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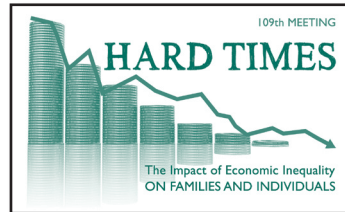


Looking forward to the 2014 ASA Annual Meeting

Hard Times and Inequality San Francisco Bay Area Style

Sheila M. Katz, Sonoma State University

This is the first article in a series in which colleagues on the Local Arrangements Committee and I will examine aspects of inequality, social activism, and policy change



in the San Francisco Bay Area. The San Francisco Bay Area is composed of nine counties: San Francisco, San Mateo, Santa Clara, Alameda,

Contra Costa, Solano, Napa, Sonoma, and Marin. In some ways inequality in the San Francisco Bay Area is similar to inequality across the country, but in other ways, it is quite different. After New York and Honolulu, San Francisco Bay Area has the highest cost of living in the United States. According to data from the California Budget Project, two working adults with two



The Golden Gate Bridge.

children need \$97,696 in household income in San Francisco to make ends meet Marin County, just north of the Golden Gate Bridge, is slightly

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Recipients of the 2014 ASA Awards

The American Sociological Association proudly announces the recipients of the major awards for 2014. These outstanding scholars will be recognized at the 2014 Annual Meeting Awards Ceremony on Sunday, August 17, at 4:30 p.m. The Awards Ceremony will immediately precede the formal address of ASA President Annette Lareau. All registrants are invited to attend an Honorary Reception immediately following the address to congratulate President Lareau and the award recipients.

The ASA awards are conferred on sociologists for outstanding publications and achievements in the scholarship, teaching, and the practice of sociology. Award recipients are selected by committees appointed by the ASA Committee on Committees and the ASA Council.

The officers of the Association extend heartfelt congratulations to the following honorees:

W.E.B. DuBois Career of Distinguished Scholarship Award

William Julius Wilson (Harvard University)

The W.E.B. DuBois Career of Distinguished Scholarship Award honors scholars who have shown outstanding commitment to the profession of sociology and whose cumulative work has contributed in important ways to the advancement of the discipline. The body of lifetime work may include theoretical and/or methodological contributions. The award selection committee looked for work that substantially reorients the field in general or in a particular subfield.

Distinguished Career Award for the Practice of Sociology

Harry Perlstadt (Michigan State University)

This annual award honors outstanding contributions to sociological practice. The award recognizes

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FAD Funds: Crossing Boundaries, Workshopping Sexualities

Mary Bernstein, University of Connecticut

One of the unique programs that ASA sponsors, in conjunction with the National Science Foundation, is the Fund for the Advancement of the Discipline (FAD). While the FAD grants fund individual research projects, they also can provide support for exciting and innovative conferences designed to map a developing field, and promote networking and collaborative research. Support for conferences, though, is contingent on the innovativeness of the proposal. In particular, the conference should not replicate a traditional paper/presentation/discussant format. After all, we have the ASA meetings for that.

A Section Pre-Conference

In 2011, as past chair of the ASA Section on the Sociology of

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from the executive officer

Consensus on the Common Rule: Proposed Revisions to Human Subjects Regulations Would Benefit Social Sciences

On January 30, 2014, the National Research Council held a public forum to discuss its newest consensus study, *Proposed Revisions to the Common Rule for the Protection of Human Subjects in the Behavioral and Social Sciences*.¹ The report represents a major step forward in efforts to bring the voices and needs of social science researchers to the policy discussions concerning revisions to the regulations that govern human subjects research. Federal Policy for the Protection of Human Subjects, known as the Common Rule, outlines basic regulations that aim to protect individuals who participate in biomedical and behavioral research.

A Long Road

The ASA has worked for decades to bring attention to the failure of human-subjects regulations to make distinctions between the realities and risks involved in social and behavioral science research as compared to the level of risk often present for human subjects in bio-medical research.² ASA has not been alone in this effort. The final report of the Advisory Committee on Human Radiation Experiments, established by President Bill Clinton, addressed the impact of this failure in its final report (1995). According to historian Zachary Schrag, “the... report noted that one of the problems of the IRB system as it existed was that IRBs spent too much time reviewing minimal risk research, leaving them insufficient time to review truly risky studies” (2010: 130).

In 2011 another opportunity arose for the ASA to respond to the disjuncture between social science research and human subjects regulations. In July of that year the U.S. Department of Health and Human Services (HHS) issued an Advanced Notice of Proposed Rule Making (ANPRM) concerning plans to make significant changes the Common Rule with the aim of more effectively protecting human subjects and promoting important research. Three months later the ASA joined 21 other scholarly associations in publishing the Social and

Behavioral Sciences White Paper on the ANPRM. The White Paper commended HHS for recognizing the need to modernize the Common Rule but expressed concern regarding a number of the proposed changes, including applying HIPPA Privacy Standards to all research data, which would expand federal oversight of social science research, rather than limit it.

A Committee to Address ANPRM

ASA then helped fund a two-day public event at the National Academy of Sciences, titled “Revisions to the ‘Common Rule’ in Relation to the Behavioral and Social Sciences Workshop.” The results of that workshop led to the formation of a committee (including sociologists Robert Groves, former Director of Census and current Provost at Georgetown University; Felice Levine, former ASA Executive Officer and current AERA Executive Director; and Yonette Thomas, University of Miami and Association of American Geographers) charged with writing a consensus report on the ANPRM. The group’s charge included identifying issues in the ANPRM of particular concern to the social and behavioral sciences, providing guidance on how to address those issues, and identifying areas where research would be needed to identify best practices for the implementation of new human-subjects regulations.

In the words of the committee’s chair, Susan Fiske (Princeton University), the fact that a consensus report was released a mere six months later was “practically a miracle.” If not an indication of divine intervention, it was certainly an indication of the urgency and importance the committee members felt regarding the need to improve human-subjects regulations as they apply to the social and behavioral sciences.

The consensus report includes many recommendations that, if adopted by HHS, will significantly improve the functioning of Institutional Review Boards *vis a vis* the work of sociologists and other social scientists. To begin,

the report defines human-subjects research as “a systematic investigation designed to develop or contribute to generalizable knowledge that involves direct interaction or intervention with a living individual or obtaining identifiable private information about an individual.” Thus, information available in the public domain or observed in public contexts would *not* be human-subjects research and would not be subject to IRB review. This would include many forms of large-scale data such as Twitter records, public Facebook posts, or entries on blogs or electronic comment boards.


Recommendations

For research that does fit within the definition of human-subjects research, the report follows the ANPRM in supporting the creation of three categories of IRB oversight. This would involve adding to the two current categories of “Expedited Review” and “Full Review” a new category of “Excused Research.” Studies that involve only minimal risk, primarily of an informational character, would be included in this new category. Examples of research activities within the new category include the use of pre-existing data or “benign” interventions such as surveys, focus groups, and educational tests. Researchers conducting studies of this type would be required to register their study with an IRB, describe their activities and consent processes, and provide a data protection plan. They would then be free to start their project a week later. A small sample of registered studies will be audited by the receiving IRBs to assure compliance.

The current category of “Expedited Review” would be expanded to allow studies involving children and adolescents to be considered for less than full board review. The report further recommends that “Expedited Review” be the default procedure for social and behavioral science research that is not excused. The “Full Review” category is then reserved for studies where “the probability is high that participants will experience a greater-than-minimal risk of harm and... that risk cannot be mitigated by risk-minimizing proce-

dures.”³ The Report recommends that full board reviews occur on a monthly basis and that IRBs provide feedback to researchers within 10 days of the review.

Additionally, the report makes useful recommendations regarding protecting privacy and security of data, informed consent, handling multi-site studies with a single IRB, establishing an appeals process for IRB decisions, and encourages additional research on the actual functioning and impact of IRBs on human-subjects research.

As heartening as the National Academies report recommendations may be, there is no assurance that these changes will be reflected in any changes to the federal guidelines. If such changes are to occur, federal law requires that HHS issue a Notice of Proposed Rule Making, followed by a period of public comment. As you consider the benefits of membership in the American Sociological Association, you can add the assurance that ASA will, in concert with professional associations from across the behavioral and social sciences, work for updates to the Common Rule that address the disjuncture between social science research and human subjects regulations as they are currently written—a project that is central to our mission of advancing sociology as a scientific discipline and profession serving the common good. For more information on this topic, there will be a session at the Annual Meeting in San Francisco, titled “Consensus Study: Proposed Revisions to the Common Rule for the Protection of Human Subjects in the Behavioral and Social Sciences,” Yonette Thomas and Felice Levine as presenter. 

References

1. National Research Council. 2014. *Proposed Revisions to the Common Rule for the Protection of Human Subjects in the Behavioral and Social Sciences*. Committee on Revisions to the Common Rule for the Protection of Human Subjects in Research in the Behavioral and Social Sciences. Board on Behavioral, Cognitive, and Sensory Sciences,

Continued on next page

OBSSR Enacts Twitter Chats on Career Development

In addition to providing training that is geared toward research or grant funding, the National Institutes of Health's Office of Behavioral and Social Science Research (OBSSR) also coordinates career development for students and early career trainees and helps connect them to behavioral and social scientists in education, administration, and policy. OBSSR understands that today's tech-savvy students and trainees are exploring multiple career paths, and that the job-market is competitive. That is why they are using Twitter Chats. Their first Twitter Chat was on Careers in the Behavioral Sciences at the NIH. The Twitter Chat feed can be found using the hashtag #obsrchat. OBSSR is planning more career chats, but the topics are under development. Post suggestions on Facebook or like current ideas at www.facebook.com/OBSSR.NIH and follow on Twitter @NIHOBSSR.



A Updated Census.gov Website

This month, the U.S. Census Bureau released a beta version of its new census.gov website. With a new look and topic-based navigation, the redesigned site provides easier access to statistics on America's people, places, and economy. So, what is new? The site includes topic-based navigation built around 11 topics, such as health, families, and education, and centralizes statistical content from numerous surveys. Another difference is contextual navigation, with pages that now provide multiple paths to get to information. For instance, many pages now have helpful related links. The site also uses new colors and offers more white space and narrower columns to allow for easier reading and navigation. For more information, see www.census.gov/newsroom/releases/archives/miscellaneous/cb14-28.html or follow @uscensusbureau on Twitter, Facebook, Flickr, YouTube for the latest Census Bureau news and information.

NSF Releases 2012 U.S. Doctoral Degree Recipient Data

The National Science Foundation (NSF) recently released a report, titled Doctorate Recipients from U.S. Universities: 2012, which unveils important trends in U.S. doctoral education. The report calls attention to important trends in doctoral education organized around five key questions, among them: Who earns a U.S. doctorate? Which fields attract students? What influences the path to the doctorate? Annual counts of doctorate recipients are a direct measure of the investment in human resources devoted to science, engineering, research, and scholarship. These can serve as leading indicators of the capacity of knowledge-creation and innovation in various domains. Understanding the themes outlined in this report is critical to making informed improvements in this country's doctoral education system. Trends in the report can be examined in greater depth by visiting www.nsf.gov/statistics/sed/2012/start.cfm.

NSF Study Shows Declines in Federal Funding for Research and Development

Recent data collected by the National Science Foundation indicate that federal budget authority for research and development (R&D) and R&D plant budget together totaled \$134 billion in fiscal year (FY) 2013—an estimated 7.1 percent decline from FY 2012. The FY 2013 decline stems from spending cuts and sequestration mandated by the Budget Control Act of 2011. National defense typically accounts for at least half of the annual federal budget authority for R&D and R&D plant (\$72 billion in FY 2013, or 54 percent). A sizeable portion of the remainder goes toward the broad categories of health (\$30 billion in FY 2013), space flight, research and supporting activities (\$11 billion) and general science and basic research (\$10 billion). For more information on this report, see www.nsf.gov/news/news_summ.jsp?cntn_id=130156 reports and other products.

ASA Files Amicus Brief in Support of Suits to Overturn UT, OK Gay Marriage Bans

The American Sociological Association (ASA) filed an amicus brief with the U.S. Court of Appeals for the 10th Circuit supporting the fight to overturn gay marriage bans in Utah and Oklahoma. This brief is part of the Association's continuing effort to highlight the overwhelming body of social science research that confirms "children fare just as well" when raised by same-sex or heterosexual parents. The 10th Circuit is scheduled to hear lawsuits challenging the bans later this year.

"Our latest amicus brief is part of the ASA's ongoing effort to ensure that U.S. courts considering lawsuits to legalize gay marriage understand that social science research shows parents' sexual orientation has no bearing on their children's well-being," said ASA Executive Officer Sally T. Hillsman. "The claim that

same-sex parents produce less positive child outcomes than heterosexual parents is simply false."

This is the third time in the past 13 months that the ASA has supported challenges to same-sex marriage bans through amicus briefs. In October 2013, the ASA filed an amicus brief with the U.S. Court of Appeals for the Ninth Circuit that addressed gay marriage bans in Nevada and Hawaii. Similarly, in February of last year, the ASA weighed in with the U.S. Supreme Court via an amicus brief on Proposition 8, the California amendment limiting marriage to a man and a woman, and the Defense of Marriage Act (DOMA).

"As the same-sex marriage debate continues in courtrooms across the country, the ASA will continue to emphasize the clear social science research consensus that children raised

by same-sex parents fare just as well as children raised by heterosexual parents," Hillsman said. "In addition, we will continue to correct the record when gay marriage opponents misinterpret or misrepresent social science research to support their position."

Same-sex marriage opponents, including those defending the gay marriage bans in Utah and Oklahoma, often misinterpret or misrepresent social science research, claiming it indicates children with gay parents have worse outcomes than those with heterosexual parents. In particular, same-sex marriage opponents frequently misportray research by Mark Regnerus, a sociologist at the University of Texas-Austin.

Rather than proving same-sex marriage is a bad thing for children, social science research actually suggests the opposite.

Vantage Point

from Page 2

Committee on National Statistics, Division of Behavioral and Social Sciences and Education, Board on Health Sciences Policy, Institute of Medicine. Washington DC: The National Academies Press.

- See additional discussion of ASA efforts around human subjects and IRB issues see Footnotes April 2000, Footnotes July/August 2003 and Footnotes December 2011.
- Behavioral and Social Sciences at the National Research Council. 2014. *Report Brief: Proposed Revisions to the Common Rule for the Protection of Human Subjects in the Behavioral and Social Sciences*. Washington DC: National Academies Press.



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

ASA's CARI Grant: Using Social Science to Help Respond to a Violent Tragedy

Stephanie Hartwell, University of Massachusetts-Boston

In 1993, 98 people were murdered in the city of Boston, including 15-year-old Louis D. Brown, who was killed in the crossfire of a gang-related shooting on his way to a Teens Against Gang Violence meeting. In response to this tragedy, Louis's family founded the Louis D. Brown Peace Institute (LDBPI) to address violence in the Boston community through models of restorative justice and building sustainable peace in the community. Boston experiences 50 to 90 homicides a year within and around the city. The LDBPI serves 98 percent of the families affected by these homicides. The LDBPI also provides crisis response training for front-line providers.

In 2011, I was awarded an ASA Community Action Research Initiative (CARI) grant in order to support the LDBPI with the dissemination and implementation of their "Burial and Resource Guide" as well as a corresponding evaluation. The burial guide is a "step-by-step" manual with sections including *notification and correspondence* with family, friends, funeral homes, officials, services and insurance companies; *writing guidelines* for obituaries

and media statements; and *tracking and contacts* with police, medical examiners, and victim advocates after the murder of a loved one. The guide also includes *exercises and resources* for healing/coping. To our knowledge, no other specialized burial guides exist for survivors of homicide. Our collaborative objectives were as follows: to develop a burial guide training for frontline service providers; implement the training; to conduct a pre- and post-test evaluation of providers before and after burial guide training; and to help position the burial guide as a standard protocol for responding to families of homicide victims throughout the region.

Collaboration of Services

The CARI grant provided the opportunity to deepen our collaborative efforts with the LDBPI and employ our sociological expertise and technical assistance in the dissemination and implementation of the burial guide through training and a comprehensive and iterative evaluation. The evaluation informed the need for the guide and positioned the LDBPI as a leader in the development of a standard protocol for responding to families of homicide victims. The burial guide is an innovative technology in its attention to fam-

ily members of homicide victims, in particular its message of peace.

The project demanded a dialogue between researchers, the LDBPI, and frontline/crisis-service providers. It provided an opportunity to survey the field and determine the resources and environments in which the providers operate, while addressing the immediate needs of survivors of homicide through the dissemination and implementation of a routine practice. For close relatives and friends of the homicide victims, dealing with the sudden violent loss is traumatic leaving the survivors feeling angry and confused. The burden of navigating through the complexities of the criminal justice system and death-related issues often exacerbates their emotional strain. Similarly, members of law enforcement and other frontline providers report a feeling of frustration in dealing with homicide victims' families because of their limited knowledge of the complexities of the judicial system (Goodrum and Stafford 2003).


The director of a crime victims' advocacy group explained, "If you have a person who is just so emotionally wrought, every time you talk to them . . . they won't remember from day to day what you've told them." (Goodrum and Stafford 2003). The LDBPI has recognized the difficult necessity of facilitating interactions between victims and frontline service providers, such as the police and crisis response teams, as a first step along a continuum of addressing the needs of homicide survivors in a thoughtful deliberate way. The ultimate goal of their continuum is to transform pain and anger into peaceful, rather than potentially retaliatory, power and action.

What the Funds Did

Employing resources of the CARI grant enabled us to create a training day for responders across Boston including social workers from emergency room departments, clinicians in schools, case managers providing psychiatric first aid, police, and firefighters.

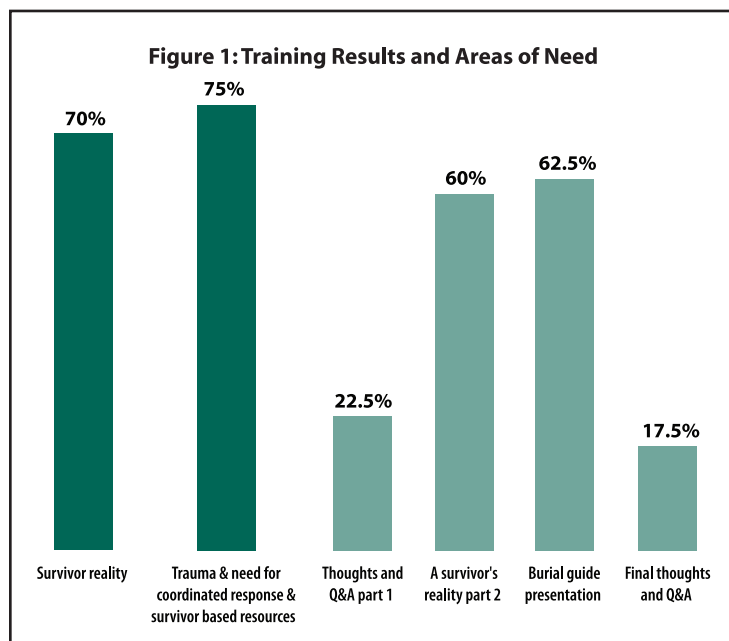
The funds were used to assess the viability of adopting the burial guide technology for crisis intervention and the public health of survivors of homicide; standardization in the response of frontline service providers; potential for creating an ongoing dialogue between researchers and service providers in this area; and ability to document systemic change in response to survivors of homicide that closes gaps in practice and diffuses peace.

When a youth or adult is murdered, the "code of the streets" demands revenge and vigilante justice. The actions taken and reactions to a homicide by frontline responders and family members are crucial to whether the cycle of violence is perpetuated or broken. When family members—parents, uncles, aunts, grandparents, and other caregivers—are affected by violence their parenting is affected. These adults need assistance in their personal healing so that they can support siblings and youth affected by the murder and not feel abandoned by grief as well. Thus, the project evaluation examined strides made as the result of the training at the individual, organizational, and community level in regard to structural responses to homicide response and community healing (Figure 1).

Important and unique research outcomes included the publication of the burial guide, additional training, and the widespread dissemination of the guide to frontline responders. The CARI grant provided these outcomes as well as the opportunity to establish even greater trust between the LDBPI and University of Massachusetts-Boston. It has also resulted in further collaborations in the area of violence reduction and mindfulness as well as a welcoming partner and real life laboratory for graduate students in sociology at University of Massachusetts-Boston. 

References

Goodrum, S., and Stafford, M.C. 2003. "The Management of Emotions in the Criminal Justice System." *Sociological Focus*. (36) 179-196.



UIC Sociology and a Chicago High School Partner to Bring Public Sociology to Students

Emily Ruehs; William “Buddy” Scarborough; Carolina Calvillo; Michael De Anda Muñiz; Jesse Holzman, University of Illinois-Chicago

The University of Illinois-Chicago (UIC) Sociology Department has public sociology at the core of its mission: faculty and students reach out to the community, engage in collaborative research with local organizations, and present accessible sociological information to people beyond the academy. As graduate students, we embrace this mission. When Dennis Kass, a teacher at Little Village Lawndale High School (LVLHS), contacted the department and requested that we partner with his students, we felt that this was an exciting opportunity to share our skills with the community. The LVLHS students live in neighborhoods in South Side Chicago and are predominantly from low-income Latino families. The school was founded in 2005 in response to a protest movement by parents who believed their children were receiving a second-rate education. The neighborhood school at that time was overcrowded and lacked a college-track curriculum so LVLHS was founded, with a strong commitment to social justice and equality in education.

As a teacher at LVLHS, Kass wanted to create a challenging and stimulating academic environment for his students. He created an honors sociology class for 20 college-bound students. His vision was to have students develop and conduct research projects. He hoped that the end goal would be to present their findings at the annual meeting of the American Sociological Association. And in 2013, one student from Kass's class had research accepted for presentation and gave a paper at the ASA Annual Meeting in New York. Based on this initial success, Kass hoped to expand the program to more students.

Student Projects

To increase the number of students conducting research he needed an academic partner, which is why he reached out to UIC Sociology Department Chair

Barbara Risman to request assistance. Risman contacted us, and we happily volunteered to partner with Kass. We agreed to attend the sociology class at least once a week and to work with small groups of students to develop research projects. We assisted students in brainstorming sociological questions, completing a literature review, developing surveys and interview guides, locating research participants, teaching them how to do analyses, and writing the final product. The goal for each group of students was to complete an entire project within a semester in order to submit it for consideration to the 2014 ASA meetings. We succeeded and they have submitted papers and are awaiting decisions. In the meantime, we are now applying for funds to make their dream to attend a professional conference possible (see below for more information).

The projects the students have undertaken are intellectually demanding and cover a wide range of interesting topics. Students looked both within their own school and to the community to study a variety of social problems including the changing experiences of LGBTQ students in Chicago Public Schools, the strategies of resilience used by sex workers, the struggles of undocumented women facing divorce, and the academic performance of Latina female students. These high school students have worked hard throughout the fall semester to meet the demanding timeline required for their projects. They worked diligently during their five weekly class meetings, after school and during vacation. Over the December holiday break, students worked overtime, trying to wrap up their projects by the ASA submission due date. Seven of them completed their projects on time and submitted them. We were impressed to say the least.

The Impact

While our work with LVLHS is still underway, we are already pleased with the positive impact the partnership has had on both the high school students and our university community. First, the

demanding requirements of research have helped prepare these high school students for the level of work that will be expected in college. They have read difficult material, analyzed quantitative and qualitative data, developed critical thinking skills, and written high quality papers. Throughout these tasks, they have learned essential skills applicable to the college classroom. Second, our partnership with them has exposed them to university culture. Many of these students hope to be first-generation college students, so more exposure to campus life enhances their knowledge of college culture.

Beyond the research experience, attending a prestigious academic conference will provide students with further exposure to academic life, expanding their cultural and social capital. Perhaps they will even begin to imagine the possibility of becoming sociologists themselves. In addition, students reported that the research was immensely valuable for their personal growth. When reflecting on their experiences, students spoke of being deeply moved by the words of their participants. The two young women who interviewed divorced, undocumented women, for example, commented on being moved to action in their own lives. Their research gave them further motivation to attend college and build stable careers to help their communities.

Benefitting Academia


This partnership has the potential to benefit our university community as well. We found that our relationship with the high school students helped our own pedagogical development. As we often teach college students that come from Chicago Public Schools, we were able to gain a better understanding of the background of many of our students.

Aside from the personal growth as teachers, these types of partnerships can be beneficial for sociology departments as well. For these high school students a major in sociology, is now something they can envision before they even enter college. Looking forward, we hope to discover more ways for sociology

departments to partner with high schools. We are currently beginning conversations about the possibility of these honor sociology courses being used for sociology credit at UIC, helping to support underprivileged students in their college goals.

Supporting High School Students

While this partnership has been tremendously successful so far, the work is not over. The next hurdle the students face is to find financial resources to attend the ASA conference. The vast majority of these students come from low-income families unable to contribute enough money to cover the cost of flights, hotels, and conference fees. Students are currently working on fundraising, and a program is in place in which parents can contribute small sums of money on a weekly or monthly basis. We are also seeking grant funds and donations from supportive sociologists are also welcome. If you wish to help these students pay for their plane fare and hotel costs, you can do so by donating at soc.uic.edu and clicking on the donate button. Be sure to direct your donation to the Sociology General Fund and then send a note to Barbara Risman at brisman@uic.edu to let her know your contribution is to help these high school students attend the ASA Annual Meeting. We will set up a meeting in San Francisco where donors can meet them, if interested.

As graduate students, we have had an overwhelmingly positive experience. We encourage other sociology programs to look into how they can partner and collaborate with high schools to encourage student research. We also believe that ASA and its vast community should work to consciously support these partnerships in general, and, in particular, the high school students from LVLHS. How could our discipline help these students? To start, we propose that ASA waive the registration fee for underprivileged high school students (see the ASA Forum article in this issue). 

Crossing Boundaries

from Page 1

Sexualities, I agreed to chair the Section's first ever pre-ASA conference, which we called "Crossing Boundaries: Workshopping Sexualities." I wrote and was awarded a FAD grant to support the conference. The steering committee for the 2012 two-day conference

in Denver included Tey Meadow, Kristen Schilt, Vrushali Patil, Laura Carpenter, Lucy Dwight,

Karl Bryant, Steven Epstein, David Paternotte, Antonio (Jay) Pastrana, Jr., Jessie Daniels, Jennifer Reich, Vernisa Donaldson, Carlos M. Camacho, and Juan Battle.

We envisioned an innovative conference designed to contribute to developing the infrastructure of the field of sexualities and to help foster a scholarly community between junior and senior scholars and between qualitative and quantitative researchers. The conference also provided a unique opportunity to chart the field of the sociology of sexualities. The sociological study of sexualities has only recently become a recognized area of research in sociology, with the formation of the Section within ASA in 1997. Since its formation, the Section has grown to more than 500 members. As of October 2011, when I wrote the FAD grant, the Sociology of Sexualities Section had a membership that is 45% graduate students. "Crossing Boundaries" allowed for cross-fertilization of ideas between faculty and graduate students.

Innovation

One of the reasons I was successful in receiving a FAD grant was because of the innovative conference format. In order to spark maximum discussion, we decided to have five different types of sessions: keynote panels, dissertation master classes, critical issues sessions, works-in-progress, and roundtables. In addition to these sessions, every conference member participated in a workgroup that met twice to address a different subfield within the sociology of sexualities. In this

way, we were able to encourage discussion among more junior and senior members of the field and to ensure that everyone could be well networked and heard.

The keynote sessions were designed to address major questions in the field and to point the way toward future research. The first panel, titled "The Sociology of Sexualities, Past, Present, and



Crossing Boundaries, Workshopping Sexualities

Future," took stock of areas that have developed a rich research tradition within the field and presented an agenda for the future study of sexualities that builds on these traditions and explores new areas.

The second keynote panel, titled "Crossing Boundaries," included panelists with expertise in the study of sexualities as well as the study of immigration, social theory, political economy, transnational issues, the family, and race. This panel illustrated how these other areas within sociology can benefit from including the study of sexualities and how those studying sexualities can benefit from incorporating key research questions and methods from these other areas as they are studying sexualities. This is particularly important in ensuring that the study of sexualities is taken seriously across the discipline. A third panel included one speaker, Janice Irvine, who reported on a study that she conducted of the experiences of sociologists who conduct sexualities research.

The dissertation master classes were particularly important, given how many graduate students are in the section. For the dissertation master classes, participants were grouped with other scholars working in related areas. A senior scholar led each group and provided feedback on the methodological approach, research design, theoretical import, and feasibility of the proposed research. This form of methodological mentorship was particularly important given that many scholars who have served on the Council of the Sexualities Section are routinely asked to mentor graduate students from other universities whose departments lack an expert in the area.

The "Critical Issues" format for participation departed from traditional paper and discussant panels to foster insight and innovation on particular issues. The panels were designed to foster common investigations of theoretical and methodological approaches across specific research topics and to focus on subsidiary questions and extensions of major themes in sexualities. These panels ranged from sessions on quantitative and qualitative research methods in the sociology of sexualities to theorizing, for example, how the Internet age has affected sexualities, sex and justice, the intersections between race and sexuality, bullying and transnational issues.

All registered participants were assigned, based on preferences indicated on the registration form, a topical workgroup. The workgroups met twice during the conference. Each group was charged with producing a document to serve as a resource for faculty and graduate students working in their area. As a result, the groups produced 16 working papers that lay out the key theoretical questions in each area within the study of sexualities and assess the most significant areas for future research. Each working paper also addressed methodological concerns and ways to negotiate them. The result is a 64-page document archived on the ASA Section on the Sociology of Sexualities' webpage (www.asanet.org/sectionsex/crossingboundaries/index.html). These working papers provide a useful

resource for graduate students as well as faculty whose research and teaching intersect with the concerns of the workgroup.

Reaching out to Grad Students

The conference was a resounding success. The 193 attendees included 88 faculty and 105 graduate students.

Because our focus was on helping mentor junior scholars, we used the bulk of our FAD funds to give 24 graduate students \$200 scholarships to help defray the cost of attending the conference. The remainder of the money was used to pay for meals at the conference. Having the FAD grant helped in our other fundraising efforts and, in the end, the conference was supported by a donation from the ASA Sections on the Sociology of Sexualities and on Sex & Gender and a grant from the CUNY Graduate Center through Juan Battle, one of the conference organizers, as well as funding from the University of Denver and the University of Colorado-Denver.

The most significant contribution of the FAD funds was in the building of the infrastructure of the field of sexualities. In addition to the working papers, which are a resource for all, new collaborative research projects have started, and the conference has helped to ensure that the sociology of sexualities will continue to be a thriving and growing area of sociological research. 🌱

For more information on FAD and to apply, see www.asanet.org/funding/fad.cfm.

2014 ASA Annual Meeting Film Screening

The ASA Annual Meeting Program Committee is again setting aside space in which new films/videos will be screened during the Annual Meeting. Members and others who wish to propose a film for inclusion in the 2014 screening series may submit a copy of the film/video and a brief description of the work that notes its relevance to sociological instruction and research. Films must be 80 minutes or less in length. Submissions shorter than 50 minutes are encouraged; submissions longer than 80 minutes will be returned without review.

The film screening program traditionally features short documentary films that illustrate sociological concepts and are useful as teaching resources. Those who submit films will be notified of screening decisions in June. Any submitted film will be returned after the conclusion of the Annual Meeting.

Send film/video nominations (in DVD format) by **March 15, 2014**, to:

Jaime Hecht, Academic & Professional Affairs Program
American Sociological Association, 1430 K Street NW, Suite 600
Washington, DC 20005. apap@asanet.org

How the ASA's Section Websites and Listservs Came to Be — Or Not to Be

Barry Wellman, University of Toronto,
wellman@chass.utoronto.ca

Youngsters may think that the American Sociological Association was always as internet-sophisticated as it now appears to be. After all, we register online, submit papers online, and, if all goes well, communicate online with the Executive Office or section members.

It was not always like that. Too often, even sociologists assume that things are just so because that is the way they are. But crucial decisions were made years ago to make our sections' websites and e-mail listservs the way they are. There is no technological determinism for the internet. This is my story of how our main communication mechanisms came to be—and what you might do to develop them further.

It was 20 years ago, in 1994-95, that the catalyst of this story, the recently deceased President-Elect Maureen Hallinan called me by what we now call "landline" (except in those days we said, "by phone"). "Barry, we need to get the ASA into the age of the Internet. Can you help?" She knew I was one of the few sociologists at the time hanging out with computer scientists interested in developing ways for people to talk with each other. So, I became the ASA's first—and so far only—Electronic Advisor, 1995 to 1997.

Then, as now, the ASA had at least three power centers. The President is the most visible, but only reigns for two years: one as President-Elect shepherding the program and one in full presidential panoply. The other two, less visible, power centers are longer-term: The Executive Officer runs the place as chief operating officer. The Secretary, also functioning as the Treasurer, has immense power as the chair of the Committee on the Executive Office and Budget. She has the power to say, "We can't afford it," or "We can." At the time, the Executive Officer was Felice Levine, who has gone on to run the American Educational Research Association (AERA) and the Secretary was the formidable Teresa (Terry) Sullivan who went on to

face down Tea Partiers as the President of the University of Virginia.

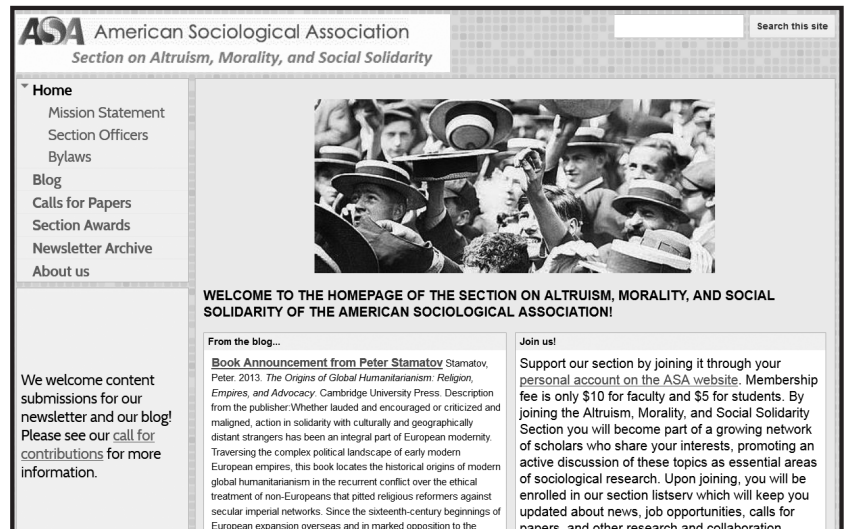
Section Websites

Maureen Hallinan's main concern was communication. We agreed that it would not be possible or wise to get all ASA members talking with each other—perish the cacophonous thought—but that it would be great to enhance communication within sections. Sections had only two communication channels then. One was ASA Annual Meeting sessions and section receptions. The second was intermittent newsletters, printed and mailed by the U.S. Postal Service. Together, both communications consumed most of a section's budget and were so rare as to leave great gaps in connectivity.

What to do? Active discussion among Maureen, Felice, Terry, and me led to a two-fold solution: The ASA would set up section websites—only a few had them—and section Listservs.

The websites would get information out from section leaders to members. In short, they would be what we now call Web 1.0. One member of our little band wanted to impose a strict template on how the websites should look. This would ostensibly make it easier for the webmasters maintaining the site, but it would also limit design creativity and section initiatives.

So, a hybrid solution was set up. Every section was given a standard template. As I recall, the ASA Executive Office filled it in at the start. These template section pages are still there, containing a Mission Statement and a list of officers. To see the current list of sections and their web pages, visit asanet.org/sections/list.cfm. The ASA-hosted pages also link to a call for awards, award recipients, bylaws, and in some cases, individualized section websites. These individual websites allow sections to create their own styles and do more exciting things.



The Section on Altruism, Morality and Social Solidarity has a nice one.

More Direct Communication

What about communication to and with section members? After some initial false hopes, we realized that ASA members rarely went to their section websites. Even the few websites that were frequently updated did not have enough "pull."

E-mail-based section Listservs were the answer, for they would "push" information at members. Like websites, these came in two flavors. First, only administrators were allowed to post messages to the official section Listserv, which went out to all section members. In addition, when e-mail attachments and easier formatting came along, e-newsletters supplanted printed section newsletters, delivered by the administrator to the section listserv or announced there but posted on the section website. For example, the Science, Knowledge, and Technology section does a nice weekly one.

Second, some sections already had active discussion lists that enabled all members to contribute, and a few other sections soon started them. In some cases, posting and reading was not even limited to section members but open to kindred scholars in other disciplines and other countries. For example, the Community and Urban Sociology Section (CUSS) Listserv has participants from the

Community and Urban research committees of the International Sociological Association.

Using standard Listserv procedures, participants in these discussion lists can choose to get every message as it is posted or, as I do, get quasi-daily digests containing a bunch of messages. Here, too, the CUSS and the Communication and Information Technologies Section have been exemplars. While setting up these discussion lists was bothersome at the start, Judith Friedman, CUSS's long-serving listmaster tells me that experience and better software have made them easy to handle.

The sections now are a mixed electronic bag. Some primarily use the official ASA website template; others use their own individualized sites with much variation in how informative and current they are. Most sections only have infrequent announcements by administrators, while some have lively discussion lists with multiple members posting daily. My sense is that some section officials may not be aware that they can create their own websites or have open e-discussions. I was unable to find many links to Listservs from section websites.

I strongly feel that every section should have a discussion list. Yet, less than half have one now. A discussion list takes very little work after initial setup, and they actively share information and

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Research

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higher at \$99,342, and Alameda County, just over the Bay Bridge (including the city of Oakland), the same family needs \$86,816. This high cost of living is fueled in part by skyrocketing housing costs and links with growing income inequality and high rates of poverty in our area. Making ends meet here is extremely difficult for middle-income families and almost impossible for low-income families.

Increasing Poverty and Strained Resources

Poverty in the Bay Area reached a 20-year low in 2006, but then spiked during the Great Recession. The Public Policy Institute of California and the Stanford Center on Poverty and Inequality released a California Poverty Measure this fall accounting for regional differences in the cost of living. This measure, using 2011 data, found that 22 percent of families in California are poor compared with the U.S. Census estimate of 16 percent. In the Bay Area, this rate varies from a low in Sonoma County of 17.2 percent to highs in San Francisco at 23.4 percent and Napa County at 25.5 percent. Bay Area families in poverty have less access to social safety net programs and services than they did five years ago, due both to state and local cuts in those programs and as a result of reaching time limits in programs such

as TANF (Temporary Assistance for Needy Families). Recent cuts to the SNAP (Supplemental Nutrition Assistance Program) food stamp program hit especially hard on Bay Area low-income families already struggling with higher than average food, transportation, and housing costs. More families are seeking food assistance from area food banks, and these organizations are also struggling with decreased donations.

Housing Booms, Busts, and Rebirths

Housing costs in the Bay Area are one of the most expensive in the country. In San Francisco, the median home price is just over \$1 million, and in San Jose, the cost is \$600,000; both areas have experienced a more than 20 percent increase in the last year. In some Bay Area zip codes, such as in San Francisco, the housing market did not necessarily “crash” in the same way many areas nationally experienced, but instead experienced a plateau or just a minor dip. However, with the technology industry’s growth, the housing markets in San Jose and San Francisco have soared in the last two years. Over a third of home sale prices in Bay Area zip codes are above their prior peak prices; these gains are concentrated between San Jose and San Francisco along Silicon Valley. In contrast, areas of Oakland, Richmond, and the suburban areas in Alameda and Contra Costa

County experienced more of a crash during the recent recession, and most are not yet back to those peak prices of the mid-2000s and in some cases are still far below.

Technology Resurgence

The Bay Area is experiencing another period of tremendous technol-

ogy growth, focused on social media giants like Facebook and Twitter as well as Google and Apple. Technology companies are rapidly adding high-paying jobs, most requiring higher education. The current technology growth is contributing to gentrification, privatization of transportation, and income inequality. For example, these issues converge around Twitter’s San Francisco headquarters, through evictions of low-income families, rising rents, redevelopment into luxury condos, and displacement of numerous nonprofits serving that community.

These evictions are often based on policies from the *Ellis Act* and increased dramatically in San Francisco from 2010–2013. (The *Ellis Act* is a state law that says landlords have the unconditional right to evict tenants to “go out of business.”) Also, Google, Apple, and other companies hire private buses to transport workers from San Francisco to their headquarters in Silicon Valley. Recent protests at private bus stops focused on raising awareness of the growing inequalities between a class of highly paid technology workers and other working families in the city, and how that inequality prices lower- and middle-wage families out of many neighborhoods in San Francisco.

Job Growth but Widening Inequality

Across California during the Great Recession, job growth occurred in low-wage industries, and employment in mid-wage occupations declined and continued to decline in the recovery (California Budget Project 2013). Only high-wage workers experienced wage growth, so much so that “the gap between the hourly earnings of California’s high- and low-wage workers has continued to expand and in 2012 was the widest ever recorded” (CBP 2013:10). This gap is particularly notable in San Francisco, San Jose, and Silicon

Valley areas due to the renewed technology boom.

Responding Bay Area-Style through Protesting and Innovating

Across the country social action and protests sought to raise awareness about economic inequality. The Bay Area, with its long history of social activism, also saw an increase in this type of activity in the last five years, most notably the Occupy and student protests in Oakland, Berkeley, and San Francisco. Protests occurred around issues such as economic inequality, *Ellis Act* evictions, rising tuition costs, police brutality, and cuts to child care and other social programs.

In addition, people of the Bay Area responded to the recession in innovative ways. Co-housing has increased, both between members of extended families, and among strangers coming together to share costs and create community in co-op style. New nonprofits, start-ups, and microenterprise business incubators popped up across the Bay Area to help people nurture ideas, co-work, start small businesses, meet others working on similar issues, or address a social problem.

Concerns about inequality and hard times persist in the Bay Area. The 2014 Local Arrangements committee looks forward to exploring, examining, discussing, and debating these issues through this article series, the regional spotlight sessions and tours, and throughout the upcoming ASA Annual Meeting in San Francisco this August. 

Sheila Katz is an Assistant Professor of Sociology at Sonoma State University and is Chair of the 2014 Local Arrangements Committee.

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Map of the Bay Area.

“Over a third of home sale prices in Bay Area zip codes are above their prior peak prices; these gains are concentrated between San Jose and San Francisco along Silicon Valley”

Getting Back into the Flow with Intro

Melinda Messineo, Ball State University

As we return to the classroom for the spring semester, many of us find ourselves in front of students who have enrolled in our “Introduction to Sociology” course. For the vast majority of these students, the class was chosen to fulfill a general education requirement. Perhaps it was more than the time of day that motivated them to enroll, but what we do know is that less than 10 percent of these students will become our majors (Elberts et al. 1991). Couple this potentially reluctant audience with the fact that many of us teach Intro every semester of our careers and the start of the semester can be less than inspiring. Maybe it is time to reframe this experience.

When you think about it, **teaching Introduction to Sociology is actually the most important thing we do.** Perhaps that is a bit of hyperbole, but in the scheme of things—the number of students we reach, the ideas we explore, the potential it provides to dispel myths, increase research literacy, and foster social change—this stuff matters.

A study presented at the 2013 ASA Annual Meeting, according to an *Inside Higher Ed* article, found that, “Undergraduates are significantly more likely to major in a field if they have an inspiring and caring faculty member in their introduction to the field. And they are equally likely to write off a field based on a single negative experience with a professor.”

Yes, our discovery research also matters a great deal, of course, but each semester we get to work with novice learners and offer them a sociological perspective that can be transformative and might lead to a few new majors. It is an amazing opportunity.

Not feeling the love yet? Fair enough. But I bet there was a time when Intro was amazing for you, too. Do you remember what it felt like when you finally had things figured out? It was no longer a mad dash to stay one step ahead of our students. You were still interested in the material. You felt engaged, connected, present, competent, and energetic.

You were probably still learning, but you were not consumed by the frustration or doubt that plagued earlier attempts. Perhaps you were still a student the last time that happened in Intro, but what you were most likely experiencing during those positive teaching and learning moments is what is referred to in positive psychology as “flow.” You might describe yourself as being “in the zone,” but the premise is that there is a good fit between the challenge faced and your ability to face that challenge.

Flow

Psychologist Mihaly Csikszentmihalyi identifies the following factors as encompassing an experience of flow. These aspects can appear independently, but only in combination do they constitute a flow experience:

- Intense and focused concentration on the present moment.
- A merging of action and awareness.
- A loss of reflective self-consciousness.
- A sense of personal control or agency over the situation or activity.
- A distortion of a sense of time “lost track of time”.
- Experience of the activity as intrinsically rewarding.

Flow is related to focus and intrinsic motivation, both of which are connected to learning and are necessary for creating positive classroom experiences. However, a lone professor totally “in the zone” lecturing may not represent the optimal learning experience. While the instructor may be experiencing flow, it will not be mutually beneficial unless the learners are engaged and optimally experiencing flow as well.

Finding Flow

In order to achieve this flow, we need to scan the teaching environment to understand the constraints that prevent it. Typically these constraints are structural, interpersonal, or intrapersonal. Structural constraints include challenges in how the course is set up or how class sessions are conducted. Interpersonal constraints are linked to our interactions with students and

intrapersonal constraints are related to our feelings about the course and our perceived competencies.

Removing Structural Constraints – “Shrink” the class and change the focus

Often Intro faculty lament that they do not have meaningful interaction with students. Perhaps the class is large or there is too much material to get through. Keep in mind that covering material is not the goal; students need to learn the material. So shift from focusing on content and instead focus on learning in order to increase flow and make intro more enjoyable. Odds are you do not have the power to change the enrollment size, but you can make large classes feel smaller through effective use of:

- Course management and audience response systems.
- Flipped-classroom design.
- In-class simulations, role plays.

An exploration of ASA’s journal *Teaching Sociology* or its teaching resource TRAILS can help you connect to resources that explain the activities and concepts in each of these areas.

Interpersonal Constraints

In order to have positive interpersonal interactions instructors need to know their students and students need to feel comfortable with one another. Technology can help support these efforts along with assignment formats. Most importantly, these efforts build positive rapport which will be very useful when the course includes challenging conversations so common in Intro:


- Use the physical and virtual space to facilitate communication.
- Assign Wikis, blogs, group projects.
- Create authentic learning experiences.
- Collaborate with other Intro teachers.

Intrapersonal Constraints

Intrapersonal constraints result from the barriers our own feelings introduce into the teaching-learning equation. Early in my career insecurity about my competence would prevent flow and there are

times now when familiarity with Intro material has led to boredom or lack of innovation. I have discovered that what I loved about sociology from the start still excites me and sharing this enthusiasm with students is the first step to creating a positive learning environment. Other strategies include:

- Increased pedagogical transparency.
- Formative feedback from students.
- Increased confidence through scholarly teaching.

What is most important for intrapersonal constraints is that instructors develop reflection mechanisms. It is too late to create change if we only reflect at the end of a semester. Keep a sheet on your desk with reminders of the things you want to go back to and then (and this is important) go back and fix them. You might also consider keeping a gratitude journal in which you can debrief each class. At the end of each class write down three things that went well or you are grateful for then go back to these lists regularly. Revisiting these positive experiences helps to energize us and remind us of why we are fortunate to have Intro as part of our work lives. 

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Do you have an announcement for **Footnotes?** Send it to **footnotes@asanet.org**.

Awards

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work that has facilitated or served as a model for the work of others, work that has significantly advanced the utility of one or more specialty areas in sociology and, by so doing, has elevated the professional status or public image of the field as whole, or work that has been honored or widely recognized outside the discipline for its significant impacts, particularly in advancing human welfare.

Distinguished Scholarly Publication Award

Monica Prasad (Northwestern University) for *The Land of Too Much: American Abundance and the Paradox of Poverty* and Robert Sampson (Harvard University) for *Great American City: Chicago and the Enduring Neighborhood Effect*

This annual award is given

for a single book or monograph published in the three preceding calendar years.

Distinguished Contributions to Teaching Award

Kathleen Lowney (Valdosta State University)

This award is given annually to honor outstanding contributions to the undergraduate and/or graduate teaching and learning of sociology, which improve the quality of teaching.

Cox-Johnson-Frazier Award

Richard O. Hope (Woodrow Wilson Foundation)

The Cox-Johnson-Frazier Award honors the intellectual traditions and contributions of Oliver Cox, Charles S. Johnson, and E. Franklin Frazier. The award is given either to a sociologist for a lifetime of research, teaching, and service to the community or to an academic

institution for its work in assisting the development of scholarly efforts in this tradition.

Jessie Bernard Award

Christine L. Williams

(University of Texas-Austin) and Esther Ngan-ling Chow (American University)

The Jessie Bernard Award is given annually in recognition of scholarly work that has enlarged the horizons of sociology to encompass fully the role of women in society. The contribution may be in empirical research, theory, or methodology.

Excellence in the Reporting of Social Issues Award

Lee Rainie (Pew Research Center's Internet & American Life Project)

The Award for Excellence in the Reporting of Social Issues honors individuals for their promotion of sociological findings and a broader vision of sociology. The ASA


would like to recognize the contributions of those who have been especially effective in disseminating sociological perspectives and research. The ASA is cognizant of the fact that there are many professionals (e.g., journalists, filmmakers) whose job it is to translate and interpret a wide range of information, including sociological perspectives and research, for the general public.

Public Understanding of Sociology Award

Juliet B. Schor (Boston College)

This award is given annually to a person or persons who have made exemplary contributions to advance the public understanding of sociology, sociological research, and scholarship among the general public.

Dissertation Award

This award will be announced at a later date. 

Contexts Issues Available Online Free for 30 days in 2014

ASA is pleased to announce that in 2014 each issue of *Contexts* magazine will be freely available online for 30 days after publication, beginning with the first issue of 2014 (Winter). With support from SAGE, which publishes *Contexts* on behalf of the Association, the free access hopes to encourage readers from outside the magazine's traditional subscriber base and simplify access by media and policymakers. (Members who subscribe to *Contexts* receive online access to the full archive of *Contexts'* issues by logging into the ASA member portal.)

Interested readers should bookmark ctx.sagepub.com and visit after each issue is published. *Contexts* is a quarterly magazine that makes cutting-edge social science research accessible to sociologists as well as general readers. It is considered by many to be the public face of sociology. First published in 2002, it includes feature articles, culture and book reviews, and photo essays, as well as analysis of the latest social science research.

For additional information on *Contexts*, visit the journal website at www.contexts.org.


Websites

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build community among section members. Skimmable daily digests make them easy to read quickly. I suggest administrators bar attachments to avoid malware and limit length.

Websites are more work to set up and maintain, but by this time, each section should have a few volunteer members competent to do this as webmasters and newsletter editors. The technology is much easier to use these days: no need for wizards.

Now that the ASA has set up a Social Media Task Force with more than a score of members, we may see another burst of cyber-energy as we march bravely into the 21st century. (For example, sections (or subsections) might set up thematic blogs.) But the task force responsibilities are diffuse. Changes to ASA publications were ruled off-limits, so I will have to wait even longer until my dream is realized: making the *American Sociological Review* as well as other ASA journals short readable articles showing ideas

and key findings, with hyperlinks to more extended presentations of the technical stuff and literature review. 

Acknowledgements: My thanks to Justin Lini and Johanna Olexy (ASA Executive Office), and to section leaders Mary Blair-Loy (Organization, Occupations & Work), Steven Epstein (Science, Knowledge & Tech), Judith Friedman and Ray Hutchinson (Community & Urban), and Laura Robinson (Communication and Information Tech). This article is dedicated to Maureen Hallinan, an effective saint.

Barry Wellman directs NetLab at the iSchool, University of Toronto. He is the co-author with Lee Rainie of *Networked: The New Social Operating System* (MIT Press, 2012).

(Editor's note: During section orientation there are units on communicating via Listservs, websites, and social media. All chairs are sent instructions on using the Listservs.)

References

"The ASA Starts Operating . . . Electronically!" *Footnotes*, March 1996, p. 10. www.asanet.org/footnotes/1996/ASA.03.1996.pdf

Soc Connect: A Peer Mentoring Program

Mridula Udayagiri, California State University at Sacramento

One of the challenges for the California State System, the largest public university system in the United States, is the issue of retention—especially for first-generation college students. Retention and graduation initiatives abound as the system seeks to make itself more efficient in providing quality education to its students and helping them graduate in a timely manner. This is the backdrop against which Soc Connect, a peer-mentoring program in the department of sociology at California State University-Sacramento (CSUS), began providing support to first-generation sociology majors in fall 2009.

A retention initiative, Soc Connect, which is part of the Faculty Student Mentor Program, Division of Student Academic Success and Educational Equity Programs at CSUS, contributes to the multi-pronged CSU-wide graduation initiative on our campus. Although first-generation college students get recruited into the Faculty Student Mentor Program, Soc Connect was opened to all students in accordance with the recommendations of ASA's Minority Opportunities through School Transformation (MOST) program. The ASA publication *Launching Majors into Satisfying Careers: A Faculty Manual* (fall 2009) proved timely as it offers a systematic guide to help sociology majors launch successful careers. Finding mentors and moving on to careers is even more urgent for first-generation sociology majors who constitute about 20 percent of our department's 774 declared majors. Reflecting the changing demographic in the CSU system, about a third of first-generation sociology majors are Latina/o.

What Is Soc Connect?

Soc Connect consists of mentors and mentees who are all sociology majors. Mentors are typically seniors or rising seniors who have spent at least a year on campus as a sociology major with a minimum GPA of 2.8. Transfer students, newly declared sociology majors, those on

academic probation or reinstated students are recruited as mentees. The program is offered as a one-unit course for mentees who can self-register and a two unit course for mentors who require instructor permission. The class meets two hours every week, and structured activities are carried out with the use of various campus resources. Mentors help mentees create academic plans for two subsequent semesters, including course planning, time management skills, and exploring research and internship opportunities.

Soc Connect also has elements of a first-year seminar, such as introduction to technological and information literacy, health and counseling services, multicultural literacy with opportunities for community engagement on campus. These activities are usually campus-based field trips that help mentors and mentees build a relationship with each other as they learn how to use campus resources for their own academic and professional success. As many of our majors are transfer students, an introduction to these resources becomes vital for their academic success.

Soc Connect provides substantial sociology-focused content as well. Research from the ASA is presented on the state of the discipline especially research briefs that provide students a perspective on their role in the pedagogical process. The program reviews how to write for sociology and gain a perspective on how to practice sociology in what has been identified as a metacognitive process. Soc Connect builds the sociological imagination as students are led to a greater awareness of their own knowledge and their ability to understand, control, and manipulate their own cognitive processes about sociology and their location within the discipline. The mentoring program can also help first-generation sociology majors accumulate cultural capital.

Post-BA Prospects

Recognizing that sociology majors (like many undergraduates) are concerned about their post-baccalaureate futures as there are few jobs advertised for "sociologists" per


se, the program also offers workshops that focus on jobs after graduation. One of these is a detailed workshop on graduate studies offered by the campus Office of Graduate Diversity. Over the years Soc Connect has expanded the pipeline for graduate programs as students better understand the importance and value of graduate education.

The highlight of Soc Connect is our three career development and planning workshops. They include an introduction to the resources and services offered by the campus career center and how to secure jobs and build careers in the social services and policy research areas by faculty and community experts. California, considered the eighth largest economy in the world, provides a robust policy research job sector where sociology majors are an excellent fit in terms of what they can offer: critical thinking, verbal and written communication, and research skills. Programs such as Soc Connect create a new generation of policy analysts who can provide critical insights that other social science majors, such as economists and psychologists, might not.



Mentors and mentees.

The nation is facing a large demographic shift where first-generation college students enter universities more than ever before. Peer mentoring programs such as Soc Connect provide the means to create a generation of sociologists who seek to make the discipline more vigorous and relevant to public policy. Sociology majors are likely to find that such programs affirm their choice to be sociology majors as they gain a metacognitive perspective about sociology and how it fits into their future plans. Sociology departments with substantial numbers of first-generation students and underrepresented minorities are likely to find such peer mentoring programs useful.

Although introduced in 2009, the program continues to undergo changes and any suggestions or thoughts to improve the prospects of first-generation sociology majors are always welcome. Please contact the author at mridula@csus.edu. 

Subscribe to TRAILS to Access the Latest Teaching Content

TRAILS (the ASA Digital Library) is a database consisting of teaching resource materials that cover a broad range of sociological topics and education levels. Visitors can search for materials by resource type, including assignments, class assessments, syllabi, websites, video files, PowerPoint presentations, and more. TRAILS has over 80 sociological subject areas and different education levels from high school to graduate studies. The library contains over 2,700 teaching resource materials for downloading.

Members may purchase a one-year subscription to TRAILS at a discounted rate of \$25 or \$20 if the member belongs to a Department Affiliate of ASA. For more subscription information about TRAILS, visit trails.asanet.org/Pages/default.aspx.



High School Student Participation in the Association

Our meetings are an important step for ASA members to further their careers and share knowledge, especially students representing the future of sociology. I am always impressed when I meet the rare bachelor-level student attending sessions or the graduate student with peer-reviewed publications. So I was amazed to encounter high school teacher Dennis Kass and his students presenting the results of their research at last year's Annual Meeting [see *high school article on page 5*]. These students were not graduate students, not even BA level, not well read and researched in the classics, and not coming from top-level sociology schools with funding opportunities. The students were non-white and much lower in socioeconomic status than the

average sociologist. They conducted interviews with a sampling strategy and were presenting results. This is an impressive accomplishment with the help and mentoring of Kass.

Unfortunately, these students were unable to register for the meeting due to a lack of economic resources. Dennis and I spoke about this and he implored me as a member of the Student Forum Advisory Board to help him in his efforts. Due to the current registration design, an underprivileged high school student is lumped in with all students in terms of membership and meeting attendance. There is no category for secondary education as the highest degree attained. There is no special fee or fee waiver. Kass contacted the ASA organizational staff and they had nothing to offer his student other

than the normal \$80 for membership and another \$105 for student meeting pre-registration. Finally, Kass was advised to go ahead and just bring the student with him to the interested session.

Should the ASA do something for high school or other non-traditional attendees? Or is the best practice for them to attend without recognition? These students felt very welcomed by ASA members but technically were attending illicitly, which was a little stressful. Dennis cannot afford to pay for several high school students out of pocket. These students live in a world from which many of us are detached. I imagine that someone coming from this background would be an asset to the organization and its annual meetings. My opinion is that such a young student should be able to register and attend for free. If not only *underprivileged* high school students then *all* high school students should be allowed to attend

at no charge. Now this poses a problem for the institution of the ASA. Giving special status to some, to the chagrin of others, may cause controversy and conflicts. For example, where would the ASA draw the line? What about underprivileged BA students? Or, if all high school students get in free, then why not all BA students? What about graduate students who likely have less support from their parents than BA students? I do not know what the solution is, but I hope to raise awareness. Ultimately, the handful of high school students that would realistically attend our meetings should not make a big difference either way, except for upholding the ASA's mission to promote equality of opportunity. I thank the ASA for letting me voice my thoughts and hope that you will share your thoughts with me so that I may follow up with the ASA Executive Office. ☺

Nate Breznau; breznau.nate@gmail.com



It's Here! 21st Century Careers in Sociology 2nd Edition

The revised and updated edition of *21st Century Careers in Sociology* is now available. Included in this new edition are career profiles of 13 sociology alumni offering current and perspective majors career advice and insights.

The booklet helps undergraduates understand the skills that today's employers are seeking, and the ways a sociology major helps build those skills. The Second Edition also includes recent findings from the ASA Research Department regarding the skills and job market experiences of sociology majors. The overarching theme is that students must take an active role in composing their own 21st century career. Additional potential audiences are faculty, academic advisors, and parents.

Price: \$1/Single Copy, \$75/100 Copies
<asa.enoah.com/Bookstore/Career-Publications>



Sociology of Race and Ethnicity Now Accepting Submissions

Sociology of Race and Ethnicity (SRE), the new journal from the ASA Section on Racial and Ethnic Minorities, will publish its inaugural issue in January 2015. SRE will publish the highest quality, cutting-edge sociological research on race and ethnicity regardless of epistemological, methodological, or theoretical orientation. The journal will be published by SAGE in partnership with ASA and the Section. We are currently welcoming submissions at <http://mc.manuscriptcentral.com/sre>. Interested reviewers can also register for an account through this website. For more information on the journal, see www.asanet.org/journals/sre_journal_announcement.cfm.

Khurana Appointed Harvard College Dean

Social scientist Rakesh Khurana, the Marvin Bower Professor of Leadership Development at the Harvard Business School, will become the Dean of the Undergraduate College at Harvard University effective July 1. He is also the Master of Cabot House at Harvard College. Khurana is currently working on a new research project examining global leadership and the culture, systems, and organizations that support transnational networks of institutional leadership. His research uses a sociological perspective to focus on the processes by which elites and leaders are selected and developed. He has written extensively about the CEO labor market. Khurana received his BS from Cornell University and his AM in sociology and PhD in organizational behavior from Harvard University. ☺

announcements

Call for Papers

Publications

The General Social Survey (GSS) invites proposals to add questions to its anticipated 2016 survey. Proposals will be accepted on the basis of scientific quality and scholarly interest. Outside funding is not necessary. Deadline: March 15, 2014. Contact: Tom W. Smith at smith@norc.uchicago.edu. For more information, visit www3.norc.org/GSS+Website/.

The Irish Journal of Sociology (IJS), the official journal of the Sociological Association of Ireland, seeks manuscript submissions for volume 22, 2014. Contact IJS editor at irishsoc@gmail.com. For more information, visit www.manchesteruniversitypress.co.uk/cgi-bin/subscribe?showinfo=ip024.

Mid-South Sociological Association (MSSA) 2014 Annual Conference November 5-8, 2014. Mobile, Alabama. Theme: "Globalization and Sociology: Exploring Diversity, Paradigmatic Shifts and Critical Frameworks from a Social Context." Deadline: February 15, 2014. For more information, visit www.midsouthsoc.org.

Conferences

Association for Humanist Sociology (AHS), Inc. October 8-12, 2014, Wyndham Cleveland Hotel, Cleveland, OH. Theme: "Injustice, Exploitation, Racism and the Activist Foundations of Sociology." Submissions for sessions, papers, film screenings, or other presentations on the conference theme and all issues of interest to sociologists, humanists, and progressive social activists are welcome and encouraged. AHS is a community of sociologists, educators, scholars, and activists who share a commitment to using sociology to promote peace, equality, and social justice. Deadline: July 15, 2014. Contact: Mary Erdmans at mpe10@case.edu and Stephen Adair at adairs@ccsu.edu. For more information, visit www.ahssociology.org.

The Gerontological Society of America Annual Scientific Meeting November 5-9, 2014, Washington, DC. Theme: "Making Connections: From Cells to Societies." The theme challenges researchers to present their best evidence on aging-related connections they investigate. Deadline: March 5, 2014. For more information, visit www.geron.org/2014.

Global Awareness Society International 23rd Annual International Conference, May 22-27, 2014, Montego Bay, Jamaica. Theme: "The Search for Peace in a Challenging Global Environment." This interdisciplinary conference invites presentations and panels from all areas of sociology, social work, and criminal justice with emphasis on international and global concerns. This is a full call for papers. Deadline: March

30, 2014. Contact: James Pomfret at gasi@bloomu.edu, (570) 389-5177. For more information, visit www.orgs.bloomu.edu/gasi.

Patuxent Defense 10th Annual Forum April 30, 2014. St. Mary's College of Maryland. Theme: "Challenges for the U.S. and NATO in Promoting Middle East Stability and Security." The Patuxent Partnership and the Center for the Study of Democracy jointly present this forum with the generous support of SAIC. The forum includes a mix of international representatives, policy-makers, academics, defense analysts and government officials. Deadline: February 24, 2014. Contact: Michael Cain at mjgcain@smcm.edu.

2015 Ralph and Ruth Fisher Forum, presented by the Russian, Eastern, and Eurasian Center at the University of Illinois-Urbana-Champaign, June 19-20, 2015. Theme: "Violence in Twentieth-Century Russia and Eurasia: Experience, Affect, Memory, and Legacies." The forum is seeking paper proposals from that will examine the immediacy, effects, and refractions of violence in Russia and Eurasia. Deadline: March 1, 2014. Contact: Harriet Murav at hlmurav@illinois.edu and Mark Steinberg at steinb@illinois.edu. For more information, visit www.reec.illinois.edu/events/conferences/.

Society for the Study of Social Problems (SSSP) Annual Meeting on Mental Health. August 15-17, 2014. Theme: "Methodological Issues and Prospects in Advancing Mental Health Research." Deadline: January 31, 2014. Contact: Krysia Mossakowski at krysiam@hawaii.edu.

Meetings

February 27-March 2, 2014. AGHE's Annual Meeting and Educational Leadership Conference. Denver, CO. The AGHE's 40th anniversary Annual Meeting and Educational Leadership Conference is the premier national forum for discussing ideas and issues in gerontological and geriatric education. Educators, clinicians, administrators, researchers, and students share their experiences, expertise, and innovations regarding teaching and learning about aging and older persons. For more information, visit www.aghe.org/am.

April 25-26, 2014. Council on Contemporary Families (CCF) 18th Anniversary Conference. Coral Gables, FL. Theme: "Families as They Really Are: How Digital Technologies are Changing the Way Families Live and Love." For more information, visit www.contemporaryfamilies.org/conferences/.

Funding

The Law School Admission Council (LSAC) Research Grant Program funds research on a wide variety of topics related to the mission of LSAC. Specifically included in the program's scope

are projects investigating precursors to legal training, selection into law schools, legal education, and the legal profession. To be eligible for funding, a research project must inform either the process of selecting law students or legal education itself in a demonstrable way. The program welcomes proposals for research from a variety of methodologies, a potentially broad range of topics, and varying time frames. Proposals will be judged on the importance of the questions addressed, their relevance to the mission of LSAC, the quality of the research designs, and the capacity of the researchers to carry out the project. Deadline: August 15, 2014. For more information, visit www.lsac.org/lsacresources/grants/lisac-research.

Competitions

The Klaus J. Jacobs Research Prize 2014 awards outstanding scientific contributions of individuals from all disciplines aiming at the improvement of young people's development and perspectives worldwide. The prize is endowed with 1 Mio. Swiss Francs, of which 900,000 Swiss Francs are for use in a research project, 100,000 Swiss Francs are for related costs, such as travel, networking, and dissemination. Deadline: March 15, 2014. Contact: award@jacobsfoundation.org. For more information, visit www.jacobsfoundation.org/research-prize.

In the News

Keith Bentele, University of Massachusetts-Boston, wrote a December 17 post on the *Washington Post's* "The Monkey Cage" blog centered around his new study, "Jim Crow 2.0? Why States Consider and Adopt Restrictive Voter Access Policies." The study was also mentioned in a number of other media outlets including *Talking Points Memo* on a December 20, MSNBC's *Up with Steve Kornaki* on December 23, MSNBC's *Melissa Harris-Perry* on December 28, *The Atlantic* and the *Ashville Citizen-Times* on December 30, *The Dallas Morning News* on January 2, and *The Boston Globe* on January 8. In addition, Bentele was quoted in a December 9 post, "Satanists Want a Monument in Oklahoma's Capitol," on the *Washington Post's* "GovBeat" blog that also quoted **Rebecca Sager**, Loyola Marymount University.

Elizabeth Bernstein, Barnard College, was mentioned in a December 23 post, "What Prostitutes Can Teach the Canadian Government," on the *Washington Post* blog "The Monkey Cage."

Bianca E. Bersani, University of Massachusetts-Boston, was quoted in an October 15 Pew Research Center article, "Crime Rises Among Second-Generation Immigrants as They Assimilate."

Robert Brulle, Drexel University, was quoted in a December 20 *Guardian*

article, "Conservative Groups Spend Up to \$1bn a Year to Fight Action on Climate Change."

Theodore Caplow, University of Virginia, was quoted in a December 16 *New Republic* article, "A Sociologist Studied Christmas Gifts, and Here's What He Learned."

Deborah Carr, Rutgers University, was quoted in a December 14 *Record* article, "Grieving Parents Turn Pain of Losing a Child into Activism." The article also appeared in the *Republican-American* on December 31.

Christine Carter, University of California-Berkeley, was quoted in a January 6 *Sacramento Bee* article, "Best Year Ever: 14 Happy & Healthy Habits for 2014."

Philip Cohen, University of Maryland, was mentioned in a January 6 CNN.com column, "Why 'War on Poverty' Not Over." He was also mentioned in a December 18 *Slate* article, "New Disney Heroine's Eyes Are Bigger Than Her Wrists."

Ryan Cragun, University of Tampa, was quoted in a December 24 *Washington Post* article about same-sex marriage in Utah. He was also quoted in a December 30 *Los Angeles Times* article, "Utah Weighs Impact of Ruling Allowing Gay Marriage."

William D'Antonio, Catholic University, was quoted in a December 11 *National Catholic Reporter* article about his life and work. The article also mentioned **Michele Dillon**, University of New Hampshire, **Mary L. Gautier**, Georgetown University, and **Steven A. Tuch**, George Washington University.

Matthew Desmond, Harvard University, and **Eric Klinenberg**, New York University, were quoted in an article, "Disrupted Lives," in the January-February issue of *Harvard Magazine*. The article also mentioned **Tracey Shollenberger**, Harvard University. In addition, Desmond was mentioned in a January 6 *Colorlines* article, "Evictions Are Still Hurting Communities of Color."

Nancy Foner, Hunter College and The Graduate Center-CUNY, was quoted in a January 7 *Times* (of London) article on Amy Chua and Jed Rubenfeld's new book, *The Triple Package*.

Lori Freedman, University of California-San Francisco, wrote a January 1 *New Republic* column, "Yes, the Church Should Be Liable When Doctrines Interfere With Safe Medical Care for Women."

Hilary Levey Friedman, Harvard University, appeared September 15 on MSNBC's *Melissa Harris-Perry* show about the Miss America Pageant, was featured October 27 on *NBC Nightly News* for her work on competitive youth sports, and was quoted in an October 14 *New Republic* article for her research on girls and competitive dance.

announcements

Rachel Gordon, University of Illinois-Chicago, was quoted in a December 10 *USA Today* article about the research she conducted with **Robert Crosnoe**, University of Texas-Austin, which found that better-looking high school students received better grades. The research was also featured in a number of other media outlets including TIME.com on December 10, the *New York Daily News* on December 11, and the *Los Angeles Times* on December 12.

Erin Hatton, SUNY-Buffalo, was quoted in a January 6 *In These Times* article, "Forever Temp?"

William Helmreich, The Graduate Center and City College of New York-CUNY, was the subject of a September 18 *New Yorker* profile and was featured in a December 10 *New York Times* article centered around his new book, *The New York Nobody Knows: Walking 6,000 Miles in the City*. He was also mentioned in a December 15 *New York* magazine article, "Pavement As Lab."

Arlie Hochschild, University of California-Berkeley, was mentioned in a December 20 *Washington Post* column, "For Women, It's the Most Stressful Time of the Year."

Carole Joffe, University of California-San Francisco, was quoted in a January 7 *In These Times* article, "Republicans (Still) Have a 'Female Problem.'"

Shamus Khan, Columbia University, wrote a December 15 *New York Times* column, "We Are Not All in This Together."

Daniel Lichter, Cornell University, was quoted and **Sheela Kennedy**, University of Minnesota, was mentioned in recent Associated Press article about

how couples are now more likely to quickly move in together after an unplanned pregnancy than to quickly get married. The article appeared in a number of media outlets including the *New York Daily News* on January 6, the *Seattle Times* and the *Calgary Herald* on January 7, and the *Washington Post* on January 8.

Jay Livingston, Montclair State University, was mentioned in a December 18 post, "None, It Seems, are Happier Than the Tea Partiers... Umm, Maybe Not," on *The Washington Post's* "The Monkey Cage" blog.

James Loewen, Catholic University, was quoted in a December 24 *Diverse: Issues in Higher Education* article, "Dr. James W. Loewen Changing the Way America Views its History."

John Logan, Brown University, and **Susan Brown**, University of California-Irvine, were quoted in a recent Associated Press article about how the inclusion of Latinos in some California cities has caused more racial isolation. The article appeared in a number of media outlets including the *Daily Democrat* and ABCNews.com on December 28.

Laura Miller, Brandeis University, was quoted in a December 15 *Washington Post* article, "Independent Bookstores Turn a New Page on Brick-and-Mortar Retailing." The article also appeared in the *Chicago Tribune* on December 15 and the *Express* on December 18.

Zachary Neal, Michigan State University, was quoted in a November 19 *Atlantic Cities* article and interviewed November 21 on WKAR about his study, "The (In) compatibility of Diversity and Sense of Community." His research was also mentioned in a number of other

media outlets including Michigan Radio, *Fria Tider* (Sweden), *Fakty* (Poland), *U.S. Catholic*, *University Herald*, *Express* (Belgium), and the *Toronto Star*.

Tim Pippert, Augsburg College, was quoted in a December 29 NPR.com article, "A Campus More Colorful Than Reality: Beware That College Brochure," and was interviewed on NPR's *Weekend Edition Sunday* about the same topic.

George Ritzer, University of Maryland, was mentioned in a December 27 *Huffington Post* article, "An Alluring Woman With Fries and McDonaldization in Art."

Michael J. Rosenfeld, Stanford University, was quoted in a January 6 *PsychCentral.com* article, "No Liberty for Single People in the American Colonies."

Stephen Russell, University of Arizona, was quoted in a January 3 *Los Angeles Times* article, "Do 'Jokesters' Distort Research on Gay Youth?"

Robert Sampson, Harvard University, was quoted in a January 6 *New York Times* article, "Two Decades of Change Have Boston Sparkling." He was also quoted in a December 30 *Nature* article, "Behaviour and Biology: The Accidental Epigeneticist."

David R. Segal, University of Maryland, was interviewed December 20 by Bloomberg News about the appointment of Admiral Michelle Howard as Vice Chief of Naval Operations, the number two military job in the U.S. Navy.

Murray Straus, University of New Hampshire, was mentioned in a December 15 *Fayetteville Observer* editorial, "Our View: Here's Why Spanking Students is Sure to Backfire."

Diana Veloso, De La Salle University-Manila, was interviewed November 4 for *Best Men*, a weekly show on men's issues produced by GMA News TV, a television network in the Philippines. As part of the episode, she shared sociological perspectives on gender socialization in Philippine culture and its impact on the general public's response to male rape and other forms of abuse against men.

Sudhir Venkatesh, Columbia University, was mentioned in a January 5 *New York Times Book Review* article, "Cities."

Lisa Wade, Occidental College, wrote a December 7 *Salon* column, "American Men's Hidden Crisis: They Need More Friends!" The column also mentions **Rebecca Adams**, University of North Carolina-Greensboro. In addition, Wade was mentioned in a December 9 *Slate* article, "Society Tells Men That Friendship Is Girly. Men Respond by Not Having Friends."

Immanuel Wallerstein, Yale University, was quoted in a December 27 *Washington Post* column, "Everybody Wants to Fix the World. Here's How." The column also appeared in *The Salt Lake Tribune* on January 4.

Kristi Williams, Ohio State University, and **Bradford Wilcox**, University of Virginia, were quoted in a January 7 CNBC.com article, "Marriage May Not be Magic Bullet for Poverty." The article also appeared on NBCNews.com on January 7.

Awards

Gary D Bouma, Monash University, received the 2013 Award for Distinguished Service to Australian Sociology by The Australian Sociological Association.

Adele E. Clarke, University of California-San Francisco, received the 2012 John Desmond Bernal Prize for Distinguished Contribution to the Field from the Society for Social Studies of Science.

Brad Fulton, Duke University, received the President's Award for Nonprofit Research from the RGK Center and the Association for Research on Nonprofit Organizations and Voluntary Action for his research on social diversity within organizations.

Louis Kriesberg, Syracuse University, received the 2013 Peace Studies Lifetime Achievement Award, by the Central New York Peace Studies Consortium.

Stephen J. Morewitz, California State University-East Bay, won the 2013 San Jose State University Annual Book Award for co-editing, *Handbook of Forensic Sociology and Psychology* (Springer, 2013).

Ana Sanicki, London School of Economics, received first place for the 2013 Sociologists AIDS Network Scholarly Activity Award.

Beth Schneider, University of California-Santa Barbara, won the 2013 Sociologists AIDS Network Outstanding Career Award.

Kristi Stringer, University of Alabama-Birmingham, received third place for the 2013 Sociologists AIDS Network Scholarly Award.

Kelly Szott, Syracuse University, received runner-up for the 2013 Sociologists AIDS Network Scholarly Award.

Brooke West, Columbia University, won the Sociologists AIDS Network 2013 Marin Levine Paper Competition Award.

Transitions

Robert M. Clark, Pennsylvania Highlands Community College, was promoted to Assistant Professor of Criminal Justice & Social Sciences in August 2013.

Nicholas Copeland, Virginia Tech University, has been appointed an assistant professor of American Indian Studies in the Department of Sociology at Virginia Tech University.



footnotes

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Associate Editor: *Margaret Weigers Vitullo*


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Secretary: *Mary Romero*

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).

Send communications on material, subscriptions, and advertising to: American Sociological Association, 1430 K Street, Suite 600, Washington, DC 20005; (202) 383-9005; fax (202) 638-0882; email footnotes@asanet.org; <www.asanet.org>.

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announcements

People

Barbara Risman, University of Illinois-Chicago, was elected President-Elect of the Southern Sociological Society (SSS).

Steve McDonald, North Carolina State University, was elected Vice President-Elect of the Southern Sociological Society (SSS).

New Books

Pertti Alasuutari, University of Tampere, **Ali Qadir**, University of Tampere, Eds., *National Policy-Making: Domestication of Global Trends* (Routledge, 2014).

Elizabeth Aranda University of South Florida, **Sallie Hughes** University of Miami, **Elena Sabogal** William Paterson University, *Making a Life in Multiethnic Miami: Immigration and the Rise of a Global City* (Lynne Rienner, 2014).

Ronald J. Berger, University of Wisconsin-Whitewater, **Jon Feucht**, East Tennessee State University, and **Jennifer Flad**, University of Wisconsin-Whitewater, *Disability, Augmentative Communication, and the American Dream: A Qualitative Inquiry* (Lexington, 2014).

Alessandro Bonanno, Sam Houston State University, **Steven A. Wolf**, Cornell University, Eds., *The Neoliberal Regime in the Agri-Food Sector* (Routledge, 2014).

Garcia, Angela Cora. *An Introduction to Interaction: Understanding Talk in Formal and Informal Settings* (Bloomsbury Academic, 2013).

Jan Marie Fritz, University of Cincinnati, Ed., *Moving Toward a Just Peace: The Mediation Continuum* (Springer, 2014).

Meg Wilkes Karraker, University of St. Thomas, *Diversity and the Common Good: Civil society, Religion, and Catholic Sisters in a Small City* (Lexington, 2013).

Lane Kenworthy, University of Arizona, *Social Democratic America* (Oxford University Press, 2014).

Jerry Lembke, College of the Holy Cross, *PTSD: Diagnosis and Identity in Post-Empire America* (Lexington Books, 2013).

Gilda L. Ochoa, Pomona College, *Academic Profiling: Latinos, Asian Americans, and the Achievement Gap* (University of Minnesota Press, 2013).

Lois Presser, University of Tennessee, *Why We Harm* (Rutgers University Press, 2013).

Thomas Janoski, University of Kentucky, **Darina Lepadatu**, Kennesaw State University, *Dominant Divisions of Labor: Models of Production that Have Transformed the World of Work* (Palgrave-MacMillan, 2013).

Adrienne Trier-Bieniek, Valencia College, *Sing Us a Song, Piano Woman: Female Fans and the Music of Tori Amos* (Scarecrow Press, 2013).

New Publications

The Human Talent Network, a new talent portal delivering news, opinions, and commentary on issues related to the social sciences and the practice of human resources launches a new website. For more information, visit www.prweb.com/releases/2013/12/prweb11394994.htm.

Summer Programs

21st Annual RAND Summer Institute, July 7-10, 2014, Santa Monica, CA. Two conferences addressing critical issues facing our aging population: Mini-Medical School for Social Scientists; Workshop on the Demography, Economics, Psychology, and Epidemiology of Aging. Interested researchers can apply for financial support covering travel and accommodations. Deadline: March 21, 2014. For more information, visit www.rand.org/labor/aging/rsi.html.

Deaths

Janet Abu-Lughod, Professor Emerita at the New School for Social Research and Northwestern University and winner of the 1999 Robert and Helen Lynd Award for Lifetime Achievement in the Urban Sociology, died in New York on December 14, 2013, at the age of 85.

Roderick D. Bush, St. John's University, passed away on December 5, 2013, at the age of 68.

Stuart Hall, sociologist and cultural theorist known as the "godfather of multiculturalism," died on February 10 at age 82. He was professor of sociology at the Open University from 1979 to 1997.

William Anderson, Director of the Natural Disasters Roundtable at the National Academies, died at the age of 76 on December 29. He was the first permanent ASA Minority Fellowship Program Director.

Tess Hauser, wife of Robert Hauser and collaborator on the Wisconsin Longitudinal Study, died from uveal melanoma on January 10.

Obituaries

Janet Abu-Lughod
1928-2013

Janet Abu-Lughod was one of the great sociologists. She died at the age of 85 in New York City on December 14, 2013. Her work will live on in her writings and in that of so many authors across the world who use her work. Living in diverse cultures, from Cairo and Rabat to New York and Chicago, gave her writing a worldly and knowing sensibility. It enabled her to bring a strong sense of the multi-sited character of basic building blocks of the social condition, no matter the enormous differ-

ences in their materialization. And it enabled her to appreciate both these differentiations and the recurrence of something perhaps more basic in place after place.

All of this gives her comparative analysis a particular character. It also gives her understanding of the global a strong empirical quality—a recurrence generated through the specifics of place and particular genealogies of meaning. We see this in her books on the world prior to European hegemony, her work on global cities, and her work on race and racism in urban neighborhoods. Her audiences cut across the social sciences. No single discipline can claim her fully.

She published over 100 articles and 13 books. These include an urban history of Cairo that has become one of the classics on that city: *Cairo: 1001 Years of the City Victorious* and probably her most famous book, *Before European Hegemony: The World System A.D. 1250-1350*. In the latter she shows us that prior to the formation of the modern world-system identified by Immanuel Wallerstein, there was a pre-modern world system extending across Eurasia in the 13th century; one of her key argument is that it was the collapse of this earlier system that enabled the rise of the modern world-system. Other much admired books include *Rabat, Urban Apartheid in Morocco; New York, Chicago, Los Angeles: America's Global Cities*; and *Race, Space, and Riots in Chicago, New York, and Los Angeles*.

Her understanding of urban form was visual as well as sociological. She had a keen eye for non-verbal signs and signals on the street and a keen appreciation of the physical transformations of cities like Rabat and Cairo. Her many students have followed her in this, looking as well as listening keenly to the city.

Janet Abu-Lughod received multiple honors, among which a John Guggenheim Memorial Fellowship, an American Council of Learned Societies Fellowship, and awards from the Getty Foundation, the Alfred P. Sloan Foundation, the Social Science Research Council, the National Endowment for the Humanities, the Ford Foundation, the Bunting Institute at Radcliffe, a Fulbright to India, and more. She was a very active member of the American Sociological Association, where she received section awards and served on a long list of committees and projects.

She received graduate degrees from the University of Chicago and University of Massachusetts-Amherst. She taught at the University of Illinois, American University in Cairo, Smith College, and Northwestern University, which eventually became her home for 20 years and where she directed several urban studies programs. And then came her move to New York City, and a whole new phase in her work on cities, neighborhoods, racism. In 1987, the Graduate Faculty of the New School for Social Research offered her a professorship in sociology and historical studies, which she led until 1998 when she retired as professor emerita

A memorial celebration has been organized by Janet's daughters, Professors Lila and Deena Abu-Lughod, for February 21.

Saskia Sassen, Columbia University, and Richard Sennett

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call for applications

Student Forum Travel Grants

The ASA and the 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 meant 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 Annual 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 or 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 and e-mail it to studentforum@asanet.org or print out and mail one copy of the Student Forum Travel Award Application form no later than **April 1, 2014**. The application can be found at www.asanet.org/funding/sfta.cfm.

For Members Only

Individual Health Insurance Plans

ASA members are eligible for discounts through **Health Insurance Mart** offered by the insurance brokerage firm, Marsh US Consumer.

Members have the choice of short-term or longer-term insurance coverage plans. Marsh also offers Limited Medical coverage plans to people who have been denied coverage from other health insurance plans.

Short-Term Medical Insurance is an excellent option for ASA members who are unemployed, working as independent contractors, or currently enrolled as graduate students. Short-term coverage plans run from 1 to 12 months depending on your choice of coverage term.

Individual Health Insurance Plans are available at competitive premium rates. Visit asoa.healthinsurance.com and click on the "Individual Medical" link to get your rate quotes and choice of different health plans offered by insurance providers. The health plan information includes deductible amounts, insurance co-pays, office visit payment information, and what medical procedures are covered by the particular insurance plan. You may also add a spouse and children to your coverage.

Limited Medical Insurance plans are available for people who have been denied coverage due to pre-existing health issues or have serious ongoing health conditions. Some states might not have limited medical plans. Call (877) 249-7868 for more details about this particular benefit.

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

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

Membership in ASA benefits you!