

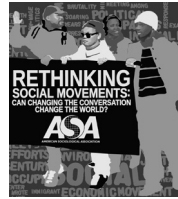
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**ASA is Seattle Bound!**

*M. Cadigan, E. Carll, C. Gilroy, T. Marques, T. Thomas, and J. Herting, University of Washington, and J. McKinney, Seattle Pacific University,*

If you simply attempt to enjoy Seattle by staying in or around the Sheraton Hotel and the Washington State Convention Center you will miss a key feature of Seattle: its neighborhoods. The topography of Seattle lends itself to the creation of unique spaces defined by a variety of hills, valleys, and waterfronts. The long-standing patterns of ethnic and racial segregation, migrations, and new economic dynamics uniquely define a variety of historically distinct, well-established, and also emerging features of the social and built landscape of the



city. The Sheraton and Convention Center are located in the downtown shopping core. Restaurants, theaters, and iconic landmarks such as the Pike Place Market, the Seattle waterfront, Seattle Center, and the Space Needle are all within walking distance (stop by the Market to visit the world's first Starbucks and pick up a fresh bouquet of flowers). Radiating from this downtown core are a variety of must-visit neighborhoods.

**Venture Out and Discover**

**Capitol Hill.** This neighborhood is due east of the Convention Center, just a 10- to 15-minute uphill walk along Pike Street puts you on Broadway. Before it was named Capitol Hill in 1901 by

its designer, James Moore, it was called Broadway Hill for its main thoroughfare, still present today. Broadway Avenue (in addition to 10th, 12th, 15th, and 19th Avenues) continues to sustain much of “the Hill’s” cultural and economic engines. This neighborhood is one of the city’s most bustling and densely developed residential and commercial districts. Unique restaurants, bars, coffee shops, and non-chain retail storefronts are main features and the east-west Pike-Pine Corridor epitomizes much of the community’s vitality. The neighborhood attracts young service-industry professionals, educated bar-goers (fed by local universities), and a burgeoning population of high-tech workers.

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**Report of the ASA Secretary on ASA Dues: A Comparative Perspective**

*Mary Romero, ASA Secretary, Arizona State University*

In last month’s *Footnotes*, I provided the membership with data on the finances of our Association. As Secretary, part of my responsibility is to keep members informed about the Association’s business matters, especially when they directly impact members. As I reported in January *Footnotes*, “Member Revenues” are the second largest source of the Association’s annual revenues and constitute a third of the total. (Member revenues are mostly membership and section dues but also include what members pay for additional print journals.)

**Dues and the Dues Structure<sup>1</sup>**

For many decades, the ASA dues structure has been based on members’ self-reported income. As a guiding principle, progressivity tries to have everyone experience approximately the same finan-

cial burden of paying for “public goods”—the support of the discipline that the Association provides on behalf of all sociologists—as well as for important core “professional services” the Association provides to individuals who become members. Progressivity also enables members of the Association to collectively subsidize some categories of membership, such as students and the unemployed, in order to fully include them in our national disciplinary society despite limited means.

ASA members have supported this principle with their votes. The elected Council cannot change the dues structure or dues amounts members pay (except for inflation adjustments) “without the consent of the governed,” that is, our vote. The dues *structure* (income bands) was changed by member vote in 2011 for implementation in 2013.

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**Candidates for the 2016 ASA Election**

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

*Candidates for President-Elect*

**Eduardo Bonilla-Silva**

*Present Professional Position:* Professor and Chair of Sociology, 2006-present.

*Former Professional Positions:* Assistant to Full Professor, Texas A&M University, 1998-2005; Assistant Professor, University of Michigan, 1993-1998.

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from the executive officer

## Human Rights and the Scholarly Society: What Is ASA's Role?

On the occasion of the ASA centennial in 2005, Council reiterated the Association's "strongest support for the basic civil and political freedoms of peoples of all nations as articulated by the Universal Declaration of Human Rights (UDHR)." The statement continues, "ASA emphatically endorses these principles of basic human rights as fundamental to free scientific inquiry and human development." It concludes by stating, "At its centenary, the American Sociological Association re-commits itself to vigorous pursuit of these goals through scientific scholarship, international exchange, the freedom of unjustly imprisoned or silenced scholars, and active promotion of human rights."

This is a laudable and important statement by Council. Not many scholarly societies have taken such a strong public stance. But what does it mean to our Association a decade later?

### Crisis in Turkey

In January, 128 scholars—including many sociologists—signed a public petition titled "Academics for Peace" that called on the Turkish government to resume peace talks in the Kurdish regions of that country, lift long-standing restrictive curfews to end the use of military force against citizens, and halt "[i]ts deliberate massacre and deportation of Kurdish and other peoples in the region."

Most of the signatories to the petition live and work in Turkey. All were immediately denounced by the Turkish government which called them terrorists and traitors and opened investigations against them. Several were arrested, others were fired, still others had their offices searched and cell phones and computers confiscated. According to the online edition of the *Turkish Sun*, 147 scholars are still under investigation at this time and 17 have been dismissed from their jobs, including at least four sociologists.

These actions are a clear violation of Turkey's responsibility as a sig-

natory to the Universal Declaration of Human Rights, the International Convention on Civil and Political Rights, the International Covenant on Economic Social and Cultural Rights, and the European Convention for the Protection of Human Rights and Fundamental Freedoms to protect freedom of thought, expression, and assembly.

### The Larger Context

Promotion and protection of human rights constitutes a complex arena. Human rights are cultural and ideological concepts, but they are also legal concepts. When states become parties to international human rights covenants, they are ratifying treaties that have the power of law. But responsibility for human rights and for holding actors accountable to uphold the law is not limited to state actors. Council's centenary statement implies our professional recognition of those responsibilities both to respect human rights in our own work as sociologists and to use our science and knowledge where we can to advance human rights. For ASA, it raises the question about when and how the Association can and should become involved with human rights issues in ways that make a difference. It is relatively easy to talk meaningfully about human rights; it is far harder to do something meaningful. ASA clearly has had scholars' rights in its sights for a long time. But even here, the situation is complicated by the fact that colleges and universities in many parts of the world and are directly controlled by governments those governments can be the violator of human rights. This is precisely the situation in Turkey.

### ASA Takes Action

On January 29, 2016, ASA sent a letter to Turkey's Prime Minister Ahmet Davutoğlu and President Tayyip Erdoğan denouncing the actions taken against the Turkish scholars as a violation of Article 19 of Universal Declaration of Human Rights which stipulates that "every-

one has the right to freedom of opinion and expression [including the right] to hold opinions without interference and to seek, receive and impact information and ideas through any media regardless of frontiers." ASA's letter was signed by President Ruth Milkman, past-President Paula England, and President Elect Michèle Lamont. ASA also joined in signing a letter published by the Scholars at Risk academic network. ASA has widely disseminated our protests through social media, and we continue to follow the actions of the Turkish government, including the recent firing of the four sociologists who were signatories to the original petition. ASA will continue to work on their behalf both behind the scenes and through public letters.

This is only the most recent action the Association has taken and it will certainly not be the last. Members continue to bring these situations to the attention of ASA and ASA typically takes some appropriate action, often in collaboration with others.

### Measuring Impact

What effect will our letter to the Turkish have? Not unexpectedly, ASA has received only one response to date, from one of the university presidents who was copied on our letter. The response states,

*I received your email and also read the letter shared in your e-mail. Regretfully, we would like to clearly express that we cannot share the opinions stated in the letter.*

Central to understanding this response is the reality that, in the current political climate in Turkey, this university president's words may be a necessary effort to protect his university and his own job as much as it may be a reflection of his viewpoint.

Direct responses to our letter are a weak indicator of its potential impact, which may well be reverberating in sociology departments and academic communities in Turkey and across the globe, especially

because ASA is not a lone voice. Global university leaders need the support of the international community when support from inside their own countries is, by necessity, muted. International standards of conduct matter, and communicating publicly in the strongest possible voice that the international community recognizes the importance of modern universities to the economic growth and international standing of a country isn't nothing.

But measuring the impact of human rights at the macro level is notoriously difficult, although some encouraging evidence is beginning to appear. For example, in an analysis of data from 1981 to 2005 for more than 100 countries, Wade M. Cole found that becoming a signatory to the International Covenant on Economic, Social and Cultural Rights resulted in reductions in income inequality across a broad range of developed and developing countries (2015). In another study drawing on data from 140 countries over a 40-year period, sociologist Min Zhou (2014) modeled the way democratization supports international human rights regimes that create "commitment" and "concession" mechanisms that in turn impact the likelihood of states formally ratifying international human rights treaties.

### Doing More to Promote human rights

*Research.* Research is important and *more is needed*. It was encouraged in Council's centenary call for sociologists to vigorously pursue human rights objectives through their science. The theories and methods of sociology are well suited to explore the impact of human rights treaties, as Cole and Zhou demonstrate. Sociology is also especially useful for establishing human rights indicators that could define an empirical base for measuring treaty compliance. And, of course, sociological methods can be used to document and publicize systematic abuse of human rights by state actors. For example,

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science policy

**Census: More than Half of Asians in U.S. Have a Bachelor's or Higher**

In March the U.S. Census Bureau reported that the percentage of Asians in the U.S. with a bachelor's degree or higher rose to 54 percent in 2015, up from 38 percent in 1995, according to a new report, *Educational Attainment in the United States: 2015*. In addition, Asians and non-Hispanic whites were more likely to hold a bachelor's degree or higher when compared with Blacks and Hispanics. The report uses statistics from the Current Population Survey's Annual Social and Economic Supplement to examine the educational attainment of adults who are age 25 and older by demographic and social characteristics, such as age, sex, race and Hispanic origin, nativity,



and disability status. In 2015, the majority of adults, 88 percent, were at least high school graduates and more than half, 59 percent, had completed at least some college. One out of three adults reported having at least a bachelor's degree and 12 percent reported having an advanced degree, such as a master's, professional or doctorate degree. For more information, visit [www.census.gov/newsroom/press-releases/2016/cb16-56.html](http://www.census.gov/newsroom/press-releases/2016/cb16-56.html).

**DARPA: Accelerating Discovery with New Tools and Methods for Next Generation Social Science**

A press release from DARPA (Defense Advanced Research Projects Agency) stated that "The explosive growth of global digital connectivity has opened new possibilities for designing

and conducting social science research." The agency launched its Next Generation Social Science (NGS2) program in March, which aims to build tools and methods for rigorous, reproducible social science studies at scales necessary to develop and validate causal models of human social behaviors. The program will draw upon and build across a wide array of disciplines—including sociology, economics, political science, anthropology, and psychology, as well as information and computer sciences. For more information, visit [www.darpa.mil/news-events/2016-03-04](http://www.darpa.mil/news-events/2016-03-04)

**Pew Research Center: Women Generally Are More Religious than Men**

A new Pew Research Center analysis of international census and survey data, "The Gender Gap in Religion Around the World," finds that women generally are more

religious than men by several key measures of religious commitment, although this pattern is not universal and can vary by religious tradition. Overall, women are more likely than men to be affiliated with a religious organization; women also pray more and are more inclined to say religion is "very important" in their lives. These findings come from survey data collected by Pew Research Center in up to 84 countries that compare men and women in several different aspects of religious commitment. However, the report also finds that in some countries and faiths, men are more religious than women, at least by some measures. For instance, among Muslims and Orthodox Jews, men are more likely than women to attend worship services at least weekly. To read the full report, visit [www.pewforum.org/2016/03/22/the-gender-gap-in-religion-around-the-world/](http://www.pewforum.org/2016/03/22/the-gender-gap-in-religion-around-the-world/).

**Proposed Changes to the Common Rule — the Protection of Human Subjects**

*John Kennedy, Indiana University, and Thomas Van Valey, Western Michigan University*

Starting in 2011, the Department of Health and Human Services (HHS) began a process to revise the Common Rule, which has not been changed since 1991. Last year, HHS issued a Notice of Proposed Rulemaking (NPRM) which spells out the changes being proposed. This article will briefly review some of the changes directly relevant to sociology and also announces a Policy and Research Workshop to be held on the subject at the ASA Annual Meeting in Seattle ("What You Need to Know About the New Common Rule").

The rules are only proposed at this time, and many organizations, including the ASA through COSSA, have commented on them (see [www.cossa.org/2016/01/12/cossa-and-members-comment-on-proposed-revisions-to-the-common-rule/](http://www.cossa.org/2016/01/12/cossa-and-members-comment-on-proposed-revisions-to-the-common-rule/)). The final rules will likely differ from the proposed rules. If the final rules are released before the annual meeting, we

will provide updates at the Seattle workshop.

The goals HHS gave for changing the Common Rule are related to changes in the research process that have taken place since the Common Rule was established. In particular, they are 1) to better protect human subjects involved in research, and 2) to simplify the current oversight system and reduce inappropriate administrative burdens. In the process, this should also reduce the burden, delay, and ambiguity for investigators, and facilitate valuable research.

**What Kinds of Changes?**

Most of the proposed changes will affect biomedical researchers much more than social and behavioral researchers. Three areas in the NPRM that will have the most impact on sociologists relate to: 1) changes to the format and layout of informed consent documents; 2) many social/behavioral studies now considered expedited will be exempt; and 3) many exempt studies will be excluded from review.

A minor change that will affect sociologists minimally is that expedited studies will no longer require continuing review.

The proposed changes to the informed consent documents include requiring a list of the most important information at the top of the document. That is, information essential for the participants to determine if they want to participate will be listed first. For sociologists, these include any reasonably foreseeable risks or benefits to the participants or others, contacts for questions about the research, and a statement that participation is voluntary. The NPRM will also allow researchers to more easily get waivers for signed consent if the practice follows community norms, and also to use alternate methods for documenting consent for minimal risk studies.

In the NPRM, many social and behavioral studies currently classified as "Expedited" will be considered as exempt from the regulations. In particular, the expedited categories which cover most sociological

research will be exempt. This change will allow researchers to collect sensitive, private information, plus the secondary use of identified data to be considered as exempt category so long as strong privacy protections are used. While exempt studies will not be reviewed by the IRB, researchers will be required to use a decision tool to be developed by HHS to determine if the research is exempt. The decision tool has not yet been described.

Perhaps the most significant proposed change is to exclude many social and behavioral studies from any review. The research currently considered as exempt (i.e., surveys, interviews, educational tests, observations) would be excluded. More information on how researchers will determine if their research is excluded will be released later.

**Some Implications of the Changes**

The obvious immediate implication of the proposed changes will be a period of time (probably

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# Preparing for a 21<sup>st</sup> Century Job Hunt with a BA in Sociology

Jaime Hecht, ASA Academic and Professional Affairs

The transition from college to the working world can be daunting. For sociology majors, many of whom help to translate their education into meaningful work, the transition sometimes proves even more complicated. While the sociology major provides students with a variety of transferrable skills, it can leave room for interpretation on how the sociological skill set and sociological imagination can prepare students for successful and meaningful careers. Through resumes, cover letters, and interviews, sociology graduates can promote their critical thinking, research, and analytic skills, which can be applied to a wide range of positions. It is my hope that this article can serve as a primer for the 21<sup>st</sup> century job hunt, and help alleviate some of the anxiety that often arises as college comes to an end.

## Do Some Research

The good news is that you can harness the skills you acquire in sociology and apply them to a variety of fields. To get an idea of the kind of jobs that are out there for sociology majors, look at research on what recent graduates are doing, such as the *Bachelors and Beyond* research series from the ASA Research Department). The brief, *Jobs, Careers and Sociological Skills: The Early Employment Experiences of 2012 Sociology Majors* (2015), reported that the largest number of sociology graduates were employed in social services or as counselors (21.9%). Interestingly, those

employed in social services or as counselors were also more likely to report overall satisfaction in their careers. And those satisfied with their jobs report higher use and application of sociological concepts in their day-to-day duties.

While social service jobs may seem like a natural application for sociology students, the skills acquired with the degree provide a foundation for a variety of fields. Graduates have gone on to teaching positions, research, information technology, public relations, and sales and marketing roles (ASA 2015). The key is describing how your degree offers the skills employers want.

The task of actually searching for jobs can feel overwhelming. While everyone needs to log a certain amount of time searching online, there are other meaningful and effective ways you can learn about careers, secure interviews, and land rewarding jobs.

## Online Job Boards

Most graduates begin their job search on online job boards. *Idealist* is a job board on which non-profit and non-governmental organizations post directly. *Simply Hired* and *Indeed* are Google-like job aggregators. They pull together postings from a wide variety of company websites, job boards, and newspapers.

Below are the results from searches I conducted on *Idealist*. The search terms listed here can serve as a starting point for your search.

The term “sociology” yielded very few results, which is why creativ-

ity is important when doing a job search. In a recent ASA Department Affiliates webinar, Loren Collins, a career advisor at Humboldt State University, shared the National Association of Colleges and Employers (NACE) examples of the top 10 skills employers want. Some examples are communication skills, ability to work in a team, problem solving, organizational skills, and quantitative data analysis. By examining this list, it becomes clear that an applicant with a sociology degree holds many of the traits employers want.

The numbers of job postings drop significantly when you filter for entry-level positions. It is not a requirement to apply for an entry-level position right after college, so if you see other positions posted, consider applying. Draw on job experiences you had during college and skills you learned in your courses. Use any internships or service work as examples of job experience.

Experts in the field of recruitment and human resources say that job boards are a good way to gather information, but may not be the final portal to landing a satisfying job. That isn't to say applicants don't have success applying to a position directly from an online job posting, but that may be the exception and not the rule.

So what else can job boards help with? They can assist in learning about your field of interest. Do you dream of working as a social media manager for a nonprofit? Check out some of the job posts in this field. Getting a sense of the daily

responsibilities of your ideal job will help you understand what would be expected of you, as well as offer some insight on the reality of the job. If you look at the job boards prior to being on the job market, you can begin to research some of the skills and qualifications needed for your ideal job and work toward gaining them before graduation. Do you see an organization with many openings? Explore their website. Try to find a person within the organization to contact directly with an application. Often job boards direct you to a generic inbox where applications can get lost in the shuffle.

I recommend finding an entry-level employee holding a position similar to one you want for yourself. Ask them for an informational interview. This informal meeting is a great way to learn about their personal experience, how they managed to land their job, and their day-to-day responsibilities.

## Resources at Your Doorstep (or closer)

Networking is an important part of searching for a job. By reaching out to personal connections as well as using social media, you can increase your chances of learning about job openings, landing an interview, and receiving a job offer.

You should take advantage of the job search resources you have in your own backyard. If you are a current student, find out what career services your university or college offers. Talk to your department chair. I stress this point: use the free resources available on your campus. Ask about job training and internships and resume writing and interview workshops.

Talk to your professors about your interests and what you hope to do with your degree. It is possible they have a former student who now works for an agency aligned with a field of interest. Even if they don't have a contact, they could serve as a professional reference or write a recommendation for graduate school.

*LinkedIn:* Get on it! Networking is important and LinkedIn can serve as a starting point. I have spoken

Search terms	# of jobs posted (filtered for 4-year degree and full time) on Idealist	# of jobs posted (filtered for full time, 4 year degree, and entry-level) on Idealist
sociology	138	4
program assistant	2,703	232
research assistant	1,468	168
social media	1,077	94
case management	753	53
education	4,514	354
social services	2,183	169

\*search conducted on 12/16/15 and includes results from the United States only

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# Why I Go to the ASA Department Chairs Conference

*Julia McQuillan, University of Nebraska-Lincoln*

Of the many occupations I aspired to as a child, “Department Chair” never came to mind. It didn’t even sneak in during graduate school or my early faculty years. Yet, to my great surprise, in July of 2012, I switched from planning courses and big research dreams (after directing our department survey research unit) to learning how to be a department chair. I felt overwhelmed and scared. I wanted to maintain the success of my dear department.

The former chair forwarded to me ASA’s “Chairlink,” which described the Chairs pre-conference. I signed up right away.

I don’t remember the exact program in August 2012, but I know that each speaker and activity provided useful information. In addition, talking to colleagues over meal breaks was invaluable. I had little questions (how do you find a last-minute instructor? When should I cancel a class? How do I keep up with e-mail?) to big questions (how much should I focus on online classes? How do I handle dual-career issues? What can I do to increase majors? What about finances?) I received multiple answers, perspectives, and frameworks for thinking about all of these questions and questions I had not even thought of. In addition, I realized I was not alone. Everyone was dealing with multiple challenges, few had had administrative training to handle a million dollar budget, public relations, personnel management, and institutional bureaucracy.

## Networking

In addition to the excellent program, speakers, and table topics, it was great to talk to other people who had similar foci and needs. Even former chairs in my department could not necessarily understand the current situation due to rapid changes in higher education. (Our former chair had become an associate dean, making some conversations subject to conflicts of interest.)

Spending time with other department chairs—new and experienced—was delightful. Attendees

had perspectives that were broader than most faculty. We no longer thought primarily about our careers, but about the whole department.

We were aware of the need to be knowledgeable about higher education policies and trends in general, plus the need to read handbooks, bylaws, and legal-ish e-mails from university administrators. All of a sudden I was supposed to know how to ask alumni to give money and to make critical decisions about needed resources.

I was surprised how helpful it was to hear about issues that I should be thinking about (but was not) and to realize things about my department I should be grateful for.

## Returning for More

I attended the Chairs Conference again the next year because a year as chair brought up new concerns that I wanted help with. I’ll admit that the first semester was so rough I wanted to quit academia, not just being chair. The second time I attended the Chairs Conference I had new questions and even words of wisdom to pass on to the chairs starting out. It was fun to engage in “gallows humor”: (a) you had a graduate student not show up? We had one quit mid-semester! (b) you got your copy paper budget cut? We lost all of our distance education money that was paying for our temporary instructors; (c) You had four graduate assistants in a 3 desk office? We had our emeriti faculty all share an office; (d) You lost your part time office assistant? Our 30-year office administrator retired – and we had to figure out the secret administrative assistant network, how to get the best classrooms, how to get people paid on time, how to handle tricky hiring paperwork, and more. Top that!

Twice. That should be enough. Right? I should have fun in the conference city rather than attend another Chairs Conference? Well, I went a third time. I still did not feel that I had a full handle on being a chair. I was working on being pre-emptive so that I did not have to do retention offers. I wanted more diversity in our program. We had less revenue because the university

changed the cost-sharing for the online program, and I needed to figure out a better approach to budgeting. I wanted a winning strategy to garner more alumni donations. Our undergraduate program was trying to increase internships and student engagement. I had questions about more beneficial faculty evaluations, and I wanted to talk through challenges and see what others were doing... Plus, I wanted information on helping our alumni with job searches. And, how could I get more majors? I was happy that I did attend. I felt fortified to finish the APR (Academic Program Review) and energized to charge ahead with the exciting opportunity to lead a great department.

## Practice Makes Perfect?

A few months into the following semester I forgot much of what I had learned. I didn’t ask for as much help as I should have from colleagues to prepare the APR report. I was teaching a graduate methods seminar to help the department but forgot how time intensive it was. We had a new dean who was full of new ideas—leading to more e-mails and meetings. By November I had had enough I sent an e-mail telling the Dean and the Department that, after three years of service, I was stepping down the next summer.

In the subsequent months, I put more of what I learned from the Chair Conference into practice. No longer worried about failing, I asked for help and delegated more. I did what I thought was best for the department (even when others grumbled) and prepared the office and files for the next chair. I enjoyed the glowing APR report from our external team, and reveled in the changes we were making based on data and analysis done during the APR. I felt a little sad that I would not be helping to hire new faculty and would not shepherd some faculty through promotion to associate or full. I wondered if I could let go of thinking about teaching schedules, investing in research ideas, and finding creative solutions to issues such as work/life balance, dual career, nominating people for awards, and celebrating department

successes. Long story short, in June I found out I was going to stay on as chair. Did I go back to the ASA Chairs conference? Yes indeed I did.

This time during breakfast I had a great surprise: one of my first undergraduate students was now a new department chair. We reminisced and then started talking about what we hoped to get out of the workshop. I wanted ideas about how to have more balance (some teaching and research as well as chair work), learn to let go more (delegating responsibilities and prioritizing), and new insights to help with the ongoing budget, staffing, retention, majors, communication, and department climate issues. In 2015, we were hiring in the area of sexualities, and I was excited that the workshop would have a round table discussion on making a department more LGBTQA friendly. I liked to think, as a feminist and a gender scholar, that my department was in good shape, but I wanted to make sure. What I learned at the conference led me to consider ways to make the department, including syllabi and classes, more inclusive and welcoming. I also listened to chairs who have served in their position for a while discuss pacing and picking challenges to work on in a reasonable sequence.

## Still Learning

With my fourth Chair Conference, in addition to knowledge learning and community discussions, I added a new reason to attend: time for reflection and thinking through a vision for the coming year. During the meeting I wrote notes about goals and thinking creatively about the bigger picture. I realized that too often I was stuck in day-to-day crises and issues (Is the promotion letter to the dean done? Did you finalize the faculty meeting minutes? Did you cap the online class? Did you review the documents for the college meeting with the Dean? Finish the Human Resources hiring paper work? Approve the teaching assignments?) and neglected to think about the big picture. I decided to use the

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**Election**

From Page 1

**Education:**

PhD, University of Wisconsin, 1993; MA, University of Wisconsin, 1987; BA, University of Puerto Rico-Rio Piedras, 1984



Eduardo Bonilla-Silva

**Positions Held**

in ASA: Committee on Nominations, 2010-11; Council Member of American Sociological Association, 2003-2006; Member of ASA Public Understanding of Sociology Award Selection Committee, 2001-2003; Chair of Section of Racial and Ethnic Minorities, 1999-2000; Editorial Board of *Contexts*, 2007-2010.

**Offices Held in Other**

**Organizations:** President-Elect Southern Sociological Society, 2017-18; Associate Editor of *Sociology of Race and Ethnicity*, 2015-Present; Editorial Board of *Social Currents*, 2014-Present; Advisory Editor of *Social Problems*, 2014-Present;

**Publications:** Bonilla-Silva, Eduardo. 2015. "More Than Prejudice: Restatement, Critical Relections, and New Directions in Critical Race Theory." *Sociology of Race and Ethnicity*. 1(1):1-15; Bonilla-Silva, Eduardo. 2013. *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America* (4th ed.). Lanham, Rowman and Littlefield.; Bonilla-Silva, Eduardo. 2012. "The Invisible Weight of Whiteness: The Racial Grammar of Everyday Life in Contemporary America." *Ethnic and Racial Studies*. 35(2): 173-194; Bonilla-Silva, Eduardo. 2004. "From Bi-Racial to Tri-Racial: Towards a New System of Racial Stratification in the USA." *Ethnic and Racial Studies*. 27(6): 931-950; Bonilla-Silva, Eduardo. 1997. "Rethinking Racism: Toward a Structural Interpretation." *American Sociological Review*. 62:465-480.

**Personal Statement:** The sociological imagination is mighty powerful, but it is not almighty. Sociology, for instance, needs to address its "race problem." Race, like all social cleavages, shapes deeply our personal lives and how we transact our sociological affairs. Accordingly, if we dream of a

color-blind society and discipline, we must be willing to consider enacting race-conscious policies today. Race matters in both clear and subtle ways and we must tackle forthrightly the multiple ways in which it does. Despite our limitations, sociologists should not shy away from becoming "patriots of humanity" as 19th century Puerto Rican sociologist Eugenio María de Hostos advocated. Sociologists can bring clarity to numerous debates and can do so without partisanship or compromising social scientific standards. We are not Comtean priests with singular access to the truth, but our work and actions can contribute to build a more democratic, inclusive, and humane world. Another sociology is possible!

**Brian Powell**

**Present Professional Position:** Chair, Department of Sociology, Indiana University, Bloomington, IN, 2014-present



Brian Powell

**Former Professional Positions:** James H. Rudy Professor of Sociology, 2008-Present; Affiliated Faculty, Kinsey Institute, Indiana University, 2013-Present; Affiliated Faculty, Department of Gender Studies, Indiana University, 1986-Present

**Education:** PhD, Emory University, 1984; MA, Indiana University, 1980; BA, Hobart College, 1976

**Positions Held in ASA:** ASA Vice-President, 2012-2013; ASA Council Member, 2012-2015; Chair, ASA Section on Social Psychology, 2011-2012; Chair, ASA Section on Sociology of Education, 2009-2010; Member, ASA Publications Committee, 2002-2005.

**Offices Held in Other Organizations:** Board Member, General Social Survey Board of Overseers, 2015-Present; Board Member, Council on Contemporary Families, 2011-2012; Founding Member, Teaching and Learning Introductory Sociology (TLIS) Network, 2010-Present; Member, National Science Foundation Sociology and Dissertation Advisory Panel, 2002-2004, 2006-2008, 2009-2010; President, Phi Beta Kappa,

Indiana University, 2007-2008.

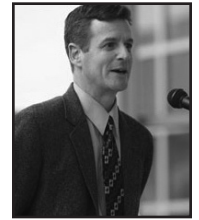
**Publications:** Cheng, Simon and Brian Powell. 2015. "Measurement, Methods, and Divergent Patterns: Reassessing the Effects of Same-Sex Parenting." *Social Science Research* 52:615-626; Hamilton, Laura, Claudia Geist, and Brian Powell. 2011. "Marital Name Change as a Window into Gender Attitudes." *Gender & Society* 25:145-175; Powell, Brian, Catherine Bolzendahl, Claudia Geist, and Lala Carr Steelman. 2010. *Counted Out: Same-Sex Relations and Americans' Definitions of Family*. New York: Russell Sage Foundation/American Sociological Association Rose Series; Cheng, Simon and Brian Powell. 2007. "Under and Beyond Constraints: Resource Allocation to Young Children from Biracial Families." *American Journal of Sociology* 112:1044-1094; Hamilton, Laura, Simon Cheng, and Brian Powell. 2007. "Adoptive Parents, Adaptive Parents: Evaluating the Importance of Biological Ties for Parental Investment." *American Sociological Review* 72:95-116.

**Personal Statement:** I take an optimistic view of the ASA and its members. The ASA includes an impressive group of sociologists who excel in so many aspects of our profession and who give me great optimism about the discipline's future—even during a period of time when the discipline, the ASA, and higher education face daunting challenges. The ASA must be fully inclusive and transparent in serving its members—whether they are employed in liberal arts colleges, research universities, applied settings, or elsewhere; whether they are students beginning their academic career or sociologists who have reached retirement; whether they are motivated primarily by teaching, research or advocacy; whether they assign greater importance to disciplinary concerns or to broader social policy. As someone who is committed to quality teaching, research excellence, and meaningful public engagement and who has worked with small liberal arts colleges, research universities, and applied settings, I look forward to representing, promoting participation among, providing transparency to, and advocating for the ASA membership.

**Candidates for Vice President-Elect**

**Vincent J. Roscigno**

**Present Professional Position:** Distinguished Professor of Arts & Sciences in Sociology, Ohio State University, 2012-Present.



Vincent J. Roscigno

**Former Professional Positions:** Professor of Sociology, Ohio State University, 2005-2012; Associate Professor of Sociology, Ohio State University, 2001-2005; Assistant Professor of Sociology, Ohio State University, Columbus, OH, 2001-2005.

**Education:** PhD, North Carolina State University, 1996; MS, North Carolina State University, 1991; BA, University of Arizona, 1989.

**Positions Held in ASA:** ASA Program Committee, 2015 and 2016 Meetings; ASA Publications Committee, 2012-2015; Co-Editor, *American Sociological Review*, 2007-2009; Outstanding Dissertation Award Selection Committee, 2004-2006; Outstanding Graduate Paper Award Committee, Organizations, Occupations & Work Section, 2006.

**Offices Held in Other Organizations:** Founding Co-Editor, *Social Currents*, Journal of the Southern Sociological Society, 2013-Present; Executive Committee, Southern Sociological Society, 2009-2013; President, Southern Sociological Society, 2009-2010; Committee on the Profession, Southern Sociological Society, 2004-2007; Committee on the Status of Women, Southern Sociological Society, 2001-2004.

**Publications:** Roscigno, Vincent J., Julia Miller Cantzler, Salvatore J. Restifo, and Joshua Guetzkow. 2015. "Legitimation, State Repression and the Sioux Massacre at Wounded Knee." *Mobilization* 20:17-40; Byron, Reginald and Vincent J. Roscigno. 2014. "Relational Power, Legitimation and Pregnancy Discrimination." *Gender & Society* 28:438-462; Roscigno, Vincent J., Diana Karafin, and Griff Tester. 2009. "The Complexities and Processes of Racial Housing Discrimination."

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The following article is one of many included in the ASA Task Force on Social Media's Promoting Sociological Research: A Toolkit, which provides tips and testimonials about promoting sociology.

## Tips for Promoting a New Book

Abigail C. Saguy, University of California-Los Angeles

My first book, *What Is Sexual Harassment? From Capitol Hill to the Sorbonne*, based on my doctoral dissertation, came out in 2003. At the time, I was an assistant professor and feeling pressure to show that I was making headway on a new, postdissertation project. I was also negotiating the demands of caring for a new baby. As a result, I did not feel that I could afford to spend too much time promoting my book, something that I regretted later. After spending a decade researching and writing a book, it's a shame not to spend the time necessary to make sure that book gets as wide an audience as possible!

When my second book, *What's Wrong with Fat?*, was published in 2013, I vowed not to make the same mistake. This time, I promised myself, I would give myself permission to spend time promoting the book. For me, prioritizing the work of book promotion was the first step to success. This meant reserving some time each day, during the first

months after publication, to spend on book promotion tasks. It also meant being willing to drop everything if an opportunity, say, to write an op-ed presented itself.

In September, when my book was in press, I began planning for the January 2013 release. I reached out to supportive colleagues to help organize author-meets-critic panels at regional conferences, including the Pacific Sociological Association and the Southern Sociological Association, and at UCLA. I also submitted my book for consideration for an author-meets-critic panel at the 2014 ASA meeting and was deeply honored that my book was among 19 books (out of 350 submissions) to be accepted. I let my colleagues at other universities know that I would be delighted to present a book talk in their seminar series.

### Becoming a Media Source

Importantly, I enrolled in an all-day workshop on op-ed and other public writing, provided by the Op-Ed Project, a "social venture founded to increase the range of

voices and quality of ideas we hear in the world." Not only did this workshop provide me with an effective crash course in op-ed writing, but it also came with year-long access to mentors, who would read and comment on my drafts within 48 hours.

As pressures to be thin and dieting were important themes in my book, I saw the upcoming New Year celebration and associated resolutions as a great hook for an op-ed piece. As this was an event that could be predicted with certainty, it provided me with ample lead time to write, solicit feedback, rewrite, solicit more feedback, and rewrite again.

After several drafts, "Why we Diet" was published in the *Los Angeles Times* op-ed section on January 4, 2013. I continued writing op-eds in the months that followed, including a piece on "size profiling"—the tendency of doctors to assume that any ailment suffered by a heavy patient is due to their weight without doing proper tests—in the *Washington Post*.

As I published more, editors began to seek me out to comment on

current events related to the topic of my book. Thus, when the American Medical Association (AMA) decided to define obesity as a disease, *TIME* asked me to comment. I had many other demands at the moment, but I dropped everything to write 550 words on the topic.

Following this publication, the *U.S. News and World Report* asked me to take part in an online debate on the same topic. Via listservs, I encouraged colleagues working on similar topics to vote and was gratified to receive the greatest number of votes of the seven contributors!

During this time, I also created a Facebook page and Twitter account that I updated regularly with interesting links related to the topic of my book. At one point, I had an undergraduate research assistant help identify and post relevant content. I created a personal webpage, where I posted the first chapter of my book and links to media coverage.

### Publishers Help

Oxford University Press and UCLA publicists also worked

*Continued on Page 17*

## Election

From the Previous Page

*Social Problems* 56:46-69; Roscigno, Vincent J., Donald Tomaskovic-Devey, and Martha Crowley. 2006. "Education and the Inequalities of Place." *Social Forces* 94:2121-2145; Roscigno, Vincent J. and Randy Hodson. 2004. "The Organizational and Social Foundations of Worker Resistance." *American Sociological Review* 69: 14-39.

**Personal Statement:** I am truly honored that I have been nominated for the position of Vice President of the ASA—an organization that reflects many voices and that continues to play an important part in my ongoing excitement about the "doing" of sociology. If elected, I will strive to insure that the many faces of our field—including those underrepresented in our ranks; at large research and smaller liberal arts institutions; senior and especially

junior scholars and graduate students; U.S. and international scholars; and those on the tenure track, those holding adjunct/lecturing positions, and those who are in more applied arenas—find nothing short of a supportive, nurturing organization with a forward-thinking leadership and an open ear. Such inclusivity in principle and practice is essential for the ASA to thrive. Indeed, if elected, I would carry this as the guiding principal into all formal and informal responsibilities of the Vice President.

### Christopher Uggen

**Present Professional Position:** McKnight Professor of Sociology and Law, University of Minnesota, 2006-present.

**Former Professional Positions:** Professor of Sociology, University of Minnesota, 2005-2006; Associate Professor of Sociology, University of Minnesota, 2001-2005; Assistant Professor of Sociology, University

of Minnesota, 1995-2001.

**Education:** PhD, University of Wisconsin, 1995; MS, University of Wisconsin, 1990; BA, University of Wisconsin, 1986

**Positions Held in ASA:** Public Understanding of Sociology Award Committee, 2014-2016; Chair, ASA Section on Crime, Law, and Deviance, 2014-2015; Editor, *Contexts*, 2008-2011; ASA Publications Committee, 2008-2011; Nominations Committee, Section on Crime, Law and Deviance, 2010-2011.

**Offices Held in Other Organizations:** Editor and Publisher, *TheSocietyPages.org* (with Doug Hartmann), 2010-present; Board of Overseers, General Social Survey



Christopher Uggen

(GSS), 2016-2020; Minnesota Department of Corrections Human Subjects Committee, 2009-2015; Executive Secretary, American Society of Criminology, 2003-2009; Associate Editor, *Law and Society Review*, 2003-2006.

**Publications:** McLaughlin, Heather, Christopher Uggen, and Amy Blackstone. 2012. "Sexual Harassment, Workplace Authority, and the Paradox of Power." *American Sociological Review* 77:625-47; Massoglia, Michael and Christopher Uggen. 2010. "Settling Down and Aging Out: Toward an Interactionist Theory of Desistance and the Transition to Adulthood." *American Journal of Sociology* 116:543-82; Manza, Jeff, and Christopher Uggen. *Locked Out: Felon Disenfranchisement and American Democracy*. 2006, 2008. New York: Oxford University Press; Uggen, Christopher, and Jeff Manza.

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# Teaching and Technology

Maxine P. Atkinson and Emily Medina,  
North Carolina State University

To instructors, student engagement is an important issue. With advances in technology, there are greater options, but determining the best approach can be overwhelming. Landon Schnabel, in a TRAILS essay (2014), provides a useful organizational scheme for exploring and discussing the pedagogical uses of technology. There are at least four categories of technologies based on whether you are considering using technology inside the classroom or outside and whether you need a technology whose primary use is communication from faculty to students or between and among students and faculty.

## In the Classroom

Let's start with technology that we can use inside our classrooms to get across a message. The technology that immediately comes to mind is PowerPoint (or Prezi or Keynote). There is a reason that everyone knows the phrase "death by PowerPoint." Don't go there! But PowerPoint can help focus a discussion, present charts and tables, and embed engaging visuals and video clips (Hill, Arford, Lubnow, and Smollin 2012). PowerPoint is not as useful in presenting detailed information. Articles and books still offer the best solution for complex and detailed evidence and arguments. In addition to PowerPoint, we find an amazing array of YouTube videos, TED Talks, and videos. Sociological Cinema ([www.thesociologicalcinema.com](http://www.thesociologicalcinema.com)) is a rich resource for videos and film clips (see Andrist, Chepp, Dean and Miller 2014). Used thoughtfully, these technologies can help keep student attention focused on your topic and can powerfully illustrate basic sociological concepts. For example, Richard Wilkinson's 2011 TED Talk on global inequality is both informative and appealing. Students in our classes were

enthusiastic about discussing the points he made ([www.ted.com/talks/richard\\_wilkinson?language=en](http://www.ted.com/talks/richard_wilkinson?language=en))

## Communication in the Classroom

There are also technologies designed for classroom use that can encourage faculty/student or student/student communication within the classroom. Our favorites include Google apps like Google Docs and Google Slides. These are free apps, and several students can work on the same document or slide at the same time. In large classes, "clickers," Poll Everywhere, or Top Hat can be used to take attendance,

provide a reading quiz, or compile student responses to questions you construct. Poll Everywhere and Top Hat are applications that allow students to use their own devices and

appear to be gaining in popularity because students do not have to buy an additional piece of equipment, and they are less likely to forget their own phones and laptops.

Of course, there are serious disadvantages to encouraging students to actively use their devices in class. They are quite likely to be distracted by the opportunity to use social media for something other than class purposes. You have to decide how to handle that, but we know of no way to assure that students will not try to multitask other than to make sure that they are provided with multiple opportunities for engagement. In our small classes, we ban phone and computer use unless we specifically request students to use them. If you are using a "clicker" type technology and are asking students to respond multiple times during the class, banning devices is not practical.

## Outside Class Communication

Learning management systems or course websites can be used to provide information or instructions

for students. Class time can be saved for tasks that need to be accomplished face-to-face. There are also several technologies that can be used to encourage student-to-student interaction. Learning management systems contain the ability to create group discussions. Persell (2004) provides an exemplar of structured web-based discussions that proved to be quite effective. Social media and online discussion boards can be used to engage students with different preferences for participation. Social media like Facebook Groups can be used to elicit discussion, especially for students who may not feel comfortable participating in large-class discussion.

## Technology on the Side

Technology should not necessarily be our first plan of action, even in large classes. Tried and true teaching techniques, such as discussion and informal writing, can be used in any discipline to encourage engagement and deep thinking. There are also many activities specifically designed to teach sociological concepts that can be effectively used even in large classes. For example, Peretz and Messner (2013) created a classroom activity to teach social structure and individual agency by asking students to stand up or sit down depending upon the conditions under which they chose to take the class in which they are enrolled. This activity can be used with up to 300 students. Check TRAILS and *Teaching Sociology* for research-based teaching methods. See Atkinson and Lowney (2015) for a more extended discussion of teaching and technology.

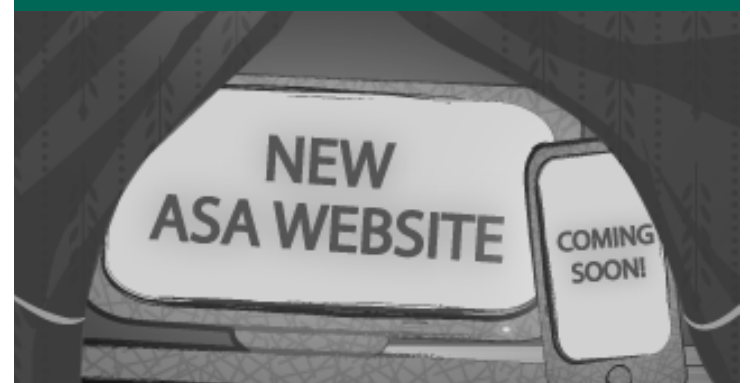
In short, there are technologies that can effectively be used for faculty-to-student communication both inside and outside class and student-to-student interaction inside or outside the classroom. So, what's the rub? None of the technologies can be effectively used without careful consideration and planning. We must know what we want students to accomplish, and we have to assess whether the technologies we choose help our students meet our planned learning outcomes. There are no magic bullets. **S**

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**“Technology should not necessarily be our first plan of action, even in large classes. Tried and true teaching techniques, such as discussion and informal writing, can be used in any discipline to encourage engagement and deep thinking.”**

## Special Announcement!





# Teaching Around the World: Sociology on the Semester at Sea Ship

Michelle M. Camacho, Fellow, American Council on Education

In January of 2015, I boarded the *MV Explorer* ship as a faculty member of the Institute for Shipboard Education and Semester at Sea (SAS) program, then operating under the academic sponsorship of the University of Virginia (UVA). From the port of San Diego we crossed the Pacific with 700 students, 35 faculty, 50 administrative staff and 150 crew members on board. In 112 days, we circumnavigated the globe visiting Japan, China, Vietnam, Myanmar (Burma), India, South Africa, Namibia, Morocco (for about 5-6 days each), and disembarked in England. True to the mission of the program, the experience reshaped my understanding of the world and my own sense of self within it; however, not in ways I had predicted. I am often asked, “Would you do it again?”

## Academic Challenges

Though hired 18 months in advance, I did not grasp the significant time required to design my three Sociology courses so they would align with our ports of call. This was particularly difficult as the risk of Ebola kept chang-

ing our itinerary (when Ghana was eliminated and Morocco added, I scrapped our analysis of cash crops and added sociological examination of the tourism industry.) Preparing each course required immersion in the socio-political and historical narratives of each country we would visit. In researching materials for the Sociology of Food class, for example, I learned about the Rohingya Muslim minority population and the difficulties of accessing a Halal diet in Myanmar.

In Capetown, South Africa, I designed a practicum to investigate contemporary urban food insecurities. For that field lab, an NGO leader walked us through his township, demonstrating the scarcity of fresh produce, as we had read about. He surprised us by inviting us to an informal home-brewing and offered us tastes from the shared bucket of sorghum beer crafted by women entrepreneurs. We asked questions about, and optionally tasted, the “smiley” (smoked sheep’s head) sold for \$5 USD, open-air on a street corner.

In the Methods of Social Inquiry course, we practiced participant observation at a Zen meditation temple in Kamakura, Japan, and at the end of the course, students were required to develop a proposal for the Fulbright Scholar program. My greatest challenge was teaching Social Inequalities in a context where students hoped to arrive at a destination and “make a difference.” They were disappointed

with my anti-climactic response that the best we can do is listen and learn from resilient communities, and take our activist efforts home to analogous social problems.

## Co-Curricular Challenges

I had long been a skeptic about the merits of visiting ports for short jaunts, contrasted with a full semester abroad in a single country. How can one fully experience the high impact of cross-cultural understanding that comes with international exchange in a timeframe that feels more like a vacation? Yet, there is value in the comparative scope, even for a short interval. It is a great privilege to have access to a wide-range of spaces, to begin to develop more informed questions after spending time reading about and studying each, and to be able to sociologically consider the historical conditions that construct current issues.

What I did not realize was that the SAS experience is more than the sum of its ports; it is like living on another campus for a semester. UVA leaders on the ship referred to our voyage on an “academic village”—a term coined by Thomas Jefferson to capture the holistic learning experience as it transcends the classroom. With such a large shipboard community, activated by the pulsating enthusiasm to learn, one might think that a healthy campus climate would be ensured. Not exactly. At one point, two other professors and I were asked by the resident hall leaders to offer evening programming to address the toxicity of racism and bias-incidents on the ship itself, and to offer a framework for reflecting on our relative privileges as outsiders in each port. Reflecting on academic leader-



Michelle Camacho on the Semester at Sea ship near coast of Cochin, India



The Semester at Sea students at a Cape Town Community Kitchen

ship, as is true in all institutions of higher education, it is clear that a transformational leader sets the tone through programming, anticipating challenges, empowering faculty to follow the lead, and producing a climate that breeds mutual respect and belonging.

## Ship Life Challenges

On the ship privacy is an imagined space unless one can tolerate the isolation of a small cabin. As a woman professor I’m used to keeping my work/life balance in check by maintaining silos around each. Choosing to bring my family on the voyage was an odd, but a life-changing, challenge. My eldest daughter took courses on the ship, and my spouse homeschooled our other children. I gave public lectures for the evening academic programming, and for the first time in their lives my family attended my talks. Not many know that I’m a certified fitness instructor as a hobby, and it was a pleasure to offer group exercise courses for the shipboard community, even when the waves rocked us wildly. Many excellent faculty, staff, and crew members became close friends (it’s a rare gift to develop new deep friendships mid-life). And I would be remiss not to mention the hundreds of bright and curious students that also inspired me, and from whom I learned new skills. It’s taken me almost a year to fully process the immersive experience. But the answer is, “yes!” In a heartbeat, I would do it again. **S**



Semester at Sea students learning and listening at a Burmese school.

**Seattle**

From Page 1

Capitol Hill has housed the countercultural element of Seattle from the 1950s and '60s through the Kurt Cobain grunge period and into the current eclectic and modern music scene. You will find multi-color bows and banners that read "You Are Welcome Here" and similarly-styled crosswalks that celebrate solidarity with the LGBTQIA community. The neighborhood wrestles over issues of affordable housing, income inequality, and gentrification. The area is marked by key landmarks including two original Olmsted greenbelt projects (Volunteer and Cal Anderson Parks), Lakeview Cemetery with its notable residents Bruce and Brandon Lee as well as Kikisoblu (Princess Angeline), the Seattle Asian Art Museum, St. Mark's Episcopal Cathedral, Seattle Central Community College, and Cornish College for the Arts.

**Columbia City.** About four miles southeast of the Convention Center is Columbia City (take Seattle's Link Light Rail), a trendy and gentrifying old neighborhood located in one of

the most ethnically diverse zip codes in the U.S. Originally one of the main locations for the indigenous Salish people, the Rainier Valley Electric Railway linked Columbia City to downtown Seattle in 1891 and brought new (white) settlers into the valley. Restrictive covenants elsewhere in Seattle mostly bypassed Columbia City, keeping the neighborhood ethnically diverse. Through most of the 1900s this area was the home of various immigrant groups. Early European waves of immigration, as well as a largely post-WWII African American migration, settled

**“Affordable and classic housing stock brought minority professionals, artists, gay and lesbian couples, and “urban pioneers” in the 80s and 90s to create one of the most unique neighborhoods in Seattle.”**

in Columbia City. In the latter part of the 1900s it became a destination for Asian and South Pacific migrants as well as recent African immigrants and refugees.

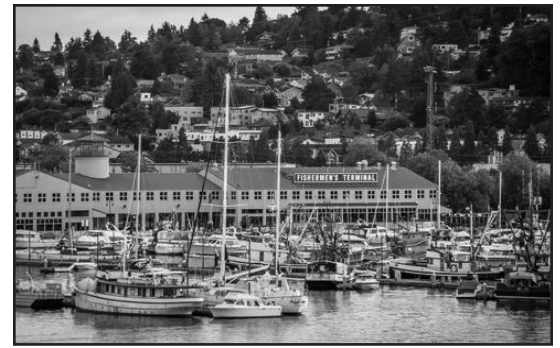
Economic depression and increasing crime between the 1960s and '80s drove many out of the neighborhood. A strong grassroots organizational movement formed to reverse the neighborhood decline, building safer streets, improving local businesses, and designating historical status to part of the main North-South corridor (Rainier Avenue). Affordable and classic housing stock brought minority professionals,

artists, gay and lesbian couples, and “urban pioneers” in the 1980s and '90s to create one of the most unique neighborhoods in Seattle. Gentrification and rising housing costs in Seattle have altered some features of the neighborhood, yet Columbia City remains a true melting pot.

**Central District.** The Central District (CD) is a diverse and rapidly changing neighborhood, located in

the middle valley bounded by First Hill and Capitol Hill to the west and Madrona and Leschi to the east (about two miles on Bus #27 which you can pick up near the Convention Center). In the late 1800s the CD was a predominantly Jewish neighborhood. It has also served as a long-time home to Seattle's African American community, which grew rapidly immediately post-WWII. In the 1960s, civil rights activists like Edwin Pratt fought to end segregation in schooling and housing in Seattle. Community organizations like the Central Area Motivation Program (now called Centerstone) date from this period and continue to be active. The neighborhood has more recently become home to Seattle's thriving Ethiopian community, now among the largest in the United States. The Central District is primarily residential, with a variety of wood houses that are among the oldest in the city. The recent economic booms in Seattle has led to gentrification in the neighborhood, with the pace and visibility of change and issues of affordability for long-time residents increasing in recent years. Small businesses line the thoroughfare of 23rd Avenue, with soul food and Ethiopian restaurants along Cherry Street. Cultural institutions include the Langston Hughes Performing Arts Institute housed in a landmark building and former synagogue, the Pratt Fine Arts Center, and the Northwest African American Museum.

**Belltown.** Belltown lies between the iconic Space Needle and Pike Place Market. It is a 10- to 15-minute walk from the Convention Center to its southern starting point. Originally Denny Hill, the hill was sluiced in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries to a much lower height and developed into a low-rent, semi-industrial district. In the early 20<sup>th</sup> century, Belltown became a hub for screening rooms and movie-distributors. By 1910, Virginia Street and Third



Fisherman's Terminal, located in the Ballard-Interbay neighborhood, is home to the North Pacific Fishing Fleet. Photo: Alabastro Photography

Avenue came to be known as “Film Row.” The film industry in Belltown remained a central feature of this neighborhood through the 1960s. The only remaining screening room is the Jewel Box Theatre opened in 1926 and located on 2<sup>nd</sup> Avenue in the Rendezvous Bar. Currently undergoing massive redevelopment, Belltown has seen triple digit population growth since 1990. New apartment buildings and high rises are continuing to emerge as the city experiences vast economic growth and a resurgence of downtown living. With this neighborhood revival brings new boutiques, top rated restaurants, and pubs. Belltown's Olympic Park along the waterfront on the Western span of the neighborhood offers sweeping views of the Puget Sound and the Olympic Mountains and hosts a sculpture exhibit run by the Seattle Art Museum.

**Ballard.** Northwest of the Convention Center (about three miles from downtown and a #40 bus ride through Fremont) sits Ballard on the Lake Washington Ship Canal waterway. Formerly the home of the Shilshole people of the Duwamish Tribe, Ballard was originally known as an erstwhile Scandinavian fishing town. The first recorded European migrants arrived in 1862 and Ballard incorporated as an independent town in 1890 and was annexed by Seattle in 1907. Ballard's original population migrated to work in lumber and fishing. Once considered the “shingle capital of the world,” deindustrialization brought economic hardship to the area in the 1970s and '80s, before it rebounded with Seattle's burgeoning tech industry of the 1990s. Today's Ballard has many of the markers of an established, in-demand neigh-



Pioneer Square, Seattle's “first neighborhood,” is known for its Renaissance Revival architecture. Photo: Alabastro Photography

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# The Sociology of Migration and Understanding Recent Transformations in U.S. Anti-immigrant Sentiment

Steven Gold, Michigan State University

The United States often celebrates its status as a nation of immigrants. It is the number one immigrant destination in the world, with a foreign-born population comprising 41 million persons, 61 percent of whom have entered since 2000.

In recent years, however, vitriolic characterizations of immigrants and draconian plans for their exclusion have been floated by political candidates to a surprisingly receptive public. While the U.S. extended refugee status to 3 million persons since 1975, only about 28 percent of the American public currently endorses the continued admission of Syrian refugees. Only 1,854 Syrian refugees—mostly single mothers and their children—have been granted entry between 2012 and September 2015. Recent expressions of hostility towards immigrants and refugees and the adoption of an anti-immigrant platform by the Republican Party are regarded by editorial writers and other pundits as evidence of a fundamental transformation in American attitudes towards migration (Fox 2014). Is anti-immigrant sentiment a recent phenomenon? If so, what is the source of this dramatic transformation?

Sociologists and other scholars of migration have much to offer to our understanding of changing attitudes towards immigration. They have studied popular reactions towards international migration for decades, among a wide range of groups and locations, under various social and economic conditions, using diverse methods (Gold and Nawyn 2013). Contrary to the dramatic pronouncements of editorial writers, sociologists often refer to institutional and historical reasons to account for public perceptions about the place of immigrants in American society. Sociologists might attribute these sentiments to the increased opportunity of individuals, social movements, and political organizations to elicit and reward such opinions through an array of forums that have become available only recently.

## Longstanding Anti-Immigrant Views

Putting beliefs on immigration into historical context can help us realize how we got to where we are today. The historical record reveals that from the late 19<sup>th</sup> century until the dawn of the Cold War, hostility towards immigration has been significant and often incorporated into governmental action. An array of laws, including the Johnson Reed Act, excluded immigrants from various countries and capped the total number of entrants to 150,000 annually from the 1920s until the passage of the Hart Cellar Act of 1965. In July 1938, two-thirds of Americans surveyed agreed with the proposition that “we should try to keep them out” regarding political refugees fleeing fascist states in Europe—the vast majority of whom were Jewish (Tharoor 2015)

From the dawn of the Cold War until the late 1980s, international concerns rather than public opinion drove U.S. immigration policy. As research has found, seeking to discredit communism, rules regarding immigration and the admission of refugees were implemented by a bipartisan Washington consensus. Within this context, the admission of several million persons from Cuba, Southeast Asia, and the Soviet Bloc, together with generous support for their resettlement, was quickly approved.

During the 1950s and 1960s, the Cold War context and unprecedented prosperity did reverse a degree of popular antipathy towards the admission of migrants and refugees. In 1965, efforts to appeal to recently independent nations and the pro-equality climate of the Voting Rights Act, which passed that same year, resulted in the enactment of the relatively unpopular Hart Cellar immigration bill. This bill removed nationality quotas and played a major role in increasing the arrival of immigrants to the United States. (even as its framers assured the public that it would not transform the demography of the American people).

Popular support for the accep-

tance of immigrants and refugees, however, proved to be fleeting. By the late 1970s and early 1980s, a revival of calls for restrictions on immigrants was documented. A 1979 Gallop poll revealed that 57 percent of the public opposed admitting the Vietnamese boat people and 32 percent favored their admission. In a March 1982 Roper Survey, 66 percent of those polled said they wanted immigration cut back and only 4 percent said they wanted more aliens admitted (Harwood 1986).

The staying power of the bipartisan consensus on immigration can be seen in the passage of the Immigration Reform and Control Act of 1986 (IRCA) signed into law by President Ronald Reagan. It provided permanent residency to approximately 2.6 million formerly undocumented immigrants who had been living in the United States prior to 1982, and for the first time penalized employers for hiring undocumented workers.

## Politicization of Anti-immigration Movements

A few years after the passage of IRCA, local and international political events had the effect of unraveling consensus on immigration. The collapse of the Soviet Union in 1991 meant that the Cold War agenda lost its influence as the major factor shaping bipartisan policy. This opened the door for using resentment against immigration as a wedge issue on the local, state, and national level.

Pete Wilson, incumbent governor of California who was doing poorly in the polls as he faced reelection in 1994, demonstrated the electoral potential of anti-immigrant opinion.

Basing his campaign on the negative effects of immigration and endorsing the “Save Our State” Proposition 187, which sought to deny an array of benefits for undocumented immigrants, Wilson was able to mobilize voters and win re-election (Zolberg 2007). Prop 187 was approved by a

majority of white, black, and Asian voters and enjoyed the support of nearly a third of Latinos, despite its targeting Mexican migrants as the source of California’s social and economic

troubles.

Following the success of anti-immigrant mobilization, California voters were provided the opportunity to express their hostility towards benefits for immigrants (and others) in an anti-affirmative action proposition (Prop 209 of 1996), and an anti-bilingual education measure (Prop 227 of 1998), both of which passed. While Proposition 187 was declared unconstitutional, the electoral rewards generated by appealing to popular hostility to immigrants were clearly demonstrated by the success of the Wilson strategy.

Since then, the advent of cable news, the Internet, and social media have created additional venues for anti-immigrant sentiments. Their mobilization has shaped the fate of individual candidates, legislative agendas, organizations and social movements on the local, state, and national level.

However, just as Governor Wilson discovered the political rewards of cultivating anti-immigrant sentiment, other prescient observers found that mustering the votes of first-generation citizens and their allies became easier in the wake of anti-immigrant mobiliz-



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## Department Chairs


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conference for reflection as well as knowledge accumulation. In addition, I tried to be open to my blind spots and limitations. What was I not even thinking about that could be helpful for my department?

Carving out time to think big picture, learn from others, talk things through, and look at issues from new angles was refreshing. Plus, looking back was a touchstone: what had I implemented in the last year? What had I handled well? What could I do better this year?

Will I go next year? That is my plan. I need to be re-exposed to new ideas and solutions because our department priorities shift year to year. In addition, I want to know the larger trends, how ASA can help my

department, and what other departments are thinking about and doing to advance sociology and the success of our research and our students.

The most valuable way for me to have a retreat from the day-to-day pressures of running a department and to think about a vision for the future of my department is to go to the ASA chairs and directors workshop. Where else can I get concentrated, fruitful information on how to improve as a chair and to support department members? I have no idea and I don't need to worry about it. I get "booster shots" from the Department Affiliates webinars, but not the valuable casual networking that comes from in-person conversations. Therefore, if you are a new or returning department chair, I hope to see you in Seattle the day before the formal meetings start. 

## Seattle

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neighborhood: good restaurants and bars (found on Ballard Avenue or Market Street), a year-round Sunday farmers market, and new high rises (with high rents). Ballard has a vibrant Folk and Americana music scene mixed with local Seattle indie rock at the notable Tractor and Sunset Taverns. It is also the home of the Hiram M. Chittenden (Salmon) Locks—where it is possible to observe salmon on their annual migration "run" and a fair number of non-migratory weekend kayakers from mid-June through September.

Of course there are many other notable neighborhoods to

explore, including Fremont (or "The Center of the Universe" complete with a bridge troll and an authentic Soviet-era statue of Vladimir Lenin), Pioneer Square (Seattle's first neighborhood known for its Renaissance Revival architecture and home of the Seattle Underground), the International District (the center of Seattle's Asian Community and the Panama Hotel, featured in the novel *Hotel on the Corner of Bitter and Sweet*), and South Lake Union (home to the Gates Foundation and Amazon). There is no subway (mass transit was defeated in the late 60s) but the bus system isn't bad and it's a great place for a walk on either a sunny or typical Seattle nearly rainy day. 

## Anti-Immigrant

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ing (Portes and Rumbaut 2014). Hopeful Democrats assume that favorable demographics might turn "red" states with significant migrant populations such as Texas and Arizona "blue," thus brightening long-term prospects for their party in environments where it currently holds little sway.

### Current Impacts


In retrospect, there are several outcomes reflecting the increased politicization of anti-immigrant attitudes. First, the politicization of anti-immigrant sentiment has been a successful strategy, at least in the short term. Just as the adoption and encouragement of an anti-immigrant agenda turned the tide for Governor Wilson in 1994, so has it mobilized voters in a variety of other locations.

Despite the growing demand for harsh anti-immigrant policies, few of the goals of such movements—including the denial of basic rights and public services for undocumented immigrants, the mass deportation of migrant populations, the suspension of "birthright citizenship," and other measures—have been implemented. This is largely because these matters are beyond the influence of the electoral constituencies calling for such changes.

Even with the widely observed opposition between Republicans and immigrant communities, the political landscape is not immune to change. Factors such as the short attention span of voters, the appeal of new agendas, and the imagination of political operatives have been known to redirect public opinion in short notice. The successes of Ted Cruz and Marco Rubio in the Iowa Caucus suggests that Latino candidates—albeit ones who minimize their linkage with immigrant communities (at least when campaigning in heavily white primary states)—may appeal to voters who recently embraced xenophobic agendas (Suro 2016).

Finally, because President Obama's administration has maintained an unprecedented program of immigrant deportation, which remains a source of conflict with the very constituencies who are seen as insuring Democratic Party dominance, good relations with pro-immigrant constituencies could potentially disintegrate (Golash-Boza 2011).

The degree of anti-immigrant sentiment currently displayed in U.S. society is sizeable and strongly felt. However, despite aphorisms about America's status as "a nation of immigrants," evidence of anti-immigrant sentiment is clear

and longstanding among wide swaths of the public. The reasons for its recent acceptability might be partly attributable to opportunities to express opposition to immigration in a manner that would have been politically unacceptable prior to the 1990s. In this way, analyses presented by sociologists and other scholars of migration can help us account for changes in popular views of immigration. 

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## Send Us Your News

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



**ASA Dues**

From Page 1

Prior to that, the income bands had not been changed for 16 years, not since 1997.<sup>2</sup> The number of income bands was increased in 2013 from six to nine because inflation had changed the structure of sociologists' incomes since the mid-1990s and the number of ASA members reporting they were in the top dues category (\$70,000+) was becoming a majority of the membership. ASA members earning \$70,000 a year were paying the same dues as those making over \$150,000. Members also voted in a new "Unemployed" category in 2011 (effective 2012) and the "Emeritus" category was expanded to allow *any* retired sociologist to join the Association at a reduced rate rather than just those who had been long-term members.

Actual dues *amounts* changed modestly as a result of the 2011 membership vote. For those reporting incomes from under \$20,000 a year to \$39,999, the dues amounts increased \$10 or less beginning in 2013; for incomes reported at \$40,000- 69,999, the increase was \$13 to \$16; for \$70,000-\$84,999 incomes, the increase was \$26; for \$85,000-\$99,999, it was \$46. Members who reported incomes

more than \$100,000, received higher increases: \$66 more if you earned under \$125,000, \$91 if you earned between \$125,000 and \$150,000, and \$116 for those earning above \$150,000

**Where are we now?**

There are three very reasonable questions I hear from members as do others on Council:

- How much have ASA member dues increased over the last decade?
- How do ASA dues compare with those of similar social science associations?
- How do ASA member dues compare with what we get for them?

**How much have member dues increased?**

The best timeframe for addressing this is 2015 compared to 2002.<sup>3</sup> The data are in Table 1. Column (7) shows that members reporting annual incomes of less than \$70,000 experienced dues increases over the last 13 years in real (or constant) dollars from \$6 to \$8 dollars. Students paid \$4 more.

Factoring in the 31.7 percent inflation rate across this period, ASA members who earned from \$70,000

to \$85,000 in 2015 paid \$14 more in real dollars than they had paid 13 years earlier; and so on, progressively, until members earning at the top end of the ASA income categories (\$150,000 or more) paid \$104 more in dues in 2015 than in 2002.

**How do ASA dues compare with similar social science associations?**

To answer this question takes a little more interpretation because we need to decide what the comparative framework is. Over many years, the American Anthropological Association (AAA), the American Political Science Association (APSA), and the American Sociological Association (ASA) have engaged in a variety of self-comparisons and provided these to their members. Why these associations? This comparison has been customary because all are core national disciplinary societies in the social sciences *and* are quite similar in the size of memberships and annual budgets, as well as the range of services we provide to our members and those we engage in on behalf of our respective disciplines.

Table 2 provides this comparison. The table also includes the American Economic Association (AEA) and the Academy of

Management (AOM), which are national scholarly societies often mentioned by ASA members in comparison to ASA. We will discuss these two comparisons below because they are not as similar to ASA, AAA, or APSA as one might initially think.

**Sociology, Anthropology and Political Science.**

The ASA, AAA, and APSA all have income-based dues structures for regular members and they have roughly similar dues ranges. ASA dues range from \$50 to \$360; AAA's from \$60 to \$326; and APSA's from \$45 to \$320. These associations have similar lower-income dues amounts, but they have somewhat larger dues differences in the top income categories. ASA's are slightly more progressive by having both more dues bands and higher dues amounts at the top of the range (incomes of \$150,000 or more).

*Lower income members.* ASA and APSA have similar subsidized dues categories for *Student* and *Unemployed* members, which enable them to be full members of their national disciplinary societies for modest amounts (\$50 and \$52 for students and \$50 and \$45 for unemployed, respectively). AAA does not

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**TABLE 1**

(1) 2002 Dues Categories by Self-Reported Income*	(2) 2002 Dues Amounts with Included Journal	(3) 2002 Dues Amounts in 2015 Dollars	(4) 2015 Dues Categories Added in 2011 by member vote	(5) 2015 Dues Amounts with Included Journal	(6) Dues Paid in 2015 Compared to Dues Paid in 2002 (5)-(2)	(7) Actual Dues Paid In 2015 Compared to Inflation Adjusted 2002 Dues (5)-(3)
			Unemployed	\$50	(\$5)	(\$23)
Under \$20,000	\$55	\$73		\$80	\$25	\$7
\$20,000-\$29,999	\$55	\$73		\$80	\$25	\$7
\$30,000-\$39,000	\$89	\$117		\$125	\$36	\$8
\$40,000-\$54,999	\$132	\$174		\$180	\$48	\$6
\$55,000-\$69,999	\$170	\$224		\$230	\$60	\$6
\$70,000 and Over	\$186	\$246	\$70,000-\$84,999	\$260	\$74	\$14
			\$85,000-\$99,999	\$280		\$34
			\$100,000-\$124,999	\$300		\$54
			\$125,000-\$149,999	\$325		\$79
			\$150,000 and Over	\$350		\$104
Students	\$35	\$46		\$50	\$15	\$4

\*Last dues structure change voted in prior to most recent change voted in 2011.

**ASA Dues**

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distinguish graduate students or the unemployed from other members; people in both these groups select an income category and pay the same dues amounts as anyone else.<sup>4</sup> This means that AAA's graduate students and the unemployed pay higher dues than comparable members in ASA and APSA, although APSA has a two-year limit for the Unemployed and ASA does not.

For regular members earning less than \$40,000, APSA has a flat dues amount of \$98 and ASA has a range of \$80 to \$125. AAA has a range of \$60 to \$138 for incomes under \$25,000. If you earn less than \$30,000 you pay \$80 to join the ASA; \$98 to join the APSA; and from \$60 to \$174 to join AAA.

*Higher income members.* For members reporting incomes of

\$100,000 or more, these associations have three income bands to determine the dues amount. The categories are the same for ASA and AAA; in each band ASA has a higher dues amount than AAA (differences from \$34 to \$45). All three APSA dues amounts are lower than either ASA or AAA. The dues for members earning \$100,000 or more are from \$310 to \$360 (a \$50 range) for ASA; from \$265-\$326 (a \$61 range) for AAA; and \$241-\$320 (a \$79 dollar range) for APSA. The top dues for the three organizations are \$360, \$326, and \$320 (a \$40 range).

When comparing the bottom and the top of the dues structure for these three national social science organizations, the progressivity principle is evident: lower income members pay less and higher income members pay more, reflecting a policy of temporarily subsidizing dues for members of limited

means. This is more evident for ASA and APSA, but all three organizations do this to some extent.

*Middle range income members.* This roughly covers a range of \$40,000 a year for ASA and APSA and \$25,000 for AAA to \$100,000 for all three organizations (Table 2). If you earn \$40,000, your dues are \$185 for ASA membership, \$174 for AAA (difference of \$9) and \$145 for APSA (a difference of \$40). If you earn \$54,999 you still pay \$185 for ASA and you pay \$204 for AAA and \$170 for APSA (a \$34 range). If you earn \$80,000, you pay dues of \$267 for ASA, \$235 for AAA, and \$207 for APSA (a \$60 dollar range).

**Economics and Academy of Management.**

The American Economic Association (AEA) has very different revenue structure from ASA, ASA, and APSA (as well as from the

AOM) and this impacts AEA's dues structure and amounts. AEA's dues are low and the structure simple. It has three income categories (less than \$70,000, \$70,000 to \$105,000, and over \$105,000) and three dues amounts that are within a \$20 range (\$20, \$30, \$40 respectively).

How is this possible? It is the result of AEA's major revenue source. AEA publishes *EconLit* which is an electronic index that includes 120 years of economic literature and to which most academic, government, and other research libraries and institutions subscribe. ([www.aeaweb.org/econlit/index.php](http://www.aeaweb.org/econlit/index.php)). According to an AEA Secretary-Treasurer, the revenue produced from *EconLit* is sufficient to subsidize most (probably all) of AEA's expenses; therefore, AEA's policy is to set dues and

*Continued on the Next Page*

**TABLE 2**

American Sociological Assn. (ASA)		American Anthropological Assn. (AAA)		American Political Science Assn. (APSA)		Academy of Management (AOM)	American Economics Assn. (AEA)	
<b>Regular</b>	\$	<b>Professional, grad student, &amp; retired</b>	\$	<b>Professional</b>	\$	<b>Academic &amp; Exec</b>	<b>All</b>	\$
Unemployed	\$50			Unemployed^^	\$45			
	80	<20,000	\$60					
30-39,999	125	20-24,999	138	<\$40,000	98			
40-54,999	185	25-49,999	174	40-49,999	145			
55-69,999	236	50-74,000	204	50-59,999	170		<70,000	\$20
70-85,999	267	75-99,000	235	60-79,999	186	\$182***	70-105,000	30
85-99,999	288			80-99,999	207		>105	40
100-124,999	310	100-124,999	265	100-134,999	241			
125-149,999	335	125-149,000	296	135-199,000	271			
150,000+	360	150,000+	326	>200,000	320			
Associate	103		~150**		45			
Student	50	Undergraduate only	35		52	91***		
International*	55		30		40			
Emeritus	50			Over \$25,000^ Under 25,000	66 40	91		

\*from low income countries.

\*\* dues + one mandatory section= full dues amount.

^ must have 25 years of continuous APSA membership; ASA anyone may be a retired member regardless of past membership.

^^ two year limit; ASA no limit.

\*\*\* 38% of ASA regular members' dues are the same or less than AOM dues. ASA students pay 45% less than AOM student members and, unlike AOM, ASA student members are full voting members of the ASA.



## ASA Dues

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member journal subscriptions at a minimum.

From the services side, AEA focuses largely on its role as a publisher. Beyond its chief paid staff member (the Secretary-Treasurer), who is part time and always an economics faculty member at Vanderbilt University, most of AEA's other paid staff focus on publications: AEA's paid editors and staff of its eight journals and *EconLit*; a publications manager, administrative officer, and conference manager. The membership of AEA's governing "Executive Committee" reflects this primary publications mission. The Executive Committee is composed of 11 appointed members (Secretary-Treasurer, publications director, eight journal editors, and the managing director of *EconLit*) and 10 elected members (President, President-elect, 2 Vice Presidents, 6 members at large). (See [www.aea-web.org/AboutAEA/board.php](http://www.aea-web.org/AboutAEA/board.php).)

While it stretches the term to call AEA's dues structure "progressive," the Academy of Management (AOM) explicitly eschews progressivity. It has a single dues rate or "flat tax" of \$182 for all full members. For students and emeriti (who are not full voting members), AOM has a second flat dues rate of \$91. It has a strong international mission (just under half its membership is from outside North America as are more than half its journal submissions) and its services side reflects this. The AOM Annual Report mentions the activities of its 25 divisions and interest groups, two of its four journals, its 5-day annual meeting, and electronic communications among its 20,000 members.

In short, there is not much organizational comparability between ASA, AAA, and APSA on the one hand and AEA and AOM on the other that would encourage dues comparisons.

### How do ASA member dues compare to what we get for them?

This is undoubtedly the crux of dues issues in any membership organization. Why are we paying for our membership? And what are we getting? Scholars, researchers,

and students do not join every professional organization for the same reason. Some sociological associations (often smaller ones than ASA with lower dues) focus on a subsection of the discipline such as those in a geographic region or scholarly specialty (such as regional sociological associations, Population Association of America, American Society of Criminology). Some have particular disciplinary perspectives (such as Sociologists for Women in Society, Association for Humanist Sociology, Association of Black Sociologists). They differ from the ASA in that ASA is a national disciplinary society recognized by bodies such as the International Sociological Association (ISA) as *the* national association for sociology in the United States. That position conveys a somewhat different mission for ASA, one that overlaps with and is sometimes different from those of other sociological associations. While all *national disciplinary* associations focus on scholarly publications, annual meetings, and member communications, most also engage in a wider range of services for their members, support all members of their disciplines (whether or not they are association members), and engage in disciplinary advocacy of many types. These are activities that are not necessarily done by other types of scholarly associations.

ASA is both a scholarly society and a professional association. There are undoubtedly some ASA members (and non-members) who would prefer ASA to be a traditional *scholarly* society and focus narrowly on its publications, annual meetings, and sections (probably adding in today's world the Job Bank and core governance functions such as disciplinary awards). But ASA members and their elected leaders have not taken that perspective across most of the Association's history, especially since the 1950s. The broader direction for guiding ASA's activities and services is reflected in ASA's Mission Statement, which includes

- Serving sociologists in their work,
- Advancing sociology as a science and profession, and
- Promoting the contributions

and use of sociology to society.

This broad and long-term view of ASA's mission encompasses ASA as *professional* association and *national scholarly* society for the whole discipline of sociology. This implies that while ASA focuses its resources on serving its dues-paying members, it does so in ways that also impact professional sociologists who are not ASA members, the discipline itself, and (hopefully) the larger public and policy makers. Because of this, ASA does not have one internal member constituency but many, and they are all active within the Association. (ASA has one of the highest voting rates in the association world.)

A few illustrations of what ASA's constituencies ask for:

- the highest quality *scholarship* through ASA's extensive journal publishing program and ASA's small grants program to fund scholars who are advancing the discipline (FAD);
- the highest quality scholarship of *teaching and learning* through journals and the peer-reviewed digital library of teaching materials (TRAILS) as well as our competitive teaching enhancement fund (TEF) small grant program to fund creative teaching;
- *research-based knowledge* about the profession and discipline through the ASA Research Department which has a high success rate in securing competitive grants from federal agencies and foundations and in publishing its results;
- *support of students* through the ASA Minority Fellowship Program (MFP)—financially supported by regional and specialized sociology societies as well as the ASA, the Student Forum and Honors Program, specialized publications (e.g., *ASA Guide to Graduate Departments, Independent Variable*), and access to Interfolio *Dossier*, TRAILS, and ASA Job Bank;
- *advocacy for federal research funding* through our extensive efforts as a governing member of the Consortium

of Social Science Associations (COSSA), the National Humanities Alliance (NHA), and the Council of Professional Associations on Federal Statistics (COPAFS);

- *intra- and inter-disciplinary activities* at the national and international levels through ASA's organizational membership and active participation in the International Sociological Association (ISA), American Association for the Advancement of Science (AAAS), and the American Council of Learned Societies (ACLS).
- *communication of sociological scholarship* to the public and policy makers through ASA press releases to our national media network, connecting journalists with sociologists who can speak authoritatively via our Member Expert Database, actively engaging in social media, and developing a dynamic new website;
- *support of sociology department chairs* through the ASA Department Affiliates (DA) Program, *Chairlink* and chairs listserv, the ASA Department Resources Group of trained consultants, ASA research, and Interfolio *ByCommittee* as a recruitment and hiring tool for DAs;
- *support of at-risk sociology departments* by preparing extensive, tailored letters of support drawing upon empirical national and comparable department data developed by the ASA Research Department;
- *support of retired sociologists* through the Opportunities in Retirement Network (ORN) that was started by retired and retiring ASA members and is now institutionalized;
- *support of community engaged sociologists* through the ASA Community Action Resources Initiative small grants program;
- *support of high school teachers* of sociology through devel-

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## Vantage Point

From Page 2

sociologist Patrick Ball, founder of the Human Rights Data Analysis Group, employs rigorous social science methods to bring truth and accountability to human rights abuses across the globe.

Member activities.

The ASA Section on Human Rights, founded in 2010, works within the Association to actively

“promote and support critical, interdisciplinary, and international engagement with human rights scholarship, teaching and practice, as well as to foster human rights approaches to the sociological enterprise.” The section currently has more than 250 active members and each year offers a graduate student paper award and the Gordon Hirabayashi Human Rights Book Award.

*Organizational leadership.* ASA has been working to promote human rights through our role as a founding member of the Science and Human Rights Coalition (SHRC) of the American Association for the Advancement of Science. The SHRC was founded, in part, to bring scientists’ voices to

the consideration of the meaning of Article 15 of the International Covenant on Economic Social and Cultural

Rights. Article 15 states that all people have the right “to enjoy the benefits of scientific progress and its application.” ASA Director of Academic and Professional Affairs Margaret Weigers Vitullo worked closely with Jessica Wyndham, Director of the SHRC, on a study of scientists from 17 different disciplinary groups to consider the meaning of the right to “enjoy the benefits of scientific progress

and its applications” across the full spectrum of sciences from sociology to physics. The results of this study were presented at the United Nations in Geneva and have informed the work of the U.N. Committee on Economic Social and Cultural Rights moving forward. They recently received additional funding from the Open Society Institute for a pilot study expanding their work to international scientists.

International contacts and cooperation are recognized in the language of Article 15 as essential to scientific advancement. They also develop and sustain the professional and personal networks that support the fight for human rights over the long run. For several decades through successful proposals to the National Science Foundation (NSF), ASA has provided competitively awarded travel funds to support U.S.-based scholars attend the International Sociological Association (ISA) congresses that take place every four years. Since Council’s centennial statement alone, we have enabled 164 sociologists to attend the ISA through the NSF travel funds.

Council also ensures that there are opportunities within the ASA to encourage international exchange and the development of professional relationships. In 2008 ASA established the International Affiliate membership category for scholars residing in non-OECD countries. Council has a policy of holding the ASA Annual Meeting once a decade in Canada. Council also provides substantial financial support to every Program Committee to ensure that it can bring international scholars to present and engage at meetings.

*Fighting in court.* Bringing international scholars to our meetings, however, isn’t always as easy as it sounds, especially as the visa policies of the United States have grown more stringent since 9-11. But ASA has a history of fighting for the right of ASA members to hear and engage with foreign scholars at our meetings. In 2007, for example, the U.S. Department of State denied a visa to Professor Adam Habib, a prominent South African social

scientist who had been invited to present at the Annual Meeting. In December of 2010, three years after ASA filed suit in the U.S. District Court in Boston, with the concerted effort of the ASA, the American Civil Liberties Union, the American Association of University Professors, the American-Arab Anti-Discrimination Committee, and the Boston Coalition of Palestinian Rights to overturn the State Department’s action then Secretary of State Hillary Rodham Clinton signed orders ending his exclusion.

ASA can be proud of our record in human rights, but we must also continue to use the strength of our professional association as well as our disciplinary theories and methods to urge, as Council said in its centennial statement,

*all governments to resist attempts to restrict scientific exchange within and across national boundaries and to actively promote dialogue, debate and discussion across all barriers to communication and collaboration, and to uphold the spirit and the substance of the articles of the Universal Declaration of Human Rights and other international agreements that affirm the importance of full equality of all peoples and cultures; social and personal security; health care and education; freedom to join trade unions and otherwise assemble; a just wage and an adequate standard of living; and the freedom to participate in and benefit from scientific advancement.*

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

“ASA has a history of fighting for the right of ASA members to hear and engage with foreign scholars at our meetings.”

## ASA Dues

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opment and publication of the *ASA National Standards for High School Sociology* a national listserv of high school sociologists, and a new permanent High School Program;

- *ethical support* of sociologists affected by potentially unethical professional behavior by ASA members; and
- *support of at-risk scholars* through letters of concern signed by the ASA President(s) on behalf of the membership to governmental, political, or institutional leaders both internationally and in the U.S.

These are member-driven activities with the active engagement of staff. ASA has not increased its staffing level in several decades (about 27 to 29 FTEs), but has changed the type of staff in order to meet the challenges of ASA’s mission in the 21<sup>st</sup> century and to provide the

technical expertise the Association needs to do so.

ASA could choose to continue to have progressive but lower dues. It could not do this, however, and continue to serve the internal constituencies or the Association’s larger disciplinary mission that the membership has encouraged and financially supported since at least the middle of the 20<sup>th</sup> century.

## Endnotes

- <sup>1</sup> March 11, 2011, *Footnotes*. “ASA Council Proposes Revised Dues Structure for Member Approval.”
- <sup>2</sup> There was a member approved change to the dues in 2002 that involved payment for journal but not the income bands; the comparison of 2015 with 2002, therefore, is more comparable than going back to compare with 1997.
- <sup>3</sup> 2002 was when the last substantive change in what members received as membership benefits changed before the change voted on in 2011. 2015 is the last year for which we have inflation-adjusted dues amounts.
- <sup>4</sup> AAA has a \$35 membership category for undergraduates.

## BlackLivesMatter: “Where Is the Outrage?”

The attention given to the current state of institutional racism across many of the nation’s college campuses is painful to read and hear. Yet, the *silence* of the masses of social science organizations that routinely shout for social justice, an end to institutional discrimination, and other social ills is screeching like nails across a chalkboard. Where is the outrage?

The protest, “BlackLivesMatter” is more than a cry from the countless mothers that have lost their children to violence at the hands of representatives of the state. The protest, “BlackLivesMatter” is bigger than the violence and brutality that has left a trail of scars on the black body. The students, faculty, staff, and other supporters from all racial and ethnic backgrounds, socioeconomic status, and geographic locations are letting the country know, “BlackLivesMatter” and the voices of the oppressed will not be silenced. The historical tactics of fear, intimidation, and threats will not work in 2016.


Scholars are asking social science organizations, “Where is the outrage?” Indeed, the appreciation of the support provided by many can’t be underestimated. The continued cries, “I’m sorry that this is happening to you,” and “I wish I could help” are helpful. However, in 2016, it’s not enough and in reality it never was. The power of educational institutions that proudly claim “social justice” and “diversity” while allowing practices and policies that injure the psychological well being of students and faculty of color is disheartening and disingenuous. In concert with these “social justice flag waving institutions of higher education” are the numerous social science organizations that are funded by faculty and students of all classes, races, and ethnicities. These same social science organizations raise money and protest feverishly about human rights violations in other parts of the world, and yet they are painfully and virtually silent about the violations of rights in their own backyards. The faithful mem-

bers of these organizations display their institutional affiliations proudly at annual meetings and conferences, which raises the question, “Where is the outrage?”

The members of social science organizations who are from a diverse population working at predominantly white institutions are often faced with unfavorable judgments of their intellect, authenticity, and credentials—on a daily basis—from well-meaning students, colleagues, and administration.

The contemporary research of the struggles these faculty and student organization members face to maintain their careers, livelihood, and wellbeing remains unaddressed in a ‘meaningful way’ by the social science organizations that these members have supported and continue to support. The outcry of demands on college campuses, by students, faculty, and supporters are a powerful symbol that “BlackLivesMatter” and the waving of a flag of diversity is not inclusion. To the supporters of social science organizations, institutions of higher learning, and the faculty who stroll comfortably across the campus without worry of questioning or

surveillance warrant a response, I ask “Where is the outrage?”

The supporters of “BlackLivesMatter” protestors need to know that that they are “heard” by the social science organizations, which they have supported for years. The focus on “the new face of social movements” at several conferences this year is a reminder that talking and activism are not synonymous. The protestors at institutors of higher education and loyal supporters of the social science organizations need to ‘hear’ the voices of the organizations that they have historically supported. The question, “Where is the outrage?” and “Where is your voice?” demands a 2016 response that is louder than the protestors on college campuses who are fighting institutional discrimination, which has so long been shrouded in a sheet of “institutional policies and practices.” Silence was not an option in the 1960s and shouldn’t be an option in 2016. 

Ruth Thompson-Miller, University of Dayton

A shorter version of this article appeared as a “Letter” to the *Chronicle of Higher Education*.




### Tips

From Page 7

hard to get the word out about my book. Oxford sent books to various news outlets and the UCLA publicist Meg Sullivan helped me write a press release. While it is impossible to know for sure, I suspect this work was instrumental in the *New York Times* review of my book and the invitations I received (and accepted!) to be interviewed about my book on various NPR affiliated channels.

Now 18 months since the publication of my book, I am doing less to actively promote it. I do not update my Facebook page or Twitter feed as regularly. However, I do continue to accept invitations to speak about the book and to write op-eds, even when these invitations arrive at inconvenient times

and have opportunity costs. I recently wrote two pieces for *Zocalo Forum*, both of which ended up being reprinted by larger media outlets, including *TIME* and *USA Today*. I would like to conclude by saying that I believe that it is important that sociologists take part in public debates about issues on which we have expertise. It is a privilege to spend one’s life conducting research and analyzing the world in which we live. I believe that it is a crime to hoard the fruits of this labor. We owe it to society to share what we have learned in a variety of forums. One important venue is, of course, undergraduate teaching. Op-ed—and other public writing is another. I would love to see even more sociologists in the pages and screens of various media outlets! 


### Election

From Page 7

2002. “Democratic Contraction? The Political Consequences of Felon Disenfranchisement in the United States.” *American Sociological Review* 67:777-803; Uggen, Christopher . 2000. “Work as a Turning Point in the Life Course of Criminals: A Duration Model of Age, Employment, and Recidivism.” *American Sociological Review* 65:529-46.

*Personal Statement:* Thanks for considering me for ASA Vice President. My agenda is to bring sociology to broader visibility and influence. I will seek to ensure that the next sociological generation has the material and intellectual resources they need to flourish. As editor (at *Contexts* and *TheSocietyPages*, with Doug Hartmann), department chair, and in public and policy work, I’ve seen how sociology speaks powerfully to

the central dilemmas of the day. As a “big tent” sociologist, I value the richness and diversity of our field and the science and activism that sociology inspires. Effective ASA leadership helps put our productive internal tensions to good purpose, while advocating to external audiences on behalf of our membership. As Vice President, I will work to expand the reach and impact of sociology, to use old and new media to bring sociology to more students, and to sustain and nurture the research infrastructure that advances sociological knowledge.

*The elected members of the Committee on Nominations prepared most of the slates of candidates for the 2016 election. In order to be eligible to vote in the 2016 election, you must have renewed your membership by March 31. If you have any questions about the slate of candidates or the petition process, e-mail governance@asanet.org or call (202) 383-9005. *



## 21st Century Job Hunt

From Page 4

to individuals in management roles who report checking a candidate's LinkedIn page as the first step in the applicant review process. It is also a good place to connect with individuals who work for organizations or fields that interest you. LinkedIn can also be an alternative when it's difficult to make it to the "young professional" face-to-face happy hours, or if you live in a town that doesn't offer them. When you set up your LinkedIn account be sure to join the ASA LinkedIn group.

**Alumni associations:** Most major cities have alumni association chapters. They often organize networking events. If you are on the job hunt it may make sense to attend some of these events. People WHO have gotten jobs with the help of alumni or other contacts may be willing to pay it forward.

### Don't Forget Why You Studied Sociology

A 2014 ASA "BA and Beyond" research brief revealed that appli-


cants who put sociology-related skills on their resume, regardless of the level of mastery, felt more confident and received more job offers. The takeaway: Remember why sociology inspires you, be confident, and sell yourself. Your degree will get you in the door and then the rest is on the job training. Graduates are happy they chose sociology because its meaning and relevance goes beyond a career; it sets you up to be a critical thinker and a productive and contributing member of society. Good luck with your job search!

### Additional Resources

- *21st Century Careers with an Undergraduate Degree in Sociology.* This popular booklet contains profiles of sociology graduates who are applying their degree in a variety of fields, as well as more tips for navigating today's job market.
- *Nuts and Bolts of Applying for a Job with a Bachelors Degree in Sociology.* Chairs in ASA Affiliate departments can

access this webinar recording via the department portal. Gather a group of students together for a viewing.

Contact [apap@asanet.org](mailto:apap@asanet.org) with any questions or comments.

*Jaime Hecht has a BS in sociology from Florida State University and a MA in applied sociology from the University of Central Florida.* 


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- Spalter-Roth, Nicole Van Vooren, Mary Senter. 2014. *Recent Sociology Alumni: Would they Major Again.* Washington, DC: Department of Research and Development on the Discipline and Profession, American Sociological Association.
- American Sociological Association. 2013. *21st Century Careers with an Undergraduate Degree in Sociology.* Washington, DC: Teaching Resources Center, American Sociological Association.

## Changes

From Page 3

an extended one) when there will be confusion at the local IRB level regarding the decisions about how specific research projects will be handled. In order to avoid delays, sociologists embarking upon research projects during this period would be well advised to be conversant with the proposed changes.

In addition, the *ASA Code of Ethics*, which is currently in the process of revision, will reflect any changes in the Common Rule (see [www.asanet.org/about/ethics.cfm](http://www.asanet.org/about/ethics.cfm)). This will likely affect those standards dealing research, informed consent, and confidentiality. Since the membership of the ASA must approve any changes to the *Code of Ethics*, all recommended changes will be publicized and open for comment. At our workshop in Seattle we will further elaborate the changes in the Common Rule and their implications for the revisions to the Code. 

## announcements

## Correction

The February issue of Footnotes incorrectly listed Douglas Anderton's affiliation. The announcement should have been "Douglas L. Anderton, University of South Carolina and a Fellow of the American Statistical Association, has been elected to the International Statistical Institute."

## Call for Papers

### Publications

**Catalyst: A Social Justice Forum**, will turn its attention in a forthcoming special issue to articles that offer critiques of any one of the five core social science disciplines, including sociology, combined with proposals for catalyzing reform of that discipline. Theme: "Rebuilding the Core Disciplines to Discover what is Humanly Possible and How to Achieve It." The journal seeks articles offering specific measures and proposals for rebuilding the core social science disciplines to focus on discovering the "scientific" theories and "laws" of human group and individual behaviors as a basis for designing technologies for social justice and social betterment. Deadline: May 1, 2016. Contact: David Lempert at [superlemp@yahoo.com](mailto:superlemp@yahoo.com). For more information, visit: [www.trace.tennessee.edu/catalyst/](http://www.trace.tennessee.edu/catalyst/).

### Intersectionality and Images of Female Aggression in 21st Century Media

is seeking submissions on female aggression. Aggressive women saturate the media. Even concern of aggression among young girls has increased with scholars, educators, and parents scrambling to respond to bullying, peer pressure, and social manipulation. This collection uses an intersectional lens to analyze how "aggressive girls" are treated in the media and the criminal justice system. The book is intended to be a reference for researchers, policymakers, professionals, and students interested in images of female aggression and violence in popular culture. Submit an abstract of 500-700 words. Deadline: May 31, 2016. Contact: Krista McQueeney at [mcqueeneyk@emerimack.edu](mailto:mcqueeneyk@emerimack.edu).

**Michigan Sociological Review (MSR)** invites submissions for vol. 30 (Fall 2016). MSR is the official, peer-reviewed publication of the Michigan Sociological Association. As an interdisciplinary, double-blind peer-reviewed journal, it welcomes previously unpublished manuscripts exploring a broad range of theoretical, methodological, and empirical questions. To submit, send an e-mail with two files attached: one that has all author identification removed, and a second file with author contact

information, biography of no more than 100 words, and any acknowledgements. All files should be in .doc format, using ASA citation style. Deadline: May 15, 2016. Contact: Brigitte Bechtold, at [becht1bh@cmich.edu](mailto:becht1bh@cmich.edu)

**Teaching Sociology** invites submissions for its upcoming Special Issue on "Incorporating Globalization in the Sociology Curriculum." *Teaching Sociology* seeks articles and notes that address issues which focus on innovative approaches that incorporate globalization and transnational concerns in the curriculum. Topics of interest are: Effective strategies that make global and transnational concerns evident to students. Exercises or assignments that engage students in the study of global and transnational concerns. Strategies of orchestrating transnational learning experiences, such as class trips abroad. Critical reviews of ways that global and transnational content are presented in the curriculum. Deadline: February 1, 2017. Contact: Patti Giuffre at [pg07@txstate.edu](mailto:pg07@txstate.edu); or Stephen Sweet at [teachingsociology@ithaca.edu](mailto:teachingsociology@ithaca.edu). For more information, visit: [www.sagepub.com/journals/Journal201974](http://www.sagepub.com/journals/Journal201974).

### Conferences

**Association for Humanist Sociology 2016 Annual Meeting**, November

2-6, Denver, CO. Theme: "Elevating Humanity: Pathways to Progressivism." At this meeting certain questions about a more progressive society will be asked, such as: what would it look like and how do we get there from here? What are the obstacles and impediments and how can they be overcome? Submit papers and sessions which enhance understanding of social issues and problems, while focusing on strategies, movements, and collective efforts that strive to bring about humanistic solutions and progressive change. Deadline: June 15, 2016. Contact: Chuck Koeber and Bhoomi K. Thakore, at [ahsdenver2016@gmail.com](mailto:ahsdenver2016@gmail.com). For more information, visit: [humanist-sociology.org](http://humanist-sociology.org).

**International Conference on Well-Being: National Accounts of Happiness and Social Development**, October 31–November 1, 2016, SIM University, Singapore. The broad concept of well-being is closely linked to many key societal and life outcomes, such as family relationships, health, work, wealth and quality of life. In view of its importance, an increasing number of national governments are using research findings on well-being as a guide for public policy. Abstracts are now being accepted. Deadline: May 9, 2016. For more information, visit

announcements

[www.unisim.edu.sg/microsites/SASS/WB2016/home.html](http://www.unisim.edu.sg/microsites/SASS/WB2016/home.html).

**International Sociological Association (ISA) Fourth Conference of the Council of National Associations**, May 15-18, 2016, Almaty, Kazakhstan. Theme: "Sociologies in Dialogue." The ISA has for long called for a global multicultural sociology. This conference builds on the previous conferences and moves beyond the realm of ideas well in to the realm of applications with a focus on how different national and regional sociologies can circulate, exchange, co-construct, and enter into dialogue and controversy. Send a 500-word abstract with a 150-word bio. Deadline: May 1, 2016. Contact: Sari Hanafi at [sh41@aub.edu.lb](mailto:sh41@aub.edu.lb); and [isa@isa-sociology.org](mailto:isa@isa-sociology.org). For more information, visit: [www.isa-sociology.org/](http://www.isa-sociology.org/).

**Social Science of Memory Conference**, October 2-4, 2016, Saint Louis, MO. Theme: "Individual, Collective, and Banked." Submissions are invited for papers related to the conference theme. A forum is provided for discussing the diverse role of memory in sociology, such as sociological conceptions of collective memory, individual narrative and psychological conceptions of personal memory, or regarding the social relations of banked electronic memory (such as meta-data), or biological memory (such as seed or DNA). This is part of the National Social Science Association conference. Deadline: June 1, 2016. Contact: Noel Packard at [Packard@prodigy.net](mailto:Packard@prodigy.net); and (707) 557-5493. For more information, visit: [www.nssa.us.org](http://www.nssa.us.org).

**Teaching and Learning ASA Section 2016 Pre-Conference Workshop**, August 19, 2016, Seattle WA. Theme: "The Relevant Syllabus: Integrating Current Events into Our Classes." In a fast paced world, it can be challenging to stay relevant. How can sociologists integrate rapidly changing and unanticipated events (e.g., Social movements, terrorist acts, natural disasters, elections, etc.) into their classes in meaningful ways without derailing the course's main learning objectives or our other work-life obligations? Pre-conference workshop sessions will help faculty develop activities and assignments that are flexible enough to accommodate current events as well as help faculty approach challenging topics. Deadline: May 1, 2016. Contact: Melinda Messineo at [mmessineo@bsu.edu](mailto:mmessineo@bsu.edu) or (765) 285-5530.

**Meetings**

**May 25-26, 2016, Doing Research on Participation**, Manchester, United Kingdom. Theme: "Methods and Data for Understanding Everyday Participation." Contact: [uep-admin@manchester.ac.uk](mailto:uep-admin@manchester.ac.uk). For more information, visit: [www.everydayparticipation.org/doing-research-on-participation-call-for-papers/](http://www.everydayparticipation.org/doing-research-on-participation-call-for-papers/).

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

**June 23-25, 2016**. Work and Family Researchers Network 2016 Conference, Washington, DC. Theme: "Careers, Care, and Life-Course 'Fit': Implications for Health, Equality, and Policy." The Work and Family Researchers Network is an international membership organization of interdisciplinary work and family researchers.

**June 26, 2016**. First International Symposium Toward a Unified Science of Love, New York, NY. Theme: "What is Love?" A team of researchers, scholars, and authors with uniquely different backgrounds are convening to begin solving this enigma. Contact: Stefan Deutsch at [stefanddeutsch@msn.com](mailto:stefanddeutsch@msn.com).

**June 29-July 1, 2016**. European Sociological Association Research Network 37 - Urban Sociology - Midterm Conference, Krakow, Poland. Theme: "Moving Cities: Contested Views on Urban Life." Contact: [esamovingcities@gmail.com](mailto:esamovingcities@gmail.com). For more information, visit [www.esarn37.hypotheses.org/](http://www.esarn37.hypotheses.org/).

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

**October 12-15, 2016**. 42<sup>nd</sup> Mid-South Sociological Association 2016 Annual Meeting, North Charleston, SC. Theme: "Transforming the Sociological Landscape: The Quest for Reconstruction and a Paradigmatic Shift." For more information, visit [www.midsouthsoc.org/](http://www.midsouthsoc.org/).

**October 14-16, 2016**. The Association of Chinese Professors of Social Sciences in the United States (ACPSS) 22<sup>nd</sup> International Conference, Denver, Colorado. Theme: "Diversity in a Globalized World: Co-existence and Cooperation." Official languages: English and Chinese. For more information, visit [www.acpssus.org/](http://www.acpssus.org/).

**November 2-5, 2016**, North American Society for the Sociology of Sport 2016 Annual Meeting, Tampa Bay, FL. Theme: "Publicly Engaged Sociology of Sport." Inspired by recent momentous cultural events, the conference theme questions and considers the role of sport sociology and sport sociologists in public engagement. For more information, visit: [www.nasss.org/conference/2016-conference/cfs/](http://www.nasss.org/conference/2016-conference/cfs/).

**November, 15-18, 2016**. Contemporary Ethnography Across the Disciplines 2016, University of Cape Town, South

Africa. Theme: "Ethnographic Imaginings - Place, Space & Time." For more information, visit: [www.cead.org.nz](http://www.cead.org.nz).

**Funding**

**African Critical Inquiry Programme (ACIP)** seeks to advance inquiry and debate about the roles and practice of public culture, public cultural institutions, and public scholarship in shaping identities and society in Africa. The ACIP is offering two opportunities for scholars and institutions based in South Africa: Call for proposal to organize a workshop concerning public culture and public scholarship, to take place in 2017. Call for applications for Ivan Karp Doctoral Research Awards for PhD students enrolled at South-African universities. Deadline: May 2, 2016. For more information, visit [www.gs.emory.edu/about/special/acip.html](http://www.gs.emory.edu/about/special/acip.html).

**Law School Admission Council (LSAC) Research Grant Program** funds research on a wide variety of topics related to the mission of LSAC. Specifically included in the program's scope are projects investigating precursors to legal training, selection into law schools, legal education, and the legal profession. To be eligible for funding, a research project must inform either the process of selecting law students or legal education itself in a demonstrable way. Proposals will be judged on the importance of the questions addressed, their relevance to the mission of LSAC, the quality of the research designs, and the capacity of the researchers to carry out the project. Deadline: August 15, 2016. For more information, visit [www.lsac.org/lsacresources/grants/lscac-research](http://www.lsac.org/lsacresources/grants/lscac-research).

**National Institute of Health** has a new grant available on the "Basic Biophysiosocial Mechanisms and Processes in the Management of Chronic Conditions." This FOA seeks to stimulate basic inquiry into the mechanisms that influence people within their larger social contexts to manage one or multiple conditions over the life course. Long-term goals are to increase knowledge of the individual and group processes that inform thought and behaviors that reinforce health and optimal wellbeing to enhance overall human health, reduce illness and disability, and lengthen life. Deadline: December 6, 2016. For more information, visit: [www.grants.nih.gov/grants/guide/pa-files/PAR-16-095.html](http://www.grants.nih.gov/grants/guide/pa-files/PAR-16-095.html).

**Sociological Initiatives Foundation** provides grants of \$10,000 to \$20,000 to support community-based research projects. The Foundation supports projects that address institutional rather than individual or behavioral change. It seeks to fund research and initiatives that provide insight into sociological and linguistic issues that may be useful to specific groups and or communities. For more information, visit [www.sifoundation.org](http://www.sifoundation.org).

**U.S. Department of Health and Human Services Office of Minority Health** administers grant programs to support projects that implement innovative models to improve minority health and reduce health disparities. There are currently two funding opportunity announcements for which applications are being accepted. Each FOA includes information on how to submit an application and what the application must contain. These funding opportunities can be found at [www.grants.gov](http://www.grants.gov). For more information, visit: [www.minorityhealth.hhs.gov/omh/browse.aspx?lvl=2&lvlid=79](http://www.minorityhealth.hhs.gov/omh/browse.aspx?lvl=2&lvlid=79).

**W.E.B. Du Bois Program of Research on Race and Crime** from the National Institute of Justice (NIJ). The program seeks to advance knowledge regarding the confluence of crime, justice, and culture in various societal contexts. See the solicitation for priority research topics identified under two funding categories: 1.) W.E.B. Du Bois Scholars for those who are advanced in their careers and seek to conduct research that advances the study of race and crime; and 2.) W.E.B. Du Bois Fellowship for Research on Race and Crime Research for those who are early in their careers and seek the opportunity to elevate their research ideas related to the study of race and crime to the level of national discussion. Deadline: May 16, 2016. Contact: [responscenter@ncjrs.gov](mailto:responscenter@ncjrs.gov). For more information, visit [www.nij.gov/funding/Documents/solicitations/NIJ-2016-9108.pdf](http://www.nij.gov/funding/Documents/solicitations/NIJ-2016-9108.pdf)

**Fellowships**

**American Institute of Indian Studies** announces its 2017-2018 fellowship competition and invites applications from scholars who wish to conduct their research in India. Junior fellowships are awarded to PhD candidates to conduct their research for their dissertation in India for up to 11 months. Senior fellowships are awarded to scholars who hold a PhD for up to nine months of research in India. Applications can be found on the website. Deadline: July 1, 2016. Contact: [aais@uchicago.edu](mailto:aais@uchicago.edu); (773) 702-8638. For more information, visit: [www.indianstudies.org](http://www.indianstudies.org).

**Rotary Peace 2017 Fellowship** announces its call for applications. Since 2002, Rotary Peace Centers has provided nearly 1,000 social impact leaders with peace and conflict resolution education and field experience. Our alumni work in more than 100 countries, with organizations ranging from grassroots peace initiatives in Africa to the United Nations. Deadline: May 31, 2016. For more information, visit [www.rotary.org/en/get-involved/exchange-ideas/peace-fellowships](http://www.rotary.org/en/get-involved/exchange-ideas/peace-fellowships).

**In the News**

**Amanda Anthony**, University of Central Florida, was quoted in a



## announcements

January 21 *Orlando Sentinel* article, "Brothers' Road Trip Calls for Van, Spam, Blogging."

**J. Gordon Arbuckle**, Iowa State University, was quoted in a February 1 *Scientific American* article, "Climate Visions Clash in Iowa Caucuses."

**Elizabeth Armstrong**, University of Michigan, was quoted in a January 27 *Huffington Post* article, "In Responding to Survey Complaints, USC Shoots Itself in the Foot."

**Robert Brulle**, Drexel University, wrote a January 6 *Washington Post* opinion piece, "America Has Been Duped on Climate Change."

**Meghan Burke**, Illinois Wesleyan University, and **Margaret Andersen**, University of Delaware, were quoted in a January 18 *Huffington Post* article, "These Are the States Making the Most Racial Progress."

**Jessica Carbino**, Tinder, was quoted in a January 11 *Bustle* article, "This Is the Most Popular Clothing Color on Tinder."

**Jessica Collet**, University of Notre Dame, was quoted in a February 1 *Quartz* article, "Is Imposter Syndrome a Sign of Greatness?"

**Marianne Cooper**, Stanford University, was quoted in July 16 *Refinery29* article, "More Working Women Is the Solution to Our Economic Woes," a July 28 *Atlantic* article, "Teen Girls and the Persistence of Gender Stereotypes," and an August 8 *San Francisco Chronicle* article, "Women Cracking Gender Ceilings in Sports."

**Ryan T. Cragun**, University of Tampa, was quoted in a January 26 *Huffington Post* article, "Americans May Be Getting

Less Religious, but They're Feeling More Wonder," and a January 26 World Religion News article, "Richard Dawkins' Atheist Organization Merges with Center for Inquiry."

**Robert G. Cushing**, University of Texas-Austin, was mentioned in a February 1 *Toronto Star* article, "America Is a Nation Divided as Presidential Voting Begins in Iowa."

**Peter Dreier**, Occidental College, was quoted in articles about Bernie Sanders in a number of media outlets, including *The New Yorker* on October 12, *The Boston Globe* on October 31, and *The New York Times* on November 25. He was also quoted in a November 20 *Al Jazeera* article about the growing rent control movement in the United States. In addition, Dreier was interviewed on the NPR station KPCC on two topics: a strike of truck drivers at the Los Angeles Port on October 27 and whether socialism should be a dirty word in America on November 6. He also wrote an October 27 *Salon* article, "Now Louie Gohmert and Fox News will mansplain Planned Parenthood: The New Lie Right-Wing Men Can't Stop Pushing," an October 28 CNN.com article, "What Is Democratic Socialism, American Style?," a November 2015 *American Prospect* article, "Hedge Funds: The Ultimate Absentee Landlord," a November 24 *Huffington Post* article, "The New Wave of Campus Protest: What's Behind the Oxy Occupation?," a December 6 *Salon* article, "The Amazing Rosa Parks Story Too Few People Still Know," a January 14 *Huffington Post* article, "On the Minimum Wage, Pasadena's Restaurant Lobby Is Selling Baloney," a January 16 *Salon* article, "The Big Short's' Short-comings," and a January 18 *Huffington*

*Post* article, "Martin Luther King Was a Democratic Socialist."

**Riley Dunlap**, Oklahoma State University, and **Robert Brulle**, Drexel University, were quoted in a January 8 *Huffington Post* article, "Researchers Map How Scientific Misinformation Spreads on the Internet."

**Amin Ghaziani**, University of British Columbia, was quoted and his book, *There Goes the Gayborhood?*, was mentioned in a January 13 article in *The Guardian*, titled, "The 'Gaytrication' Effect: Why Gay Neighbourhoods Are Being Priced Out."

**Mark Granovetter**, Stanford University, was mentioned in a January 21 *Fortune* article, "10 Ways for Silicon Valley to Delay its Decline and Fall."

**Miriam Greenberg**, University of California-Santa Cruz, was quoted in a January 31 *Vancouver Sun* article, "The \$31b 'Green' Branding of Vancouver."

**Kathleen Mullan Harris**, University of North Carolina-Chapel Hill, was quoted in a January 6 *Huffington Post* article, "Friends Are as Important to Your Health as Diet and Exercise."

**Richard Hogan**, Purdue University, was quoted in a January 11 *Oregonian* article, "Wealth Gap Makes Retirement More Elusive for Blacks, Latinos."

**Jason Houle**, Dartmouth College, was quoted about his new research in a January 21 *HealthDay* article, "Parental Debt May Affect Kids' Behavior." The research was also mentioned in a number of other media outlets, including *Philly.com* and *U.S. News and World Report* on January 21 and *Pacific Standard* on January 22.

**Michael Hout**, New York University, was quoted in a January 31 *Forbes* article, "Millennials Less Religious than Older Americans."

**Becky Hsu**, Georgetown University, was quoted in a February 3 *Washington Post* article, "The Difference Between What Makes People Happy in the United States and the Rest of the World."

**Heather McKee Hurwitz**, Barnard College, was quoted in a January 31 *Rolling Stone* article, "March for Bernie' Is an Occupy Wall Street Homecoming."

**Andrew Jorgenson**, Boston College, was quoted in a January 27 *Washington Post* article, "It's Not Just Flint: Poor Communities Across the Country Live with 'Extreme' Polluters."

**Arne Kalleberg**, University of North Carolina-Chapel Hill, was quoted in a January 9 *International Business Times* article, "Election 2016: Presidential Candidates to Tackle Wage Growth After Year of Positive Job Reports."

**Kris Macomber**, Meredith College, was quoted in a January 28 Associated Press article, "For the World's Most Scrutinized Body, Barbie Has a New Look." The article appeared in a number of

media outlets, including *The Virginian-Pilot* on January 28 and the *Hawaii Tribune-Herald* on February 3.

**Phyllis Moen**, University of Minnesota, and **Erin Kelly**, Massachusetts Institute of Technology, were quoted in a January 21 Bloomberg article about their recent *American Sociological Review* study, "Does a Flexibility/Support Organizational Initiative Improve High-Tech Employees' Well-Being? Evidence From the Work, Family, and Health Network." The study, whose other co-authors include **Wen Fan**, Boston College, and **Shi-Rong Lee**, University of Minnesota, was covered in a number of other media outlets, such as the *Deseret News* on January 18 and *Boston.com* on January 21.

**Alondra Nelson**, Columbia University, was interviewed in January about her new book, *The Social Life of DNA: Race, Reparations, and Reconciliation* on NPR's "All Things Considered," WNYC's "The Brian Lehrer Show," WUNC's "The State of Things," KERA's "Think," and WEA's "The Mark Steiner Show." Her book was also featured in *The Boston Globe*, *Nature*, *Slate*, *Aeon*, and *Pacific Standard*.

**Guðmundur Oddsson**, Northern Michigan University, was quoted in a January 27 *Quartz* article, "The Case for Disarming America's Police Force."

**Melvin L. Oliver**, University of California-Santa Barbara, was quoted in a January 13 *Los Angeles Times* article, "New Pitzer College President Is First African American to Lead a Claremont Undergrad Campus."

**Anthony Paik**, University of Massachusetts-Amherst, was quoted and **Kenneth Sanchagrin**, Appalachian State University, and **Karen Heimer**, University of Iowa, were mentioned in a January 7 *MassLive.com* article, "UMass Amherst Sociologist Finds Sexually Active Teenage Girls Who Pledge Abstinence at Higher Risk for HPV, Unwanted Pregnancies," about their study.

**Charles Perrow**, Yale University, was mentioned in a January 30 *VICE* article, "Does Tragedy Prove That Space Exploration Is Worth It?"

**Robert Putnam**, Harvard University, was mentioned in a January 29 *New York Times* op-ed, "What Republicans Should Say."

**Rashawn Ray**, University of Maryland, was mentioned in a January 12 *St. Louis Public Radio* article, "A Saint Louis University Professor's Solutions-Oriented Research on Police Shootings of Black Males."

**Jake Rosenfeld**, Washington University in St. Louis, and **Philip Cohen**, University of Maryland, were quoted in a January 17 *New York Times* article, "What We Can Do to Close the Pay Gap."



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announcements

**Rubén G. Rumbaut**, University of California-Irvine, and **Robert J. Sampson**, Harvard University, were quoted and **Daniel E. Martinez**, George Washington University, was mentioned in a January 14 *New York Times* article, "Data Link Immigrants to Low Rates of Crime."

**Sharon Sassler**, Cornell University, was quoted in a January 5 *Star Tribune* article, "Marriage Proposals Are Still a Guy Thing."

**David R. Segal**, University of Maryland, was quoted in a January 10 *San Antonio Express-News* article on the potential impact on military recruiting of the opening to women of combat specialties and units from which they have previously been excluded on the basis of gender. The article also appeared in the *Houston Chronicle* on January 10.

**H. Luke Shaefer**, University of Michigan, was quoted and **Kathryn Edin**, Johns Hopkins University, was mentioned in a January 13 *Huffington Post* article, "There Have to Be Better Ways to Fight Poverty. The White House Wants to Find Them."

**William Julius Wilson**, Harvard University, was quoted in a February 1 *New York Times* article, "Black America and the Class Divide."

**Elroi Windsor**, Salem College, was quoted in a January 20 *VICE* "Broadly" article, "Jar-Sized Waists: The High Cost of Extreme Corset Training."

**Adia Harvey Wingfield**, Washington University in St. Louis, wrote a January 26 *Atlantic* article, "How 'Service With a Smile' Takes a Toll on Women," which mentions **Arlie Hochschild**, University of California-Berkeley, **Louwanda Evans**, Millsaps College, and **Jennifer Pierce**, University of Minnesota.

**Nicholas H. Wolfinger**, University of Utah, was the subject of a January 19 *Deseret News* Q&A article, "Soul Mates: What's Important for Latinos, African-Americans When it Comes to Family Life and Love?," which also mentioned **W. Bradford Wilcox**, University of Virginia, and **Elijah Anderson**, Yale University.

**Queen Meccasia Zabriskie**, New College of Florida, was quoted in a January 30 *Sarasota Herald-Tribune* article, "'Stepping' Along a Path of Academia."

**Sharon Zukin**, Brooklyn College, CUNY, was quoted in a January 19 *New York Times* article, "Brooklyn Neighborhood May Finally Get Its Way for an Old Hospital Site."

Awards

**Angie Y. Chung**, University at Albany, in collaboration with co-PIs **Jan Lin**, Occidental College, and **Sookhee Oh**, Korea University, was awarded a 2-year \$137,314 National Science Foundation grant to examine the role of immigrant pro-growth elites in promoting land

intensification and (re)development projects in Koreatown and Monterey Park, Los Angeles.

**Angie Y. Chung**, University at Albany, was awarded the 2016 Dr. Thomas Tam Visiting Professorship in Asian American Studies at the CUNY Grad Center and Asian American Research Institute for spring 2016.

**Michael G. Flaherty**, Eckerd College, was awarded a Fulbright Fellowship in the Department of Culture and Society at Aarhus University, Denmark, for January through June of 2017.

**Akiko Hashimoto**, University of Pittsburgh, won the Scholarly Achievement Award of the North Central Sociological Association for her book, *The Long Defeat: Cultural Trauma, Memory, and Identity in Japan* (Oxford University Press, 2015).

**Andrew S. London**, Syracuse University, has been named a Maxwell School 10th Decade Faculty Scholar recognizing his excellence in citizenship teaching, research, and public engagement at Syracuse University. He will receive funding for three years to support his work.

**Doug Meyer**, University of Virginia, was awarded the 2015 Stonewall Honor Book from the American Library Association for his book: *Violence Against Queer People: Race, Class, Gender, and the Persistence of Anti-LGBT Discrimination* (Rutgers University Press).

**Martin A. Monto**, University of Portland, was awarded the Hugo Beigel Award for Scholarly Excellence from the Society for Scientific Study of Sexuality.

**Bernice A. Pescosolido**, Indiana University, was recently awarded a NARSAD (*National Alliance for Research on Schizophrenia and Depression*) Distinguished Investigator Grant. The award provides support for experienced investigators conducting neurobiological and behavioral research.

People

**Angela J. Hattery**, George Mason University, was elected Treasurer-Elect of the Sociologists for Women in Society (SWS) in their 2016 election.

**Abby L. Ferber**, University of Colorado -Colorado Springs, was elected President-Elect of the Sociologists for Women in Society (SWS) in their 2016 election.

**Vrushali Patil**, Florida International University, was elected Secretary of the Sociologists for Women in Society (SWS) in their 2016 election.

**Jack Nusan Porter**, Davis Center for Russian and Eurasian Studies, has been nominated for a Nobel Peace prize for his work in genocide studies and the prediction of genocide.

**Rogelio Sáenz**, University of Texas-San

Antonio, was named the Mark G. Yudof College of Public Policy Dean's Endowment Professorship, in recognition of his academic distinction, leadership, and professional service.

New Books

**Kevin B. Bales**, University of Hull, *Blood and Earth: Modern Slavery, Ecocide, and the Secret to Saving the World* (Random House, 2016).

**Erynn Masi de Casanova**, University of Cincinnati, *Buttoned Up: Clothing, Conformity, and White-Collar Masculinity* (Cornell University Press, 2015).

**Manisha Desai**, University of Connecticut, *Subaltern Movements in India: Gendered Geographies of Struggle Against Neoliberal Development* (Routledge Contemporary South Asia Series) (Routledge, 2015).

**Jaber F. Gubrium**, University of Missouri, **Tone Alm Andreassen** and **Per Koren Solvang**, both of Oslo University of Applied Sciences, Eds., *Reimagining the Human Service Relationship* (Columbia University Press, 2016).

**Madonna Harrington Meyer** and **Elizabeth Daniele**, both of Syracuse University, *Gerontology: Changes, Challenges, and Solutions* (Praeger, 2016).

**David Karp**, Boston College, **William Yoels**, University of Alabama-Birmingham, **Barbara Vann**, University of Maryland-Loyola, and **Michael Borer**, University of Nevada-Las Vegas, *Sociology in Everyday Life, 4th Edition* (Waveland Publishers, 2016).

**Melvin L. Kohn**, Johns Hopkins University, *Adventures in Sociology: My Life as a Cross-National Scholar* (self-published, 2016).

**Kathleen Odell Korgen**, William Paterson University, Ed., *Race Policy and Multiracial American* (University of Chicago Press, 2016).

**Stephen J. Morewitz**, California State University-East Bay, *Runaway and Homeless Youth: New Research and Clinical Perspectives* (Springer, 2016).

**Jeffrey Rothstein**, Grand Valley State University, *When Good Jobs Go Bad: Globalization, De-unionization, and Declining Job Quality in the North American Auto Industry* (Rutgers University Press, 2016).

**Arthur Scarritt**, Boise State University, *Racial Spoils from Native Soils: How Neoliberalism Steals Indigenous Lands in Highland Peru* (Lexington Books, 2015).

**Kae Sekine**, Aichi Gakuin University, **Alessandro Bonanno**, Sam Houston State University, *The Contradictions of Neoliberal Agri-Food* (West Virginia University Press, 2016).

**Kathy Shepherd Stolley**, **Kathy Merlock Jackson**, and **Lisa Lyon Payne**, all of Virginia Wesleyan College, *The Intersection of Star Culture in America and International Medical Tourism: Celebrity Treatment* (Lexington Books, 2016).

**W. Bradford Wilcox**, University of Virginia, **Nicholas H. Wolfinger**, University of Utah, *Soul Mates: Religion, Sex, Love and Marriage among African Americans and Latinos* (Oxford University Press, 2016).

**Joyce E. Williams**, Emeritus Texas Woman's University and **Vicky M. MacLean**, Middle Tennessee State University, *Settlement Sociology in the Progressive Years: Faith, Science, and Reform* (Brill, 2015).

**Rachael A. Woldoff**, West Virginia University, **Lisa M. Morrison**, United Nations, **Michael R. Glass**, University of Pittsburg, *Priced Out: Stuyvesant Town and the Loss of Middle-Class Neighborhoods* (New York University Press, 2016).

**Richard Wood**, University of New Mexico, and **Brad Fulton**, Indiana

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Seattle, WA



University, *A Shared Future: Faith-Based Organizing for Racial Equity and Ethical Democracy* (University of Chicago Press, 2015).

## Summer Programs

**Simon Initiative's LearnLab Summer School**, July 11-15, 2016, Carnegie Mellon University, Pittsburgh, PA. The summer school will provide a conceptual background and considerable hands-on experience in developing, running, and analyzing technology-enhanced learning experiments. Materials are drawn from research as well as abbreviated portions from our Masters of Educational Technology and Applied Learning Science (METALS) curriculum. The fee for attending the summer school is \$950. Deadline: May 15, 2016. Contact: Michael Bett at mbett@cs.cmu.edu. For more information, visit: [www.learnlab.org/](http://www.learnlab.org/).

**Bar-Ilan University (Israel) 2016 Summer Certificate Program in Conflict Resolution**. Theme: "Identity-Based Conflict Resolution-Overview." This interdisciplinary four-week program (June 30 - July 28, 2016) offers 10 academic credits (five courses, taught in English, including an internship in NGOs and think tanks). Students receive a certificate of participation upon completion of all five courses (issued by the University's Program on Conflict Resolution, Management and Negotiation). The MA-level academic credits can be recognized in conjunction with the policy of the students' home universities. The program provides theoretical insights and practical training. Individual courses (6 days each) can also be taken. Admission is open to holders of undergraduate and graduate degrees as well as current advanced undergraduate students and current graduate students. Contact: Rafi Nets at summer.CRidentity@biu.ac.il. For more information, visit [www.pconfl.biu.ac.il/en/node/1950](http://www.pconfl.biu.ac.il/en/node/1950).

**Berlin Summer School in Social Sciences, July 17-28, 2016, Berlin, Germany**. The summer school aims to promote young researchers by strengthening their methodological understanding in linking theory and empirical research. The two-week program creates an excellent basis for the advancement of their current research designs. The Berlin Summer School is a joint endeavor of the Berlin Graduate School of Social Sciences (BGSS) at Humboldt-Universität zu Berlin and the WZB Berlin Social Science Center. The international summer school is open to

50 PhD candidates, advanced master students and young Post-Docs. [www.berlinsummerschool.de](http://www.berlinsummerschool.de).

## Deaths

**Alan Booth**, distinguished professor emeritus of sociology, human development, and demography at Pennsylvania State University, died on December 23 at the age of 80.

## Obituaries

**Charles D. Bolton**  
1921-2016

Charles D. Bolton, a highly respected sociologist, died on January 1, 2016 in Portland, OR at the age of 94. He was born in Topeka, KS, but his family soon moved to Denver, where he spent the remainder of his childhood. After attending Oberlin College for two years, he served three years in the U.S. Army during World War II. Following his discharge, he received his BA from Denver University in 1947, and a year later his Master's degree in sociology from Stanford University. In 1959 he was awarded his PhD in sociology from the University of Chicago. It was there that he met his wife, Mary Ellen Lund, who died in 2012. He is survived by his three daughters, Gael, Suzanne and Jeanni, along with nine grandchildren and nine great-grandchildren.

During his graduate school years, Chuck taught intermittently at Colorado College, Denver University, and the University of Illinois at Chicago. Additionally, while still in graduate school, he published two important articles in prestigious journals: "Sociological Relativism and the New Freedom" in *Ethics*, 1957, and "Behavior, Experience, and Relationships: A Symbolic Interactionist Point of View" in the *American Journal of Sociology*, 1958.

With a growing reputation, he was offered and accepted a faculty appointment in the Department of Sociology at the University of California-Davis in 1959, where he remained until accepting a faculty position in the Sociology Department at Portland State University (PSU) in 1964.

While at Davis, Chuck continued his record of excellence, publishing several articles and co-authoring with Kenneth Kammeyer, *The University Student: A Study of Student Behavior and Values*, 1963. Again affirming his reputation as a highly qualified sociologist, Chuck was asked to write an article for *The Nation* on the peace movement's experiences as they

might inform U.S. policies toward Cuba. In March 23 of last year, Peter Kornbluh referred to Chuck's piece (52 years after it appeared!) in his own article in *The Nation*, saying:

On November 27, 1962, the magazine [*The Nation*] ran a comprehensive analysis by California sociologist Charles D. Bolton on the postcrisis agenda of the peace movement and the need for Kennedy to learn the lessons of near-nuclear Armageddon. Perhaps Bolton's call for reforming U.S. policy toward Cuba was included in the president's briefing papers, because in early 1963, Kennedy began to explore a 'sweet approach' toward Cuba.

Chuck also actively served the community in California. Lectures on social psychiatry that he had prepared for his classes at Davis were considered so useful that they were duplicated and distributed to California's state psychiatric hospitals; he also served a term on the California State Prison System Appointment Board.

Arriving at PSU in 1964, Chuck quickly proved to be a capable leader and important innovator in the Department of Sociology and in the University. One year after he began his tenure at PSU, he became Chair of the Department (1965-1970), and then was re-elected Chair for another term (1977-1980). At the same time, Chuck embarked on a new professional challenge. In the late 1960s, as part of a consortium led by the University of Oregon, PSU received funds from a federal grant to develop the first PSU doctoral program, initially called Urban Studies. Chuck played a major role in the development of this program. As Leonard Cain (Professor Emeritus of Sociology and Urban Studies and a key player in the development of the Urban Studies-affiliated Institute on Aging) recalled, Chuck's position as Chair, "together with his leadership skills allowed him to find success in developing this new, creative doctoral program that became a model for two additional interdisciplinary doctoral programs at Portland State."

His importance to the program was recognized with a faculty appointment in Urban Studies (now the College of Urban and Public Affairs). During his second term as Chair, he also served as Acting Dean of the School of Urban Studies (1979-1980). He held the dual appointments until his retirement in 1987.

Chuck was no less sterling in the classroom. He was highly thought of by students, considered to be not only an excellent teacher, but also an admirable human being. Former graduate student Daniel Martin (Professor of Sociology, University of Minnesota-Duluth) offered his impres-

sion of Chuck: "As one of his advisees, I observed a sense of fairness that was at his very core. I personally regarded him as a wise old sage who was very honest and compassionate as well as highly intelligent in the classroom." Daniel noted that during his doctoral studies, he came across one of Chuck's earlier articles and remembered thinking that "it was absolutely brilliant." I was also in Chuck's classroom as a graduate student, and I consider him to have been the spark that ignited my sociological imagination; as his subsequent colleague for 24 years, I thought of him as a true intellectual and a cherished friend. Attesting to Chuck's important theoretical contributions, another PSU colleague, Professor Emeritus Jan Hajda, notes that he "regards him as an innovative symbolic interactionist whose dissertation on why people fall in love and get married led to a restatement of the 'I' component of the self."

Much of Chuck's recreational time was spent in the outdoors, and he regularly hiked and fished throughout the northwest. In 1980, he designed and helped build a cabin overlooking the Columbia Gorge, where he and his family spent many pleasurable hours. He also had a passion for traveling, often with his wife Mary and occasionally with his children. He counted 62 countries among those he visited, including three treks in Nepal, the last one at the age of 70. Additionally, he and Mary were long-time activists in support of peace, environmental, and social justice causes. Finally, as a child he became a stalwart Chicago Cubs fan, an "addiction," say his daughters, "from which he never escaped."

*Kathryn Farr, Portland State University*

**John Henry Gagnon**  
1931-2016

John Henry Gagnon, a towering figure in the sociological study of sexuality, died on February 11, 2016, from complications from pancreatic cancer. He was 84.

Gagnon spent his entire career—through several interruptions as a Visiting Professor at Princeton, Harvard, and the University of Essex—as a Distinguished Professor of Sociology at the State University of New York-Stony Brook. He was also a lifetime Fellow at Churchill College, Cambridge, UK, and received an honorary doctorate from Glasgow Caledonian University in 2006.

Born to working-class itinerant parents, Gagnon spent his early years in migrant worker tents in southern California, destined, he thought, for a career as an aircraft mechanic in Long Beach. A chance meeting led to his admission to the College at the University of Chicago, where, under the visionary Robert M. Hutchins, the university was receptive to smart non-traditional

### Footnotes Obituary Policy

Footnotes accepts obituaries about sociologists at all career levels, from universities, community colleges, and non-academic institutions. Obituaries should be no more than 900 words. Please send death notices and inquiries about obituaries to [footnotes@asanet.org](mailto:footnotes@asanet.org).



announcements

students. The College of the University of Chicago was like Shangri-La to Gagnon. He discovered the library, a perfect escape for a boy who was outside his milieu. He lost himself in literature, read voraciously, widely and pretty indiscriminately. One of his work-study campus jobs was returning books to their shelves, and he recalled reading one for every two he shelved.

After graduation, he stayed at Chicago for a PhD in sociology, working with Everett Hughes. Like fellow graduate students Howard Becker and Erving Goffman, Gagnon became interested in the extension of the term "career" to all arenas of social life, especially the non-occupational world. This was particularly the case with deviance. The career model offered a normative structure to the non-normative and seemingly unstructured conduct. There were governing rules, hierarchies that structured mobility, and standards of evaluation. "The careers of a banker and a gangster could be analyzed in exactly the same way," Gagnon told an interviewer: "learning how to do a job, acquiring skills and insider knowledge, learning how to deal with all of the other social actors in a particular social milieu."

One of the many jobs Gagnon held to support himself as a student was as Assistant Warden at the Cook County Jail for over three years, where he had "evolved into someone who was believed to know something about drugs, delinquency, crime and prisons." All of which made him the perfect candidate when Wardell Pomeroy, one of Kinsey's original collaborators, came through Chicago looking for a social scientist/criminologist to help with the fourth volume of the Kinsey study, *Sex Offenders*. Off to Bloomington, IN.

Gagnon arrived at the Kinsey Institute in 1959, three years after Kinsey himself had died, but a place where the research on sexuality was in full gear. He became a Senior Research Sociologist there and joined its Board of Trustees. (His portrait hangs in the entrance, with other collaborators.) Although the volume *Sex Offenders* (1965) was eventually published, it never received the acclaim of the two earlier volumes, in part because of its own intrinsic methodological and conceptual flaws, and in part because readers simply refused to believe that sex offenders represented end points on a continuum of sexual behaviors that would include their own sexual activities. It was far easier and more convenient to label sex offenders as a species apart, and leave our own tendencies out of it.

In 1964, Bill Simon passed through Bloomington, and though the two men had not been close as graduate students at Chicago years earlier, they hit it off marvelously, and Gagnon hired Simon and brought him to Bloomington. Like Marx and Engels or Astaire

and Rogers it was the collaborative synthesis that produced their best work; while each was talented in their own individual ways, their collaboration brought forth a third entity that redefined a field.

While at the Kinsey Institute, from 1965 to 1968 (and in a long-distance collaboration until 1973), Gagnon and Simon applied many of their Chicago-bred insights to the study of sexuality. In a sense, their arguments are simple; their implications, vast. Sex—sexual behavior, that is—is profoundly social. And sex—sexual identity, the identity constructed through sex—is among the central building blocks of our identities.

Their 1973 book, *Sexual Conduct*, changed how we think about sex and introduced the social constructionist model. The sexual scripts model was the first effort to understand what we now think of as the "performative" aspect of sexual identity. It remains the single most important theoretical work in a field that the work itself heralded. Without Gagnon and Simon, there could not have been a Judith Butler.

The emerging HIV crisis in the late 1980s provided an impetus for a return to an empirical study of sexual behavior. With Ed Laumann and Robert Michael at Chicago (and with collaborators Stuart Michaels and Martina Morris), the group undertook a major federally funded study of sexual behavior. That is, until Sen. Jessie Helms heard about the funding line. He denounced Gagnon from the floor of the Senate thus:

That fellow does not have all four wheels on the ground. His elevator does not go to the top. He is nuts. And yet, he is regarded as a scientific expert. Do not tell John Q. Public that he is... Yet, this is the kind of guy that the American taxpayers are being required to fund...

making Gagnon one of perhaps a handful – if not the only – Sociologist to be denounced by name from the floor of the U.S. Senate, an honor he cherished.

The project, the National Health and Social Life Survey, produced a series of landmark books, beginning with the simultaneous publication of two volumes in 1994—a scientific work, *The Social Organization of Sexuality* (with Michael,

Laumann and Gagnon), and a popular work, *Sex in America* (co-authored with Gina Kolata), for more mainstream audiences. These volumes represent the largest and most ambitious study of American sexual behavior ever undertaken in our history.

Several of his books have been translated into French, German, Russian, Chinese, Thai and other languages. In recognition of his importance, the ASA Sexualities section annually presents the Gagnon and Simon award to a scholar of sexualities.

Though known primarily for his writings and lectures on sexuality, Gagnon also wrote about sexuality, marriage and the family, tourism, and simulation and gaming with his second wife, sociologist and photographer Cathy Greenblat. Their nearly 38 years together took them all over the world to present at conferences

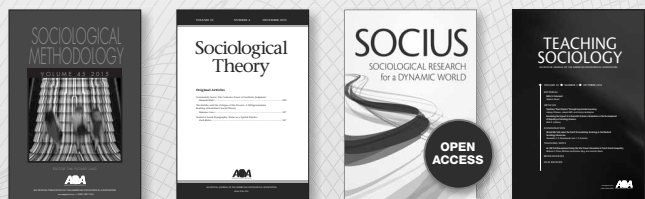
and consultations. In retirement, they lived in Nice, France, for 11 years, and, for the last three years in Palm Springs, CA. Until his death, they were each other's sounding boards for all serious writing and thinking as well as best friends.

At a colleague, John was known for his dazzling brilliance, his capacious knowledge of literature and culture, his mordant wit and his intellectual and personal generosity. He and Cathy had a tendency to "adopt" young scholars and artists; their home was always a hive of research and convivial conversation. To many, including this writer, he was a colleague, co-author, mentor, friend, and commuting partner.

He is survived by Cathy, four loving children, and several grandchildren -- and an entire subfield of sociology he helped to bring into existence.

Michael Kimmel, *Stony Brook University*

# Journals of the American Sociological Association



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## funding

### Fund for the Advancement of the Discipline

*Application Deadline: June 15 and December 15*

The ASA invites submissions for the Fund for the Advancement of the Discipline (FAD) awards. FAD is supported by a grant from the National Science Foundation with matching monies from ASA. The goal of this award is to nurture the development of scientific knowledge by funding small, groundbreaking research initiatives that will advance the discipline. FAD awards provide scholars with “seed money” for innovative research that provides opportunities for substantive and methodological breakthroughs, broadens the dissemination of scientific knowledge, and provides leverage for acquisition of additional research funds.

Proposals are reviewed for scientific merit and the importance of the proposed research project or a conference for sociology as a discipline. Specific evaluation criteria include:

- Innovativeness and promise of the research idea;
- Originality and significance of research goals;
- The potential of the study as a building block in the development of future research;
- Appropriateness and significance of the research hypothesis;
- Feasibility and adequacy of project design; and
- Plans for dissemination of results; and

Principal investigators (PI) and co-PI(s) must have a PhD or equivalent. Awards shall not exceed \$8,000. Awardees must agree to meet the reporting requirements of the award and must be ASA members when they receive the award. Proposals must be submitted online at [www.asanet.org/funding/fad.cfm](http://www.asanet.org/funding/fad.cfm).

**Contact:** For more information, see the “Funding” page at [www.asanet.org](http://www.asanet.org). For questions, contact The ASA Research and Development Department at [research@asanet.org](mailto:research@asanet.org) or call (202) 383-9005. For examples, see previous issues of Footnotes.

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### Member Benefit Reminder

The pre-registration deadline for attending the 2016 ASA Annual Meeting is **July 13, 2016**. ASA members receive a substantial discount off the regular registration fee. Regular/Associate members can pre-register at \$210 and students and retired sociologists pre-registration fee is \$110. Visit [asa.enoah.com](http://asa.enoah.com) to complete your meeting pre-registration online by July 13. If you wish to make hotel reservations for your visit to Seattle, visit [www.asanet.org/AM2016/housing.cfm](http://www.asanet.org/AM2016/housing.cfm). Housing reservation deadline is August 2, 2016.

**For complete information on these and other ASA member benefits, visit <[www.asanet.org/members/benefits.cfm](http://www.asanet.org/members/benefits.cfm)>.**

**Membership in ASA benefits you!**