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**Sociology Makes a Comeback! The Department Returns to Washington University in St. Louis**

*Adia Harvey Wingfield, Washington University-St. Louis*

Despite recent debates around public engagement and the value of our work, there are indications that sociology is still valued and vibrant. One such indication is the return of sociology to Washington University in St. Louis.

Washington University in St. Louis was founded in 1853. Its sociology department quickly became a top, albeit controversial, department. It was home to many noted sociologists including Lee Rainwater, David Pittman, and others. These sociologists did important research with significant implications—work on public hous-

ing, substance abuse, and others. The program also produced several well-known contemporary sociologists such as Melvin Oliver, Thomas Shapiro, and Mark Mizruchi. And it made important contributions to scholarship, with its involvement in the founding of the *American Sociological Review* as an alternative to University of Chicago's *American Journal of Sociology*.

Unfortunately, the department was shuttered in 1991. The few faculty who remained at this time went to other institutions or other departments within the university. Even without a sociology department, the school managed to maintain its status as a top-tier university, but many administrators, faculty, and students

were aware that the absence of this important discipline had an impact, and that other departments were simply not able to fill the void. At times, administrators considered various ways to bring back sociology. One idea was to try a “superstar” model for rebuilding—to bring in one or maybe two very high profile, well-known scholars who could attract other faculty by virtue of their reputation and standing in the field. But ultimately, Barbara Schaal, Dean of the Faculty in Arts & Sciences, decided on a different approach—a longer-term project that would involve hiring a few faculty each year to rebuild the

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*Emeritus Profile*

**Earl Babbie: An [Accidental] Career in Sociology**

*Craig Schaar, ASA Membership*

When Earl Babbie was giving the inaugural lecture at the ASA's Opportunities in Retirement Network (ORN) meeting this past August in Chicago, he had a slight disagreement with the program title, “A Career in Sociology.” For Babbie, it was more like an “accidental” career in sociology. To hear the full ORN speech, go to [www.asanet.org/members/ORN/ORN-intro.cfm](http://www.asanet.org/members/ORN/ORN-intro.cfm).

Earl Babbie, currently the Campbell Professor Emeritus in Behavioral Sciences at Chapman University, was born in 1938 and grew up in Vermont and Connecticut. He was raised by a single mother who worked as a housekeeper. When he was



Earl Babbie receives a Certificate of Appreciation from the ASA Opportunities in Retirement Network

13, his mother married Herman Babbie. The young Babbie took his stepfather's surname and desired to become an auto-body mechanic just like his stepfather. Fortunately, he listened to the encouragement from his teachers; He applied to one college he'd heard of—and was accepted—it was Harvard.

**Influenced by Parsons**

While struggling with his physics

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**Major ASA Award Recipients Honored in Chicago**

The American Sociological Association (ASA) presented the 2015 major awards at this year's Annual Meeting on August 23 in Chicago. The Awards Ceremony, followed by the Presidential Address, was well attended. These awards are given to sociologists for their outstanding publications, achievements in the scholarship, teaching, and practice of sociology, as well as for their overall advancement of the discipline. Below are the profiles of the awardees.

**W.E.B. Dubois Career of Distinguished Scholarship Award**

*John W. Meyer, Stanford University*  
 John Meyer is a Emeritus

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from the executive officer

# TRAILS Is Now a Core Benefit of ASA Membership

## Why TRAILS?

It has long been recognized that communicating the knowledge of sociology is as important to the discipline as the production of new knowledge. Without communication, knowledge does not live, breathe, and grow. The teaching and learning of sociological knowledge has therefore always been at the core of the profession and central to the scholarly life of the academy.

As sociology's national disciplinary society, ASA has reflected the discipline's commitment to high quality teaching and learning for decades, but in 2016 ASA will further embed that principle at the core of ASA membership by making TRAILS, the Teaching Resources and Innovation Library for Sociology, an automatic benefit of membership.

When you renew or join ASA for 2016, therefore, you will immediately have full access to the TRAILS collection of sociological teaching materials—currently more than 3,100 unique resources. Members are also welcome to add their own authored teaching materials through the TRAILS peer-review process and receive authorship credit for the communication as well as the production of sociological scholarship.

ASA Council's decision to make TRAILS a benefit to all members continues the Association's long-standing commitment to the Scholarship of Teaching and Learning by recognizing that

TRAILS is a necessary tool for our discipline to advance scholarly teaching and promote disciplinary excellence. It should therefore be an automatic part of ASA membership. For the new scholar-teacher or student, this is a way your immediate teaching needs and provides peer recognition of your growing expertise. For the later-career scholar-teacher, this new ASA member benefit can easily expand your repertoire of new and up-to-date teaching modules and bring you quickly up to speed if you face teaching a new course. For the late career or retired ASA member, the benefit provides an opportunity for you to place your



**“ASA Council's decision to make TRAILS a benefit to all members continues the Association's long-standing commitment to the Scholarship of Teaching and Learning.”**

well-crafted teaching materials from areas of your scholarly specialization in an accessible archive for continued use by future teacher-scholars.

## TRAILS Meets Members' Needs

While ASA members engage in a wide variety of professional work in all

sectors of the economy, it is safe to say that the vast majority of them are either students or faculty in educational settings at some point in the course of their membership in ASA; often for much of it. A small survey we conducted of members indicated that access to TRAILS was the second most frequently mentioned new benefit that members felt would be helpful to them. Online access to all ASA journals became a benefit last year because it was the most frequently mentioned benefit of membership.

Members felt they needed TRAILS too and we instituted it as a core member benefit this year.

## What Is TRAILS?

ASA developed and built the Teaching Resources and Innovation Library for Sociology (TRAILS) as a digital archive and launched it in May 2010. The content of TRAILS was built on the foundation of 2,700 scanned teaching and learning resources that had been published in print form by the ASA Teaching Resources Center. Since then, all new resources published in TRAILS include explicit learning goals and assessments and have gone through a two-stage peer review process before being published in digital format in TRAILS. Members may also submit adaptations of resources they use for peer review and possible publication in TRAILS.

The review process for TRAILS submissions begins with review by one of the 32 TRAILS Subject Area Editors, followed by a review and final decision by the TRAILS Editor. All review criteria are publicly shared on the TRAILS website. Once a submission is approved for publication, TRAILS automatically generates a cover page with a citation including name of the author. TRAILS users electronically sign an agreement stating that any resource they use, either in its original or modified form, will contain a clear citation detailing who authored the material. Professors who modify materials have the option of submitting their adaptations to TRAILS for approval and inclusion in the digital library alongside the original resources.

## ASA's Commitment to the Scholarship of Teaching and Learning

ASA's commitment to teaching and learning did not begin with TRAILS. Hans Mauksch, ASA Executive Director from 1975-1977, believed that sociologists needed to become far more

intentional, scholarly, and iterative about the teaching and learning process. Under his leadership, the ASA established the Section on Undergraduate Education (now the Section on Teaching and Learning) and began publishing the journal *Teaching Sociology*. ASA's commitment to teaching and learning gained momentum and sustained growth under the leadership of Carla Howery, in her roles as the ASA Director of Academic and Professional Affairs Program (APAP) and later as ASA Deputy Executive Officer. It has continued to flourish under the leadership of Margaret Weigers Vitullo, Director of APAP since 2007.

By developing TRAILS, the Association extended its commitment to teaching and learning into the 21<sup>st</sup> century with a flexible digital format that is responsive to today's instructors and new instructional methods and with content that is prepared and tested by, as well as reviewed by, sociological experts, designed explicitly for sociologists.

By meeting the needs of ASA members, we will also greatly expand TRAILS' user base and pool of potential authors. This supports TRAILS' mission to advance scholarly teaching and learning in our discipline, increase access to high quality teaching materials that reflect the latest knowledge in our discipline, and increase the respect and rewards associated with teaching excellence.

If you have not previously explored TRAILS ([www.asanet.org/teaching/resources/TRAILS.cfm](http://www.asanet.org/teaching/resources/TRAILS.cfm)), I encourage you to do so now. If you have developed a class activity, effective lecture, or a unique syllabus, please consider submitting it to TRAILS. 📍



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science policy

**NSF Seeks Candidates for Division Director of Social and Economic Sciences**

The National Science Foundation (NSF) recently announced that it is accepting applications for the position of Division Director for the Social and Economic Sciences (SES) Division within the Directorate for Social, Behavioral, and Economic Sciences (SBE). The Division Director “provides leadership and direction for the support of research and education activities that develop and advance scientific knowledge focusing on political, economic, and social systems and how individuals and organizations function within them.” More information on the position can be found in the Dear Colleague Letter from SBE ([www.nsf.gov/sbe/Career/Dear\\_Colleague\\_Letter\\_for\\_SES\\_](http://www.nsf.gov/sbe/Career/Dear_Colleague_Letter_for_SES_)



DD). Applications may be submitted through USAJOBS.

**Census: Measuring Race and Ethnicity across The Decades: 1790-2010**

The U.S. Census Bureau recently released a new interactive visualization, which shows how race and ethnicity categories have changed over time since the first census in 1790. This visualization allows interested individuals better understand the relationship between historical classifications and the present time. A static version of this same visualization was presented in April 2015 at the Population Association of America Annual Meeting. The interactive timeline was created to establish a starting point for the public—including community stakeholders, academics, and data

users — to understand how race and ethnicity categories have changed over 220 years in the decennial census. This understanding is important in order to interpret results from the 2010 Census Race and Hispanic Origin Alternative Questionnaire Experiment and the current mid-decade testing of race and ethnicity questions, including the 2015 National Content Test. The National Content Test will inform design changes for collecting data on race and ethnicity in the 2020 Census and other ongoing demographic and economic surveys conducted by the Census Bureau. For more information, see [blogs.census.gov/2015/11/02/measuring-race-and-ethnicity-across-the-decades-1790-2010/?cid=RS27](http://blogs.census.gov/2015/11/02/measuring-race-and-ethnicity-across-the-decades-1790-2010/?cid=RS27).

**PRB Releases World Population Data Sheet**

Each year, the Population

Reference Bureau (PRB) provides the latest demographic data for the world, global regions, and more than 200 countries. This year’s collection of indicators include several focusing on the status of women in key areas such as education, employment, and government. Looking at the numbers across the world, researchers are able to get a picture of women’s progress towards empowerment—available at [www.prb.org](http://www.prb.org). This year’s Data Sheet package includes: a digital visualization at [www.worldpopdata.org](http://www.worldpopdata.org) featuring a customized data dashboard where users can view multiple indicators for a region or country, a video focusing on what the data say about the state of women’s empowerment, an interactive world map illustrating key demographic variables by country and region, a lesson plan for teachers, and PRB’s DataFinder database.

**The AAPSS Welcomes a New President and a New Fellow**

On May 7, The American Academy of Political and Social Science (AAPSS) inducted sociologist Claude S. Fischer as a 2015 Fellow. AAPSS Fellows are recognized for their contributions to the improvement of society through research and influence over public policy. Since the founding of its Fellows program in 2000, AAPSS has inducted almost 100 distinguished scholars and public servants as Fellows. Fischer is the Natalie Cohen Professor of Sociology at the University of California-Berkeley. While his early research focused on urban studies, social networks, and economic inequality, his most recent works have focused on social history. With funding from the National Institute of Aging, he is currently working on a five-year panel study of how personal ties and

networks change. Fischer has authored several award-winning books, including *Inequality by Design: Cracking the Bell Curve Myth* (with Hout, Lucas, Sánchez-Jankowski, Swidler, and Voss), and received the 1996 Robert and Helen Lynd Award in recognition of his lifetime contributions in urban studies. After inducting the 2015 Academy Fellows, the AAPSS awarded University of Wisconsin Chancellor Rebecca Blank the Daniel Patrick Moynihan Prize. According to the Academy, the prize “was created to recognize social scientists, public officials, and civic leaders who champion the use of informed judgement to advance the public good.” Kenneth Prewitt, the Carnegie Professor of Public Affairs and director of The Future of Scholarly Knowledge project at

Columbia University, succeeded Douglas Massey, as AAPSS President; Massey served as President for nine years. A former director of the U.S. Census Bureau and former president of the Social Science Research Council, Prewitt has been a long-time champion of the ways in which sound data and good social science can advance the public good and inform public policy. Like Massey, Prewitt has demonstrated commitment to the Academy and its work; he is a Fellow, a former AAPSS Board member, and an *ANNALS* editor and contributor. Founded in 1889, the AAPSS strives to promote the progress of the social sciences and their use for public policy and the advancement of social good. The Academy also produces *ANNALS*, a bimonthly journal.

**Invited Session Proposals Solicited for the 2017 Annual Meeting**

The substantive program for the 2017 Annual Meeting is now taking shape under the leadership of President-elect Michèle Lamont and the 2017 Program Committee. The theme of “Culture, Inequalities, and Social Inclusion across the Globe” invites participation across the discipline and provides many opportunities to bring together a variety of sociological work in diverse formats. Proposals for invited sessions are due by *February 5, 2016*. Invited sessions include Workshops, Special Sessions, Regional Spotlight Sessions, Author Meets Critic Sessions, and Courses (the deadline for thematics has passed). **All proposals must be submitted through the online member portal.** For more information, see [www.asanet.org/meetings/member\\_suggestions.cfm](http://www.asanet.org/meetings/member_suggestions.cfm).

**Babbie**

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courses at Harvard, Babbie enrolled in a course on cultural anthropology. “The course changed my life,” he said. “I never conceived of the differences in human culture.” The course led him to change his major to Social Relations—with some courses taught by leading scholars such as Talcott Parsons. “I came out of the exams smarter than I came in,” observed Babbie regarding having Parsons as his professor. Nearing the end of his undergraduate schooling, he met with Parsons for advice on a career in sociology. Parsons recommended the University of California-Berkeley for graduate studies.

Before attending graduate school, Babbie spent three years with the U.S. Marine Corps as part of his ROTC commitment. When he entered the UC-Berkeley sociology program, he expressed an interest in the sociology of religion. Charles Glock was the assigned adviser for that sociological area of interest and would become his mentor through his entire graduate study. Glock was an intimidating figure who was direct with his critiques. Babbie recalled: “while I was working on a survey for my dissertation, I wrote 26 drafts of the questionnaire and I would give the questionnaire drafts to Charlie Glock for review and he would say that I can do better. I was crushed

but it was accurate—I *could* do better.”

Babbie’s doctoral dissertation included a national survey of medical school faculty regarding the scientific trends in patient care. He would earn his doctorate from Berkeley in 1969.

**An Expert at Survey Research**

Noticing the talent and efforts of his protégé, Glock made Babbie an apprentice at his sociological survey research center, where the graduate student would eventually earn the assistant director position. Glock also hired him as a course material reader and class lecturer.

Douglas Yamamura, University of Hawaii, approached Glock about starting a research center in Hawaii. Glock recommended Babbie to head the new survey research center. This was a big project for a young professional—including supervising two staff members and directing a survey project that involved interviewing rural communities on the large Hawaii island, Manoa. In addition to running the research center, he taught a survey methods course.

While teaching in Hawaii, Babbie had an interesting visit from a Chinese scholar. In 1979, during the reform period of Deng Xiaoping, sociology was being re-established as an academic pursuit in Chinese universities. Fei Xiao-tung, the most prominent sociologist in China at

the time, was sent to the United States to learn more about teaching methods and building faculty exchange programs. When asked what he taught in his introductory courses, Babbie offered two introductory textbooks he authored, *Society by Agreement* and *Survey Research Methods*. Fei was so appreciative of the offer that “he eagerly grabbed the textbooks out of my hands,” said Babbie.

Babbie would leave the University of Hawaii in 1979 to spend several years writing and updating sociology textbooks, and in 1987 he returned to the U.S. mainland where he was hired as the department chair at Chapman University. In addition to teaching courses, he was tapped to handle university administrative duties—though he preferred spending more time teaching. In 2006, Babbie retired from full-time teaching at Chapman.

In 2012, a new survey research center was formed under Babbie’s name at Chapman University. The Babbie Research Center conducts national survey projects including a current study of fear in contemporary American society.

**In Retirement**

During his retirement, Babbie relocated to Arkansas where he met his current wife. He serves on the board of two national non-profit organizations: The Population

Institute and The Population Media Center. The two groups address overpopulation issues around the globe. He expects to be teaching a methods course via Skype to a women’s university class in Iran.

Babbie offers this advice to current students: “It is very important to learn research methods in both quantitative and qualitative methods. I would encourage them as sociologists to look at the potential for society—what is going wrong and how can it be made right and how can sociology do that? As sociologists, we have an obligation to look out for the wellbeing of people in society.”

In 2010, a professor in Shanghai invited Babbie to give a keynote at the first conference of the Chinese Survey Research Association. The professor mentioned in his invitation that the attendees were Earl Babbie’s students. Although Babbie had never taught a course to Chinese students, this is how profoundly his textbooks shaped the learning of many sociology students both in China and in the United States. “An entire generation of us grew up with Earl Babbie as our first guide into the world of systematic social inquiry,” said Edward Day, Director of the Babbie Research Center. Not a bad legacy for a man who accidentally found a career in sociology. 🍀

**Department**

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department and reinstate it to its full former stature.

**Bringing Sociology Back**

In 2015, the first stage of this plan came to fruition. After nearly a quarter of a century, Washington University (Wash U) now has a sociology department! We are currently comprised of five faculty members: Steve Fazzari, Mark Rank, David Cunningham, Jake Rosenfeld, and myself. Steve hails from economics and is acting as chair until the department is a little more established and we select someone with a sociology background to take on this role in a more permanent capacity.

Steve’s work has a great deal of overlap with sociology. His 2013

book, *After the Great Recession: The Struggle for Economic Recovery and Growth*, examines how rising income inequality is linked to greater household debt, and has generated international attention for its prescient analysis of key aspects of the recession and its aftermath. Mark has the unique distinction of being a member of the original department, though he transitioned over to Brown School of Social Work before the department closed. He now returns to sociology to serve as Associate Chair.

Mark is an expert on poverty whose recent book *Chasing the American Dream* is particularly apropos, given the widening income inequality in our time (a fact which drew the attention of none other than President Obama, who cited

Mark’s research in a speech on economic mobility).

David hails from Brandeis, where he served as department chair. His research interests are in social movements, particularly the scope and breadth of racial contention, and his book *Klansville, USA* was recently the subject of a PBS documentary.

Jake is a native St. Louisian who returned here from University of Washington in Seattle. His book, *What Unions No Longer Do*, has generated attention from the *New York Times*, *The Nation*, *Politico*, and *The Atlantic* for its provocative and important conclusions about the consequences of declining union membership in the United States.

I round out the group, having moved here from Georgia State University. My own research focuses

on how social processes reproduce racial and gender inequality in the workplace, with particular attention to black professional men in my recent book *No More Invisible Man*.

**Starting with Five**

The five of us are excited about the prospect of building our group and re-establishing it as a preeminent department filled with scholars doing innovative, relevant sociological research. We all explore issues related to social inequality, broadly speaking, and will continue to build the department in that direction. We also look forward to becoming a top-notch department that is diverse in a number of ways—not just in terms of racial and gender diversity, but in terms of methodological, theoretical, and substantive

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# How Sociology Departments Can Help Pre-Med Students

Elizabeth Borland, *The College of New Jersey*, borland@tcnj.edu

When I became chair three years ago, my predecessor warned me about looming changes to the MCAT. We wanted to attract and support pre-med students, but I was not sure how. Therefore, I eagerly read a December 2012 *Footnotes* article by Ed Kain about how to “proactively plan for this change.” Below, I share what I learned as I followed his advice in hopes it will be useful to your department.

## Collect Data & Advocate for Resources

Kain recommends seeking information from campus pre-med advisors, so I contacted my college’s medical careers advisory committee chair. She told me how many pre-meds apply (100/year at my public primarily undergraduate institution) and shared advising documents. My colleague Lynn Gazley and I used them to create a course planner for pre-med sociology majors.<sup>1</sup>

In anticipation of rising demand for our courses, Kain suggests advocating for resources. I was surprised to find out that no one knew how many of our entering students were pre-med. When I told my dean, he pressed for a “pre-med” designation on student software. The numbers helped me convince him we needed more SOC101 sections. Some departments have also gained faculty lines; we included this logic in successful bids to hire a medical sociologist and a biological anthropologist. MIT, lacking a major, even hired a post-doc sociologist to teach pre-med students.

Some sociology programs offer targeted courses for first-year pre-meds, and we considered this. Owen Whooley, who teaches “The Social Contours of Health” for the University of New Mexico BA/MD program that has long included sociology, said that teaching new pre-meds sets them up for more thoughtful doctor-patient interactions throughout training. The pre-health Intro course designed by Wesley James at the University of Memphis has a similar goal. Current instructor Kendra Murphy focuses assignments on health and

medicine, including a field observation outside a hospital or clinic and dataset labs where students examine immunization and obesity rates.

While targeted courses may appeal to institutions with many pre-meds, they were not a good option for my small department. Instead, like other programs, we recommend SOC101 to pre-med students and encourage additional health electives.

## Preparing SOC101

Relying on SOC101 means that professors need to be ready to address questions from pre-meds. Departments can help instructors to understand the MCAT: social science content is a quarter of the exam; sociology is about 30 percent of this section alongside psychology (65%) and biology (5%). While our learning outcomes for SOC101 provide a sound foundation, I was concerned about specific content coverage because so many professors, including adjuncts, teach it.

To respond, I created a workshop for SOC101 instructors. I presented pre-med demographics and gave an overview of the MCAT’s content knowledge and skills.<sup>2</sup> We practiced questions from the Khan Academy to illustrate what students encounter.<sup>3</sup> Attendees talked about which topics to recommend students study solo (see an Interactive Course Mapping Tool<sup>4</sup>). My favorite moment of the workshop was when we talked about how the MCAT emphasizes skills we already teach: critical thinking and research design. Instructors reported they were more prepared to address questions from pre-meds, including everyone’s favorite, “is this covered on the MCAT?” and enjoyed brainstorming learning activities, including film clips, data projects, and in-class assignments. I compiled and circulated notes that I share with new instructors and can add to for future workshop iterations, appending materials from the MedEdPORTAL’s iCollaborative.<sup>5</sup>

## Attracting Pre-meds

Because my department is seeking to attract pre-med majors, we have employed a range of other tactics that seem to be paying off. We give presentations at Accepted Students

Day (“Many Roads Lead to Medical School: The Social Science Path”) and offer a “Health and Environment” major specialization that signals health as an area of sociological interest and expertise. In our materials, we emphasize why sociological skills and content are important for medical schools and future health professionals by highlighting human and social aspects of medicine.

As we attract more pre-meds, we need to be prepared to advise them. Erik Larson’s research at Macalester College finds students prioritize social motives for studying medicine. As sociologists, we can help them to consider these motives. Anne Figert, who has advised pre-meds at Loyola-Chicago for over 15 years, told me that it is important to help with goal evaluation: “It’s a wonderful experience working with these students and helping them in their discernment process. They are amazing students doing so much for all the right reasons.” Good advising may entail tough conversations about how to prepare, even if it means waiting to apply to medical school and using the time to gain more experience shadowing or scribing in medical settings, boosting a weak academic record with a master’s, or gaining life experience.

We also need to be ready to write

letters of recommendation for medical school admissions. A campus-wide process usually filters faculty letters: if you write one, someone on your campus will review it as they create a composite recommendation. In addition to assessing the applicant’s competencies in scientific reasoning, critical thinking, and writing, the Association of American Medical Colleges asks recommenders to note if the applicant has overcome adversity, and to detail intra- and interpersonal qualities.<sup>6</sup> As sociologists, we are well-positioned to address these details and can help by including concrete observations from office hours, classroom interactions, and students’ community-engaged work.

Though I was skeptical at first, I believe the new MCAT allows us to support pre-meds as they think critically about the practice of medicine, patients, and medical institutions. It is an opportunity that goes way beyond “teaching to the test.”

## Endnotes

- <https://sociology.tcnj.edu/sociology-major-for-pre-med-students/>
- [www.aamc.org/mcat2015exam](http://www.aamc.org/mcat2015exam)
- [www.khanacademy.org/test-prep/mcat](http://www.khanacademy.org/test-prep/mcat)
- [www.aamc.org/advisors](http://www.aamc.org/advisors)
- [www.mededportal.org/pre-health](http://www.mededportal.org/pre-health)
- [www.aamc.org/initiatives/admissionsinitiative/letters/](http://www.aamc.org/initiatives/admissionsinitiative/letters/)

## call for submissions

### Carla B. Howery Teaching Enhancement Grants Program

*Deadline: February 1, 2016*

Applications are being accepted for the **Carla B. Howery Teaching Enhancement Grants Program**. This small grants program supports teaching projects that advance the Scholarship of Teaching and Learning (SoTL) within the discipline of sociology.

The Teaching Enhancement grants can support an individual, a program, a department, or a committee of a state or regional association. ASA will award up to two grants, of up to \$2,000 each. Competitive proposals describe projects that will advance the teaching and learning of sociology, will continue to have an impact over time, and optimally, will lead to systemic change. The criteria are intentionally flexible in order to accommodate innovative proposals.

Applications should be sent as a PDF file to [apap@asanet.org](mailto:apap@asanet.org). Only electronic submissions will be accepted. Notification of awards will be sent out in early April. For more information about the Carla B. Howery Teaching Enhancement Grants Program and required application materials, visit [www.asanet.org/funding/tef.cfm](http://www.asanet.org/funding/tef.cfm) or e-mail [apap@asanet.org](mailto:apap@asanet.org).

## Call for ASA Award Nominations

ASA members are encouraged to submit nominations for the following ASA awards. Award selection committees, appointed by ASA Council, are constituted to review nominations. These awards are presented at the ASA Annual Meeting each August. The deadline for submission of nominations is January 29, 2016, unless otherwise noted.

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

This 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 is particularly interested in work that substantially reorients the field in general or in a particular subfield. Nominations should include a copy of the nominee's curriculum vitae and letters in support of the nomination. The most compelling cases contain five to eight letters from a variety of individuals able to speak to the qualifications of the nominees. The person making the nomination should obtain this material and forward it to the committee, with the nominee's curriculum vitae, as a package.

### Distinguished Book Award

This award is given for a single book published in 2014, 2015, and in the month of January in 2016. Nominations must come from members of the Association and should include the name of author, title of book, date of publication, publisher, and a brief statement about why the book should be considered for this award.

### Distinguished Contributions to Teaching Award

The ASA Distinguished Contributions to Teaching Award honors outstanding contributions to undergraduate and/or graduate teaching of sociology. The award recognizes contributions that have made a significant impact on the

manner in which sociology is taught at a regional, state, national, or international level. These contributions may include preparation of teaching- and curriculum-related materials and publications, participation in the scholarship of teaching and learning, development and communication of innovative teaching techniques, leadership in teaching-related workshops and symposia, involvement in innovative program development, and contributions to the enhancement of teaching within state, regional, or national associations. The award typically is given for a series of contributions spanning several years or a career, although it may recognize a single project of exceptional impact. The award is not designed to recognize outstanding teaching ability at one's own institution unless that is part of a career with a broader impact. Individuals, departments, schools, or other collective actors are eligible. Nominations should include the nominee and a one- to two-page statement explaining the basis of the nomination. Nominations should also include a vita, if applicable, and relevant supporting materials. Nominations must now also include at least a paragraph within the nomination letter explaining how the CV illustrates the nominee's contributions to teaching.

### Distinguished Career Award for the Practice of Sociology

This award honors outstanding contributions to sociological practice. The award may recognize 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 a whole; or work that has been honored or widely recognized outside the discipline for its significant impacts, particularly in advancing human welfare. The recipient of this award will have spent at least a decade of substantial work involving research, administrative, or operational responsibilities as a member of or consultant to private

or public organizations, agencies, or associations, or as a solo practitioner. Nominations should include a one- to two-page statement and the vita of the nominee. The most compelling cases contain five to eight letters from a variety of individuals able to speak to the qualifications of the nominees. The person making the nomination should obtain this material and forward it to the committee, with the nominee's curriculum vitae, as a package.

### Excellence in the Reporting of Social Issues Award

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. This award is intended to promote a broader vision of sociology and gain public support for the discipline. The most compelling cases contain five to eight letters from a variety of individuals able to speak to the qualifications of the nominees. The person making the nomination should obtain this material and forward it to the committee, with the nominee's curriculum vitae, as a package.

### Cox-Johnson-Frazier Award

The Cox-Johnson-Frazier Award is given to an individual or individuals for their work in the intellectual traditions of the work of these three African American scholars. Cox, Johnson, and Frazier placed their scholarship in service to social justice, with an eye toward advancing the status of disadvantaged populations. Their scholarship was not limited to just the gathering of more data, but was rather scholarship that was attempting to better conditions globally. Cox, Johnson, and Frazier worked to

broaden the thinking of society and to broaden what the mainstream included. In the spirit of the lifetime efforts of Cox, Johnson, and Frazier, the committee invites nominations of individuals or institutions with a record of outstanding work, such as, but not limited to: work on social justice issues, work on human rights, activism, community efforts, the building of institutions, or sustaining programs, with an emphasis on African American or similarly disadvantaged racial/ethnic populations that have experienced historical racial discrimination. Occasionally institutional commitment to social justice and to broadening the tradition to include and empower marginalized scholars and marginalized people, is so compelling that this award can recognize a communal institutional effort. Nominations should include a one to two-page cover letter that explains why the individual or institution fits the criteria, a CV, and possibly one or two additional letters of recommendation

### Award for Public Understanding of Sociology

This award is given annually to a scholar or scholars who have made exemplary contributions to advance the public understanding of sociology, sociological research, and scholarship among the general public. The award may recognize a contribution in the preceding year or for a longer career of such contributions. Nominations should include the nominee's vita and a detailed one to two page nomination statement that describes how the person's work has contributed to increasing the public understanding and knowledge of sociology. The most compelling cases contain five to eight letters from a variety of individuals able to speak to the qualifications of the nominees. The person making the nomination should obtain this material and forward it to the committee, with the nominee's curriculum vitae, as a package.

### Jessie Bernard Award

The Jessie Bernard Award is

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## Council Highlights

At its August 25-26, 2015, meetings in Chicago, ASA Council welcomed seven new Council members: President-Elect Michèle Lamont, Vice President-Elect Kathleen Gerson, Secretary-Elect David Takeuchi, and Council Members-at-large Daniel Chambliss, Cynthia Feliciano, Mignon Moore, and Wendy Ng. Pending Council approval and online posting of the minutes, the following is a brief snapshot of key decisions and information.

**Minutes.** Meeting minutes for February 7, 2015, were approved. All Council minutes are posted online at [www.asanet.org/about/Council\\_Minutes.cfm](http://www.asanet.org/about/Council_Minutes.cfm).

**Audit.** The audited financial statement for Fiscal Year 2014 was approved and is available online at [www.asanet.org/about/audit.cfm](http://www.asanet.org/about/audit.cfm).

**Annual Report.** The 2014 ASA Annual Report was distributed at the ASA Bookstore during the 2015 Annual Meeting. The online version is posted on the ASA website and will also be available through iTunes later this fall.

**Awards.** The Committee on Awards was requested to review and prepare a recommendation for the March 2016 Council meeting regarding a proposal from the ASA Dissertation Award Selection Committee that dissertations receiving the award be made publicly available in the year that the dissertation receives the award.

**Executive Office.** In response to the Executive Officer's letter of resignation, effective May 2016, the Committee on the Executive Office and Budget (EOB) reported on its

plans to commence the search for a new Executive Officer.

### Membership.

- Added free access to TRAILS as a new member benefit for 2016.
- Approved giving new sociology PhDs a free one-year membership to ASA and one section of their choice for a two-year trial period (2016 and 2017 membership years).
- Approved the Volunteer Opportunities in a Collaborative Environment (VOICE) proposal as a future member benefit.
- Approved a COLA adjustment in 2016 dues.

### Journal Subscription Rates.

- Approved no increase in Member rates, which remain at 2010 levels.
- Approved institutional subscription rate increases of 5 to 6 percent for 2016 as negotiated with the publishers.

**Annual Meeting.** Fees for registration, events, and services for the 2016 Annual Meeting will remain at 2015 levels.

**Job Bank.** A new fee structure was approved for job listings and individual non-member subscriptions.

### Publications.

- Approved an updated statement of mission for *Sociological Theory*.
- Affirmed the Secretary's approval of additional pages for the 2015 volume of *Sociological Methodology*.

- Established a joint subcommittee to explore alternate business models for *Contexts* that would be revenue neutral; the subcommittee will be comprised of members of Council, the Committee on Publications, the EOB Committee, the Task Force on Engaging Sociology, and Executive Office staff.
- Approved the Committee on Publications recommendation that the submission process for all ASA journals include a requirement that authors be asked to write short statements on: IRB approval (whether required or not by research institution), data-sharing, funding source(s) for the research, and any conflicts of interest in research or funding.

### Committee and Task Force Appointments.

- Accepted the recommendations of the Committee on Committees, ASA Secretary, and ASA Executive Officer for 2016 appointed Association positions.
- Affirmed the long-standing policy that Council members are ineligible to serve on committees for which they have appointive authority.
- Approved President-Elect Michèle Lamont's recommendation of the following members for the 2017 Program Committee: Sada Aksartova, David Grusky, David Harding, Ann Morning, Kristen Schilt, Graziella Moraes Silva, Yasemin Soysal, and Anna Sun; and ex-officio members Kathleen Gerson (ASA Vice President-Elect), Mary Romero (Secretary), David Takeuchi (Secretary-Elect), and Sally T. Hillsman (Executive Officer).
- Renewed the Committee on the Status of Gay, Lesbian, Bisexual, and Transgendered Persons in Sociology for another five-year term; changed the committee's

name to "Committee on the Status of Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) People in Sociology"; and approved the committee's amended mission statement.


**High School Sociology.** The proposed National Standards for High School Sociology, prepared by the High School Sociology Planning Program, were approved. The standards focus on four broad learning domains, each of which includes 3-4 assessable competencies.

**Sections.** The collaboration of the ASA Section on Racial and Ethnic Minorities with the Samuel DuBois Cook Center on Social Equity at Duke University was authorized, if their grant proposal for a mentoring program is approved by NSF.

### Task Forces.

- Expressed deep appreciation for the work of the Task Force on Sociology and Global Climate Change in producing the edited volume, titled *Climate Change and Society: Sociological Perspectives* (Oxford, 2015).
- Received updates on the activities of the Task Force on Engaging Sociology, the Task Force on Community College Faculty, and the Task Force on *Liberal Learning and the Sociology Major*, 3<sup>rd</sup> edition.

**New Business.** Following review of a business meeting resolution asking for the establishment of a task force on contingency faculty, Council asked the ASA Research Department to prepare a summary report on the state of knowledge about contingent employment in sociology, resurrect the report from the previous task force on contingent faculty, and draft in consultation with ASA officers a charge for a possible new task force to be considered by Council at its next meeting.

**Next Council Meeting.** The next Council meeting will be held on March 12-13, 2016, in Washington, DC. 

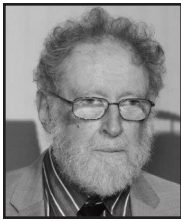
### 2016 Annual Meeting: Call for Papers

The 2016 Annual Meeting Call for Papers Online Submission System is now available at [www.asanet.org/AM2016/callforpapers.cfm](http://www.asanet.org/AM2016/callforpapers.cfm). The submission system opened on November 3, 2015. Authors may now submit their scholarly work to Regular Session topics, Section Paper Sessions and Roundtables, and Open Refereed Roundtables. The deadline for all submissions is January 6, 2016.

**Awards**

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Professor at Stanford University where he began his career in 1966. His areas of research interests are broadly defined as the sociology of education, political sociology, world society, and organizations. He has published more than 200 articles and chapters on these topics and has received numerous honors for his impressive trajectory of work. At multiple points in his career, he was a fellow at the Center for Advanced Study in Berlin. He received the Lifetime Contributions Award to the Study of Globalization from the ASA Globalization Section and the Waller Award for Lifetime Contributions to the Sociology of Education from the ASA Sociology of Education Section. Among his many awards, he has received honorary doctorates in economics from the Stockholm School of Economics in Sweden, in sociology from the University of Bielefeld in Germany and in Sociology from the University of Lucerne in Switzerland.



John W. Meyer

John Meyer has not only developed a robust set of theoretical perspectives but he has also carried out rigorous empirical testing of his ideas. As a result, he has profoundly impacted analyses of organizations, educational institutions, and world society. He was involved in and responsible for the early development of neo-institutional theory that represents a major paradigm, which has influenced generations of sociologists. Meyer is also one of the most cited figures in organizational sociology. He has answered fundamental questions that helped to elucidate how certain institutional forms of education have emerged, diffused, and experienced extreme expansion throughout the world. Nomination letters note that his “theoretical perspectives on education as a major independent institution with far-ranging cultural influence has been effectively employed to explain the historical intensification of the impact of

educational attainment on social stratification to predict the growing isomorphism among educational institutions worldwide...” As a result of his insights, many nations around the globe have drawn on his work and indeed, governments of Botswana, Namibia, Georgia, etc., have asked Meyer to visit their schools and review their educational systems. His research has been conducted with incisiveness, sensitivity, and analytical rigor.

In the area of globalization, reviewers highlighted that “over four decades of empirical work, Meyer established a shared methodological imagination and jointly compiled a remarkable quantitative dataset extending from the early 19th century. These accomplishments have yielded a detailed description of the features of world society, key social entities that are embedded in it, and key processes at work in both stabilizing and transforming it.” Meyer has impressively “extended Weber’s rationalization thesis into a globalization thesis.” He is frequently viewed as the leading figure in world sociology, and his main foundational contributions are contained in *World Society: The Writings of John Meyer* (2010).

Nomination letters consistently reported that they “know of no living American sociologist” who has had a more powerful and transformational “influence on core sociological thinking and research” over the past 50 years. Committee members highlighted the ways in which his work has innovatively impacted not just U.S. sociology but sociology worldwide. They also noted his extraordinary mentorship, stating that as his “influential streams of research,” emerged as he worked closely with doctoral students to help them to develop their own ideas and ideas in common. Among faculty, Meyer is described as being intellectually generous and he is referred to as having “remarkable collegiality.” Meyer has made a lasting and cumulative impact on the field combining powerful theorization and sophisticated empirical work. The depth, breadth, and lasting impact of his work are highly deserving of the W.E.B DuBois Distinguished Career of Scholarship Award.

**Distinguished Scholarly Book Award**

*Elizabeth A. Armstrong, University of Michigan, and Laura T. Hamilton, University of California-Merced, for Paying for the Party: How College Maintains Inequality (Harvard University, 2013)*

This important, provocative ethnographic study examines how college exacerbates class differences rather than offering a pathway for social mobility. Armstrong and Hamilton follow a group of young women through a flagship Midwestern University as they attempt to balance their social and academic lives. The authors took up housing in a women’s floor in a residence hall to conduct an ambitious five-year ethnographic study. Initially the study was framed as an attempt to understand college as a site where young women learn about sexuality. Instead, it developed into a study of how institutes of higher learning perpetuate social stratification.

Armstrong and Hamilton distinguish three pathways by which students move through a university. The professional pathway fits ambitious students from privileged families and rests on competition cultivated in high school. Students with AP credit skip the big introductory university classes to take the smaller seminars with more intensive faculty contact. Students aiming for a professional career also search out leadership positions in student or philanthropic organizations. The mobility pathway caters to students of diverse social backgrounds, pointing them to majors connected to specific jobs such as nursing, accounting, or teaching. This pathway depends on academic engagement and social integration but not on heavy partying. The partying pathway indulges students

who are interested in a fun, party-filled college experience with few academic demands. Universities accommodate these students with easy majors, ways to opt out of challenging course requirements, and schedules compatible with partying. The “fun” aspect of the party pathway is often delegated to fraternities and sororities, which provide their members with alcohol, partners for hooking-up, and a demanding schedule of meetings and activities.

The book develops the third pathway. Although the authors note that, “extremely affluent students with middling academic credentials are the ideal candidates” (p. 15) for the party pathway, students from other backgrounds—especially underprepared students of underrepresented groups in academia—also end up partying their way through college. These students stress about making the best impression during rush and adjusting their course schedule to accommodate a demanding social calendar. While the wealthy students rely on their parents to bail them out after graduation with an internship at a Fortune 500 company and a condo in the city, the less-advantaged students swept up on the party pathway leave college indebted with low GPAs in worthless majors (such as “event planning”). Armstrong and Hamilton observe that when these students transfer to community colleges with less developed party pathways, they end up doing better.

The authors put some of the blame for the party pathway on the way public universities respond to cutthroat institutional competition. The party pathway demands institutional spending on extracurricular activities such as football and basketball teams that leads to higher tuition for the entire student population. Channeling students to the mobility or professional pathway instead requires an investment in academic advisors, counseling, and professors to attend to the less well-prepared students.

*Paying for the Party* is a game changer in the sociology of education but also breaks new ground for sociologists interested in gender, class, and social stratification. The book takes issue with the



Elizabeth Armstrong



Laura T. Hamilton

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self-congratulatory argument that higher education is an engine for social mobility worth billions of dollars in financial aid. Instead, this book reveals the collateral damage of public universities chasing the wealthiest students at a time of retrenchment of state funding for higher education.

### Distinguished Contributions to Teaching Award (co-recipients)

Gwen Sharp, Nevada State College, and Lisa Wade, Occidental College, for Sociological Images Blog

A blog and website produced by Lisa Wade (Occidental College) and Gwen Sharp (Nevada State College), *Sociological Images* has become a central source for contemporary cultural commentary and criticism from a sociological perspective.

Wade began the blog in 2007 and recruited colleagues to contribute materials in the hopes that *Sociological Images* would become a useful site where professors could share images they used in teaching. Sharp, one of the earliest contributors, joined Lisa as an editor to create an extremely popular and useful teaching resource. *Sociological Images* curates images and provides basic commentary grounded in and framed by sociological research. Wade and Sharp offer sample assignments, and the site provides a space for readers' commentary and original contributions that leverages the best of the web while ensuring quality content. The site has particular depth in the critical analysis of class, race, and gender and also offers materials on a wide range of other sociological topics.

Hosted by the Society Pages (thesocietypages.org) and attached to *Contexts*, the blog has become an invaluable teaching tool for sociologists in the United States and around the world. Easy to use, well catalogued, and astutely curated, *Sociological Images* has also received positive attention in *Teaching Sociology*, *Visual Studies*, and *Teaching in Higher Education*. Christopher Uggen, former *Contexts* blog editor and current editor of *The Society Pages* lauds Wade and Sharp for their "brilliant and creative

minds" and for an analysis that is "both fiercely intelligent and jargon-free." What is notable about Wade and Sharp, Uggen goes on to say, is that they "work incredibly hard and selflessly to teach us all about sociology, but make it appear effortless to readers and students."

*Sociological Images* has changed the way many of us teach sociology. When Michael Kimmel and Abby Kinchy asked for examples of how sociologists used the blog, within minutes, dozens of colleagues wrote to relay how they used *Sociological Images* to support teaching and learning in a wide range of sociology courses, including Introduction to Sociology, social stratification and inequality, historical sociology, economic sociology, ethnic relations and the sociology of sex and gender. Sociology teachers have written to say "I check the website every day..." "I use it all the time..." *Sociological Images* "has become invaluable to me...I am also a friend of the site on Facebook and frequently share their postings with my own social network", and "I find them a very helpful way to show students about the everyday application of sociology in the world around them." In Kimmel and Kinchy's words, *Sociological Images* "is, quite simply, one of the most wonderful teaching tools to come along in a very long time."

*Sociological Images* is also public sociology of the first order. Wade and Sharp bring a much-needed scholarly dimension to public discussions of feminism, culture, colonialism, U.S. foreign policy, and women's bodies, and the site is very well trafficked. With an archive of nearly 5,000 descriptive and analytical posts, the site receives about half a million visits a month. *Sociological Images* enjoys a substantial following on Facebook, Twitter, Pinterest Tumblr



Gwen Sharp



Lisa Wade

and is used as a source by a wide range of news organizations, including *Jezebel*, *Business Insider*, *PolicyMic*, *Pacific Standard*, *Racialicious*, and the *Huffington Post*. As Myra Marx Ferree asserts in her nomination, *Sociological Images* provides a "visual commons of various informative images for free use by faculty, students, and interested journalists." She emphasizes that although the images are gathered collectively as a "true creative commons, they are made useful by Lisa and Gwen's sophisticated indexing and cross-referencing." *Sociological Images* continues to provide high quality images, commentary, and access to sociological research free of charge to a large public audience.

An enormous contribution to sociology, *Sociological Images* truly has sparked sociological imaginations everywhere.

### Distinguished Career Award for the Practice of Sociology

Eleanor Lyon, University of Connecticut

"Knowledge is power." This statement in Eleanor Lyon's outcome evaluation brief for the National Resource Center on Domestic Violence is exemplified by her own work, over 40 years, as she has made vital contributions to the knowledge base that has helped to reduce significantly the rate of serious intimate partner violence against women. Through research and scholarship, program leadership, and policy development, Lyon has helped scholars, practitioners, and policymakers understand and improve policies and programs about domestic violence, juvenile detention, families of homicide victims, and other pressing social problems.

Lyon received her PhD in sociology from Northwestern University in 1975 and then briefly taught at Temple University. In 1976, she started teaching sociology at the University of Connecticut—where she has continued to teach and is now Associate Professor Emerita—and served as evaluator for a local domestic violence response program. In 1979, Lyon became Director of the Victim, Offender and Battered Women's Program of a Connecticut social service agency,

and then in 1981 served as the director of the Divorce Mediation Research Project for a federally funded project in Connecticut. She served as Research Consultant for United Social and Mental Health Services in Connecticut and, for 15 years, as Research Associate at The Village for Families & Children, Inc. in Hartford.

In 1988, Lyon founded the consulting firm, Lyon & Associates, which extended her research and evaluation work through projects for the Department of Health and Human Services, the Centers for Disease Control and Prevention, the National Resource Center on Domestic Violence, the Rhode Island Coalition Against Domestic Violence, and many others. In 2001, Lyon became Director of the Institute for Violence Prevention and Reduction at the University of Connecticut's School of Social Work. In these positions, Lyon has led research on a range of issues, including the role of racism and women's concerns for their children in domestic violence cases, the impact of a culturally-sensitive curriculum for men convicted of domestic violence, the experiences of domestic violence victims/survivors in domestic violence shelter programs.

Lyon's applied work has contributed to state-wide alternative sentencing programs in Connecticut, gender-specific programming for juvenile girls involved in the legal system, domestic violence programs across the country, and guidelines for shelters by the World Health Organization. Her publications have improved understanding of domestic violence, ethnographic methods, and social policies. Professor Clinton Sanders at the University of Connecticut notes that Lyon's book with Jill Davies, *Domestic Violence Advocacy: Complex Lives, Difficult Choices* (now in its 2<sup>nd</sup> edition with SAGE), has become "the primary source for information and advocacy guidance for domestic violence



Eleanor Lyon

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programs and coalitions across the country.” Her articles on research methods have been published in the *Journal of Contemporary Ethnography* and *Evaluation and Program Planning*, while her insights for service providers have been appeared in such journals as *Social Casework* and *Social Work with Groups*.

Lyon has also helped sociologists develop professional organizations in support of sociological practice. She was a member of the Society for Applied Sociology (serving as treasurer and vice-president), the Sociological Practice Association, and the Association for Applied and Clinical Sociology (AACS) (serving as both treasurer and secretary). She has chaired the ASA’s Section on Sociological Practice and the AACS Commission on Accreditation of Programs. Lyon also received the AACS Robert Ezra Park Award for Sociological Practice in 2008.

### Excellence in Reporting on Social Issues Award

*Bill Moyers, Journalist*

Bill Moyers, a leading journalist for more than four decades, has notably expanded the range and reach of public broadcasting. He is the 2015 recipient of the ASA Award for Excellence in the Reporting of Social Issues.

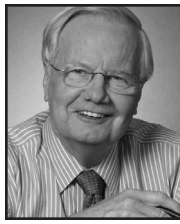
Bill Moyers was born in 1934 in Hugo, OK, and raised in Marshall, TX. He studied journalism at North Texas State College and then at the University of Texas-Austin where he received his BA, majoring in journalism. He went on to be an ordained minister and received a Master of Divinity at Southwestern Baptist Theological Seminary. He was also an aide to then-Senator Lyndon B. Johnson and in 1959 moved to Washington to work for Johnson full time. His served in the Kennedy administration as Deputy Director of the Peace Corps. When Kennedy was assassinated and Vice President Johnson became president, Moyers became his close and trusted aide, serving first as Johnson’s assistant for domestic policy, later as press secretary 1965–67, and in other posts close to

the President.

Thereafter, Moyers went into journalism full time—for a few years as publisher of *Newsday* and then in broadcast television. He went to the fledgling PBS in 1971, moving to CBS News 1976–86, and then returning to PBS but supported by his own independent production company. In a succession of several successful formats on public television, Moyers addressed key issues of concern to sociologists and to the general public, including political scandals, economic inequality, climate change, government secrecy, the corruption of government through corporate influence, and media policy.

The selection committee noted that Bill Moyers has shown an enduring engagement by providing “conversations on democracy” and exploring contemporary culture, rich in the historical and sociological context that is rare in contemporary media. He brought to television poets, filmmakers, theologians, and others in discussions that he effectively made at once serious and accessible. He has focused on theologians (Karen Armstrong), organizers (Ernesto Cortes), historians (Howard Zinn and Diane Ravitch), provocative political writers (Ta-Nehisi Coates, Naomi Klein), and unconventional politicians (Senator Bernie Sanders). There is no mistaking a strong tilt to the left in his guest list, but this is by no means uniform. He has also interviewed Richard Viguerie and Ron Paul and other leading conservatives in pursuit of making television a public sphere of debate and discussion.

Clearly, Bill Moyers has followed his own moral vision in his journalism, never promising to be neutral. A great admirer of journalistic muckraking, he identifies it as “the conviction that news is what’s hidden. Everything else is publicity.” Moyers’ TV shows, as Occidental College political scientist Peter Dreier put it in a 2015 tribute, “roared with a combination of outrage and decency, exposing abuse



Bill Moyers

and celebrating the country’s history of activism.”

There has been no one else on television quite like Moyers. With some three dozen Emmy Awards, a lifetime Peabody award, membership in the Television Hall of Fame, and other honors, he has been widely recognized for his achievements. For television viewers, he helped to broaden the very notion of what television is capable of doing. He treated his audience as people who think and people who seek to transcend the everyday. His television journalism has explored more than it has preached, employing the tools of investigative journalism, and endowing television with a legacy of critique, conversation, and civility.

### Cox-Johnson-Frazier Award

*Howard Winant, University of California-Santa Barbara*

Professor Howard Winant or “Howie” as friends and colleagues know him, continues the legacy of Oliver Cromwell Cox, Charles S. Johnson, and E. Franklin Frazier in the relentless use of academic scholarship in the service of social justice. Through his research, teaching, and service to the profession and the world, Winant embodies the tradition of a public intellectual. He brings sociological analysis to bear on the problems gripping modern society and communicates the insights of his analysis through both word and deed to a professional and lay audience.

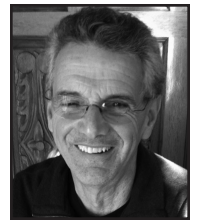
Howard Winant earned his PhD in sociology from the University of California-Santa Cruz in 1980, after receiving his BA from Brandeis University in 1968. He is a Professor of Sociology at the University of California-Santa Barbara and was the founding Director of the University of California Center for New Racial Studies (UCCNRS), part of the UC MultiCampus Research Program. Winant is also affiliated with the Black Studies, Chicana/o Studies, and Asian American Studies departments and he has worked and taught in Mexico, Brazil, and Argentina.

For almost 35 years, Howard Winant has crafted a career that demonstrates the transformative potential in the synergy of scholar-

ship and sociological practice. His contributions to the study of racial inequality have been transformational both within and outside of sociology. Winant’s research, particularly his seminal work on racial formation theory (with Michael Omi) has been so influential that it is almost impossible to read a scholarly article on race, institutional racism, or racial inequality from a global perspective and not see reference to his work. In five books, *Racial Formation in the United States: From the 1960s to the 1990s* (with Michael Omi; 2015, 1994, 1986); *The New Politics of Race: Globalism, Difference, Justice* (2004); *The World is a Ghetto: Race and Democracy Since World War II* (2001); *Racial Conditions: Politics, Theory, Comparisons* (1994); and *Stalemate: Political Economic Origins of Supply-Side Policy* (1988), and in numerous articles as well as book chapters, he has illuminated the structural forces creating racial and class inequality within and between nations.

Winant’s theoretical sophistication and engagement with social movements and relationships to power have produced lasting insights into the shifting, yet stable, global terrain of race. While the precise nature of “racial formation” took different shapes in Brazil, the Caribbean, and South Africa, the global comparative framework he advances enabled him to articulate underlying patterns that make the entire “world system” a racial project. Winant’s work has fundamentally shaped our understanding of how racial hierarchies reproduce racial inequality and he has relentlessly pursued a progressive agenda that aims to make racial inequality visible while aiding in its amelioration.

Professor Winant’s commitment to racial equality extends far beyond his research; he participates in numerous community movements for justice, at the local, national, and international levels. He was an active participant in the UN World



Howard Winant

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Conference against Racism, Racial Discrimination, and Xenophobia and urged other to do the same. He has been praised as an incredibly engaged and generous mentor to minority students, junior faculty of color, and race scholars.

The Cox-Johnson-Frazier Award Committee enthusiastically and unanimously commends Professor Winant for his groundbreaking intellectual agenda and uncompromising commitment to greater racial and social justice. His commitment to scholarship, mentorship, and activism continues the legacy of this award's namesakes and serves as an example to us all.

### Award for Public Understanding of Sociology Award

Katherine Shelley Newman,  
University of Massachusetts-Amherst

Katherine Newman received the 2015 Public Understanding of Sociology award for her proven record in expanding the public presence of sociology. Newman is the Provost and Senior Vice Chancellor for Academic Affairs at the University of Massachusetts-Amherst. She has written many influential books and articles about how people cope with challenges such as destitution, violence, and global competition. She has worked to translate such research for public audiences in the media, the U.S. Congress, and globally. Finally, she has shaped institutions so they can enable and encourage sociological work, particularly that which is broadly relevant for social policy. The legacy of this work is a world that is better able to understand the sociology behind its social problems.

One major theme in her capacious scholarship—14 books and 7 edited volumes alone—is how people manage poverty and downward mobility in a society that brooks little dissent from its meritocratic ideology. Her award-winning books *Falling from Grace*, *Declining Fortunes*, *No Shame in My Game*, *Chutes and Ladders*, and *The Missing Class* each chronicle the pain and pride of those who live

with economic insecurity in the United States. While her work details with empathy the poignant stories of those at the center of economic and



Katherine Newman

social cataclysms, it also contributes to scholarly debates. For example, *No Shame in My Game*, which documents the lives of the working urban poor, brought to light the trials of a group rendered fairly invisible by a consensus about inner-city residents as an underclass without access to work. Her scholarship on other topics has proven equally influential, such as her treatise on school shootings, *Rampage*, which has been featured in congressional testimony and extensive news coverage. Many of these books have received acclaim for their excellence; she's received the Robert F. Kennedy Book Award, the Sidney Hillman Foundation Book Award, and a C. Wright Mills award honorable mention, while the *New York Times*, *Choice*, and *Library Journal* have all named her work to their "best of" lists. At once humane and theoretical, Newman's widely read research offers us sympathetic accounts of people's lived experience while also weighing them against existing scholarly explanations.

Her writings have a vast audience among elites and the lay public alike, from congressional testimony to multiple appearances in international media. Several of her books have been the focus of extended hour-long shows by *PBS Newshour*, the *Today* show, or *Oprah*. Newman has also made extensive efforts to broaden the public reach of her scholarly work, including writing more than 25 op-eds in such outlets as the *New York Times*, *Newsweek*, and the *Nation*; presenting her work to gatherings of state judges, economists, and other non-sociological audiences; and serving as a ready resource for many journalists in high-profile venues.

Newman earns this award not only for her outstanding capacity to communicate widely what sociological thinking has to offer the central social problems of our time,

however. She is also an institution builder. At Harvard and Princeton University, Newman founded the "Joint Degree Program in Sociology and Social Policy," programs that continue to produce excellent scholars dedicated to bringing the sociological lens to contemporary social problems. These institutional changes act as a multiplier effect beyond just one person's group of advisees, to generate many scholars who broaden sociology's applicability beyond the academy.

Thanks to Newman's powerful research, her impressive ability to translate it so that it connects with many different people, and her dedication to and achievement in enabling more policy-relevant social science, sociology has a more significant public presence.

### Jessie Bernard Award

Nancy A. Naples, University of Connecticut

The Jessie Bernard Award is given annually in recognition of a body of scholarly work that has enlarged the horizons of sociology to encompass fully the role of women in society. Nancy A. Naples is this year's recipient with a career that exemplifies this award.

Nancy A. Naples is Board of Trustees Distinguished Professor of Sociology and Women's, Gender, and Sexuality Studies at the University of Connecticut. She is Past President of the Eastern Sociological Society, Past President of the Society for the Study of Social Problems (SSSP), and a Past President of Sociologists for Women in Society (SWS). She is also Past Chair of the ASA Sex and Gender Section. Naples has been recognized repeatedly by a variety of professional societies for her scholarship, her teaching and mentoring, and for a commitment to social justice. She has won numerous awards for her research including the 2008 Faculty Excellence Award in Research (Humanities/Social Sciences) from the Alumni Association and the 2011 Excellence in Research Award for Social Sciences from the College of Liberal Arts and Sciences at the University of Connecticut. In 2010, she won the prestigious SWS Distinguished Feminist Lecturer award and is one of very few SWS

Feminist Scholar award-ees to have also been singled out, in 2011, for their prestigious Feminist Mentor Award. She further won the 2012

Scholar Activist Award from the SSSP Division of Sociology and Social Welfare and the 2014 Lee Founders Award from SSSP.

Nancy A. Naples uses a variety of methods including ethnography, discourse analysis, archival research, and comparative research to analyze the intersection of gender, sexuality, race, political activism, social policies, and citizenship. Naples has produced seminal works in the areas of feminist theory, methodology, and activism and has advanced our understanding of poor women's community-based and transnational activism. She has authored two monographs, *Grassroots Warriors: Activist Mothering*, *Community Work*, and *the War on Poverty* (1998) and *Feminism and Method: Ethnography, Discourse Analysis, and Activist Research* (2003) and edited or co-edited many others. Several of these works have won awards or honorable mentions from the ASA and SSSP. She has also published more than 50 articles and chapters in sociology and other disciplinary and interdisciplinary venues including *Gender & Society*, *Social Problems*, *Signs*, and *Feminist Economics*.

Naples is known for exceptional engagement in mentoring graduate students and for a commitment to social justice and service. One of Professor Naples colleagues summarizes it best: "It is rare to have the opportunity to commend a scholar who already is a 'trifecta' winner of national awards for scholarship, for mentoring and teaching excellence, and for commitment and contributions to social justice and university service. Yet Nancy has repeatedly been singled out as exceptional on all three scores..." Altogether, Nancy A. Naples demonstrates how to blend scholarship, teaching, mentoring, and activism into a distinguished career. The Jessie



Nancy Naples

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**Awards**

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Bernard Award committee extends their warmest congratulations to Naples.

**Dissertation Award**

*Christopher Michael Muller, Harvard University, for “Historical Origins of Racial Inequality in Incarceration in the United States”*

Between 1970 and 2010, the U.S. imprisonment rate increased five-fold, from roughly 100 per 100,000 residents to roughly 500 per 100,000 residents. No other nation incarcerates such a large proportion of its population. As the incarceration rate increased, it retained a striking racial disparity. African Americans today are imprisoned at about six times the rate of whites.

Muller’s dissertation focuses on three historical periods. The first essay examines a unique dataset linking the administrative records of individuals in the convict lease

system in the South in the late 19th century to their census records. It describes the highly exploitative convict-lease system that

lent out mainly black prisoners to white industrialists and farmers. Muller’s research shows that African-American men were more likely to be incarcerated for property crimes in counties where African Americans had begun to achieve economic and geographical mobility. The second essay focuses on racial disparity in incarceration among African Americans in the North in the early 1900s. It traces a portion of the increase in disparity during this period to increasing rates of African American migration to the North, which triggered economic, residential, and status conflicts with European immi-



Christopher Muller

grants. African American incarceration rates in the North increased with the influx of southern migrants, and these increases were largest in states where immigrants from Europe dominated the police force. The third essay provides a descriptive account of trends in racial inequality in imprisonment from the late 1980s through the first decade of the 21st century. It shows that although prison admissions grew dramatically, relative racial disparity in admissions remained roughly stable. Disparity in drug admissions spiked dramatically between 1985 and 2005, particularly in the Northeast and Midwest, but disparity in admissions for non-drug crimes was also high. This suggests that racial disparity in imprisonment cannot be traced to the War on Drugs alone.

This dissertation is timely since the issue of African American and police relations, and, indeed, race relations in the United States as a whole, have dominated the news

in the last few years after protests in Ferguson, MO, Baltimore, MD, and New York City. Taken together, these essays suggest that racial disparity in imprisonment is not solely a product of the recent history of the prison boom. Muller’s dissertation has compelling theory and uses rigorous methods. It applies the tools of causal inference to data gathered from archives and historical administrative records. Further, it is timely in showing that African Americans’ distrust of the police has deep historical roots reaching back to the 1930s in the North and the 1880s in the South.

Muller completed this work at Harvard University under the supervision of Bruce Western, Christopher Winship, Orlando Patterson, and Robert Sampson. He is currently a Robert Wood Johnson Foundation Health & Society Scholar at Columbia University. In June of 2016, he will join the sociology faculty of the University of California-Berkeley.

**Department**

From Page 4

approaches as well. And finally, we are committed to collegiality with faculty who genuinely respect each other and work well together. Steve, Mark, David, and Jake certainly make this part very easy!

In the 2015–16 academic year, we currently have a search underway for two assistant professors. Following this, we have a commitment from our dean for 10 hires in our first five years. By the 2016–17 school year, we should have nearly 20 courses on the books, and we hope to be able to launch a major and minor. Shortly after that, we plan to establish a graduate program and begin accepting applicants for graduate study. And all the while, we will be searching for other sociologists who want to be part of the dynamic, innovative, and exciting project of building a department from the ground up.

When colleagues find out that I relocated to Wash U, one of the most common senti-

ments I hear is that it sounds like such a rare and promising opportunity to help take the lead in creating a new department. These colleagues are absolutely right! Sociology is such a well-established discipline that it is very unusual to find a university that does not have a department at all. But throughout my interview process and during the short time that I have been a member of the Wash U community, I’ve been consistently impressed by the fellow faculty’s and the administration’s dedication to, and support of, bringing back sociology. This is definitely not something that we take for granted, given a broader public landscape that can be hostile to sociologists and our conclusions, particularly—and especially—when they challenge the status quo, as good sociology often does. We hope to repay the goodwill, generosity, support, and enthusiasm of the University by fulfilling our mission to create an exceptional home for sociologists and a fertile environment for rigorous sociological education and study.

**New Fellowship at the Center for Engaged Scholarship**

The Center for Engaged Scholarship has announced that it will give two or three dissertation fellowships of \$25,000 in the 2016-2017 academic year to students in the social sciences whose research is of high quality and that has the promise of contributing to progressive social change. The competition is open to social science PhD students of any nationality at U.S. universities. The Center defines progressive as advancing the values of equality, stronger democratic institutions, and environmental sustainability. Deadline: January 31, 2016. For more information and to apply, visit [cescholar.org](http://cescholar.org).

The Center operates under the sponsorship of Community Initiatives. It is led by sociologists Fred Block, University of California-Davis, and Mridula Udayagiri, formerly at Cal State Sacramento. Their goal is to build a durable organization that will be run by and for progressive social scientists. In this time of political polarization and attacks on higher education, they see a need to build organizations that can support and sustain progressive scholars and progressive scholarship. The dissertation fellowship is the Center’s inaugural project. Block and Udayagiri insist that engaged scholarship rooted in progressive values can meet the highest scholarly standards. One of the motivations behind the dissertation fellowship is to counter the professional pressures on graduate students to frame their work as objective and apolitical.

**Send Us Your News**

Were you recently promoted? Have a book published? Or were you quoted in the news? Did you win an award? Or maybe you know about a funding opportunity or want to promote your meeting to other sociologists? Send your announcements to [Footnotes at footnotes@asanet.org](mailto:Footnotes@footnotes.asanet.org).



# Visionary Sociology and Academic Recognition

Wesley Shrum, Louisiana State University, and Greg Scott, DePaul University

During the past decade, not long after the “public sociology” debate began in earnest, we asked our academic colleagues whether books or movies were better for reaching non-academic audiences. To be sure, this was an informal inventory. But responses were as close to uniform as one ever sees: ideally books, but most likely movies. Our response came to fruition one year ago with the launch of the *Journal of Video Ethnography* and *Ethnografilm*, an annual film festival in Paris.

Why has it taken so long for movies to become an accepted form of sociological output? There has been a mismatch between the conventional means of movie distribution and the conventional means of allocating academic credit: peer-reviewed contributions to the literature. As once dominant means of film distribution (theaters, DVDs) give way to online forums and film festivals, it seemed time to channel academic movies through the same credentialing process that has, until recently, been reserved for academic journals.

We established a new journal and film festival in an attempt to begin the process of bringing movies into the academic mainstream by treating them in the same fashion as other academic products. The sociology departments at our institutions, DePaul and Louisiana State University, have established linked institutions over the past five years. We trust they will soon co-exist with others in an ecosystem where academic film serves as a legitimate scholarly tool, receiving full credit in the tenure and promotion process, annual review, and sociological distinction.

## Movies

Journals are, of course, the traditional forum for disseminating sociological research, and there is good reason that work on a particular subject should culminate in one place. Yet text-based scholarly presentations, are a hurdle for most audiences and a barrier for some. One of the oddest aspects

of public sociology is the assumption of literacy, mostly implicit and wholly untenable for any sociology of engagement, owing to the confusion of ends with means (Shrum and Castle 2014).

We realized that we did not know much about the movies that sociologists were creating across the planet. Were there many or few? Who was making them? We began to consider linked institutions such as ours. We could imagine a peer-reviewed journal, of audiovisual contributions that are mistakenly considered non-academic. In parallel we would organize a familiar, non-academic institution—a film festival—in an academic way.

## And a Journal

The first issue of the *Journal of Video Ethnography (JVE)* appeared in September 2014 and has since published two regular issues and one special issue. While we intended *JVE* to serve as a peer-review mechanism for academic films, our biggest impediment was not legal, technological, or institutional prejudice. The problem was our own failure to appreciate that a journal consisting entirely of movies is still but a journal. Our imagined problems disappeared when we fully accepted that this journal is just like any other. It is an academic, peer-reviewed forum in the tradition of ethnographic research, broadly conceived, located at [videoethno.com](http://videoethno.com).

Authors may submit films and subscribe for free. The journal is not (1) a website where you post your videos; (2) a journal with multimedia supplements to standard text-based articles; (3) a journal with articles about movies. It is a journal that publishes movies, reviewed by academics. This means that submissions will receive comments and may be asked to revise and resubmit. Authors are free to reject the reviewer comments. And, a film may be rejected for insufficiently taking comments into account. It is, after all, an academic journal. Visit [www.videoethno.com](http://www.videoethno.com) for more information


## A Film Festival

The film festival, *Ethnografilm*,

occurs each April in Paris, and differs from other film festivals in two respects. Two categories of entries are reserved for academics (“Academic features/shorts”). A film is academic if a researcher or educator plays a major role (e.g., director, editor, producer). The second difference is that it is a director’s festival, by which we mean that our audience largely consists of the directors of other movies on the program. This form of organization is a surprise to the documentarians in the audience, but not to academics. Academic meetings are organized this way, as a forum to hear about each other’s work, to talk, to meet new friends and collaborators.

Our venue, Ciné 13 Théâtre, is located at the highest point of the city, next to the Moulin de la Gallette painted by many of the

early impressionists. We watch films for four days, drink wine, and talk. Submissions are open for our third festival. We solicit nonfiction movies of any length made by sociologists and other academic filmmakers (see [ethnografilm.com](http://ethnografilm.com)).

What is the primary alternative to the communication of knowledge through texts? It is the communication of understanding through visuals and sound. But the reward system of sociology is tied to anonymous peer-review as the principle for tenure and recognition. We are committed to this, and believe it can be applied just as certainly and seriously to movies as text. 

## Reference


Shrum, W. and Lucas Castle. 2014. “Visionary Sociology: Problems of Public Sociology and Audiovisual Solutions.” *American Sociologist* 45: 412-431.

## Call for Nominations

From Page 6

given 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. It is presented for significant cumulative work done throughout a professional career. The award is open to women or men and is not restricted to sociologists. Only members of the American Sociological Association may submit nominations for the Jessie Bernard Award. Nominations for career achievement should include a narrative letter of nomination, a copy of the vita of the nominee, and three supporting letters.

## Dissertation Award

The ASA Dissertation Award honors the best PhD dissertation from among those submitted by advisors and mentors in the discipline. Dissertations from PhD recipients with degree awarded in the 2015 calendar year will be eligible for consideration for the 2016 ASA Dissertation Awards. Nominations must be received from the student’s advisor or the scholar most familiar with the student’s research. Nominations should explain the precise nature and merits of the work. 

Please send nominations to: American Sociological Association, 1430 K St. NW, Suite 600; (202) 383-9005; [governance@asanet.org](mailto:governance@asanet.org). For more information, see [www.asanet.org/about/awards.cfm](http://www.asanet.org/about/awards.cfm).

## 2015 Section Awards

The winners of this year’s section awards are now available on our website. ASA has also placed all records of all past award winners online for your reference. See [www.asanet.org/sections/section\\_awards.cfm](http://www.asanet.org/sections/section_awards.cfm).



## Call for Papers

### Publications

**Community Psychology in Global Perspective** invites submissions for a special issue on "Structural Violence." Structural violence refers to the production and maintenance of social inequality and oppression. The concept signifies the mechanisms through which social systems produce and normalize exclusion and marginalization along lines of race, class, gender, ethnicity, nationality, and other invidious categories. *Community Psychology in Global Perspective* publishes work that is of relevance to community psychologists as well as scholars and professionals from a diverse array of other backgrounds with shared interest in community-focused work. Deadline: January 15, 2016, Contact: Urmitapa Dutta at urmitapa\_dutta@uml.edu. For more information, visit [www.siba-ese.unisalento.it/index.php/cpgp/index](http://www.siba-ese.unisalento.it/index.php/cpgp/index).

**Contemporary Perspectives in Family Research (CPFR)**, an annual series that focuses on cutting-edge topics in family research around the globe, is seeking manuscript submissions for its 2016 volume. The 2016 volume of CPFR will focus on the theme of "Divorce, Separation, and Remarriage: The Transformation of Family." While the family remains a core social institution in every society, it is, nonetheless, an institution which continues to evolve. Manuscripts should be submitted directly to the editors in MS WORD format. Manuscripts should not exceed 40 double-spaced pages (not including tables, figures, and references). Manuscripts should adhere to the APA format. An abstract of 150-200 words should be included. Deadline: January 23, 2016. Contact: Giovanna Ganesini at [giovanna.ganesini2@unibo.it](mailto:giovanna.ganesini2@unibo.it) and Sampson Lee Blair at [slblair@buffalo.edu](mailto:slblair@buffalo.edu).

**The Costs of School Closure: Context and Consequences** invites submissions for chapter proposals. Schools are key social organizations that allocate status and facilitate opportunities for upward social mobility. They are also sites where competing and contradictory public policies perpetuate deleterious educational and social outcomes, especially for underserved groups. The editor of *The Costs of School Closure* seeks original, robust manuscripts on the contexts and consequences of recent primary and secondary school closures in the United States and elsewhere. Authors are invited to submit abstracts (up to 250 words) with "School Closure Abstract" in the subject line. Deadline: December 1, 2015. Contact: Ebony M. Duncan at [duncane@wustl.edu](mailto:duncane@wustl.edu)

**Feminist Africa** from the African Gender Institute at the University of Cape Town invites submission for a special issue on "Fashion and Beauty Politics" (features, profiles, standpoints) on the

politics of women's diverse fashion and beauty practices in contemporary Africa. Historically and to this day, in all their diversity, women in Africa 'dress up.' They engage in changing and highly reflexive practices of bodily adornment, beautification, clothing and display. They dress up in private, playfully experimenting at home, with friends, or to pose for a camera. They dress to appear and distinguish themselves in public, too. And yet, of course, how women in Africa dress—the clothes they wear, the makeup they apply, what they do or do not do to their hair—is not merely personal, nor is it always or only pleasurable. Deadline: December 31, 2015. Contact: [agi-feministafrica@uct.ac.za](mailto:agi-feministafrica@uct.ac.za). For more information, visit [www.feministafrica.org](http://www.feministafrica.org).

**Journal of Labor & Society** invites submissions for a special issue on "The Global Mass Strike, 2009-2013: Results and Prospects." The global economic crisis that emerged in 2008 was accompanied by global mass strike process. In contrast to general strikes called by trade union federations that parts of Latin America and Europe are still in strike, the mass strike is not a single event enunciated from above. Please submit abstracts (as Microsoft Word documents), no longer than 400 words. Deadline: December 1, 2015. Contact: John Arena at [john.arena@csi.cuny.edu](mailto:john.arena@csi.cuny.edu) or Immanuel Ness at [many.ness@gmail.com](mailto:many.ness@gmail.com).

**Journal of Negro Education** issues a call for papers for a special issue to be published in summer 2016 to illuminate the lives and experiences of black women and girls in educational settings, policies, and practices. This special issue will feature articles representing comprehensive, theoretically grounded, cutting-edge scholarship and research that illuminates the experiences of Black women and girls in a range of educational contexts. For consideration, submit a 15- to 20-page manuscript inclusive of references. Deadline: December 1, 2015. Contact: [journalnegroed@gmail.com](mailto:journalnegroed@gmail.com). For more information, visit [www.journalnegroed.org/JNE%20Call%20for%20Papers%202016.pdf](http://www.journalnegroed.org/JNE%20Call%20for%20Papers%202016.pdf).

**Social Class in Education** a call for book proposals from Rowman & Littlefield. While education is often heralded as a means to social mobility, educational outcomes suggest that schools, colleges, and universities actually replicate rather than transform social class inequities. This series focuses on the ways in which social and socioeconomic class issues, broadly defined, impact educational experiences and outcomes. Submissions are invited from scholars focused on Pre-K through post-secondary environments, as well as manuscripts that explore intersections of classism and other forms of identities and oppressions. Contact: Buffy Smith at [bsmith@stthomas.edu](mailto:bsmith@stthomas.edu)

or Tori Svoboda at [tsvoboda@uwfax.edu](mailto:tsvoboda@uwfax.edu). For more information, visit [www.rowman.com/Page/RLAuthRes](http://www.rowman.com/Page/RLAuthRes).

**Social Sciences** invites submissions for a special issue on "Women, Gender and Politics: An International Overview." This Special Issue focuses on women, gender, and politics in international perspective with a particular emphasis on the interaction between local organizing and transnational politics; public policy and constructions of gender; effects of women's participation in electoral office, national governmental agencies, and international governance; gender differences in political participation, activism, and policy outcomes; and queer and transgender politics and policies. Deadline: January 10, 2016. Contact: [socsci@mdpi.com](mailto:socsci@mdpi.com). For more information, visit [www.mdpi.com/journal/socsci/special\\_issues/Women\\_Gender\\_and\\_Politics](http://www.mdpi.com/journal/socsci/special_issues/Women_Gender_and_Politics).

**Sociological Studies of Children and Youth (SSCY)** invites papers to be considered for a guest-edited volume that will explore the role of schools and education in young people's lives. This volume will consider the lived experience of education and schools from the perspectives of youth and explore the contemporary issues and inequalities children and youth face today. The volume will also explore the intertwined nature of education and work. Manuscripts should be a maximum of 30 pages or 14,500 words, including references, adhere to the series author guidelines, and use APA 6th edition style. Deadline: December 1, 2015. Contact: [beseny@mail.montclair.edu](mailto:beseny@mail.montclair.edu). For more information, visit, [www.emeraldgroupublishing.com/products/books/series.htm?id=1537-4661](http://www.emeraldgroupublishing.com/products/books/series.htm?id=1537-4661).

**Society and Mental Health** seeks scholarship on public sector mental health, with focus on the role of structural and behavioral correlates of mental health disparities and the consequences of social inequality for those systems that meet the needs of individuals with severe mental disorders. Of particular interest is scholarship that explores the role of the Affordable Care Act and Medicaid expansion. Manuscripts which elucidate the unique contributions sociologists can make to mental health services research are also welcome. Articles will be peer reviewed and 4 to 6 papers selected for inclusion in this special issue. The guest editor will provide a brief historic overview of developments in public mental health care. Please submit papers using the journal's online system. Deadline: March 15, 2016.

### Conferences

**Conference on the Barak Obama Presidency** by the Department of Political Science and International Studies at the University of Mount Union, in coordination with the Ray C. Bliss Institute of Applied Politics at the

University of Akron, March 10-11, 2016, Alliance, OH. Theme: "The Barak Obama Presidency: Legacy and Record." An even-handed, non-partisan, and scholarly examination of the actions and consequences of the Obama Presidency on the United States and world from a variety of perspectives. Deadline: December 1, 2015. Contact: Michael Grossman at [grossmmo@mountunion.edu](mailto:grossmmo@mountunion.edu); (330) 829-8740. For more information, visit [www.raider.mountunion.edu/~GROSSMMO/Obama.htm](http://www.raider.mountunion.edu/~GROSSMMO/Obama.htm).

**O'Brien Graduate Fellowships in Human Rights** is accepting applications for 2016. The fellowship was established in 2005 through a generous gift from David O'Brien for outstanding masters or doctoral students studying in the area of human rights and legal pluralism in the Faculty of Law at McGill University. O'Brien Fellows become members of the Centre for Human Rights and Legal Pluralism, a focal point for innovative legal and interdisciplinary research, dialogue, and outreach on human rights and legal pluralism. Valued at \$25,000 per annum, successful applicants will have a strong research proposal in the field of human rights and legal pluralism. Deadline: December 15, 2015. For more information, visit [www.mcgill.ca/law-admissions/graduates/financial/obrien](http://www.mcgill.ca/law-admissions/graduates/financial/obrien).

**South Carolina Sociological Association (SCSA) Annual Meeting**, February 19-20, 2016, Charleston, SC. Theme: "Gender, Sexuality, and Place in South Carolina." Paper and presentation proposals are invited that use the theories and methods of sociology to reimagine the significance of gender, sexuality, and place in the Palmetto State, with a particular focus on the intersections with other systems of stratification, such as class and race. As one of the most conservative states in the country, South Carolina has a long and complicated relationship with issues of sex and gender. Please send 150-word abstracts or statements of interest. Deadline: December 15, 2015. Contact: Daniel Harrison at [southcarolinassocology@gmail.com](mailto:southcarolinassocology@gmail.com). For more information, visit [www.scsociology.tumblr.com/](http://www.scsociology.tumblr.com/).

**Work and Family Researchers Network (WFRN) 2016 Conference**, June 23-25, 2016, Washington, DC. Theme: "Careers, Care, and Life-Course 'Fit': Implications for Health, Equality, and Policy." The Work and Family Researchers Network is an international membership organization of interdisciplinary work and family researchers. WFRN invites paper submissions with fresh and innovative scientific contributions on work and family issues. Deadline: November 2, 2015. For more information, visit [www.workfamily.sas.upenn.edu/content/call-papers](http://www.workfamily.sas.upenn.edu/content/call-papers).

announcements

**Meetings**

**March 4-5, 2016.** Annual Conference from the Council on Contemporary Families (CCF). Austin, TX. Theme: "Families as They Really Are: Demography, Disparities, and Debates." For more information, visit [www.contemporary-families.org/category/news/news-and-upcoming-events/](http://www.contemporary-families.org/category/news/news-and-upcoming-events/).

**March 23-26, 2016.** Midwest Sociological Society (MSS) and the North Central Sociological Association (NCSA) 2016 Joint Conference, Chicago, IL. Theme: "Inequality, Injustice, and Intersectionality."

**June 13-15, 2015.** International Conference on Unequal Families and Relationships, Edinburgh, Great Britain. Theme: "Unequal Families." For more information, visit [www.cfr.ac.uk/international-conference-2016/](http://www.cfr.ac.uk/international-conference-2016/).

**June 23-25, 2016.** Work and Family Researchers Network (WFRN) 2016 Conference, Washington, DC.

Theme: "Careers, Care, and Life-Course 'Fit': Implications for Health, Equality, and Policy." The Work and Family Researchers Network is an international membership organization of interdisciplinary work and family researchers.

**July 10-14, 2016.** International Sociology Association Third Forum of Sociology, Vienna, Austria. Theme: "The Futures We Want: Global Sociology and the Struggle for a Better World." The WebForum is an experimental space for intellectual debate on the broadly conceived theme. For more information, visit [www.isa-sociology.org/forum-2016/](http://www.isa-sociology.org/forum-2016/).

**Funding**

**Ideas 42** requests proposals for contributions to its research. Physical, sexual, economic and/or psychological harm by a current or former partner, technically known as Intimate Partner Violence (IPV), is a serious issue that affects millions of people around the world, primarily women and girls. As well as being a fundamental injustice that violates women's basic rights, it affects the mental and physical well-being of survivors, their families, and broader communities. 4-6 teams will be awarded funding for finalizing designs and pilot testing. Funding is not to exceed \$250,000. For more information, visit [www.ideas42.org/blog/project/intimate-partner-violence/](http://www.ideas42.org/blog/project/intimate-partner-violence/).

**International Max Planck Research School on Retaliation, Mediation and Punishment (IMPRS REMEP)** announces its call for applications for its doctoral program. IMPRS REMEP offers, in cooperation with the University of Freiburg, in accordance with the conditions of the Max Planck Society for the support of young researchers several doctoral research positions (employment contracts) within the areas of Criminal Law and Criminol-

ogy. Financial support is granted in accordance with the guidelines of the Max Planck Society in the form of a doctoral contract. The financial support regarding the doctoral contract corresponds with public service organizations. Deadline: December 1, 2015. For more information, visit [www.remp.mpg.de/24724/2015-09-Call-for-Applications](http://www.remp.mpg.de/24724/2015-09-Call-for-Applications).

**National Collegiate Athletic Association (NCAA)** will award \$100,000 in grants for the 2016 calendar year to support research and data-driven pilot programs designed to enhance student-athlete psychosocial well-being and mental health. Topics funded by the NCAA Innovations in Research and Practice Grant Program may include, but are not limited to, managing transitions, identity development, stress management, substance use, bystander intervention, cultivating healthy relationships, career exploration and sport exit strategies. Proposals will be judged in part on their potential to result in campus-level programming that can positively impact the well-being of NCAA student-athletes. For more information, visit [www.ncaa.org/about/resources/research/ncaa-innovations-research-and-practice-grant-program](http://www.ncaa.org/about/resources/research/ncaa-innovations-research-and-practice-grant-program).

**2016 Sakip Sabancı International Research Award** involves a Jury Prize of \$25,000 awarded to an individual who has made contributions to the theme. An independent and international jury will select the Awardee. In addition, Essay Awards will be given to researchers under 45 years of age. This category includes \$10,000 for each of the three award-winning essays selected by the same jury. Submissions that make general and specific contributions to this subject from a wide and interdisciplinary academic perspective are welcome. Deadline: January 15, 2016. For more information, visit [www.award.sabanciuniv.edu](http://www.award.sabanciuniv.edu).

**Fellowships**

**Department of Sociomedical Sciences at Columbia University's Mailman School of Public Health** will offer a Predoctoral Fellowship in Gender, Sexuality and Health to a PhD applicant entering in the fall of 2016. This fellowship is funded by a training grant award from the National Institute of Child Health and Human Development, Population Dynamics Branch. Fellowships cover tuition and include monies for professional meeting travel and academic supplies. Funding is guaranteed up to five years. Contact: Peter A. Messeri at [pam9@cumc.columbia.edu](mailto:pam9@cumc.columbia.edu) and Andrea Constance at [ac995@cumc.columbia.edu](mailto:ac995@cumc.columbia.edu). For more information, visit [www.mailman.columbia.edu/become-student/degrees/doctoral-programs/doctor-public-health/sociomedical-sciences/training](http://www.mailman.columbia.edu/become-student/degrees/doctoral-programs/doctor-public-health/sociomedical-sciences/training).

**Society for Research in Child Development (SRCD) Fellowship** SRCD is seeking applicants for SRCD Policy Fellowships for 2016-2017. There are two types of fellowships: Congressional and Executive Branch. Both types of fellowships provide researchers with exciting opportunities to come to Washington, DC, and use their research skills in child development to inform public policy. Fellows work as resident scholars within congressional or federal agency offices. Fellowships are full-time immersion experiences and run from September 1, 2016 through August 31, 2017. Deadline: December 15, 2015. For more information, visit [www.srkd.org/policy-media/policy-fellowships/applying-fellowships](http://www.srkd.org/policy-media/policy-fellowships/applying-fellowships).

**University of New Mexico (UNM) Center for Health Policy 2016-2017 Doctoral Fellowships.** The UNM Health Policy Doctoral fellowship is a prestigious doctoral fellowship program for PhD students with educational and research interests that include health and health policy analysis. Fellows will receive up to four years of funding support including paid in-state tuition, a paid position of up to \$24,000 awarded through an annual research assistantship, and student health insurance. Deadline: February 12, 2016. For more information, visit: [www.healthpolicy.unm.edu/phdfellowships](http://www.healthpolicy.unm.edu/phdfellowships).

**Woodrow Wilson National Fellowship Foundation** announces its Junior Faculty Fellowship for the 2015-16 academic year. This fellowship was created in honor of Nancy Weiss Malkiel, a 1965 Woodrow Wilson Fellow. This fellowship is designed to support junior faculty as they work towards achieving tenure. Five 12-month awards of \$10,000 will be made in the 2015-16 academic year. Deadline: December 1, 2015. For more information, visit [www.woodrow.org/fellowships/nwmfellowship](http://www.woodrow.org/fellowships/nwmfellowship).

**Competitions**

**National Science Foundation** has published a new solicitation for the 2016 and 2017 competitions for RIDER (Resource Implementations for Data Intensive Research in the SBE Sciences). The RIDIR Program supports the development of user-friendly large-scale next-generation data resources and relevant analytic techniques to advance fundamental research in SBE (social, behavioral, economic) areas of study. Successful proposals describe products that have significant impacts by enabling new types of data-intensive research. Deadline: February 29, 2016. For more information, visit [www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=505168](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=505168).

**Peter K. New Student Research Competition** is sponsored by the Society for Applied Anthropology (SfAA). The competition invites papers (maximum

of 45 pages) based on original research in the general area of health or human services (broadly interpreted) from students at the graduate or undergraduate level. The Competition winner will receive a cash prize of \$3,000 as well as an engraved Baccarat trophy. Travel funds will also be provided for the winner to present the paper at the SfAA Meeting in Vancouver, BC Canada in March 2016. Deadline: December 31, 2015. Contact: [info@sfaa.net](mailto:info@sfaa.net) or (405) 843-5113. For more information, visit [www.sfaa.net](http://www.sfaa.net).

**In the News**

**Cawo Abdi**, University of Minnesota, wrote an August 24 CNN.com op-ed, "Where Is My Islam? The Identity Crisis of 21st Century Muslims."

**Chad Broughton**, University of Chicago, wrote a September 23 *Atlantic* article, "Just Another Factory Closing."

**Stephanie Canizales**, University of Southern California, was quoted in an August 18 *Los Angeles Times* article, "Young Immigrants Placed in Sponsor Homes Are at Risk of Abuse, Experts Say."

**Daniel L. Carlson**, Georgia State University, was quoted in a September 1 *New York Times* article about the study, "The Division of Childcare, Sexual Intimacy, and Relationship Quality in Couples," which he co-authored with **Sarah Hanson** and **Andrea Fitzroy**, both of Georgia State University. The study was covered in numerous media outlets including the *Chicago Tribune* on August 26, the *Huffington Post*, CNN.com and *U.S. News and World Report* on August 24, and the *Washington Post*, the *Daily Mail*, and BBC.com on August 23.

**Shannon K. Carter**, University of Central Florida, was interviewed by Fox "Good Day Orlando" show on June 18, News 13 on July 10, the *Orlando Sentinel* on June 28, and Orlando Public Radio on June 10 about her research on peer breast milk sharing. The story was also covered in *Science Daily*, Yahoo!News, *El Nuevo Herald*, *Fit Pregnancy*, What to Expect When You're Expecting, and other media outlets.

**Victor Tan Chen**, Virginia Commonwealth University, was quoted in a Michigan Radio article and interviewed on Michigan Radio about his new book, *Cut Loose: Jobless and Hopeless in an Unfair Economy*.

**Andrew Cherlin**, Johns Hopkins University, and **Valarie King**, Pennsylvania State University, were quoted in a September 19 *Bucks County Courier Times* article, "Pope Francis Will Find a Far Different 'Typical' USA Family Than Pope John Paul II Did in 1979."

**Jane Collins**, University of Wisconsin, was quoted in a September 24 *Madison.com* article, "Professor Looks at 2011 Protests Through New Lens."

## announcements

**Marianne Cooper**, Stanford University, was quoted in a June 21 *SFGate* article, "For Dads in the Valley, Balancing Work and Home is Tough, Too." She was mentioned and her book was referenced in a June 26 *Slate* article, "The Church of Self-Help." In addition, she wrote a September 22 "PBS NewsHour" blog post, "Why Women Are Often Put in Charge of Failing Companies."

**Matthew Desmond**, Harvard University, was quoted in a September 29 *Boston Globe* article, "Area Researchers Win MacArthur 'Genius' Grants." Desmond was one of the winners.

**Elaine Howard Ecklund**, Rice University, was mentioned in an August 5 *Huffington Post* article, "Mere Christianity Meets Mainstream Science."

**Linsey A. Freeman**, State University of New York-Buffalo State, was a guest on the August 6 episode, "Hiroshima: Two Narratives," of BBC World Service's radio show, "World Have Your Say."

**Asia Friedman**, University of Delaware, was quoted in an August 30 CNN.com article about her study, "There Are Two People at Work That I'm Fairly Certain Are Black." Her study was on blind people and racism, the subject of articles in a number of media outlets including the *Daily Mail* on September 13 and the *Philadelphia Inquirer* on August 27.

**Amin Ghaziani**, University of British Columbia, was quoted in an August 1 *Los Angeles Times* article, "Are 'Gayborhoods' a Victim of the Gay Rights Movement's Success?"

**Brian Gillespie**, Sonoma State University, was quoted and **Claude Fischer**, University of California-Berkeley, and

**Stacey Oliker**, University of Wisconsin-Milwaukee, were mentioned in a September 11 *Press Democrat* article, "BFF? Beer Buddies? Sonoma State Study Finds New Facts About Friendship."

**Katherine Giuffre**, Colorado College, was quoted in a September 26 *News and Observer* article, "Drunken Spelunker' Recalls Nights at The Cave and other Chapel Hill Haunts" about her first novel, *The Drunken Spelunker's Guide to Plato*.

**Matthias Gross**, University of Jena and Helmholtz Centre Leipzig, and **Linsey McGoey**, University of Essex, were quoted in an August 24 *New York Times* op-ed, "The Case for Teaching Ignorance."

**Anthony Jack**, Harvard University, was quoted in a September 15 Madison.com article, "Harvard Researcher Reveals Alienating Effects of Inclusion Programs."

**Carole Joffe**, University of California-San Francisco, wrote an August 4 *New York Times* letter to the editor about the silence to date of fetal tissue researchers in the face of attacks on Planned Parenthood. She was also quoted in a story about abortion clinic closings in the October issue of *Mother Jones*.

**Michael Kimmel**, Stony Brook University, was quoted in a September 23 *Washington Post* article, "What Happens When You Act Too Manly at Work," and a September 9 *Esquire* blog post, "What Does It Mean to Be a Man? This Professor Might Have the Answer." Kimmel was also interviewed on August 23 on NPR's "Weekend Edition" about the male culture at prep schools that may contribute to sexual assaults.

**Stephen Klineberg**, Rice University, was quoted in a September 22 *Houston Chronicle* article, "Jajoo Hoping to Make History in Sugar Land as City's First South Asian Mayor Next Year."

**Tanya Koropecyk-Cox**, University of Florida, was quoted in a September 17 Associated Press article, "Household Income Approaches Prerecession Level in Florida." The article appeared in a number of media outlets including the *San Francisco Chronicle* and the *Orlando Sentinel* on September 17.

**Derek Kreager**, Pennsylvania State University, was quoted in an August 25 Today.com article about the study, "The Double Standard at Sexual Debut: Gender, Sexual Behavior and Early Adolescent Peer Acceptance," which he co-authored with **Jeremy Staff**, Pennsylvania State University, and others. The study was also covered in a number of other media outlets including Yahoo!Finance, *U.S. News and World Report*, and *Business Insider* on August 24.

**Anthony E. Ladd**, Loyola University New Orleans, was quoted in a July 27 *Times-Picayune* article about the Bernie Sanders political rally outside New Orleans that drew 4,500 supporters.

**Adam Lankford**, University of Alabama, was quoted in an August 24 *Los Angeles Times* article about his study, "Mass Shooters, Firearms, and Social Strains: A Global Analysis of an Exceptionally American Problem." The study was covered in numerous other media outlets including *U.S. News and World Report* and *Newsweek* on August 23, the *Washington Post*, the *Dallas Morning News*, Yahoo!News, and CNN.com on August 27. Additionally, Lankford was interviewed about his study on August 27 on "MSNBC Live" and on August 29 on MSNBC's "Weekends With Alex Witt."

**Joscha Legewie**, New York University, was quoted in a recent Associated Press article about his study, "Contested Boundaries: Explaining Where Ethno-Racial Diversity Provokes Neighborhood Conflict." The article appeared in a number of media outlets including NBCNewYork.com, *Greenwich Time*, the *San Antonio Express-News*, the *Seattle Post-Intelligencer*, and the *Houston Chronicle* on August 21.

**Elizabeth McClintock**, University of Notre Dame, was quoted in an August 25 *Chicago Tribune* article about her study, "The Social Context of Sexual Identity." The study was the subject of articles in a number of other media outlets including the *Telegraph*, the *New York Daily News*, and LiveScience on August 25 and FOXNews.com and the *Times of India* on August 26.

**Ruth Milkman**, City University of New York Graduate Center, was quoted in a September 27 *Virginian-Pilot* article, "Paid Sick Leave is a Luxury Not All Enjoy," and in a September 5 *New York*

*Times* article, "Study Says Unionizing Helps Close Racial Wage Gap."

**Aldon Morris**, Northwestern University, was quoted in a September 16 *Chicago Tribune* article, "NU Professor's Book Highlights W.E.B. Du Bois' Contributions to Sociology," about his new book, *The Scholar Denied: W.E.B. Du Bois and the Birth of Modern Sociology*.

**Paolo Parigi**, Stanford University, was quoted in a September 23 *Atlantic* article, "What's a Saint, Anyway?"

**Sangyoub Park**, Washburn University, was quoted in an August 13 NPR.org article, "Party of 1: We Are Eating a Lot of Meals Alone."

**Silvia Pedraza**, University of Michigan, was interviewed on August 14 on Al Jazeera America's television program, *Inside Story*, about the possible return of Cuban Americans, who immigrated to the U.S., back to Cuba. She was also interviewed on August 15 on BBC World Service for the Weekend Edition, London, about Cuban American attitudes towards the reopening of the U.S. Embassy in Havana and the new U.S.-Cuba relations.

**Dudley Poston**, Texas A&M University, was recently interviewed several times about international migrants to the United States from China and India now outnumbering the international migrants from Mexico. One interview was broadcast on radio station WOAI, San Antonio, on May 7 and news stories based on other interviews with Poston appeared in the *Miami Herald* on May 9 and in the *Bryan Eagle* on May 10.

**Enrique S. Pumar**, Catholic University, was interviewed on July 20 on the Washington, DC, NPR affiliate WAMU's "The Kojo Nnamdi Show" about U.S.-Cuba relations and the opening of the Cuban Embassy in Washington.

**Michael Rosenfeld**, Stanford University, was quoted in an August 27 *Washington Post* article about his study, "Who Wants the Breakup? Gender and Breakup in Heterosexual Couples." The study was covered in a number of other media outlets including TIME.com and *LiveScience* on August 22, and CBSNews.com, *The Huffington Post*, the *Daily Mail*, and Yahoo!News, on August 24. Additionally, the study was featured on the television program, "CBS This Morning" on August 24.

**John Shelton Reed**, University of North Carolina-Chapel Hill, was mentioned in a September 26 *Economist* article, "Some Stand With Ahmed."

**Aliya Saperstein**, Stanford University, and **Laurel Westbrook**, Grand Valley State University, were quoted in a September 1 *Newsweek* article, "Male? Female? ... Er, It's Complicated."

**John Skrentny**, University of California-San Diego, was quoted in a September 4 *Arizona Republic* article on birthright citizenship, as well as an



## footnotes

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announcements

August 23 *Politifact* article on the same topic. He was also quoted in an August 24 *National Journal* article on border security.

**C. Matthew Snipp**, Stanford University, was quoted in a September 3 *Washington Post* article, "Millennials Have Low Opinion of Themselves, Compared to Boomers."

**Isabelle Solal** and **Kaisa Snellman**, both of INSEAD, were mentioned in a July 30 *Washington Post* op-ed, "In the Business World, Diversity Pays. Really."

**Pamela Stone**, Hunter College, was quoted in a September 17 *Atlantic* article, "Parents in Law: Is it Possible to Be Both an Attorney and a Committed Mom or Dad?"

**Marta Tienda**, Princeton University, was mentioned in a September 27 *Orange County Register* article, "CSUF Senior Wants to Improve the Lives of Women Around the World."

**Kathleen Tierney**, University of Colorado-Boulder, was quoted in a September 25 *Aspen Times* article, "Researcher at Snowmass Conference Frames Why Wildfire Impact Is Growing."

**Zeynep Tufekci**, University of North Carolina-Chapel Hill, was quoted in a September 16 *Washington Post* article, "Facebook Doesn't Need a 'Dislike' Button. Here's Why."

**Sherry Turkle**, Massachusetts Institute of Technology, was mentioned in a September 10 *Pacific Standard* article, "Shelf Help: Reclaiming Conversation: The Power of Talk in a Digital Age," about her new book.

**Dirk vom Lehn**, King's College London, and his video-based research of museum visitors were mentioned in a September 3 *Le Monde* article.

**Mary Waters**, Harvard University, was quoted in a September 24 *ThinkProgress* article, "New Study Demolishes 3 Pernicious Myths About First-Generation Immigrants in America."

**Nicholas H. Wolfinger**, University of Utah, and **W. Bradford Wilcox**, University of Virginia, were quoted in an August 18 *New York Times* article, "Republicans Report Being Happier in Marriage," about their research on marriage satisfaction and political affiliation. The research was also covered in a number of other media outlets including the *Atlantic* and *Yahoo!News* on August 17.

**Corey L. Wrenn**, Monmouth University, was interviewed on September 22 about her sociological work on social movements and human-animal interactions on KPFF's "Feminist Magazine," a weekly Southern California radio show.

**Erik Olin Wright**, University of Wisconsin-Madison, and **Robert Brulle**, Drexel University, were quoted in a September 24 *BuzzFeed* article, "The Pope's Moral Outrage Won't Fix Climate Change, Scientists Say."

**Erik Olin Wright**, University of Wisconsin-Madison, was quoted in a September 24 *Pacific Standard* article, "A Social Scientist, a Climate Change Physicist, and Pope Francis Walk Into a Bar..."

**Awards**

**Barry Adam**, University of Windsor, received the 2015 Sociologists AIDS Network Outstanding Career Award.

**Liberty Walther Barnes**, University of Cambridge, received the 2015 Sociology of Health and Illness Book prize for her book, *Conceiving Masculinity: Male Infertility, Medicine, and Identity* (Temple University Press, 2015).

**Matthew Desmond**, Harvard University, was named a 2015 MacArthur Foundation Fellow.

**Hans Joas**, University of Erfurt, received the Max Plank Award for research on secularization and modernity worth Euro 750,000.

**Joseph A. Kotarba**, Texas State University, received the College of Liberal Arts Achievement Award for Excellence in Scholarly/Creative Activities.

**Prema Ann Kurien**, Syracuse University, received a \$200,000 grant from the National Science Foundation for her project, "The Political Incorporation of Religious Minorities in Canada and the United States."

**Reuben A. Buford May**, Texas A & M University, was awarded the Glasscock University Professorship in Undergraduate Teaching Excellence.

**Angie Mejia**, Syracuse University, was awarded the Sociologists for Women in Society's Esther Ngan-ling Chow and Mareyjoyce Green Scholarship.

**Martyn Pickersgill**, University of Edinburgh, has been awarded the Henry Duncan Medal for Social Science from the Royal Society of Edinburgh.

**Jillian Powers**, Brandeis University, received the 2015/2016 Berman Foundation Early Career Fellowship from the Association for Jewish Studies.

**Enrique S. Pumar**, Catholic University, was awarded a CIBER Grant from the University of Miami School of Business and was invited to join CASA Faculty Circle.

**Rebecca L. Schewe**, Syracuse University, was awarded a \$250,000 grant under the National Marine Fisheries Service's Saltonstall-Kennedy Grant Program for their project "Communication Avenues for Vietnamese-American Fishing Communities on the Gulf of Mexico with Coastal Resource Agencies."

**Bryan S. Turner**, Graduate Center-CUNY, received the Max Plank Award for research on secularization and modernity worth Euro 750,000.

**Gowri Vijayakumar**, University of California-Berkeley, received the Sociolo-

gists AIDS Network 2015 Marin Levine Paper Competition Award.

**Suzan Walters**, SUNY-Stony Brook, received the 2015 Sociologists AIDS Network Scholarly Activity Award.

**Corey Lee Wrenn**, Colorado State University, was named the 2016 Exemplary Diversity Scholar by the University of Michigan's National Center for Institutional Diversity.

**Transitions**

**Valarie J. Bell**, Texas Woman's University, was named the editor of *In Critical Solidarity* — the American Sociological Association's Labor and Labor Movements Section's newsletter.

**Óscar F. Gil-García** has accepted a position as Assistant Professor of Sociology at DePauw University.

**Jessica Hausauer**, Syracuse University, has accepted a position at Minnesota State University-Moorehead.

**Jennifer Montez** joined the Syracuse University Sociology Department in August as an Assistant Professor.

**People**

**Chloe E. Bird**, RAND, presented on "Gender Gaps in Quality of Care for Cardiovascular Disease and Diabetes Within and Across Geographic Areas" at the National Academies of Sciences, Engineering and Medicine Workshop, Raising the Bar: The Health of American Women, September 25, 2015.

**Martyn Pickersgill**, University of Edinburgh, has been promoted to Welcome Trust Reader in the Social Studies of Biomedicine.

**New Books**

**Paul D. Almeida**, University of California-Merced, and **Allen Cordero**, Facultad Latinoamericana de Ciencias

Sociales (FLASCO), Eds., *Handbook of Social Movements across Latin America* (Springer, 2015).

**Joe R. Feagin**, Texas A&M University, *How Blacks Built America: Labor, Culture, Freedom, and Democracy* (Routledge, 2015-2016).

**Joe R. Feagin**, Texas A&M University, **Hernan Vera**, University of Florida, and **Kimberley Ducey**, University of Winnipeg, *Liberation Sociology*, 3rd edition (Paradigm Books, 2015).

**Alice Fothergill**, University of Vermont, and **Lori Peek**, Colorado State University, *Children of Katrina* (University of Texas Press, 2015).

**Wes Markofski**, University of Wisconsin-Madison, *New Monasticism and the Transformation of American Evangelicalism* (Oxford University Press, 2015).

**Philip R. Newman**, Independent social psychologist, and **Barbara M. Newman**, University of Rhode Island, *Theories of Human Development*, 2nd edition (Psychology Press, 2016).

**Bandana Purkayastha**, University of Connecticut, and **Roseanne Njiru**, University of Nairobi, *Voices of Internally Displaced Persons in Kenya: A Human Rights Perspective* (Frontpage, 2015).

**Corey Lee Wrenn**, Colorado State University, *A Rational Approach to Animal Rights: Extensions in Abolitionist Theory* (Palgrave MacMillan, 2015).

**Farhan Navid Yousaf** and **Bandana Purkayastha**, both of University of Connecticut, *Human Trafficking Amidst Interlocking Oppressions: A Focus on Pakistan* (Frontpage Publications, 2015).

**New Publications**

*Italian Sociological Review* is now available in pdf format. The journal brings together the research and theoretical contributions of Italian and

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## Caught on the Web

**CriminalJusticeDegree.com** is a non-profit site created to promote better understanding of the field of criminal justice as well as provide an unbiased source where students can see the many accredited schools that offer criminal justice degrees. The site is designed to be comprehensive, easy to find, and provide updated information and links. The website aims to be a useful resource for criminal justice students. Schools with criminal justice programs are listed on the front page and lead directly to each program; they are sorted by state.

## New Programs

**University of Southern California (USC)** announces its new PhD program in Population, Health, and Place. The PhD's primary goal is to position our graduates among the leading scholars and practitioners working to clarify the role and significance of "place" in shaping human health and well-being in the future. For more information contact, Myles G. Cockburn at [myles@med.usc.edu](mailto:myles@med.usc.edu), Jennifer Hook at [hook@usc.edu](mailto:hook@usc.edu), or John P. Wilson at [jpwilson@usc.edu](mailto:jpwilson@usc.edu).

## Summer Programs

**Racial Democracy, Crime and Justice Network's Summer Research Institute (SRI)** is designed to promote scholarly success and career advancement among faculty from under-represented groups working in areas of crime and criminal justice. Faculty pursuing tenure in research-intensive institutions, academics transitioning from teaching to research institutions, and faculty members carrying out research in teaching contexts are encouraged to apply for the three-week intensive institute. During the institute, each participant will complete the project proposed in this application. The institute will provide resources for completing the Travel and living expenses will be covered by the institute. Deadline: February 12, 2016. Contact: [rdcjn@newark.rutgers.edu](mailto:rdcjn@newark.rutgers.edu). For more information, visit [www.cjrc.osu.edu/sri](http://www.cjrc.osu.edu/sri).

## Deaths

**Richard Hall**, SUNY-University at Albany Distinguished Service Professor of Sociology, passed away on September 23, 2015. He was 80. Richard Hall was a major figure in the sociology of organizations and work.

**Andrew Kohut**, Pew Research Center, a

pollster who once led the Gallup organization and the Pew Research Center, died September 8, 2015 in Baltimore, MD. He was 73.

## Obituaries

### Susan Gonzalez Baker

1961-2015

With the unexpected passing of Susan Gonzalez Baker, 53, on June 30 this year, the sociology community lost a dear friend, talented scholar, and valued colleague.

Susan was born in La Jolla, CA, on December 25, 1961, but was raised in South and Southwest Texas and very much identified herself as a Texan. She earned her bachelor's degree *magna cum laude* in sociology and psychology at Trinity University in San Antonio, her master's degree in sociology at the University of California at Berkeley, and her Ph.D. in sociology at the University of Texas-Austin. Her first professional position was as a senior research associate at the Urban Institute in Washington, DC. She went on to take academic positions at the University of Arizona and the University of Texas-Austin. While at the University of Arizona she spent a year in Spain on a Fulbright Fellowship studying international migration in the region. At UT-Austin, she was awarded a prestigious university teaching award presented to her during half-time at a Longhorn football game. She came to the University of Texas-Arlington in 2005 as Director of the Center for Mexican American Studies (CMAS) and a tenured member of the sociology faculty. As Director of CMAS she created the distinguished lecture series, which became the Center's annual signature event. She stepped down as director in 2013 but remained a member of the faculty until her passing.

Susan was a social demographer whose scholarship focused on the social and political processes affecting the Mexican-origin population in the United States. She published widely, becoming well known for her work on how U.S. immigration policy shapes the settlement experiences and opportunity structures of Latinos in the U.S. What made her research so exciting is that it moved beyond the typical narrative of how public policy affects immigrant communities, to investigating how social actors implement policy and how target populations interpret and respond to policy change. In her acclaimed monograph, *The Cautious Welcome* (1990) Susan drew on interviews with those responsible for program implementation at federal, state, and local levels to chronicle the outcomes of the legal provisions of the 1986 Immigration Reform and Control Act (IRCA). I was fortunate to collaborate with her on an article that extended that piece further. We

demonstrated how immigrants did not passively accept IRCA, but instead interpreted IRCA and acted according to their own agendas and within the context of their own communities. Her pioneering scholarship on IRCA in the 1980s continues to inform immigration debates and is regularly discussed in today's immigration policy discussions, helping policymakers and scholars alike better understand the policy choices for immigration reform.

Susan's second area of research focused on the phenomenal growth of the Mexican-origin population in the United States, paying close attention to the implications for race and ethnic relations, and a number of institutions ranging from family to education to political spheres. She published widely in this area, further examining how gender and generational dynamics alter Mexican-origin family politics on the U.S. side of the border. Some of her most notable works in this area include *Race and Ethnic Relations in America*, with Dale McLemore and Harriett Romo (2000); "Mexican-Origin Population Trends in the United States: A Demographic and Policy Overview," in *Immigrants in the United States and Spain*, edited by Tomás Calvo Buezas and Isabel Gentil García (2010); "U.S. Immigration Policy and Trends: The Growing Importance of Mexico," with Frank D. Bean, Agustín Escobar Latapi, and Sidney Weintraub in *Crossings: Mexican Immigration in Interdisciplinary Perspectives* (1998); and "Demographic Trends in the Chicana/o Population: Policy Implications for the 21st Century" in *Chicanas/Chicanos at the Crossroads: Social, Economic, and Political Change* (1996).

Susan was an outstanding scholar with a razor-sharp intellect, an award-winning teacher, a dynamic mentor, and a passionate advocate for the study of issues affecting Latino/a communities in the United States. She was also a marvelous woman, full of *joie de vivre*, compassion, and sincerity. She was a dear friend, engaging colleague, beloved teacher, advisor, and innovative scholar. Above all, she was a devoted mother, daughter, sister, niece, and aunt. Susan is survived by her three children, Paul Teodoro Palmer, Jordan Alejandro Palmer, and Julia Grace Palmer; her mother, Dr. Maria G. Baker; her father, Forbes Baker; her sister, Maggie Baker; her uncle, Peter Gonzales Falcon; and her niece and nephew, Gabriela and Lucas Bole.

Jacqueline Hagan, University of North Carolina-Chapel Hill

### Timothy J. Gallagher

1960-2015

Timothy J. Gallagher, 54, passed away April 21, 2015. He was an associate professor of sociology at Kent State University, joining the department in 1996. He earned a BA (Communications, French), MA (Communications,

and PhD (Sociology) from Western Michigan University, and an MPE (Psychiatric Epidemiology) from Washington University School of Medicine in St. Louis. Tim was a Postdoctoral Research Fellow at both Washington University School of Medicine and the University of Michigan. His expertise in medical sociology, communications, biosociology, and quantitative methods resulted in a number of publications and presentations throughout his career. His interest in language and nonverbal communications produced important research papers in political and medical sociology. In addition, his interest in the dynamics of teaching led to publications on superstitions related to undergraduate test taking. Recently, he had become interested in cognitive sociology and began integrating this interest with the work of George Herbert Mead.

He served the department of sociology in several administrative capacities including acting chair and chair of undergraduate studies. He was an active member of Akron Toastmasters Club 151 and the Kent Chorus. He enjoyed running, playing classical guitar, and spending time outdoors with his family.

Several members of our department have published papers with Tim and have found him to be an amiable and capable colleague. One of his best qualities was his evident excitement in discussing first the research idea and then in setting forth steps in forming the experimental protocol or research study agenda. His ability to translate a complicated hypothesis into operational and statistical terms was excellent. Also, his ability to rally graduate assistants' interest in understanding research goals and carrying them out with accuracy and enthusiasm was unique and commendable. Finally, it was simply a joy to work with Tim in accomplishing research projects. We miss his collegiality, diligence, and good humor. Funeral Services were held on April 28, 2015, at St. Mark Lutheran Church in Tallmadge, OH. He is survived by his wife, Jill; daughters, Kelly, Jesse, and Casey; and members of his extended family.

Carla Goar, Stanford Gregory, Jr., Jerry M. Lewis, Richard Serpe, Clare Stacey, Susan Roxburgh, Kent State University

### Gerald M. Platt

1933-2015

Professor Gerald M. Platt of the University of Massachusetts-Amherst passed away on May 7, 2015. The cause of death was complications of Alzheimer's disease.

Jerry was held in great esteem by both colleagues and students. He could always be counted upon for support coupled with honest intellectual response—both offered with unfor-

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gettable warmth. He was an original thinker whose efforts to link sociology and psychoanalysis bore fruit in the publication of *The Wish to be Free* and *Psychoanalytic Sociology* (with the historian, Fred Weinstein) and *Advances in Psychoanalytic Sociology* (with Jerome Rabow and Marion Goldman).

He also collaborated with Talcott Parsons in the publication of *The American University*.

In particular, Jerry worked at integrating the understanding of macro-historical events, such as revolutions and mass social movements, with insights generated from psychoanalytic sociology and symbolic interactionism. He wrote on the French Revolution and for several years prior to his death, devoted himself to the study of the American civil rights movement. Using a sample of letters written to the Rev. Dr. Martin Luther King, Jr.—both supportive and oppositional—Jerry and a number of his graduate students examined the conceptions of movement leadership, belonging, and participation from the ground up, taking into account the ways in which ordinary people made sense of their social contexts and the events surrounding them. Articles from this project were published in edited collections and journals such as *Social Problems* and *Sociological Theory*. Two of his former students are continuing to work on papers left unfinished at his death.

Jerry was a passionate teacher who centered all his classes on the intersections of events happening in the world, how those involved conceptualized these events, and how sociological theory helped or hindered understanding of these two factors. For years Jerry taught the required graduate seminar in contemporary sociological theory as well as the department's required theory class for undergraduate majors. In addition, he regularly taught classes in social movements and more specifically the Civil U.S. Rights Movement. Whether in the classroom, or in commenting on a graduate student's thesis or dissertation Jerry could be counted on for a forthright appraisal, emerging directly from his own theoretical perspective. These could sting a bit, but they were in the service of pushing students toward greater clarity and better arguments.

Gerald Platt was born in 1933 and grew up in Brooklyn, NY. He worked his way through Brooklyn College as a stevedore at the Brooklyn Navy Yard. He received his doctorate in sociology from University of California-Los Angeles in 1963 under the direction of Ralph Turner. Jerry began his teaching career that year with a lectureship at Harvard University in the Department of Social Relations. In the late 1960s he was part of a faculty movement to increase minority admissions to the college and to the Graduate School of Arts and Sciences.

In 1970 Jerry joined the faculty of the University of Massachusetts-Amherst. He rose to the rank of full professor, served as director of graduate studies and was twice elected chair of the Department of Sociology, retiring in 2011. Gerald is survived by his two children, Genevieve and Lucas, as well as by two granddaughters.

Those who knew him have lost a valued friend and sociology has lost a passionate champion.

*Rhys H. Williams, Loyola University Chicago, and Michael Lewis, University of Massachusetts-Amherst*

**Vladimir Shlapentokh  
1927-2015**

Vladimir Shlapentokh, Professor Emeritus of Sociology at Michigan State University and a "founding father" of sociology in the Soviet Union, born in Kiev, Ukraine, on October 19, 1926, died on October 5, 2015 in Greenville, NC. Vladimir (Volodia) graduated from the Department of History at Kiev State University in 1949, was a "Candidate" of Economic Sciences at Moscow University in 1956, and received his Doctorate in Economic Sciences from the Moscow Institute of World Economy and International Affairs in 1956. He accepted a senior position as Professor of Sociology with Michigan State University in 1979. He was a profoundly productive scholar, a passionate teacher, and a local, regional, national, and international public intellectual.

Sociology—and survey research methods in particular—was proscribed in Stalin-era Russia, only regaining legitimacy during the Brezhnev era when the utility of understanding labor force stability and trends in marriage and family were recognized as valuable for economic planning. Vladimir, a scholar at the prestigious Academic Complex, a division of the Russian Academy of Sciences, in the southwest Siberian city of Novosibirsk, designed the first national public opinion survey in the Soviet Union. This innovative study was recognized not only for its methodological rigor but also for its inclusion of both Western and Soviet social science perspectives. Volodia continued his sociological and methodological research as Senior Fellow at the Institute of Sociology in Moscow, also a division of the Russian Academy of Sciences. His theoretical and methodological contributions contributed significantly to the re-emergence of sociology as a respected academic and policy relevant discipline.

The Jackson-Vanik amendment to the U.S. Trade Act of 1974, eliminating barriers to the emigration of Soviet Jews, signed into law by President Ford in 1975, resulted in increased emigration from the Soviet Union. Although procuring an exit visa was fraught with administrative difficulties and great personal and family inconvenience,

Volodia prevailed and migrated with his family to the United States. Volodia published more than 40 books (most recently *Power and Inequality in Interpersonal Relations* (Transaction, 2015), dozens of articles, op-ed columns in *The New York Times*, *The Washington Post*, and *The Los Angeles Times* among others, and an online blog. His early work on survey methods was followed by more recent research comparing Russian and American society and politics. Notable among his books are *The Public and Private Life of the Soviet People* (Oxford, 1989), *Feudal America: Elements of the Middle Ages in Contemporary Society* (Pennsylvania State, 2011), *Restricting Freedom: Limitations on the Individual in Contemporary America* (Transaction, 2013), and *Freedom, Repression, and Private Property in Russia* (Cambridge, 2013).

Volodia was the very model of an intellectual. He relished discussions on any conceivable topic and with remarkable eruditeness charmed, convinced, and cajoled his audience, even those who vehemently disagreed, into respecting diverse opinion. He was intensely curious about every facet of his new life in America, not least concerning issues about female labor mobility, race relations, and interpersonal and group relations. He frequently returned to Moscow to lecture and speak publicly and to the very end continued to be active in the intellectual world he had left so many years before. He organized numerous conferences and symposia, often with leading Russian scholars, including his former colleagues and fellow co-founders of Russian sociology Yuri Levada, Vladimir Yadov and Boris Grushin, pioneer of public opinion polling in the Soviet Union. Volodia was a frequent consultant to the U.S. government on social processes, ideology, and public opinion in Russia and other post-Communist countries.

Despite his negative experience with the USSR and his appreciation of American freedom and opportunity, he maintained a nuanced and realistic view of both societies. Not long after arriving in the United States, he remarked that while the Russian dissident community assumed that American social problems were all fictions created by the Soviet government, he now understood that the United States' society and economy had real, almost intractable problems.

Volodia retired in 2014 and he and Luba moved to Greenville, NC, although they maintained their home in Florida. His wife, children (Dmitri, a professor of history at Indiana University in Bloomington and Alexandra, a professor of mathematics at East Carolina University), and four grandchildren survive him.

*Brendan Mullan and Lawrence Busch, Michigan State University*

**A. Kathryn Stout  
1956-2015**

Kate Stout passed away peacefully on July 21, 2015, at the age of 58 in her hometown of New Orleans, following a long struggle with respiratory problems. A hurricane Katrina survivor, Kate had been Associate Professor of Sociology at Manhattan College since the autumn of 2012.

Kate dedicated her life to teaching and to promoting progressive social change. Her research focused on social movements and the legal limits of protest, which she pursued from a critical, sociology of law approach. Her study of the mid-1980s Sanctuary Movement brought her to the field along the southwest border with Mexico where she came face to face with contradictory U.S. responses to recurring migratory crises. Subsequent travels brought her to Nicaragua and Cuba where she expressed an unconditional solidarity with peoples under attack by misguided U.S. foreign policy. Everywhere she went, Kate established ties of friendship and mutual learning that fueled her exemplary interactive classroom teaching. Her enormous skills at translating complex social and legal processes into plain English are now legendary.

In earlier decades, Kate was active in a variety of professional associations, including the Association for Humanist Sociology (AHS), the Society for the Study of Social Problems (SSSP), American Sociological Association (ASA), and the Division on Critical Criminology of the Section of the American Society of Criminology (ASC). Over recent years, however, her declining health made it increasingly difficult to attend professional meetings. Prior to coming to New York City, she was an Associate Professor at the Southern University of New Orleans (SUNO), where she participated in post-Katrina reconstruction. She held earlier posts at Dominican University and Northeastern Illinois University, along with visiting posts at SUNY-Plattsburgh, Purdue University, and Central Michigan University. Her doctoral work under the direction of the late Bill Chambliss was completed at the University of Delaware following her MA at Boston College, where she was influenced by mentors such as Richard Quinney and Stephen Pfohl. Kate was in the process of editing a collection of critical criminology scholarship dedicated to the legacy of Chambliss when her health took a dramatic turn for the worse.

In the end, the tenacity with which Kate struggled for survival was surpassed only by the uncompromising lifelong stance she took on demanding social justice. She felt that sociology was at its best when it provided a voice for the voiceless. She will be greatly missed by her students, friends, and colleagues.

*R.A. Dello Buono, Manhattan College*



American Sociological Association  
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## call for applications

### ASA Community Action Research Initiative Grant

The ASA encourages applications for the Community Action Research Initiative (CARI). The purpose of this grant is to encourage sociologists to undertake community action projects that bring social science knowledge, methods, and expertise to bear in addressing community-identified issues and concerns. Grant applications are encouraged from sociologists seeking to work with community organizations, local public interest groups, or community action projects.

Applications are encouraged from sociologists in academic settings, research institutions, private and non-profit organizations, and government. Advanced graduate students are eligible to apply, if and when a grant award is made, the recipient must be an ASA member. Grantees must provide documentation of pertinent IRB approval for the funded project.

### ASA Congressional Fellowship

The ASA Congressional Fellowship brings a PhD-level sociologist to Washington, DC, to work as a staff member on a congressional committee in a congressional office, or as a member of a congressional agency. This intensive 11-month experience reveals the intricacies of the policy-making process to the sociological fellow and shows the usefulness of sociological data and concepts to policy issues.

Each applicant should have a general idea about the area of interest, some experience in client-driven work, good writing skills, and a commitment to the policy process. The application should highlight the link between one's sociological expertise and a current policy issue. ASA will join with other associations' congressional fellows to offer orientation, meetings, and support for the person selected.

Applications can be obtained at the ASA website at [www.asanet.org](http://www.asanet.org) (click on "Funding"). Deadline: February 2, 2016. ASA Congressional Fellowship, 1430 K Street, NW, Suite 600, Washington, DC 20005, (202) 383-9005 x322. [spivack@asanet.org](mailto:spivack@asanet.org)

### For Members Only

The ASA website is open for 2016 membership applications and renewals. Log in to your ASA account to renew your membership at [www.asanet.org](http://www.asanet.org). Members may also register for the 2016 ASA Annual Meeting during the online renewal or application process. Be sure to renew your membership by December 15 to take full advantage of all member benefits and to ensure timely delivery of your journals and newsletters.

### New Member Benefits in 2016

ASA introduces its newest journal, titled ***Socius: Sociological Research for a Dynamic World***. Published online and fully open access, *Socius* aims to make new research readily available. It provides an online forum for the rapid dissemination of peer-reviewed empirical work, produced in time to be relevant to ongoing current debates. Committed to an efficient peer-review process and open access, *Socius's* online format ensures that all scientifically sound sociological research from any subfield can be published, without the volume constraints imposed by traditional print limits. *Socius* is now accepting manuscripts; members receive significant discounts on publication fees.

All 2016 ASA members will receive free full access to the **TRAILS online library of teaching resources**. TRAILS offers thousands of pedagogical "GIFTS" (Good Ideas For Teaching Sociology) and is also the perfect place to publish your own teaching resources. Your access will begin immediately after you renew.

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