Gifts in her memory can be sent to the Arlene Kaplan Daniels Fund, an award for graduate students doing research on gender. Make checks out to "Northwestern University," with "Arlene Kaplan Daniels Fund" in the memo line. Send donations to Northwestern Univ. Development Office, 2020 Ridge Ave., Evanston IL 60208. Or donate online at <www.giving.northwestern.edu/nu/wcas> with "Arlene Kaplan Daniels" as the designation.

Barrie Thorne, University of California, Berkeley, Marjorie DeVault, Syracuse University, and Judith Wittner, Loyola University, Chicago



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call for applications

2012 Honors Program Call for Applications

The American Sociological Association seeks applications from exceptional undergraduate students who wish to be considered for the 2012 ASA Honors Program. Honors Program students come to the 2012 Annual Meeting and experience a laboratory on the profession. They participate actively in special sessions designed just for them and develop valuable networks with their peers as well as meet prominent professionals in the discipline. Taking part in the ASA Honors Program provides a significant and meaningful early experience in the careers of the next generation of sociologists. Participation in the Honors Program requires nomination and, later, sponsorship by sociology faculty member at your college or university. Interested students and prospective faculty sponsors should consult the ASA website at <www.asanet.org/students/honors.cfm> for additional information and an application form. If you have questions, contact: Dennis M. Rome, Director, ASA Honors Program (dennis.rome@uwp.edu).

Application deadline: March 15, 2012 (postmarked).

For Members Only

NEW Affinity Benefit!

Health Proponent is a one-stop resource for ASA members. The site helps members find qualified medical professionals; provides assistance with lowering medical bill payments; helps explain complex medical coverage plans; online personal health record management; online health risk assessment and more.

Visit **Health Proponent** for more information about the services and fees for ASA members at <www.healthproponent.com> or call (866) 939-3435.

Member Benefit: TRAILS

TRAILS (the ASA Digital Library) is a database consisting of teaching resource materials that covers many sociological topics and education levels. Visitors can search for materials by resource type including assignments, class assessments, syllabi, web sites, video files, Power-Point presentations and more. TRAILS has over 80 sociological subject areas and different education levels from high school to graduate studies. This is a useful service for sociologists at any career stage from the teaching assistant to full professor. Members are welcome to submit materials for consideration for inclusion in TRAILS and the material will be peer reviewed prior to final approval.

Members may purchase a one-year subscription to TRAILS at a discounted rate of \$25. For more information about TRAILS, please visit <trails.asanet.org/Pages/default.aspx> or send email to trails@asanet.org.

For complete information on these and other ASA member benefits, visit <www.asanet.org/benefits>.

Membership in ASA benefits you!