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ASA’s Working Group on Harassment Takes First Steps

ASA appointed a Working Group on Harassment that has been hard at work. Members include Chair Kathrin Zippel, Northeastern University; Frank Dobbin, Harvard University; C. Shawn McGuffey, Boston College; C.J. Pascoe, University of Oregon; Mary Texeira, California State University-San Bernardino; and Justine Tinkler, University of Georgia. The Working Group is writing a series of articles for *Footnotes*, and in this issue you will find the first two pieces, “Can Anti-Harassment Programs Reduce Sexual Harassment?” by Frank Dobbin and Alexandra Kaley (page 4) and “#MeToo and the ASA Working Group on Harassment” by C. Shawn

McGuffey (page 5). Three complementary workshops are planned for the 2018 Annual Meeting in Philadelphia that have been organized by and with members of the Working Group. These include: “Bystander Intervention for Combating Sexual Misconduct in Sociology: Everyone Can Be Part of the Solution” (Co-sponsored with Sociologists for Women in Society and expected to be available in summary form via video), “Sexual Harassment in Professional Associations,” and “#MeTooPhD: Addressing Sexual Violence in and through Sociology.” At the request of Council, the Working Group wrote an Anti-Harassment Policy which we began

using in 2017. We have integrated it into the 2018 meeting registration process such that all meeting attendees must agree to follow the policy. The policy will be displayed prominently on site. The Working Group also suggests that each section discuss the issue of how best to organize social activities at the Annual Meeting to reduce the potential for harassment. Council and the Working Group are also in active conversation about ensuring that we have the most effective reporting and sanctioning procedures in place. ASA’s Executive Director and other senior staff members are going to be formally trained to respond to harassment

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Two New Symposia at the 2018 Annual Meeting in Philadelphia

The program for the 2018 Annual Meeting in Philadelphia includes two full-day symposia designed to foster new networks among groups of sociologists who might not otherwise connect at the meeting, or even register and attend. The two symposia are similar in that they both consist of four back-to-back sessions scheduled in the same location, employ novel presentation formats, and did not require presenters to submit research papers in advance. They differ from each other in terms of focus and audience.



Philadelphia skyline

Sociologists in Practice Settings Symposium

For the first time ASA is offering a full day of programming by and for sociologists working in practice settings, including social service organizations, research centers, industry, and government. Individuals considering careers in practice settings are also

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Candidates for the 2018 ASA Election

In accordance with election policies established by the ASA Council, Biographical sketches of the candidates for leadership positions in the ASA election appear in alphabetical order by office below. The candidates appear in alphabetical order by office.

Candidates for President-Elect

Christine Williams

Present Professional Position:

The Elsie and Stanley E. (Skinny) Adams, Sr. Centennial Professor in Liberal Arts and Professor of Sociology, University of Texas-Austin, 1999-present.

Former Professional Positions:

Chair of Sociology Department, University of Texas at Austin, 2010-14.

Assistant and Associate Professor of Sociology, University of Texas

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What Motivates High School Teachers of Sociology to Join the ASA?

Miriam Lawrence, ASA Academic and Professional Affairs Project Coordinator

Beginning in the 2018 membership year, high school teachers of sociology can join the ASA through a membership category tailored to their needs. ASA Council voted to place a proposal to establish the new category on the ASA ballot during their March 2017 meeting, and the proposal was approved by a vote of the full membership in June 2017. Establishing this new membership category is a key element in ASA's broader initiative to provide sociology teachers in secondary schools high quality teaching resources, a network of peers, and organizational support at the national level, thereby strengthening the discipline and building a more robust pipeline to the sociology major.

For this article, I spoke to seven high school sociology teachers who have recently become members of the ASA to learn about what led them to join and what they hope ASA will do for them and for their students. Three themes emerged from our conversations regarding their motivations: they love sociology, they are looking for resources and networks, and they want to support their students' learning and growth.

A Love of the Discipline

Most of the teachers with whom I spoke took and enjoyed sociology in college. For others, teaching sociology was their first opportunity to engage with the discipline. A teacher in Nebraska, who has been teaching sociology for five years, told me, "I teach in a small school and so I have some autonomy over what is offered to our students. I teach government, American History Before 1865, American History After 1865, Modern Problems, Economics, Geography, Psychology, and Sociology. I requested that psychology and sociology be offered to help our students be better prepared for college, career, and civic readiness."

Another teacher, in Illinois, was a history major and began as a history teacher at a large suburban high school. "When one of our sociology teachers left to have children, I was

asked to take over several sections of the course," he said. "[The head of our department] at the time had noticed through teaching observations my interest in human behavior and believed that I would be a good fit for sociology. It turns out he was correct and I fell in love with the subject—it is far and beyond my favorite class to teach... I now have a master's degree in culture and society and have been teaching the course for over a decade." A teacher in New Jersey, who has been teaching sociology for 11 years, initially taught English but "had minored in sociology in college and loved it... Then I heard the sociology teacher was retiring [and] I quickly went back to school and finished my 30 credits. I had to take the Social Studies Praxis to be certified to teach it, and wrote a new curriculum [for the sociology course]. It's all worth it because I love it...[and] I've only grown to love it more. I've actually applied to a PhD program because I would like to teach it at a college level."

Connecting with Resources and Networks

These teachers hope ASA can provide them with teaching support resources and opportunities to network and share ideas with each other. A teacher in South Carolina told me it was his college sociology professor who suggested he join ASA. "I called her to tell her I was teaching the class and that I needed a place to get some great resources. She told me about TRAILS, about the organization, and the conferences... I am hoping that I will be able to attend the national conference and network with other teachers of sociology to exchange ideas."

A teacher in Ohio, who teaches sociology as part of a year-long course with one semester of sociology and one semester of psychology, hopes ASA can offer "access to teaching tools...[and] recent research." The teacher in Illinois expressed similar needs: "I also teach a dual credit sociology course. When preparing to write the course and attempting to get approval, I thought ASA would offer excellent resources for both myself and my

students. ASA also has helped [me] keep up to date on developments in sociology, which I can bring back to my classes. I've found *Contexts* to be a life saver, and the *Teaching Sociology* journal very insightful.... As a general resource, I expect the ASA will continue to provide material I can use to keep my sociology classes current and my content knowledge growing."

The Illinois teacher said that teaching a dual credit course "is a unique and challenging position to be in... a very different experience than either teaching only high school, or only college," and hopes the resources and community ASA can provide will help with combining these "two worlds" within one course. The extra level of college preparation that a dual credit course offers to high school students is something many of these teachers wanted to offer their students in some form.


The Student Response

When asked to describe how their students responded to sociology as a discipline, the teachers described the value of the sociological imagination for young people trying to make sense of the complex and often conflicted world in which they live. One teacher explained that sociology is compelling to high school students because "it makes sense, yet they've never really thought about it before. Students have expressed that they better understand the actions of their friends and family, are more attuned to the messages sent through the media, and feel they have more

control over being themselves after studying sociology." Another teacher told me that sociology "exposes [students] to the structures and institutions in society that shape people's culture and behavior and how their actions and outcomes are not solely motivated by themselves. In my district, one of the most important things I can make them aware of is their privilege and how they can use it to help others."

Developing a sociological eye in high school puts students in a strong position to pursue sociology at the college level, but it also fosters critical thinking skills that can inform their future studies in any major, as well as their interactions with others. As one teacher said, this is "a time in history when we can't get enough empathy."

Thank you

When I spoke with Margaret Weigers Vitullo, ASA Deputy Director, she had a message for all the high school teachers who have become members this year, including the seven I spoke with for this article. "We share your love of the discipline and your commitment to students. We look forward to continuing to expand resources to support teaching and learning in high school sociology, and to fostering networks among high school teachers nationwide. Thank you for joining ASA." 

Note from the Editor: Want to learn more about ASA membership for high school teachers? Visit www.asanet.org/highschool.

2018 Preliminary Program Now Online

The preliminary Annual Meeting program is now posted and searchable on ASA's website. Any changes or updates to session listings for the final program must be received by ASA Meeting Services (meetings@asanet.org) no later than June 1, 2018 for inclusion in the printed program. Changes can only continue to be made in the online program and the mobile program app after that date. To search the program, visit convention2.allacademic.com/one/asa/asa18/.

FAD-funded Conference on Intertwined Legacies of W.E.B. Du Bois and Martin Luther King, Jr.

Barbara Harris Combs,
Clark Atlanta University

Clark Atlanta University (CAU) hosted a historic national symposium examining race relations and economic inequality 150 years since the birth of African-American intellectual W.E.B. Du Bois and 50 years since the assassination of iconic civil rights leader Dr. Martin Luther King Jr. This Symposium, held February 22-23, 2018, provided a place for academic expressions in a critical vein, challenging dominate Eurocentric understandings of our history, our present, and our future. The free symposium was made possible with funding provided by the Russell Sage Foundation, The Carnegie Corporation of New York, and ASA's Fund for the Advancement of the Discipline.

Recent publications by sociologists Aldon Morris and Earl Wright II establish that Du Bois was a founder of scientific sociology in America. Du Bois spent 23 years of his life as a faculty member and administrator at Atlanta University (now Clark Atlanta University). More than 300 people attended the two-day event, which featured presentations by 78 scholars from various disciplines and from across the nation, including Clayborne Carson, Robert Franklin, Julianne Malveaux, Marcus Hunter, Britt Rusert, Aldon Morris, Earl Wright II,

"W.E.B. Du Bois is inextricably tied to the great intellectual legacy of Clark Atlanta University," CAU President Ronald Johnson said at the symposium. "From these very grounds, he formalized the systematic study of contemporary American sociology. We are, therefore, morally and ethically bound to continue this work by measuring the progress of our community and, where necessary, strategically advocating for the changes that will sustain and advance our nation as a whole. This includes creating community discourse so that the unparalleled strategic analysis of W.E.B. Du Bois and the Rev. Dr. Martin Luther King Jr. can be examined and applied to present-day efforts in pursuit of socioeconomic justice, freedom and equality for all."

Morris, Northwestern University sociologist and award-winning author of *The Scholar Denied: W.E.B. Du Bois and the Birth of Modern Sociology*, said "I consider myself a Du Boisian scholar. As I listened to the voices of scholars from different disciplines examining these historical figures from different angles, I learned a great deal." Indeed, as one of the co-organizers for the event, along with Obie Clayton of Clark Atlanta University, we stated such an exchange among scholars as one of the primary aims of the symposium. Our hope is that these exchanges lead to a continu-

ing dialogue and engaged scholarship that produces appropriate political responses aimed at interrogating, exposing, and eradicating continuing inequality in our society.

Cultivating the next generation of critical scholars was also a pivotal part of the symposium, and a substantial portion of the funds provided by ASA were used to provide travel awards to junior scholars who might not otherwise be able to attend the event. Of the 78 presenters, five received FAD travel awards to present. A few additional scholars were supported by funds from the other grantees.

In writing about the event, Phillip Luke Sinitiere, one of the ASA travel grant recipients, said, "There was an urgency to the whole meeting, partly because of the brilliance of MLK and WEBD and partly because their work remains so relevant, pressing, and needed in our own time. Thank you for providing a space where both imagination and intellectual labor could thrive and where fellowship and discussion



Plenary with Aldon Morris, Earl Wright, Clayborne Carson, and Niesha Crawford

about freedom and justice could organically materialize. I hope to continue the conversation."

No worthy undertaking is accomplished alone, and I am particularly grateful to the Fund for the Advancement of the Discipline, supported by ASA and the National Science Foundation, which provided the seed funding for this event.

"I was very happy to learn that ASA contributed some funds toward this event," said Morris. "I think we have begun the task of demonstrating that Du Bois was a founder of scientific sociology in America, and so it would be a great travesty if this work on Du Bois is not included in the curriculum at both the undergraduate and the graduate level. We advocate studying Du Bois because social science studies and sociology have been impoverished by omitting Du

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Call for Suggestions: Nominees for Elective and Appointed Offices

ASA members are invited to suggest names for nominations for the following elected offices:

- President-Elect
- Vice President-Elect
- Council Members-at-Large
- Members of the Committee on Committees
- Members of the Committee on Nominations
- Members of the Committee on Publications

Suggestions for elected positions will be sent to the relevant body that determines a ballot for each of these

positions—either the Committee on Committees, Committee on Nominations or Council.

ASA members are also invited to suggest names for nominations for the following appointed positions:


- Members of award selection committees
 - Cox-Johnson-Frazier Award Selection Committee
 - Dissertation Award Selection Committee
 - Distinguished Career Award for the Practice of Sociology Selection Committee

- Distinguished Contributions to Teaching Award Selection Committee
- Distinguished Scholarly Book Award Selection Committee
- Excellence in Reporting of Social Issues Award Selection Committee
- Jessie Bernard Award Selection Committee
- Public Understanding of Sociology Award Selection Committee
- W.E.B. Du Bois Award Selection

Committee

- Members of Committee on Awards
- Members of Committee on Professional Ethics
- Members of Committee on Sections

Suggestions for appointed positions will be sent to the Committee on Committees for review and then formally appointed by the ASA Council.

Submit suggestions by June 1 to nominations@asanet.org. For additional information, please visit www.asanet.org/service-asa. 

Can Anti-Harassment Programs Reduce Sexual Harassment?

Frank Dobbin, Harvard University, and
Alexandra Kalev, Tel Aviv University

Do workplace sexual harassment programs help? We have now given training and grievance procedures a good two decades to work—most companies had them by 1998 when the Supreme Court endorsed them — and they don't appear to have helped much. Surveys using probability samples showed that about 40 percent of women circa 1980 faced specific forms of “unwanted sexual attention” or “sexual coercion” at work, and recent surveys find similar rates (EEOC 2016). Workplaces with high gender equity are better, but they remain rare. Research on anti-harassment training shows mixed effects on both attitudes and knowledge about harassment. Research on sexual harassment grievance procedures is less equivocal — they seem to exacerbate the problem, in part because complaints often lead to retaliation.

Can complaint handling and anti-harassment training be improved?

Formal grievance systems are ubiquitous. They fail for four intertwined reasons. First, people rarely use them—between 2 and 13 percent of women who experience harassment file complaints (Cortina and Berdahl 2008). People don't file because they don't trust the process, don't think it will be confidential, and expect retaliation. Second, indeed people who file complaints regularly face social and job-related retaliation — 66 percent of them according to one survey of federal employees (Cortina and Magley 2003). Third, retaliation in turn results in adverse long-term career and health consequences (EEOC 2016). Fourth, formal complaints rarely lead to the removal of the harasser, leaving him or her in place to carry on.

The problem is our legalistic scheme for handling problems. We use an adversarial system modeled on union grievance procedures in which the two sides are pitted against one another in a win-or-lose battle at a quasi-judicial company hearing. Most employers have no other way to handle complaints, so

if you don't want to go this route, you're out of luck. Procedures guarantee due process for harassers, and often set a higher bar than the “preponderance of evidence” standard that the courts use for workplace harassment suits. But studies show that most people who have been harassed don't want to prosecute their harasser — they just want it to stop. We're now in a feedback loop in which complaints harm those who bring them but don't stop the harassment, and so people don't bring complaints.

Two alternatives for handling complaints promise to solve some of these problems. One is the old-fashioned ombudsperson charged with seeking a resolution that satisfies the complainant. Many universities still have ombudspersons, although fewer companies do. The “open door policy” is a variant of this; encouragement to go to any higher-up who might be helpful. These systems have the potential to stop harassment at the first sign of trouble — employer standards for a formal hostile-workplace grievance usually specify “severe conduct” that is “pervasive” or “repeated.” So HR tells you, “come back to us after the third time.”

The other alternative process is the “escrow” system, now available from apps and online platforms (e.g., callisto.com). Grievances are embargoed for later release by the filer, usually when the harassment has escalated or the same person has targeted someone else (Ayres and Unkovic 2012). People can use these to document harassment in real time and discover whether the harasser has done it to others. Escrow systems can thus overcome confidentiality rules that protect serial harassers.

Studies of harassment training show that it doesn't do a lot of good, but point to some promising tweaks. Some studies show that typical training protocols can improve peoples' ability to recognize harassment and knowledge of complaint procedures, but others show that training has no effect or that it can aggravate gender hostility. The worst news is probably that men who are hostile to women to begin with do not


improve with training. Men who score high on “likely harasser” and “gender role conflict” scales are the most likely to have adverse reactions to training (Kearney, Rochlen, and King 2004; Robb and Doverspike 2001). This finding contradicts the mantra that the Neanderthals must be trained. In an unpublished paper on diversity training, we find that mandatory training reduces actual workforce diversity and voluntary training increases it. It looks like forcible training of people who are hostile to the training message may backfire. Maybe anti-harassment training should be voluntary. It rarely is. If voluntary, it probably has to be live — not online.

What should training focus on?

While the standard curriculum shows mixed effects, bystander training (“if you see something, say something”) only shows positive effects, albeit sometimes weak effects. In an Army study four months post-training, participants were significantly more likely than those in the control group to report having taken action to stop sexual assault and stalking (Potter & Moynihan 2011). Campus studies of bystander training have shown immediate post-training improvements in intent to intervene, and one showed sustained (12-month) increases in intent to intervene and confidence about intervening (Cares et al. 2015).

Academic employers use the same anti-harassment policies as other employers, so these lessons should apply there too. Our 2016 survey of 670 colleges and universities showed 93 percent with formal grievance procedures for faculty complaints, 93 percent with anti-harassment training for faculty, and 73 percent with mandatory training.

Workplace gender equity is still our best bet for reducing harassment, but progress on equity has stalled in the corporate world and on the faculty. We can't wait for equity. We can improve the systems in place. Complaint handling systems that don't blow back on the victims are a start. Bystander training that gives people tools for intervening, and labels participants as allies rather than as potential

offenders, looks promising. One thing we have been sorely lacking is leadership, and the Armed Forces provide evidence that leadership matters. To counter alarming rates of harassment, the military instituted a multi-pronged strategy. In their own survey, women whose unit leaders made an honest effort to stop harassment reported less personal harassment and declines in overall harassment (Buchanan et al 2014). Company CEOs, college presidents, and professional associations need to follow the lead of those military officers and keep pressing the point that it is everyone's job to stop harassment. They should also signal that they get that current procedures have problems, and commit to rethinking them. The ASA has been rethinking measures to address harassment at the annual meeting and will sponsor anti-harassment training workshops this coming summer. 

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#MeToo and the ASA Working Group on Harassment

C. Shawn McGuffey, Boston College,
Sociology and African & African
Diaspora Studies

“Until you are somebody, you need to wear a name tag.” That’s how I remember his first words to me at the 2006 conference, one year after I was awarded my PhD and started my tenure-track job. He proceeded to tell me that he didn’t need a name tag because everyone knew who he was. He turned his back to the crowded room, stepped in closer, and then discreetly fingered my chest and said something to the effect, “Just in case you didn’t know, the name tag goes here.” This occurred before I had even spoken a single word. Shocked by his supercilious behavior, I momentarily froze before stepping back and telling him that this conversation was over and that, in fact, I did not know him. I walked away before he could respond.

Later that day I attended a section reception. He was there talking to some colleagues that called me over. We were cordial and he eventually apologized for his earlier conduct. I accepted his apology and continued to socialize.

We ran into each other again at an informal gathering of gay and bisexual men at a nearby bar. As the music played and the drinks flowed, he sexually propositioned me. I declined and let him know that I was in a relationship. He laughed, showed me the ring on his finger, and told me that he’d be worth the infidelity; not because of his sexual prowess but because he had important connections. Relationships, he insisted, were key to publishing in top journals, securing recommendations from prominent scholars, and ensures tenure. After saying no (again) I prepared to leave. He then leaned in to whisper a veiled threat: If I wanted to be a success in my new profession I should join him in his hotel room. When I declined (yet again) he told me that I would regret it.

The next day he tracked me down and apologized profusely for his behavior the night before. He had done some intel and discovered that my partner was a prominent, senior scholar at one of the top universities

in another academic discipline. He said he wouldn’t have propositioned me so aggressively if he knew with whom I was romantically linked. So, although the apology was addressed to me it was my notable partner that he felt he disrespected.

Our paths would continue to cross for years due to our mutual research interests. These encounters went largely without incident until he discovered that my relationship had ended. He confronted me at another academic social and yelled at me for not telling him that my partner and I had been broken up for over a year. Some harsh words were exchanged as I reminded him that I was under no obligation to keep him abreast of my personal life. At some point he followed me into the bathroom, grabbed me, and attempted to kiss me. I pushed him away. He told me that my upcoming tenure case was now in jeopardy because he or some of his friends would likely be called upon to review my file. I’d be lying if I said his threat did not worry me, especially since I stopped being invited to social gatherings and I would hear through the grapevine his disparaging remarks towards me.

As a researcher who studies sexual assault and as a member of the new ASA Working Group on Harassment, I know that the offenses committed against me were neither unusual nor particularly outrageous. Like many others, a senior colleague targeted me for sexual advances at our Annual Meeting, and when those advances were not reciprocated the advances became increasingly hostile and resulted in professional isolation. And similar to others I did not feel comfortable sharing these experiences with either the ASA or colleagues in my home department. Despite the rhetoric of inclusion and diversity, professional organizations often create cultural environments that make disrupting the status quo risky—especially for young professionals attempting to establish themselves in a competitive academic market. Further, when leaders in your field are the ones doing the harassing, the harassed can feel acutely immobilized.

Understandably, most discussion of sexual harassment focuses on the more common experiences of women being targeted by more powerful men; and White women have been centered in the #MeToo movement currently taking Hollywood by storm. As a queer Black man, nevertheless, my experience highlights the need for a comprehensive understanding of the issues if we are truly committed to changing a harassment culture. Men are less likely to report harassment out of fear of not being believed and/or that their harassment will be trivialized. Also, if the survivor is a member of the LGBT community and is not comfortable disclosing their sexual or gender identity, he/she/they may feel especially powerless if reporting necessitates self-disclosure. Further, my own research consistently demonstrates that when the victim and the perpetrator are both members of a marginalized group the survivor is less likely to report the abuse out of fear of perpetuating negative stereotypes about their community. This can put racial, gender, and sexual minorities at increased risk for continued abuse.


Therefore, it is incumbent upon ASA leadership and departments to actively prevent harassment. I am motivated to work with the ASA

Harassment Working Group to help establish policies and norms that will challenge and transform a professional culture that has long ignored or even tolerated harassment and the group is hard at work. For instance, we hope to model the proactive strategies of other organizations to empower bystanders to speak out, and encourage training for ASA section chairs and staff on how to report and handle harassment claims. We also call on conference organizers to rethink the goals and formats of social events, as preliminary assessments suggest that these events may inadvertently produce environments that increase the likelihood of various types of harassment. Also, we should consider improving mechanisms for reporting and ensure that meaningful sanctions, including revoking membership to offenders of our ethical norms, are deployed. In short, it is important that we don’t force survivors to shoulder the responsibility of changing a culture of harassment. Individual responses alone will not solve the issue. This is an ethical obligation of our shared association to examine the ways in which power dynamics shape interactions within our membership in order to create a community where everyone feels welcome and free from harassment in all its damaging forms. 

Working Group

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complaints. At present, there is an ethical standard on harassment in the ASA Code of Professional Ethics, and there is consideration of whether a

complementary, more nimble process might be warranted for the Annual Meeting context. We are in discussion with other scholarly societies to learn from their approaches, and Council will continue this discussion at its next meeting. 

Anti-Harassment

From Page 4

Harassment in the Workplace: Report of the Co-Chairs. Washington, D.C.: Equal Employment Opportunity Committee. Kearney, Lisa K., Aaron B. Rochlen, and Eden B. King. 2004. “Male Gender Role Conflict, Sexual Harassment Tolerance, and the Efficacy of a Psychoeducative Training Program.” *Psychology of Men*

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Candidates

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at Austin, 1988-99. Assistant Professor of Sociology, University of Oklahoma, 1986-88.



Christine Williams

Education:

PhD, University of California-Berkeley, 1986.
 MA, University of California-Berkeley, 1982.
 BA, University of Oklahoma, 1980.

Positions Held in ASA:

Editorial Board, *Contemporary Sociology*, 2017-20.
 Member and Chair, Jessie Bernard Award Committee, 2015-17.
 Elected Chair, Organizations, Occupations, and Work Section, 2009-10.
 Elected Member and Chair, Publications Committee, 2008-10.
 Elected Chair, Sex and Gender Section, 2000-01.

Offices Held in Other Organizations:

Editorial Board, *Work and Occupations*, 2011-present.
 Elected Member, SWS Publications Committee, 2013-16.
 Member and Chair, SWS Feminist Mentor Award Committee, 2014-16.

Member, Sociology Dissertation Awards Committee, National Science Foundation, 2009-10.

Editor, *Gender & Society*, 2004-06.

Selected Publications:

Williams, Christine L., Kristine Kilanski, and Chandra Muller. 2014. "Corporate Diversity and Gender Inequality in the Oil and Gas Industry," *Work and Occupations* 41: 440-76.
 Williams, Christine L. 2013. "The Glass Escalator, Revisited: Gender Inequality in Neoliberal Times," *Gender & Society* 27: 609-629.
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 Williams, Christine L. 1992. "The Glass Escalator: Hidden

Advantages for Men in the 'Female Professions,'" *Social Problems* 39: 253-267.

Williams, Christine L. 1989. *Gender Differences at Work: Women and Men in Nontraditional Occupations*. University of California Press.

Personal Statement:

I have been active in ASA my entire career, from graduate school at Berkeley to Oklahoma and now Texas. The organization is crucial for fostering the work of new scholars, promoting diversity in the discipline, and building a broad community of sociologists, including activists, policymakers, and educators from a variety of institutions. My long-term support for these goals is reflected in my service to the association. I have chaired sections, served on committees, organized sessions, and sat on the editorial boards of ASA journals. I also chaired my sociology department and edited *Gender & Society*. This professional service has enhanced my research, which focuses on how work organizations can mitigate the social inequalities of gender, race, and class. I was honored to receive ASA's Jessie Bernard Award, as well as the SWS feminist mentoring and lecturer awards. If elected President, I would showcase the excellent work being done in sociology and its potential to explain and improve our world.

David R. Williams

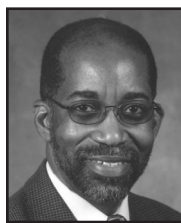
Present Professional Position:

Professor of Public Health, African and African American Studies and Sociology, Harvard University, 2006-present.

Former Professional Positions:

Associate Professor of Sociology to Harold W. Cruse Collegiate Professor of Sociology, Department of Sociology; Associate Research Scientist to Senior Research Scientist/Research Professor, Survey Research Center, Institute for Social Research; University of Michigan, 1992-2006.

Assistant to Associate Professor of Sociology, Department of



David R. Williams

Sociology, Yale University; Assistant to Associate Professor of Public Health, Department of Epidemiology and Public Health, Yale School of Medicine, 1986-1992.

Education:

PhD, University of Michigan, 1986.
 MA, University of Michigan, 1984.
 MPH, Loma Linda University, 1981.

Positions Held in ASA:

Member, Task Force for the ASA Statement on Race, 2001-03.
 Member, Editorial Board, *American Sociological Review*, 2000-02.
 Member, Nominations Committee, 1997-98.
 Secretary-Treasurer, Medical Sociology Section, 1995-97.
 Member, Dubois-Johnson-Frazier Award Selection Committee, 1994-96.

Offices Held in Other Organizations:

Member, Health Disparities Subcommittee, Advisory Committee to the Director, Centers for Disease Control and Prevention (appointed by Secretary of Health and Human Services), 2005-present.
 Member, Task Force on the Future of America's Health and Retirement Security, National Committee to Preserve Social Security and Medicare Foundation, 2014-present.

Member, Eight different Committees for the National Academies of Sciences/National Academy of Medicine/National Research Council, 1995-2017.

Member, Steering Committee, Special Research Initiative, California Breast Cancer Research Program, University of California Office of the President, 2012-15.

Staff Director, Robert Wood Johnson Foundation Commission to Build a Healthier America (1st national bi-partisan commission on improving America's health), 2006-09, 2013-14.

Selected Publications:

Williams, David R. and Morgan M. Medlock. 2017. "Health Effects of Dramatic Societal Events - Ramifications of the Recent Presidential Election," *New England Journal of Medicine*

376(23):2295-2299.

Williams, David R. and Selina A. Mohammed. 2013. "Racism and Health I: Pathways and Scientific Evidence," *American Behavioral Scientist* 57(8):1152-1173.

Williams, David R. and Michelle Sternthal. 2010. "Understanding Racial-ethnic Disparities in Health: Sociological Contributions," *Journal of Health and Social Behavior* 51:15-28.

Williams, David R., Hector M. González, Stacey Williams, Selina A. Mohammed, Hashim Moomal, and Dan J. Stein. 2008. "Perceived Discrimination, Race and Health in South Africa: Findings from the South Africa Stress and Health Study," *Social Science and Medicine* 67:441-452.

Personal Statement:

In this time of significant political change and unprecedented social turmoil, sociologists should be strategically engaged to shape current debates and make sense of social issues in real time. There is enormous opportunity to share the breadth and depth of the insights from the sociological imagination and research with broader audiences. I view the ASA presidency as a platform to listen attentively to, and actively engage with, all of the many voices in our discipline, to advocate for faculty, practitioners, and students in all areas of our field; and to enhance the visibility and deepen and broaden the impact of sociology in the public square. This historic moment calls for engaged sociology, whereby we use our teaching and research as a basis for public engagement—locally, nationally and globally—to equip the general public and policymakers with sociology's timely contributions to understanding and effectively addressing contemporary societal challenges.

Candidates for Vice President-Elect

Joya Misra

Present Professional Position:

Professor of Sociology and Public Policy, University of Massachusetts-Amherst, 2009-Present.

Former Professional Positions:

Assistant and Associate Professor

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Candidates

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of Sociology and Public Policy, University of Massachusetts-Amherst, 1999-2009; Assistant Professor of Sociology, University of Georgia, 1994-99.



Joya Misra

Education:

PhD, Emory University, 1994.
MA, Emory University, 1991.
BA, Centenary College, 1988.

Positions Held in ASA:

Member and Chair, Distinguished Book Committee, 2016-19.

Member of Council, 2010-13.
Elected Chair-Elect, Chair, and Past Chair of the Section on Race, Gender, and Class, 2009-12.

Elected Member, Nominations Committee, 2006-07; (Elected) Council Member, Section on Political Sociology, 2003-06.

Offices Held in Other Organizations:

Editor, *Gender & Society*, Sociologists for Women in Society, 2011-14.

Member, Executive Office and Budgets, Sociologists for Women in Society, 2011-14.

Member and Chair, Feminist Mentoring Award, Sociologists for Women in Society, 2010-13.

Member, National Science Foundation Sociology Program Review Panel, 2007-09.

Chair, Racial/Ethnic Minority Graduate Scholarship Committee, Society for the Study of Social Problems, 2007-08.

Selected Publications:

Joya Misra. 2018. "Categories, Structures, and Intersectional Theory." In James W. Messerschmidt, Patricia Yancey Martin, Michael A. Messner and Raewyn Connell (Eds.) *Gender Reckonings: New Social Theory and Research*. NYU Press.

Joya Misra, Mahala Dyer Stewart, and Marni Brown (Eds.), 2017. *Gendered Lives, Sexualized Bodies*. SAGE.

Joya Misra and Kyla Walters.

2016. "All Fun and Cool Clothes? Youth Workers' Consumer Identity in Retail Clothing." *Work & Occupations*. 44(3): 294-32.

Irene Boeckmann, Joya Misra, and Michelle Budig. 2015. "Mothers' Employment in Wealthy Countries: How Do Cultural and Institutional Factors Shape the Motherhood Employment and Working Hours Gap?" *Social Forces*. 94(3) 1301-1333.

Dan Clawson, Robert Zussman, Joya Misra, Naomi Gerstel, Randall Stokes, and Doug Anderton (Eds.). 2007. *Public Sociology: Fifteen Eminent Sociologists Debate the Politics and the Profession in the 21st Century*, University of California Press.

Personal Statement:

I am deeply grateful to have been nominated. My research spans gender, race, class, politics and movements, labor and work, family, and higher education, and I use qualitative, quantitative, and comparative historical methods. My two proudest moments in sociology were winning the SWS Feminist Mentor Award, and serving on ASA Nominations when Patricia Hill Collins and Evelyn Nakano Glenn were nominated and won office of President. My goal is to make everyone feel included in the organization. As a woman of color, I would work to value, recognize, and support our membership, amplifying the voices of our members in organizational decision-making and practice. Deeply committed to public sociology, I also would think creatively about how to engage with a variety of wider publics. I would be pleased to give my time and energy to the discipline to develop an even more supportive and inclusive association and enhance public engagement.

Victor M. Rios

Present Professional Position:

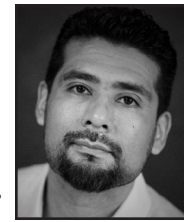
Professor, Department of Sociology, University of California-Santa Barbara, 2006-Present.

Former Professional Positions:

Postdoctoral Fellow, Department of Social and Behavioral Sciences, University of California-San Francisco, 2007-08.

Assistant Professor, Department of Sociology, University of San

Francisco, 2005-06.
Youth Programs Director, Community Bridges Beacon, 1998-2000.



Victor M. Rios

Education:

PhD, University of California-Berkeley, 2005.

MA, University of California-Berkeley, 2003.

Positions Held in ASA:

Chair, ASA Latina/o Sociology Section, 2017-Present.

Member, ASA Public Engagement Advisory Committee, 2017-Present.

Member, Committee on Sections, 2015-16.

Chair, Committee on the Status of Racial and Ethnic Minorities, 2014-16.

Member, ASA Nominations Committee, 2014-15.

Offices Held in Other Organizations:

Member, Nominations Committee, American Society of Criminology (ASC), 2018.

Member, Hindelang Book Award Committee, ASC, 2018

Chair, C. Wright Mills Book Award Committee, Society for the Study of Social Problems, 2016

Member, ASC Program Committee, 2015

Executive Board Member, Western Society of Criminology, 2011.

Selected Publications:

Rios, Victor M. 2017. *Human Targets: Schools, Police, and the Criminalization of Latino Youth*. University of Chicago Press.

Rios, V.M. 2017. "Ethnographies of Race, Crime, and Criminal Justice." *Annual Review of Sociology*. 43(1).

Rios, V.M. 2016. "Beyond Power-blind Ethnography." *Sociological Focus*. 50(1).

Rios, V.M. 2015. "Decolonizing the White Space in Urban Ethnography." *City and Community*. 15(2).

Rios, V.M. 2011. *Punished: Policing the Lives of Black and Latino Boys*. New York University Press.

Personal Statement:

As Vice-President my goal will be to support the ASA in further

developing strategies for sociologists to disseminate their work to mass audiences. I will work on bolstering the online communities that exist for sociologists to inform the public of their latest research and publications. I would seek funding to continue to support programs that offer sociologists ongoing training in how to maintain a public-facing research agenda. The insights of sociology must be shared with the public in palatable ways in order to improve institutions and society. My research focuses on how education and criminal justice systems impact the lives of marginalized young people. Motivated to produce work that would relate to these populations, I wrote three trade books and implemented reform programs and policies in schools and juvenile detention facilities. I have also worked as an administrator focused on improving student and faculty well-being at my home institution. I look forward to sharing my experience and learning more about leading the ASA, if elected.

Candidates for Secretary-Elect

Ashley "Woody" Doane

Present Professional Position:

Professor of Sociology and Chair, Department of Social Sciences, University of Hartford, 1990-present.

Former Professional Positions:

Freshman Seminar Coordinator and Adjunct Assistant Professor of Sociology, New Hampshire Technical Institute, 1988-90.

Instructor of Sociology, Colby-Sawyer College, 1985-88.

Education:

PhD, University of New Hampshire, 1989.

MA, University of New Hampshire, 1983.

BA, New England College, 1977.

Positions Held in ASA:

Chair, Publications Committee, Section on Racial and Ethnic Minorities, 2015-18.

Member, Committee on Professional Ethics, 2015-17.

Member, Founding Editorial Board, *Sociology of Race and Ethnicity*, 2014-16.

Member, Founders Award Committee, Section on Racial

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Candidates

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and Ethnic Minorities, 2013. Chair, Section on Racial and Ethnic Minorities, 2005-06.

Offices Held in Other Organizations:

Treasurer, Association for Humanist Sociology, 2017-19. Member, Eduardo Bonilla-Silva Article Award Committee, Division on Racial and Ethnic Minorities, Society for the Study of Social Problems (SSSP), 2015. Chair, Book Award Committee, Division on Racial and Ethnic Minorities, SSSP, 2014. Lee Founders Award Committee, SSSP, 2011. President, Association for Humanist Sociology, 1998-99.

Selected Publications:

Doane, Ashley (“Woody”). 2017. “Beyond Color-Blindness: (Re) Theorizing Racial Ideology.” *Sociological Perspectives*.
 Doane, Ashley (“Woody”) and Eduardo Bonilla-Silva (Eds.), 2003, *White Out: The Continuing Significance of Racism*. Routledge.
 Doane, Ashley (“Woody”). 2014. “Shades of Color Blindness: Rethinking Racial Ideology in the United States.” in *The Colorblind Screen: Race and Television in Contemporary America*, edited by Sarah Turner and Sarah Nilson, New York University Press.
 Doane, Ashley (“Woody”). 2006. “What Is Racism? Racial Discourse and Racial Politics.” *Critical Sociology*.
 Doane, Ashley (“Woody”). 1997. “Dominant Group Ethnic Identity in the United States: The Role of Hidden Ethnicity in Intergroup Relations.” *Sociological Quarterly*.

Personal Statement:

As a member of ASA for over three decades, I am honored by the opportunity to serve the leading national organization in my academic field. If elected, I hope to use my administrative and budgeting expertise (department chair since 1999; associate dean since 2001) for



Ashley “Woody” Doane

the benefit of ASA and its members. And as a sociologist who has spent his career at a teaching institution, I hope to serve as a voice for those who teach, do research, and practice outside of Research 1 institutions. I also recognize that we need to do more to challenge the hierarchical structures (race, gender) and the elitism within our scholarly organizations and academic institutions that keep us from realizing our full potential. If elected, I intend to be an advocate for change. The future well-being of our discipline demands that we utilize the talents of all of our members.

Nancy López

Present Professional Position:

Associate Professor, Sociology, University of New Mexico, 2008-present.
 Director and Co-founder, Institute for the Study of “Race” and Social Justice, 2009-present. Founding Coordinator, New Mexico Race, Gender, Class Data Policy Consortium, 2014-present.

Former Professional Positions:

Assistant Professor, Sociology, University of New Mexico, 2001-08.
 Assistant Professor, Sociology, University of Massachusetts-Boston, 1999-2001.
 Adjunct Instructor, Sociology, John Jay College of Criminal Justice, Black and Hispanic Studies, Bernard M. Baruch College, Social Sciences, La Guardia Community College, City University of New York, 1993-97.

Education:

PhD, Graduate School and University Center, City University of New York, 1999.
 BA, Columbia College, Columbia University, 1991.

Positions Held in ASA:

Chair, Committee on the Status of Racial and Ethnic Minorities, 2015-present.
 Member, Article Award Committee, Section on Race, Gender, Class, 2016.
 Editorial Board, *Sociology of Race and Ethnicity*, 2016-20.
 Member, Nominations Committee, 2015-16; Chair, Section on Race, Gender, and Class, 2014-15.
 Chair, Latino Section Awards

Committee, 2006-08.

Offices Held in Other Organizations:

Co-Chair, Critical Race Studies in Education Association, Local Planning Committee, 2017-18.
 Co-Chair, Sociologists for Women in Society, Local Planning Committee, Winter Meeting, 2017.
 Editorial Board, *Latino Studies Journal*, 2013-17.
 Inaugural Co-chair, Diversity Council, University of New Mexico, 2011-16.

Publications:


López, Nancy, Edward Vargas, Melina Juarez, Lisa Cacari-Stone, and Sonia Bettez. 2017. “What’s Your ‘Street Race’? Leveraging Multidimensional Measures of Race and Intersectionality for Examining Physical and Mental Health Status among Latinxs.” *Sociology of Race and Ethnicity*.
 López, Nancy, Christopher Erwin, Melissa Binder, and Mario Chavez. 2017. “Making the Invisible Visible: Advancing Quantitative Methods Through Critical Race Theory and Intersectionality for Revealing Complex Race-Gender-Class Inequalities in Higher Education, 1980-2015.” Special Issue: Methods, *Race, Ethnicity and Education*.
 López, Nancy and Vivian L. Gadsden. 2017. “Health Inequities, Social Determinants, and Intersectionality,” in *Perspectives on Health Equity and Social Determinants of Health*, Kimber Bogard, et al., (Eds.): National



Nancy López

Academy of Medicine. Johnson, Richard Gregory III, Mario Rivera and Nancy López. 2017. “Social Movements and the Need for a Trans Ethics Approach to LGBTQ Homeless Youth.” *Public Integrity*, 19:1-14.
 López, Nancy. 2013. “Contextualizing Lived Race-Gender and the Racialized-Gendered Social Determinants of Health.” Pp.179-211 in *Mapping “Race”: Critical Approaches to Health Disparities Research*, edited by Laura Gómez and Nancy López, Rutgers University Press.

Personal Statement:

As a sociologist with a life-long commitment to advancing knowledge projects on race, gender, ethnic, and class inequality, I have focused my scholarship on two major policy arenas: education and health. I am the daughter of Dominican immigrants who were only able to attend elementary school. I was born and raised in public housing in the Lower East Side of Manhattan. Spanish is my first language. I graduated from a large de facto segregated vocational public high school for girls. I believe in the importance of examining race, gender, class, ethnicity, sexual orientation and other systems of difference, power, and inequality together—in order to make the invisible visible. I am inspired by ASA’s commitment to creating bridges of understanding and synergies among academic, policy, practitioner, and other diverse audiences. ASA’s relevance, visibility, and impact on local, national, and global conversations about inequality and social justice policy and practice are our strength. 

Help Ensure an Accurate 2020 Census

The Trump Administration has decided to add a citizenship question to the 2020 Census, which will fundamentally compromise the integrity of the census. With little time left before the 2020 launch, a new question can no longer be subject to standard rigorous testing. In fact, field testing for Census 2020 is already underway. In addition, including a citizenship question is likely to keep some people from responding to the questionnaire and others from responding truthfully. Congress has the power to stop this. Go online (p2a.co/8OjeMED) to urge your Members of Congress to remove the citizenship question.

Looking Backward and Forward to the March for Science

On April 14, 2018, scientists across the country and around the world once again marched in defense of science. This year's march follows the first event on Earth Day 2017, as organizers and participants continue to highlight the importance of science and evidence-based knowledge in the policy process as well as to maintain this issue's visibility and momentum. The first March for Science was both a celebration of the role that science plays in everyday life, and a response to concerns within the scientific community about the diminishing function that it has in informing public policies. The American Sociological Association, along with more than 100 groups, endorsed last year's event where more than one million people were estimated to have marched in over 600 cities. As the 2016-2017 ASA Congressional Fellow, I marched with 100,000 other individuals in Washington, DC.

March for Science: Where We Are One Year Later

Last year on the National Mall, I joined the crowd of marchers with their science-inspired signs and paraphernalia representing the wide array of disciplines and fields coming together for a common goal.



Emerald Nguyen at the 2017 March for Science

March for Science participants were looking to make sense of the events unfolding around them and, based on my conversations with sociologists and non-sociologists alike, it was clear that there was hope for the moment and the movement to be a transformative one.

Reflecting on last year's march, I am encouraged by what I have seen over the past year from the scientific community broadly—and the social science community specifically—with regard to engagement and science advocacy. The influence of science is expanding its reach far beyond academic or research institutions and is finding a place in social and political spaces.

Within sociology, the clearest signs of action have been the increasing efforts around social science advocacy and opportunities for effectively communicating about social science research. Panels, workshops, and training sessions are now being offered at social science conferences and by professional societies to provide tools for social scientists to communicate their knowledge to a wide range of audiences. ASA and other organizations have also been advocating for key issues this past year, from the tax exemption on graduate tuition waivers to supporting transgender rights.

Another change is that scientists are now running for public office. Scientists who want to ensure that their perspectives are represented in the policymaking process are finding that science and politics are not mutually exclusive domains. Over 400 scientists are running for office in upcoming elections, from

Congress to state legislatures to local- and county-level positions. News headlines claim that a record number of scientists are running for office (*The Hill*) and that 2018 is the year of scientists running for Congress (*Washington Post*).

Sociology for Policy, Policy for Sociology


The March for Science is encouraging new and different conversations, and one of the topics we should continue to discuss within our discipline is the relationship between sociology and policy. “Sociology for policy” and “policy for sociology” are two distinct, though related, issues. Sociology for policy is how most of us think about the role of sociological research as it relates to the policymaking process. Policies are well-designed and appropriately implemented when they are informed by rigorous, empirical findings, and the knowledge produced by sociological research can help policymakers better understand the nature of social problems. Under the Obama administration, the Social and Behavioral Sciences Team (formerly a subcommittee of the National Science and Technology Council) applied social science methods and findings to inform federal policies and programs ranging from improving financial decision-making to addressing health behaviors. More recently, the National Academies of Science released a consensus study report for the National Science Foundation highlighting the integral role that social science research



2018 March for Science

plays in addressing challenges across various agencies, institutions, industries, and other settings. In addition, the report, “The Value of Social, Behavioral, and Economic Sciences to National Priorities,” offers recommendations for continuing to move social science research forward.

Policy for sociology deals with policies that allow for the production and dissemination of knowledge, such as federal appropriations for agencies like the Department of Health and Human Services which conducts social scientific research and also distributes research funds to other institutions. Less specifically targeted policies, like the immigration-related executive orders, can also have detrimental effects on sociological education, research, and practice. These are issues that sociologists should be attuned to, and the March for Science is a catalyzing event for such discussions.

When reflecting on the March for Science, we should continue to talk about these issues, think about the challenges that sociology can address within the context of this administration, and identify the particular policy settings where sociology can be most impactful. 

Emerald T. Nguyen received her PhD in sociology from the University of California-Davis.

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.

Apply to Participate in the ASA TRAILS Teaching Seminar Program

Want to integrate TRAILS into your graduate teaching seminar? This program will help you enhance the learning process for your graduate students and advance the scholarship of teaching and learning in sociology. Applications are now being accepted for fall 2018. Students receive free access to TRAILS for six months.

Requirements for any participating course:

- The course is a graduate-level teaching seminar.
- The course plan/syllabus includes a structured plan for students

to familiarize themselves with TRAILS resources in at least one subject area or one pedagogical approach.

- Students in the course prepare at least one teaching resource for possible submission to TRAILS.
- Course instructors review a first draft of student teaching materials and provide feedback for revision prior to students' submitting their materials to TRAILS.
- Professor participates in on-ramping conversation with TRAILS Editor.

Preferred elements for participating courses:

- The course plan/syllabus for the graduate seminar is well designed and reflects best practices in scholarly teaching.
- Students in the courses are given an opportunity to test the effectiveness of the teaching activities they develop.
- The courses selected to participate in the ASA TRAILS Teaching Seminar Initiative



reflect the broad range of graduate institutions and include a diverse student body.

Send applications to TRAILS@asanet.org. Please include a cover letter that addresses requirements and preferred elements for participating courses, plus a course plan/syllabus (draft acceptable) and related assignments as needed. Applications will be reviewed on a rolling basis and a maximum of 4 courses will be accepted.

ASA Awards Four FAD Grants to Advance Sociology

ASA is pleased to announce four new awards from ASA's Fund for the Advancement of the Discipline (FAD), which supports small grants for innovative work that advances the discipline of sociology. The FAD program is jointly funded by ASA and the Sociology Program of the National Science Foundation. Applications are reviewed by an advisory panel composed of ASA Council members.

Since 1987, the competitive FAD program has funded nearly 400 research projects and conferences. Proposals are accepted biannually—June and December. All PhD sociologists are eligible to apply. Individuals who are early in their careers, at community colleges, or based at other institutions without extensive support for research, are especially encouraged to submit a proposal. Projects receive funding of up to \$8,000. For more information, see www.asanet.org/career-center/grants-and-fellowships/fund-advancement-discipline-fad.

Abstracts for the new awards are below.

Karen Albright, University of Denver, and **Melissa Scardaville**, The American Institutes for Research, for *Sociology Outside the Academy: Non-Academic Career Patterns and Implications for Sociological Training* (\$7,800).

To remain a vibrant discipline,

sociology must achieve two goals.

First, it must evolve to meet the structure of the current job market. Second, it must develop a framework for institutions to create programs and policies that help individuals interpret and shape their everyday lives. This study will explore an avenue to achieve both these goals by collecting data from PhD sociologists working outside of academia. By systematically gathering information on how these professionals engage with sociology in their careers, we will begin to make clear the ways in which sociology can be an effective tool outside of university settings and how graduate training can better prepare students for this career trajectory. Using a mixed-methods approach, we will survey approximately 200 sociologists working outside academia and then conduct approximately 50 semi-structured interviews to investigate emergent patterns. Our findings will be targeted to non-academic and academic stakeholders, thus ensuring that the study will reach the multiple intended audiences, providing a theoretical framework and a set of practical recommendations to advance the discipline.

Kasey Henricks, University of Tennessee, and **Amanda Lewis**, University of Illinois-Chicago, for *Spatial Inequality and the Geography of Monetary Sanctions: A Case Study*

of the Great American City (\$8,000).

Joining court records with crime and sociodemographic data, the project uses Chicago as a case study to explore whether structural conditions shape the unequal generation of monetary sanctions. The findings will advance what we know about court fees and fines in five ways. First, whereas the research available on these sanctions has focused on patterns between rather than within locales, the proposed study will determine whether these penalties follow a spatial geography at the neighborhood level. Second, our focus will emphasize sanctions for both felony and misdemeanor convictions. Third, our attention to statutory sanctions builds upon earlier studies that emphasize those of the discretionary variety by addressing how fees and fines result from predetermined sentencing guidelines. Fourth, we will quantify the imposition of sanctions by overlapping forms of government at the state and local levels. And fifth, our study discusses punishment from a vantage point that stresses how public finance formalizes inequalities that define symbolic relations between groups, their relation to the state, and the unspoken social contract.

Victoria Reyes, University of California-Riverside, for *The Racialized and Gendered Cultural Wealth of Subic Bay, Philippines* (\$8,000).

Research shows that cultural wealth—how reputations, symbols, and myths shape economic activity—is racialized and/or gendered in particular ways. The project seeks to determine whether cultural wealth is racialized and/or gendered differently depending on the audience. We know social positions differ not only between groups, but also within groups. Using Subic Bay, Philippines as a case study, this project considers the questions: Does cultural wealth differ depending on audience and variation in groups of people? And, if it does differ, what are the implications for how it is racialized and gendered, for whom, and under what circumstances? I hypothesize that cultural wealth does differ depending on the audience examined and that different audiences racialize and gender cultural wealth in different ways. The research shifts scholarly attention toward a more nuanced analysis of how cultural wealth operates by focusing on variation within audience and the accompanying implications. It can provide important policy implications by highlighting how government officials and businesses might develop strategies targeting varied audiences and reduce inequalities based on skin color, class, and nationalities.

Jennifer Utrata, University of Puget Sound, for *Carework's Third Shift: Grandparental Support and*

Experts Improve Public Understanding of Sociology Through Wikipedia

Jami Mathewson and Ryan McGrady,
Wiki Education

Wikipedia is a resource people use every day to better understand the world. In a time when terms like “alternative facts” and “fake news” have become shorthand for a wide range of political, educational, and epistemological challenges to public knowledge, it’s crucial that we ensure the quality of the most popular source of information online. Due to the volunteer nature of Wikipedia, quality is much better in some areas than others. Many of the most important topics are underdeveloped, uneven, based on outdated research, poorly explained, skewed towards a particular perspective, or simply neglected. If we want the public to understand sociological ideas or develop policies and behaviors based on sociological scholarship, we need sociologists to contribute to Wikipedia.

Wikipedia and Public Sociology

An informed citizenry does not emerge by itself. People look to Wikipedia to make political and behavioral decisions; therefore, its quality and reliability are vital.

In 2004, ASA President Michael Burawoy delivered a fervent call for sociologists to engage more deeply with the public. In the same spirit, eight years later, ASA President Erik Olin Wright articulated the particular significance of Wikipedia to sociology: “Wikipedia has become an important global public good. Since it is a reference source for sociologically relevant ideas and knowledge that is widely used by both the general public and students, it is important that the quality of sociology entries be as high as possible. This will only happen if sociologists themselves contribute to this public good.”

Even when sociologists understand the need for an informed public and the importance of Wikipedia, they may be unsure of how to participate. Sharing knowledge with the public via Wikipedia means navigating the site’s rules, norms, and processes, which can be challenging for any new user. Wikipedia’s style of collaborative writing can be difficult to adapt to as well.

That’s why Wiki Education was developed. By organizing efforts to improve information on the site, we hope to empower the public to participate fully as citizens in the new century.

Wiki Education staff are approached frequently by academics interested in adding their own expertise to Wikipedia. We have years of experience supporting tens of thousands of students with classroom assignments designed to improve the quality of Wikipedia entries, but until recently we have not had the infrastructure to help subject-matter experts learn how to contribute to Wikipedia. Wikipedia Fellows is a new program that does just that.

Launching Wikipedia Fellows

In January 2018, we launched the Wikipedia Fellows pilot, in partnership with the American Sociological Association, National Women’s Studies Association, and Midwest Political Science Association. ASA recruited three members to participate in the pilot cohort, who joined three members from each of the other two associations. For three months, the Fellows have collaborated both as learners and contributors, sharing knowledge, insights, and feedback from their varied backgrounds and perspectives.

We knew anecdotally that there was demand for a project like this when we first announced this pilot in November, but as word went around, we were thrilled and encouraged by the enthusiasm. We received nearly 90 applications from qualified academics for our nine-person pilot.

The goal was for each Wikipedia Fellow to make a substantial improvement to at least two articles about important subjects within their disciplines and areas of expertise. Our staff of Wikipedia experts have been involved at each step of the process to provide training and guidance through structured group meetings, our Slack channel, and on Wikipedia.

Our pilot cohort brought to this project a wide range of motivations such as a desire to use Wikipedia as a pedagogical tool by improving a resource used by students as well as a desire to train academic peers

to edit. Other motivations included address systemic biases and participate in a form of activism. Most salient among the scholars’ reasons for participating is a shared passion for disseminating high-quality, equitable knowledge to the public. Editing Wikipedia is a powerful form of public sociology.

ASA’s Wikipedia Fellows

Sine Anahita, Associate Professor of Sociology at the University of Alaska-Fairbanks, joined the program to improve articles about structures of masculinity, the alt-right and gender, working-class men’s friendship patterns, rural lesbians, lesbian land movement, women’s sexualities, LGBT sexualities, and anything related to Alaska. Michael Ramirez, Associate Professor of Sociology at Texas A&M University-Corpus Christi, contributed to articles related to race, class, and gender stratification.

Bradley Zopf, Assistant Professor of Sociology at Carthage College, improved Wikipedia content related to contemporary and historical understandings of race, racism, prejudice, discrimination, and inequality, with a focus on the experiences of Arab and Muslim Americans in the United States.

To kick off the pilot, Fellows evaluated Wikipedia’s coverage of their respective areas of expertise, identifying articles needing improvement. With 5.5 million articles developed over the last 17

years, there can be a lot to review on a given topic. Evaluating a topic’s accuracy and completeness requires broad knowledge of the literature on the subject. It requires a scholar who can determine the sources’ reliability and know which ideas or sources are missing or misrepresented.

ASA Fellows corrected omissions and errors and updated research findings. For example, in the article on masculinity, Ramirez added the role of violence among traits traditionally understood to be part of the Western conception of masculinity as well as a section about the social construction of masculinity. Anahita edited Wikipedia’s article about race with information about race as a sociological construct and included information about sociology’s own history of racism. Zopf improved demographic information in Wikipedia’s coverage of Middle Eastern and Arab Americans. He has also started to develop an article on Arab immigration to the United States.

This is only a partial overview of the impact the ASA Fellows have already made to Wikipedia. We are very happy with how this pilot has gone thus far, and we’re eager to see as well as share the Fellows’ final contributions as they improve the public’s access to reliable sociological knowledge. To learn more about how Wiki Education works to improve Wikipedia’s quality, equity, and reach, visit wikiedu.org. 

FAD Conference

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Bois’ work; it has hurt sociology and social sciences theoretically and methodologically.” Morris cautions that we must remain ever vigilant about the work that remains.

A number of efforts are underway to ensure that Du Bois’ legacy continues. Aldon Morris, Michael Rodríguez-Muñiz, Kimberly Kay Hoang, Karida Brown, and Marcus Hunter have formed the Du Boisian Scholar Network (www.duboisianetwork.com/) as a vehicle to support and mentor junior scholars (including graduate students) inter-

ested in carrying on the scholarly tradition of Du Bois. The group held its first meeting at ASA’s conference last year in Montreal. They will assemble this May at Northwestern University. Additionally, Clayton and I are exploring several publication outlets for the scholarly work presented at the symposium. As scholars in the critical tradition of Du Bois and others, we stand on the shoulder of giants; it is, therefore, our duty to press ourselves, each other, and our work in order to ‘see farther on the horizon than they.’

For more information and to view a live stream of the event, please visit livestream.com/accounts/21834403.

Symposium

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encouraged to attend. Participants will learn how practitioners are using sociological knowledge and methods to solve applied problems, while gaining new skills and building professional networks. The symposium includes two workshop sessions, “Integrity and Action: How to Bring Your Sociological Awareness, Theory and Methods to Applied Settings” and “How to Conduct Sociological Research Within Constrained Structures.” In addition, there will be a “Lightning Round” session with presenters briefly describing their experience of practicing sociology in seven distinct employment sectors, and a session of roundtable discussions where participants can engage with experts on specific practice setting challenges, including “Evaluation as Practice,” “Emerging Methods,” and “Practicing Sociology in Multidisciplinary Settings.” The symposium will take place on Sunday, August 12, the day after the sessions organized by the Section on Sociological Practice and

Public Sociology. Participants are encouraged to take advantage of the opportunity to attend both sets of activities.

Teaching and Learning Symposium

This new Annual Meeting element was established by ASA Council in response to the recommendations of the ASA Task Force on Community College Faculty in Sociology. It is hoped that the symposium will create new pathways to engage a broader array of sociologists in discussions of teaching and learning in the discipline—including both community college faculty and faculty in research-intensive universities who care about teaching, but whose areas of research do not include pedagogy. The symposium includes two workshop sessions, “Taking Introduction to Sociology to the Next Level” and “Handling Controversial Topics in a Controversial Era.” There will also be a poster session where participants can learn about a broad array of innovative teaching approaches that they can apply in their own classes and programs. A session of

roundtable discussions will provide an opportunity for more focused discussions of specific challenges, including “Teaching About Race,” “Teaching Social Problems in the Era of ‘Fake News,’” and “Preparing Students for Life After College.”


The symposium will take place on Sunday, August 12, preceding the April 13 day of sessions organized by the Section on Teaching and Learning. The result will be two full days of programming focused on teaching. 

FAD

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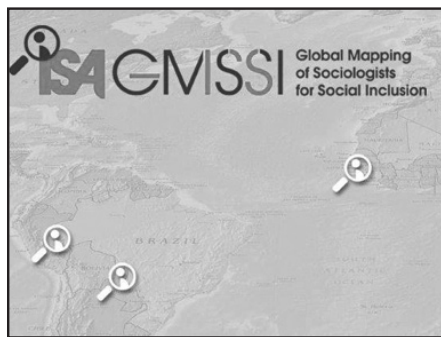
Family Inequality (\$8,000).

How does the growing support of grandparents for their adult children and grandchildren constitute an important but undertheorized form of social inequality in American family life? Relatedly, how does a “third shift” of carework centered on extended kin support across households reflect social inequality while also serving as a way that families manage inequality? Demographic and cultural trends surrounding longevity, paid work after retirement, exorbitant childcare costs, and increasing levels of insecurity and instability in family life have led to an underexplored reliance on grandparents, especially for regular childcare

support, with differing effects by race and class. As the work of grandparenting intensifies and expands over the life course, there is a critical need to advance sociological knowledge of age relations as well as the “third shift” of family life – carework for others outside of one’s own household, often involving extended kin – while remaining attentive to the emotion work and power struggles within this carework. The relationship of “third shift” carework to better-known “second shift” inequalities requires further attention. This project explores cultural meanings of grandparental support across households, decentering nuclear families by interviewing intergenerational dyads: grandparents providing childcare and adult children relying upon this grandparental assistance. 

ISA Global Map of Sociologists for Social Inclusion

The International Sociological Association has developed the “Global Map of Sociologists for Social Inclusion” (GMSSI) to create the global database of sociologists to identify, connect, and enable global



collaborations in sociology and support sociologists who encounter multiple barriers, economic and political, which impede participation in global exchanges. In addition, GMSSI aims to increase the visibility of sociologists and their knowledge production and also be an important resource for sustained interaction with the media on a range of issues. The participation of sociologists worldwide is important to the success of GMSSI in building this global sociological community.

To learn more or to sign up, visit isaconf.confex.com/isaconf/gmssi/callforparticipants.cgi.

Call for Papers: Social Psychology of Creativity

Social Psychology Quarterly invites papers for a special issue on the social psychology of creativity, to be edited by John Parker, Ugo Corte, and Gary Alan Fine. The deadline for submissions is September 1, 2018.

Creativity is fundamentally social, as was clearly recognized by founding sociologists from Durkheim on, but it has yet to receive the attention it deserves within sociological social psychology. When sociologists do analyze creativity, they typically focus on the influence of large social networks or the resources and infrastructure required for creative work rather than the social psychological and interpersonal processes formative of creativity. Recent developments in sociology, however, have set the stage for research that examines the foundational social psychological processes of creativity, including studies of collaborative circles, the antecedents of scientific creativity, and the new sociology of ideas. Sociologists are exploring these issues through a diverse array of potentially complementary methods, including surveys, experiments, wearable computer sensors, interviews, ethnography, documentary analysis, historical comparative research, and social network analysis. We hope to draw these research streams into conversation with one another to assess the current state of knowledge and develop general concepts, methods, and theories for explaining if and how creativity arises and whether it becomes socially legitimated.

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

Sociologists Receive Guggenheim Fellowships


The John Simon Guggenheim Foundation announced the winners of the 94th annual U.S. and Canadian **Guggenheim Fellowship Awards**. Fellowships were awarded to a diverse group of artists, scientists, and scholars based on prior achievement and exceptional promise. Sociologists **Christopher Bail** and **Robert Sampson** are among the 2018 Guggenheim Fellows.

Christopher A. Bail, the Douglas

and Ellen Lowey Associate Professor of Sociology and Public Policy at Duke University, is an expert in political polarization, culture, and violent extremism and a leader in the nascent field of computational social science. Bail's first book, *Terrified* (2018), explains how fringe ideas became mainstream in U.S. politics in recent years. During his year as a Fellow, Bail will research political polarization based on a large field

experiment to disrupt social media echo chambers on Twitter that combines survey data, text analysis, and in-depth interviews.

Robert J. Sampson is the Henry Ford II Professor of the Social Sciences at Harvard University and Affiliated Research Professor at the American Bar Foundation. His research and teaching cover a variety of areas including crime and criminal justice, the life course, neigh-

borhood effects, civic engagement, inequality, and the social structure of the city. His most recent book is *Great American City: Chicago and the Enduring Neighborhood Effect* (2012). As a Fellow, Sampson will examine how children navigated the transition to adulthood during the transformation of crime, punishment, and inequality in America during the late 20th century until the present. 

Two Sociologists Elected as AAAS Fellows

The American Association for the Advancement of Science (AAAS) named two sociologists, Mary Frank Fox and Noah Friedkin, among its elected 396 fellows. The new AAAS Fellows were recognized for their contributions to science on February 17, 2018, during the Fellows Forum at the 2018 AAAS Annual Meeting in Austin, TX.

Mary Frank Fox, an ADVANCE Professor at the School of Public Policy in Georgia Tech's Ivan Allen College of Liberal Arts, focuses on women and men in scientific organizations and occupations. she is nationally recognized as a leader on issues of diversity and equity in science, and her work has influenced science and technology policy. Fox is particularly interested in how social and organizational settings influence the performance of scientists.

Noah Friedkin is a Professor of Sociology at the University of California-Santa Barbara. His publications, focused on structural social psychology, have appeared in the *American Sociological Review*, *American Journal of Sociology*, *Annual Review of Sociology*, *Social Psychology Quarterly*, *Administrative Science Quarterly*, *Social Forces*, and *Journal of Mathematical Sociology*, among other outlets. His most recent book is *Social Influence Network Theory* (2011), with Eugene Johnsen.

For more information on AAAS Fellows, visit www.aaas.org/news/2017-aaas-fellows-recognized-advancing-science.



Submit Your Manuscript to an ASA Journal

Most ASA journals now accept online manuscripts (and use an electronic review process) through ScholarOne's Manuscripts, a web-based peer-review and submission system.

American Sociological Review

<http://mc.manuscriptcentral.com/asr>

City & Community

<http://mc.manuscriptcentral.com/cico>

Journal of Health and Social Behavior

<http://mc.manuscriptcentral.com/jhsb>

Social Psychology Quarterly

<http://mc.manuscriptcentral.com/spq>

Society and Mental Health

<http://mc.manuscriptcentral.com/smh>

Sociological Methodology

<http://mc.manuscriptcentral.com/smx>

Sociological Theory

<http://mc.manuscriptcentral.com/soct>

Sociology of Education

<http://mc.manuscriptcentral.com/soe>

Sociology of Race and Ethnicity

<http://mc.manuscriptcentral.com/sre>

Socius: Sociological Research for a Dynamic World

<http://mc.manuscriptcentral.com/srd>

Teaching Sociology

<http://mc.manuscriptcentral.com/ts>

For more information or for submission guidelines for *Contexts* and *Journal of World-Systems Research*, visit: <http://www.asanet.org/research-and-publications/journals>

ASA Launches 2018 Member-Get-A-Member Campaign

The ASA challenges its members to encourage their colleagues, students, and others interested in the discipline of sociology to join ASA for 2018. Each current member who sponsors new members between May 1 and July 15, 2018, will receive a \$10 discount on their 2019 membership for each 2018 sponsored new member. Sponsors will also be entered into drawings for a \$250 Amazon gift certificate and ASA merchandise gift packs. All current members who participate in this campaign will be thanked in a future issue of *Footnotes*, and prize winners will be notified by August 1, 2018.

Trying to Find a Publishing Outlet for Your Manuscript?

ASA's online Publishing Options database includes listings for more than 200 journals accepting manuscripts in sociology or closely related fields.

Information on each journal was provided by the journal publisher or editorial office. Each listing includes journal title, publisher or sponsor, mission statement or description, ISSN, whether published in print or online only, open-access status, year founded, submission fee, copyright requirements, number of manuscripts received each year, average time from receipt to decision, average time from decision to publication, and acceptance rate. If available, listings also include the journal website, publication frequency, types of manuscripts accepted (e.g., research article, literature review), and areas of interest (e.g., social psychology, theory).

ASA members can access the Publishing Options database through the "My ASA" member portal. Use your ASA user name and password to log in at www.asanet.org. Once in the portal, click the link "Search the Publishing Options database" under the Resources section.

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Call for Papers

Publications

Research in the Sociology of Health Care, published by Emerald Press, is seeking papers for the volume's theme, "Underserved and Socially Disadvantaged Groups and Linkages with Health and Health Care Differentials." Papers dealing with macro-level system issues and micro-level issues involving the socially disadvantaged and underserved and other social factors are sought related to health and health care differentials. The volume will contain 10 to 14 papers, generally between 20 and 35 pages in length. Send completed manuscripts or close to completed papers for review by December 3, 2018. For an initial indication of interest in outlines or abstracts, please contact the same address no later than November 1, 2018. Send as an email to: Jennie Jacobs Kronenfeld, Professor Emerita, Sociology Program, Arizona State University, at (480) 991-3920 or Jennie.Kronenfeld@asu.edu.

Conferences

Association for Humanist Sociology. November 8-11, 2018. Wayne State McGregor Memorial Conference Center in Detroit, MI. Theme: "Sociology for Whom? Real Conversations and Critical Engagements in Amerikkka." This meeting calls for us to address how to engage and commit to make all sociology public sociology; and how to best address and engage in research, dialogue, and action regarding inequalities and the intersections of inequalities in our society, our institutions, and

amongst ourselves. The conference also features two mini-conferences on "Environmental Inequality" and "Immigration in the U.S." Deadline: June 15, 2018. For more information, visit www.humanist-sociology.org/2018-meeting.html or email AHSDetroit2018@gmail.com.

Global Labor Migration: Past and Present. Organized by The Center for Global Migration Studies at University of Maryland-College Park, June 20-22, 2019. International Institute for Social History, Amsterdam, the Netherlands. Deadline: July 1, 2018. For more information, visit apply.arhu.umd.edu/application/146/info.

International Conference on Aging in the Americas. September 18-20, 2018. Tucson, AZ. Theme: "Latino Aging and Health in Social, Institutional, and Environmental Context: Foundations and Frontiers." Seeking abstracts from Emerging Scholars. Abstract deadline: May 31, 2018. For more information, visit sites.utexas.edu/caa/2018-2/.

World Society Foundation Conference. April 25-27, 2019. Neuchâtel, Switzerland. Theme: "African-Asian Interactions." The organizers encourage researchers to investigate sociological theories and conceptual tools for the analysis of the relationships between Asia and Africa. Deadline: September 30, 2018. For more information, visit www.worldsociety.ch/doku.php.

Vera Institute of Justice invites the submission of papers to "In Our Backyards: Ending Mass Incarceration Where It Begins," an interdisciplinary symposium exploring the use of incarceration in the United States. Submissions are invited from advanced

graduate students, faculty, independent or policy researchers. Send submissions to trends@vera.org by May 8. For more information, visit www.vera.org/projects/in-our-backyards/incarceration-symposium.

Meetings

June 6-8, 2018. Cambio de Colores conference, University of Missouri-Kansas City. Theme: "Latinx in the Heartland: Fostering Resilience and Cross-Cultural Connections." For more information, visit cambioconference.wordpress.com.

June 6-9, 2018. Ethnography and Qualitative Research Conference, Bergamo, Italy. For more information, visit www.etnografiaricercaqualitativa.it.

June 20-22, 2018. 2018 Center for Health & Safety Culture Symposium, Bozeman, MT. The purpose of this event is for attendees to explore how positive culture improves health and safety, understand the latest science about the relationship of culture with health and safety, and to share best practices in methods of cultural transformation. For more information, visit www.chsculture.org/symposium or contact Kelley Hildebrand-Hall, k.hildebrandhall@montana.edu.

Funding

Research and Evaluation of Technologies to Improve School Safety. The Department of Justice, Office of Justice Programs, National Institute of Justice (NIJ) is seeking proposals for projects to demonstrate and evaluate the application of technologies to improve

school safety. This solicitation is part of the Comprehensive School Safety Initiative (CSSI). NIJ is interested in funding a single evaluator who will have the capabilities to assess the effectiveness of a few promising technologies that can enhance safety within K-12 schools. Evaluations should consider the school environment and use cases as well as the kinds of data that might be collected or used as a result of the technology intervention. Applicants are encouraged to explore technologies that have worked for use cases in other ecosystems that may translate well to the K-12 school environment. Deadline: May 10, 2018. For more information, visit nij.gov/funding/Documents/solicitations/NIJ-2018-14054.pdf.

The Russell Sage Foundation/Carnegie Corporation Immigration and Immigrant Integration seeks to support innovative research on the effects of race, citizenship, legal status and politics, political culture and public policy on outcomes for immigrants and for the native-born of different racial and ethnic groups and generations. We welcome proposals to improve the measurement of immigrant progress over time and across generations to address current data limitations. We are especially interested in creative uses of administrative and other data sources that enhance our ability to identify immigrants by generation and legal status. A detailed letter of inquiry must precede a full proposal. Deadline: May 24, 2018. For more information, visit www.russellsage.org/funding/immigration-and-immigrant-integration. Questions should be directed to Aixa Cintrón-Vélez, Program Director, at programs@rsage.org.

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Russell Sage Foundation Computational Social Science to advance our understanding of the questions central to its core programs in Social Inequality, Behavioral Economics, Future of Work, and Race, Ethnicity and Immigration. Social science research on many topics has often been hampered by the limitations of survey data. However, the digital age has rapidly increased access to large and comprehensive data sources such as public and private administrative databases, and unique new sources of information from online transactions, social-media interactions, and internet searches. New computational tools also allow for the extraction, coding, and analysis of large volumes of text. Advances in analytical methods for exploiting and analyzing data have accompanied the rise of these data. The emergence of these new data also raises questions about access, privacy and confidentiality. A detailed letter of inquiry must precede a full proposal. Deadline: May 24, 2018. For more information, visit www.russellsage.org/call-proposals-computational-social-science. Questions should be directed to James Wilson, Program Director, at programs@rsage.org.

Russell Sage Foundation Integrating Biology and Social Science Knowledge is the Foundation's special initiative that will capitalize on new theories, concepts, and data from the biological sciences to advance research in RSF core programs in Social Inequality, Behavioral Economics, Future of Work, and Race, Ethnicity and Immigration. The initiative will support innovative social science research on social and economic outcomes that improves our understanding of the interactive mechanisms by which environmental influences affect biological mechanisms, and vice versa. A detailed letter of inquiry must precede a full proposal. Deadline: May 24, 2018. For more information, visit www.russellsage.org/research/funding/bioss. Questions should be directed to James Wilson, Program Director, at programs@rsage.org.

Russell Sage Foundation Race, Ethnicity, and Immigration program offers grants for research assistance, data acquisition, data analysis, and investigator time for conducting research and writing up results. The new program encourages multi-disciplinary perspectives on questions stemming from the significant changes in the racial, ethnic, and immigrant-origin composition of the U.S. population. A primary goal is to find ways in which researchers from different social science traditions studying issues of race, ethnicity, and immigration may complement one another in productive and innovative ways. Budget requests are limited to a maximum of \$150,000 (including overhead) per project for no more than a two-year period. A detailed letter of inquiry must precede a full pro-

posal. Deadline: May 24, 2018. For more information, visit www.russellsage.org/research/race-ethnicity-immigration. Questions should be directed to Leana Chathrath, Program Officer, at programs@rsage.org.

Fellowships

American Institute of Indian Studies announces its 2018 fellowship competition and invites applications from scholars who wish to conduct their research in India. Junior fellowships are awarded to PhD candidates to conduct research for their dissertations in India for up to 11 months. Senior fellowships are awarded to scholars who hold a PhD degree for up to nine months of research in India. The application deadline is July 1, 2018. Applications can be downloaded from the website www.indiastudies.org. Inquiries should be directed to (773) 702-8638 or aais@uchicago.edu.

The Rotary Foundation is now accepting applications for the fully-funded 2019 Rotary Peace Fellowship. Up to 100 social change leaders are selected globally every year to earn either a master's degree or a professional development certificate in peace and conflict studies at one of six Rotary Peace Centers at leading universities around the world. Deadline: May 31, 2018. For more information, contact rotarypeacecenters@rotary.org.

William T. Grant Scholars Program supports career development for promising early-career researchers. The program funds five-year research and mentoring plans that significantly expand junior researchers' expertise in new disciplines, methods, and content areas. We recognize that early-career researchers are rarely given incentives or support to take such risks, so this award includes a mentoring component, as well as an emphasis on community and collaboration. Across all of our programs, we strive to support a diverse group of researchers in terms of race, ethnicity, gender, and seniority, and we encourage research projects led by African American, Latino, Native American, and Asian American researchers. Deadline: July 5, 2018, 3:00 p.m. EST. For more information, visit wtgrantfoundation.org/grants/william-t-grant-scholars-program

In the News

Barry Glassner co-authored a commentary with **Morton Schapiro**, "Technical or Cultural Courses? Students Need Both," for *The Chronicle of Higher Education* on March 4, 2018.

Timothy M. Gill, University of North Carolina-Wilmington, wrote a March 7, 2018 *Washington Post* editorial, "Americans Shouldn't Be Shocked by Russian Interference in the Election. The U.S. Does It, Too."

Steven Gold, Michigan State University, was quoted February 1, 2018 in Thomas Edsall's article, "Trump Has Democrats



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Right Where He Wants Them," in the *New York Times*.

Nancy López, University of New Mexico, wrote an opinion piece, "The US Census Bureau keeps confusing race and ethnicity." It appeared in *The Conversation* on February 28, 2018, and in *Salon* on March 1, 2018.

Stephen J. Morewitz, Founder and President of the Forensic Social Sciences Association, appeared on KRON 4 News in San Francisco on October 2, 2017 to discuss the Las Vegas massacre from a forensic social science perspective. Morewitz was also interviewed on October 8, 2017 by a *Chicago Tribune* reporter for an article about a young woman who went missing at the Crowne Plaza Hotel in Rosemont, IL. He was also interviewed in the television studio of KTVU Channel 2 regarding the Florida school massacre and mental illness issues on February 20, 2018.

Sangyoub Park, Washburn University, was interviewed by the *Topeka Capital Journal* article, "International Center of Topeka festival Will Highlight S. Korean Culture" on March 5, 2018, about a cultural event he organized.

Enrique S. Pumar, Santa Clara University, was interviewed on the CNN Español program *Realidades en Contexto* on January 9, 2018 about the effects of the Trump administration's decision to end TPS status for immigrants from Central America and the Caribbean.

Victor Ray, University of Tennessee-Knoxville, wrote a March 16 editorial for the *Washington Post* titled "National Geographic Acknowledges Its Racist Past, Then Steps on Its Message with a Cover Photo." He was also interviewed on CDC Radio on March 14 about *National Geographic's* past colonialist view of Africa and Asia.

Fernando I. Rivera, University of Central Florida, was interviewed by the

National Univision News broadcast on February 2, 2018 for a story on Puerto Ricans displaced by Hurricane Maria in Central Florida. He was also featured on the national news broadcast for Telemundo News on November 9, 2017, commenting on the exodus of Puerto Ricans to Central Florida. He was also featured on a story from WFTV Channel 9 news (Orlando, FL) titled "UCF Knights Help Hurricane Devastated Island" on February 16, 2018.

Brandon Andrew Robinson, University of California-Riverside, was quoted in a March 27 *Washington Post* article, "As Craigslist Ads Shut Down, We're Losing an Important Queer Space," and in a February 5 *Vice* article, "How Trans People Are Reclaiming Religious Naming Ceremonies."

Alvaro Santana-Acuña, Whitman College, was interviewed in a December 12, 2017 *New York Times* article, "Gabriel García Márquez's Archive Freely Available Online" (published in English and in Spanish). On December 30, 2017, he published an op-ed in *The New York Times* en español, "La soledad multitudinaria de García Márquez."

Carol Schmid, Guilford Technical Community College, was interviewed on October 24, 2017 by NPR station KBIA 91.3 FM in Missouri on DACA and the recent changes that President Trump made to rescind DACA.

Magdalena Szaflarski, University of Alabama at Birmingham, wrote an invited cover story, "Spirituality, Religion and HIV," for the December issue of *HIV Specialist*, a quarterly magazine of the American Academy of HIV Medicine.

Skyler Wang was interviewed on NPR's Morning Edition in a segment titled "What Makes Us Click: How Online Dating Shapes Our Relationships" on January 2, 2018.

Awards

Beverly Lindsay has been selected as one of two Fellows by the Comparative and International Education Society. Her selection was based upon "her great strength and contributions to the field [comparative and international affairs and educational sociology] over the decades."

Martyn Pickersgill, The University of Edinburgh, is the recipient of a 2017 British Academy Rising Star Award.

Laura T. Reynolds, Colorado State University, received the John N. Stern Distinguished Professor Award, the highest honor in the College of Liberal Arts for outstanding achievement in research, teaching, and service. This honor is recognized with a monetary award and official plaque.

Olav Sorenson, Yale University, received the Global Award for Entrepreneurship Research for showing how entrepreneurial activity and innovation are strongly embedded in socially and spatially bounded relationships.

Jennifer Utrata, University of Puget Sound, was awarded an ACLS Frederick Burkhardt Residential Fellowship for Recently Tenured Scholars for her project titled "Carework's Third Shift: Grandparental Support and Family Inequality." Utrata will be a visiting fellow at the Center for Studies in Demography and Ecology at the University of Washington, Seattle in 2018-2019.

Transitions

Verna M. Keith joined the University of Alabama-Birmingham as Professor and Chair of Sociology.

Anthony J. Spires is now Senior Lecturer at The University of Melbourne's Centre for Contemporary Chinese Studies.

Sarah Willie-LeBreton, Swarthmore College, has been selected as the College's next provost. Chair of the Sociology and Anthropology Department since 2013, Willie-LeBreton will assume the position on July 1, 2018.

People

Jaber F. Gubrium, University of Missouri, presented the Spencer Cahill Lecture, "Novelty and Pattern in Life Narratives," at the University of South Florida on February 23, 2018.

Krista Lynn Minnotte and **Daphne Pedersen**, University of North Dakota, serve as co-Editors of *The Social Science Journal* as of January 2018.

Stephen J. Morewitz's research on the *Steamship Quanza* Holocaust controversy is featured in the U.S. Holocaust Memorial Museum (USHMM) exhibit, "Americans and the Holocaust," a special exhibit celebrating the 25th anniversary of the USHMM. Morewitz is Curator of the *Steamship Quanza* Museum Exhibit and co-author

of the play *Steamship Quanza* (with Susan Lieberman) which premiered in Chicago.

Catherine Richards Solomon, Quinnipiac University, was appointed for her second term as Department Chair for a three-year term, effective July 1, 2017.

New Books

Katrin B. Anacker, George Mason University, **Andrew T. Carswell**, Georgia State University, and **Sarah D. Kirby**, North Carolina State University, Eds., *Introduction to Housing* (University of Georgia Press, 2018).

Brian Barrett, SUNY Cortland, **John Morgan**, University of Auckland, and **Ursula Hoadley**, University of Cape Town, *Knowledge, Curriculum and Equity: Social Realist Perspectives* (Routledge, 2017).

Tim Bartley, Washington University in St. Louis, *Rules without Rights: Land, Labor, and Private Authority in the Global Economy* (Oxford University Press, 2018).

Michael Mayerfeld Bell, University of Wisconsin-Madison, *City of the Good: Nature, Religion, and the Ancient Search for What Is Right* (Princeton University Press, 2018).

Daniel Bin, University of Brasilia, *A Superestrutura da Dívida: Financiarização, Classes e Democracia No Brasil Neoliberal [The Superstructure of Debt: Financialization, Classes, and Democracy in Neoliberal Brazil]* (Alameda, 2017).

Andy Clarno, University of Illinois at Chicago, *Neoliberal Apartheid: Palestine/Israel and South Africa After 1994* (The University of Chicago Press, 2017).

Alexandra Cox, University of Essex, *Trapped in a Vice: The Consequences of Confinement for Young People* (Rutgers University Press, 2018).

Mark S. Davis, Ohio State University, and **Bonnie Berry**, Social Problems Research Group, *Scholarly Crimes and Misdemeanors: Violations of Fairness and Trust in the Academic World* (Taylor and Francis/Routledge, 2018).

Amitai Etzioni, George Washington University, *Happiness Is the Wrong Metric: A Liberal Communitarian Response to Populism* (Springer, 2018).

S. Michael Gaddis, University of California-Los Angeles, Ed., *Audit Studies: Behind the Scenes with Theory, Method, and Nuance* (Springer, 2018).

Will Gibson, University College London Institute of Education, and **Dirk Vom Lehn**, King's Business School at King's College London, *Interaction and Social Theory* (Palgrave, 2018).

Davita Silfen Glasberg, University of Connecticut, **Deric Shannon**, Emory University Oxford College, and **Abbey Willis**, University of Connecticut, *The State of State Theory: State Projects, Repression, and Multi-Sites of Power* (Lexington Books, 2017).




Editor: Nancy Kidd
Managing Editor: Johanna Olexy

Article submissions are limited to 1,000 words and must have journalistic value (e.g., timeliness, significant impact, general interest) rather than be research oriented or scholarly in nature. Submissions will be reviewed for possible publication. ASA Forum contributions are limited to 400–600 words; Obituaries, 600–900 words; and Announcements, 200 words. All submissions should include a contact name and an e-mail address. ASA reserves the right to edit all published material for style and length.

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

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Jeffrey A. Halley, University of Texas-San Antonio, and **Daglinde E. Sonollet**, Temple University, Eds., *Bourdieu in Question: New Directions in French Sociology of Art* (Brill Publishers, 2017).

Edith W. King, Worldmindedness Institutes of Colorado, *Social Thought on Education*, (3rd ed.) (2018).

Joseph A. Kotarba, Texas State University, *Understanding Society through Popular Music* (3rd ed.) (Routledge, 2018).

Andrew T. Lamas, University of Pennsylvania, Ed., *The Great Refusal: Herbert Marcuse and Contemporary Social Movements* (Temple University Press, 2017).

Yndia S. Lorick-Wilmot, Northeastern University, *Stories of Identity Among Black Middle Class Second Generation Caribbeans: We, Too, Sing America* (Springer, 2017).

Patricia Macías-Rojas, University of Illinois at Chicago, *From Deportation to Prison: The Politics of Immigration Enforcement in Post-Civil Rights America* (NYU Press, 2016).

Cynthia Miller-Idriss, American University, *The Extreme Gone Mainstream: Commercialization and Far Right Youth Culture in Germany* (Princeton University Press, 2018).

Olena Nikolayenko, Fordham University, *Youth Movements and Elections in Eastern Europe* (Cambridge University Press, 2017).

Benita Roth, Binghamton University, *The Life and Death of ACT UP/LA: Anti-AIDS Activism in Los Angeles from the 1980s to the 2000s* (Cambridge University Press, 2017).

Mildred A. Schwartz, University of Illinois-Chicago, and **Raymond Tatalovich**, Loyola University Chicago, *The Rise and Fall of Moral Conflicts in the United States and Canada* (University of Toronto Press, 2018).

Catherine Richards Solomon, Quinnipiac University, *The Lives of Stay-at-Home Fathers: Masculinity, Carework, and Fatherhood in the United States* (Emerald Publishing, 2017).

Mitchell L. Stevens, Stanford University, **Cynthia Miller-Idriss**, American University, and **Seteney Shami**, Arab Council for the Social Sciences, *Seeing the World: How US Universities Make Knowledge in a Global Era* (Princeton University Press, 2018).

Jiping Zuo, St. Cloud State University, *Work and Family in Urban China* (Palgrave Macmillan, 2016).

Summer Programs

2018 LINKS Center Annual Summer Workshop on Social Network Analysis, June 4-8, 2018, University of Kentucky, Lexington, KY. The annual LINKS Center summer workshop provides training in social network analysis at both beginner's and more advanced levels, across multiple social science dis-

ciplines. Registration deadline: May 15, 2018. For more information, visit www.linksworkshop.org.

Qualitative Research Summer Intensive, July 23-27, 2018, Chapel Hill, NC. Join ResearchTalk and University of North Carolina Odum Institute for qualitative research professional development courses and networking. Gain both theoretical and practical understanding of qualitative inquiry while learning from leading scholars in the field. Course topics include: analyzing online conversations, CBPR, mixed methods, using qualitative inquiry to solve social problems, writing proposals, qualitative data collection, analysis, and more. ASA members, use the code ASA15 to receive 15% off registration. For more information, visit researchtalk.com/qrsi-2018 or email info@researchtalk.com.

Qualitative Writing Camp, May 21-24, 2018, Chapel Hill, NC. Explore formal writing more deeply via interactive sessions guided by discussion and feedback on your current writing project from ResearchTalk's mentor team. For more information, visit researchtalk.com/upcoming-events or email info@researchtalk.com.

New Resources

International Sociological Association has undertaken the development of the "Global Map of Sociologists for Social Inclusion" (GMSSI) to create the global database of sociologists. GMSSI aims to identify, connect, and enable global collaborations in sociology and support sociologists who encounter multiple barriers, economic and political, which impede participation in global exchanges. GMSSI aims to increase the visibility of sociologists and their knowledge production as well as to be an important resource for sustained interaction with the media on a range of issues. For more information, visit isaconf.confex.com/isaconf/gmssi/callforparticipants.cgi.

Sociologists for Trans Justice (S4TJ) has launched the #TransJusticeSylla-

bus, bringing together empirical and theoretical pieces related to transgender justice by sociologists, gender and trans studies scholars, and others. S4TJ encourages instructors teaching trans studies or related courses to borrow from the syllabus, which is available at www.transjusticesyllabus.com/s4tj-syllabus/.

Deaths

Peter Mandel Hall died peacefully on December 8, 2017, at the age of 83, with his wife Debra Janes by his side. Diagnosed with cancer in 2011, Peter faced it until the end with grit, humor, and an inspiring positive attitude. Peter was a professor of sociology at the University of Missouri-Columbia from 1972 until moving to Fort Collins, CO, in 2009, where he was an affiliate professor at Colorado State University.

Obituaries

Karen Halnon

1962-2018

Karen Halnon, Associate Professor of Sociology, passed away on January 21, 2018. Halnon was a sociology professor at Pennsylvania State-Abington for 18 years. Halnon earned her doctorate in sociology from Boston College in 1995 and her bachelor's degree in sociology from Amherst College in 1986. Previously, she taught at the University of Vermont and Bowdoin College.

Halnon was an accomplished scholar, passionate teacher, compassionate person and activist. She made very important contributions to the field of sociology, including her 2013 book, *The Consumption of Inequality: Weapons of Mass Distraction* (Palgrave Macmillan), in which she demonstrated the ways in which cultures of the poor are appropriated in popular culture. In this work, as well as in journal articles, she developed and elaborated on the concept of "Poor Chic" which she defined as "an array of fads and fashions in popular consumer culture that make stylish, recreation and sometimes expensive 'fun' of poverty, or of

traditional symbols of working-class and underclass statuses."

Her research covered diverse aspects of popular culture, focusing on how cultural outcasts make meaning and how sub-cultural belonging shapes identities including, but not limited to, shock music, heavy metal, carnival culture, the "power of 420," and tattooing. Her research was widely published and reprinted, including articles in *Contemporary Sociology*, *Current Sociology*, *Journal of Consumer Culture*, and *Symbolic Interaction*. More recently her research focused on Latin America, where she was interested in liberation theology and revolution politics. Also, she recently had started a blog called "sociological vistas" (sociologicalvistas.com), which shows glimmers of her keen sociological mind, as well as her concerns about oppression and injustice.

She championed the successes of others and as a professor, and in her words, believed in "providing a forum for equality of voice; and stimulating the desire to improve – to the greatest degree possible – our humanity and the humanity of others." She is missed by friends, students, and colleagues.

Beth Montemurro, Penn State University-Abington

Wynona Smutz Garretson Hartley 1927-2018

Wynona Smutz Garretson Hartley, a member of the "Iowa School" of symbolic interaction in the late 1950s and early 1960s, passed away on February 6, 2018, in Kansas City, MO, at the age of 90. There were few positive role models, mentors, or sponsors for women PhDs entering academia in the 1950s; yet Wynona confidently charted her own course to build a successful career as a professor and researcher, working at the interface of sociology and medicine.

Born in 1927 in Iowa City, Wynona received an AA degree in 1946 from Stephens College in Columbia, MO, followed by a BA (1948), MA (1951), and PhD (1961), all in Sociology from the University of Iowa. As a graduate student, she worked with Manfred Kuhn

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and Thomas McPartland who were operationalizing and creating testable measures for symbolic interactionist concepts. Their most notable contribution was the Twenty Statements Test (TST) for self-concept, which she (as Wynona Garretson) helped develop in her PhD dissertation. This work was published as "The Consensual Definition of Social Objects" in the *Sociological Quarterly* (1962) and later reprinted in the well-known Manis and Meltzer symbolic interaction reader of that era. Another of her papers, "Self-Conception and Ward Behavior in Two Psychiatric Hospitals" appeared in *Sociometry* (1961). Through much of her scholarly life, Wynona continued to promote and serve as an expert interpreter of the TST. Also during her early years in Iowa, Wynona served on the sociology faculty of Iowa Wesleyan College, Mt. Pleasant, first as Instructor (1952-55), then Assistant Professor (1955-58), and finally as Associate Professor and Department Head (1955-61). Indicative of how atypical academic career trajectories were for women in those years, Wynona initially was asked to (and did) combine her teaching position with the role of secretary to the college president.

After receiving her PhD, Wynona left Iowa Wesleyan and held a research position at the University of Iowa. By that time, she had met Richard Hartley, her second husband and the love of her life. Dick took a job in a small Nebraska

town where she spent the next several years until they relocated to Kansas City in 1967. There, Wynona took a job as Senior Research Associate with the NIMH Epidemiology Field Station affiliated with the Greater Kansas City Mental Health Foundation, and held an appointment as Associate Professor in Psychiatry at the University of Missouri School of Medicine. In 1970, she was asked to join the new Department of Human Ecology and Community Health (now the Department of Preventive Medicine) at the University of Kansas School of Medicine, just a few miles across the state line in Kansas City, KS. She remained there as a tenured Assistant Professor, sadly without opportunity for promotion, from 1970 until her retirement in 1995. During that period, she developed and published a TST codebook, served as PI for an NIMH-funded study, "Preventive Outcomes of Small Group Education with School Children: the Kansas City School Behavior Project," and as co-PI for an NIH-funded study of high blood pressure among employed women. She published the results of the latter study in the *Journal of Health and Social Behavior* (1982).

The achievement she was most proud of was the annual conference and seed grant program for small community-based health promotion projects, titled "The Roots of Responsibility," which she originated and directed from

1971-1976. This was a direct expression of her sociological perspective that the health of individuals is tied to the social arrangements of their families and communities.

Wynona lived a full and active life with her husband, who died in 1996, their champion boxers, and her bonsai creations. She loved the Rocky Mountains and especially summer vacations in Vail, Colorado. While she had no children of her own, she adored her nephew and step-grandson.

In one of life's strange twists, I had read and used Wynona's 1962 TST article in my undergraduate thesis at the University of Michigan. Nine years later, I was at the University of Kansas searching for a social scientist in the medical school who could be my post-doctoral fellowship mentor. I happened to be introduced to Wynona. When she told me about her background and TST work, I made the connection. Amazed and gratified that I knew her work, she became a wise and inspiring mentor and remained a dear and loyal friend for the next 42 years.

Mary K. Zimmerman, University of Kansas Medical Center

Gene Sharp 1928 - 2018

Gene Sharp was arguably the most widely influential sociologist in the last 50 years. His endeavors have increasingly influenced the use of nonviolent action in struggles around the world. They also profoundly influenced academic sociology in the study of social movements, social conflicts, and social change, as well as other social sciences and interdisciplinary fields such as peace studies and conflict resolution. Of course, nonviolent action as a means of struggle was known about before Gene Sharp's studies of it. But, as exemplified by Mohandas K. Gandhi and Dr. Martin Luther King, it was considered rare and depended on extraordinary, principled leaders, who stressed its morality, as well as its effectiveness. Sharp, however, drew upon the sociological understanding that authority derives from the goodwill and obedience of the subjects. Authority collapses if obedience is withdrawn. This fits his tough-minded approach. In 1973, he published *The Politics of Nonviolent Action*, which immediately drew much attention. In this monumental book he analyzed the bases for the power of nonviolence and documented the very many cases of its effectiveness.

Gene Sharp was born on January 21, 1928, in North Baltimore, OH, and he died on January 28, 2018 in Boston. He received his bachelor's degree from Ohio State University in 1949 and his master's degree in sociology there in 1951. His thesis was: *Nonviolence: A Sociological Study*. Concerned about the great violence of World War II, he was searching for alternatives. He refused

to cooperate with the conscription process, which was renewed during the U.S. war in Korea, and was imprisoned for nine months. Afterwards, he undertook intensive research about Gandhi that resulted in his first book, published in 1960, *Gandhi Wields the Weapon of Moral Power*, with a foreword by Albert Einstein.

In 1955, Sharp left for Norway, first as a fellow at the University of Oslo and then as a Research Fellow at the Institute for Social Research in Oslo. He investigated the extensive Norwegian resistance to the Nazi occupation. In 1961, he began his doctoral studies at St. Catherine's College, receiving his PhD from Oxford University, Faculty of Social Studies in 1968. He had returned to the United States, and in 1967 he began teaching at various universities in the Boston area. From 1970 until 1986 he taught in the Department of Political Science and Sociology at Southeastern Massachusetts University. His main base for his work was in the Program on Nonviolent Sanctions in Conflict and Defense, at the Center for International Affairs, Harvard University, which he led. In 1983, he established the Albert Einstein Institute to study and promote nonviolent alternatives in conflict and defense. Based in Boston, it continues its global activities. Many materials are available at no cost from its website: www.aeinstein.org.

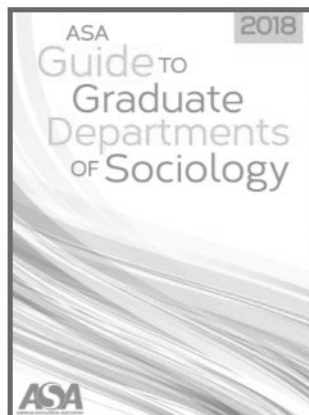
During all these years, Sharp published many books, articles, and pamphlets. The work included broad surveys, deep analyses, and manuals for action, such as *Waging Nonviolent Struggle: 20th Century Practice and 21st Century Potential* and *From Dictatorship to Democracy*. Much of this work was translated into 35 languages. He traveled widely giving lectures and consulting with academic programs, non-governmental organizations, and governments. Funding for these activities was generally limited and also required Sharp's continuous effort. In addition, however, several organizations in the United States and abroad, drawing on his work, continue training in and education about nonviolent action. They include: the Fellowship of Reconciliation and the International Center on Nonviolent Conflict. In addition, important research assessing the short- and long-term effects of employing nonviolent action is increasingly being published (Chenoweth & Stephan, 2011) (Ackerman & Duvall, 2000; Zunes, 1999).

Gene Sharp is most known as the theorist for the many nonviolent struggles to overcome authoritarian rule or gain autonomy and independence. Indeed, he has provided a basic understanding of the power of popular resistance, strategic insights, and lists of possible tactics. Major weapons in nonviolent struggles include boycotts, hunger strikes, provoking counter-productive responses, and symbolic challenges.

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He stressed the importance of careful planning. His ideas were applied, sometimes not thoroughly enough, in the Baltic countries, Serbia, Myanmar, Tunisia, and Egypt in the Arab spring.

At times, the specter of civil resistance worried the Iranian government and some other authoritarian governments, which were leftist as well as rightist. Some banned Sharp's writings and absurdly accused him of being an agent of the CIA. As Sharp made clear in an open letter in June 2007, he never worked for or received money from the CIA. He wrote, "The Albert Einstein Institution receives no funding from any government... [It] neither creates conflicts, nor becomes a participant in a conflict once one exists." In any case, Sharp always urged both sides in a struggle to use nonviolent methods. Furthermore, he generally argued that the United States government should not become involved in indigenous revolutions.

Gene Sharp devoted his life to the promotion of carefully planned use of nonviolent action and has left a remarkable legacy. He produced a sound base upon which important work can be built. Such work is greatly needed now, as anti-democratic forces are so evident.

Louis Kriesberg, Syracuse University

**Robert Benjamin Smith
1936-2017**

Robert (Bob) Benjamin Smith, sociologist and statistician, died at Massachusetts General Hospital on August 29, 2017, at age 81.

The son of Norman Harold Smith and Marion (Lurie) Smith, he was born in Grand Rapids, MI, and raised in Chicago. Smith earned a doctorate in sociology at Columbia University, under the direction of Paul Lazarsfeld and Robert K. Merton. For nearly a decade, he taught political sociology and research methods at the University of California-Santa Barbara, taking one year off to teach as a Senior Fulbright-Hays Lecturer at the State University of Ghent in Belgium.

Always open to new ideas and acquiring news skills, Smith worked in applied research after leaving Santa Barbara in the late 1970s, chiefly at Aetna Health Plans in Middletown, CT, and Liberty Mutual Insurance Group in Weston, MA. Later, he enjoyed work at Cytel Statistical Software and Services, Cambridge, MA, and the University of Cambridge-MIT Institute, Massachusetts Institute of Technology.

Smith was an avid reader and dedicated researcher. He edited *The Handbook of Social Science Methods* (in three volumes) and wrote three books, *Cumulative Social Inquiry: Transforming Novelty into Innovation* (Guilford Press, 2008), *Multilevel Modeling of Social Problems: A Causal Perspective* (Springer, 2011), and *Social Structure and Voting in the United States* (Springer, 2016), and dozens of articles. For many years he also served as advisory editor for *Quality and Quantity*,

to which he contributed 20 articles over three decades. An active member in the Boston Chapter of the American Statistical Association, he served on its planning committee for many years and as its president for two years, 2001-02. For many years he also served as advisory editor for *Quality and Quantity*,

Above all, Smith loved life. He derived great joy from his grandsons, children, and friends, and from music, art, travel, and swimming. He treated family and friends with wit, humor, joy, and optimism, and to the end he treated others with kindness and generosity. For six years, he determinedly fought the heart failure that finally took his life.

Smith is survived by his wife of 33 years, Joanna (Flug Handlin) Smith, by two children from a previous marriage, Sarah Smith and Noah Smith, their spouses, Vinod Parmeshwar and Elizabeth Labovitz Smith, five grandsons, and his sister, Barbara Willenson.

Joanna Handlin Smith, Harvard University

**Frank Arved Freudenfeld Steinhart
1943-2017**

At six months of age in 1944, Frank, his mother, aunt, grandmother, and great-aunt fled his birthplace of Riga, Latvia, to Hamburg, Germany, where they lived in camps of Displaced Persons until 1952. At age eight, Frank, his mother, and aunt immigrated to the United States. They settled in Chicago and later became United States citizens. Frank earned a bachelor's degree from the University of Illinois and later a PhD in sociology from Loyola University of Chicago.

He began teaching at North Park University in 1973 and completed the 2016 fall term. During his tenure at North Park, he was chair of the Department of Sociology, registrar, and assistant dean and served on numerous committees, including, most recently, the Institutional Review Board. He was one of the guiding forces for having laptop computers issued to faculty members to facilitate the use of technology in teaching. He was influential in developing the Urban Studies and Criminal Justice programs within the sociology major. Frank and Margot spent the 2003 spring semester teaching in North Park's exchange program in Jonkoping, Sweden, and the 2007 spring semester teaching in the University's French program in Paris.

Frank was active in professional associations, including managing a website for college registrars and for the Section on Organizations, Occupations, and Work of the American Sociological Association, and graded AP statistics exams for many years. He became a member of Winnetka Covenant Church in 1981, served as a deacon, and participated actively in one of the church's koinonia groups. Frank was a Boy Scout leader for more than 25 years and was serving as district

commissioner with Boy Scout Troop 55 in Glenview. He was an avid photographer and was often recruited to take event photos for organizations to which he and his wife belonged, in addition to taking photos of their family.

Married on January 25, 1969, Frank is survived by his wife, Margot, his son Eric of Silver Spring, Maryland, daughter-in-law Jane Ricci, and three grandchildren, Anja, Nicholas, and Claire, who called their grandfather "Opa."

Margot Steinhart

**Devon T. Wade
1989-2017**

Devon Wade, at the age of 28, left this life prematurely on November 26, 2017. A sibling to three brothers and a sister, Devon was raised by his grandparents in Houston, TX, and is the son of formerly incarcerated parents. Despite his difficult life circumstances, Devon went on to attend Louisiana State University and majored in Sociology/Criminology and African & African American Studies. As an undergraduate, he participated in the Ronald E McNair Scholars program and the Leadership Alliance Summer Research program at the University of Chicago. He graduated with honors and received the prestigious Truman Scholarship.

In 2011, Devon enrolled in the sociology doctoral program at Columbia University and became one of Columbia's most gifted PhD students. Devon's research focused on stigma, trauma, and the ways in which school disciplinary and support services impact youth mental health. The basis of his sociological contributions stem from his previous involvement in No More Victims both as a high school student member and later on as a program director. No More Victims is a Houston-based organization that aids children of incarcerated parents. Devon began his fieldwork with No More Victims in May 2016 to examine how schools respond to the needs of young people who have experienced trauma.

Through his fieldwork, Devon argued that more punitive school environments negatively impact students experiencing trauma and mental health issues, and that these experiences are disproportionately experienced by students already in more marginalized positions. His work sheds light on schools as sites for necessary socio-emotional development and institutions that stratify via multiple pathways, particularly the "school to prison" pipeline. Devon received multiple awards for his promising scholarship including the Ford Foundation Predoctoral Fellowship and the National Science Foundation Fellowship. In honor of his impactful work, Devon was awarded his doctorate degree posthumously by Columbia University.

In addition to his commitment to research, Devon was passionate about teaching and creating inclusive and

equitable learning environments. He taught students that their social justice orientations and identities are important assets to knowledge production and research. In his Race, Crime and Law course, he used marginalized and intersectional perspectives to reorient how students engaged with definitions of and data on crime. He demonstrated how popular conceptions of crime are the byproducts of a racialized and economically stratified society.

Devon was deeply devoted to building networks of support, mentorship, and activism. He served as a mentor for the No More Victims program through his involvement with its parent organization, Cherish Our Children International. He was also an active member of the Kappa Alpha Psi Fraternity, participating in several community service initiatives. Devon genuinely cared for the wellbeing of others and was a generous mentor to fellow graduate students who sought his guidance. He also served as a mentor in the Leadership Alliance Summer Research Program (SRP) at Columbia for three consecutive summers. Many of his SRP mentees went on to pursue doctorate degrees.

Devon was one of the founding members of the Graduate Students of Color Alliance (SoCA) at Columbia University, which provides critical resources to graduate students from underrepresented backgrounds in the form of professional development workshops, lectures on topics related to diversity and inclusion, and networking events. When the Columbia University Graduate School of Arts and Sciences eliminated the Assistant Dean of Diversity position, Devon was on the front lines of the graduate student protest. Along with his SoCA colleagues, he persuaded the administration to reinstate this position and address other important grievances of graduate students of color.

Devon's legacy lives on through many in the academy and beyond. Devon was well known for his work on behalf of the marginalized and oppressed. Devon tirelessly gave of his time and talents to charity and youth programs. When not paying his success forward, he enjoyed traveling, weightlifting, and active sports. Devon leaves behind a vast community of family and friends who miss him greatly. As a way to honor his remarkable legacy, we encourage sociologists to reflect on the words of W.E.B. DuBois that "education must not simply teach work—it must teach life," a quote that Devon deeply cherished.

Donations to Devon's memorial fund can be made at www.nomorevictims-global.org/donations. All proceeds will support No More Victims.

Bailey A. Brown, Columbia University; Anjanette M. Chan Tack, University of Chicago; Brittany Fox-Williams, Columbia University; Dialka Sall, Columbia University; Anthony Urena, Columbia University



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- Appropriateness and significance of the research hypothesis;
- Feasibility and adequacy of project design; and
- Plans for dissemination of results.

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