

inside

- 2 **Who Is Nancy Kidd?**
Learn about the new leadership at the ASA Executive Office.
- 4 **Council Highlights from August**
ASA Council was busy this summer with a number of topics—new and old—to discuss.
- 5 **Exploring Disability as an Overlooked Axis of Intersectionality**
The ASA Status Committee on Persons with Disabilities in Sociology is collaborating with ASA sections to address disability studies within the scholarship.
- 6 **Nominate Your Colleagues!**
Nominate a great teacher, professional, book, or dissertation get some deserved attention.
- 7 **Diversity Matters**
University of Tennessee sociologist Stephanie Bohon on the value of diversity in higher education.

Announcements.....	14
Obituaries.....	18

Sociology of Education Welcomes New Editor Linda Renzulli

Brian Powell, Indiana University

Taking on a major editorship is daunting. Taking on the headship of a department may be equally so. But taking on both a major editorship and a headship is, for most people, a herculean task. But Linda Renzulli is not like most people. She has embraced the dual challenge of accepting the editorship of the ASA journal *Sociology of Education* and the headship of the Department of Sociology at Purdue University. With Linda's seemingly endless energy, crystal clear focus, and exceptional leadership skills, both the journal and the department are



Linda Renzulli

in very good hands.

Linda is Professor of Sociology and Head of the Department of Sociology at Purdue University. Prior to Purdue, she taught at the University of Georgia from 2001 until last summer. She received her PhD from the University of North Carolina-Chapel Hill in 2001. As the new editor of *Sociology of Education*, she succeeds the University of Minnesota's Rob Warren, who served as editor since 2014.

That Linda was selected to be the 16th editor of *Sociology of Education* probably does not surprise most sociologists of education. She is a

highly visible presence in the field. She is known and respected for her high-quality, methodologically rigorous and real-world, policy-relevant scholarship that addresses core questions in the field of sociology of education—questions regarding the extent to which schools are organized and stratified and how school and educational advantages (and disadvantages) are promoted or minimized. Much of this work has focused on charter schools, a topic she has studied since the beginning of her professional career. Many if not most in the sociology of educational community consider Linda the preeminent sociological scholar on

Continued on Page 13

Annual Meeting Town Hall Discussion Continues Join Us for a Twitter Chat

Tuesday, December 6
1:00 p.m. EST and
Wednesday, December 7
1:00 p.m. EST

#InclusiveASA Twitter chat
with Tanya Golash-Boza,
ASA Council member


ASA hosted a Town Hall at the 2016 Annual Meeting in Seattle. The announced topic of the session was inequalities of race/ethnicity, gender, class, and sexual orientation, and the main focus of discussion was on various manifestations of racism within the profession and in academia more generally.

The Council had an extensive discussion of the concerns raised at the Town Hall during its August meeting and reaffirmed its commitment to address them in a concrete way. A discussion about tangible initiatives ASA can undertake will continue at the next Council meeting in March, and data are being collected from a number of

sources to inform that discussion.

To that end, Council has asked Tanya Golash-Boza @tanyaboza to moderate a Twitter chat #InclusiveASA (bit.ly/TwitterChatASA). Please join the conversation to share your thoughts and experience. What are your ideas for how to have a more inclusive ASA? How can ASA foster more inclusivity in departmental life and in academia more generally?

During the chat, we will also consider some data about diversity in the elected leadership of ASA, which can be found at www.asanet.org/diversity-elected-leadership-asa.

Not on Twitter, but you would like to be? Find out how to sign up at support.twitter.com/articles/100990#. And for tips on using Twitter, see bit.ly/2e7HALr. 



Major ASA Award Recipients Honored in Seattle

The American Sociological Association (ASA) presented the 2016 major awards at this year's Annual Meeting on August 21 in Seattle. The Awards Ceremony, followed by the Presidential Address by Ruth Milkman, was well attended. These awards are given to sociologists for their outstanding publications, achievements in the scholarship, teaching, and practice of sociology, as well as for their overall advancement of the discipline. Below are the profiles of all of the awardees.

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

Glen H. Elder, Jr; University of North Carolina.

Continued on Page 9

New Leadership at the ASA Executive Office: Introducing Nancy Kidd

Peter Mendel, PhD, Senior Sociologist, RAND Corporation.

Looking at her vitae, one could easily get the impression that Nancy Weinberg Kidd had been planning to become our Executive Director from an early age. A sociologist steeped in the discipline, with a career as an advancer and skilled manager of research, policy, and the scholarly enterprise, she brings to the job a depth of intelligence, integrity, and openness that will serve the association well.



Nancy Kidd

school was as a program officer at the Russell Sage Foundation in New York. There she identified promising research areas and managed a multi-million dollar portfolio of social science grants, including programs on “Census 2000: Making the Results Accessible,” “The Future of Work,” and “Trust in Society.” In addition to the research, Nancy advanced my personal life at this time by introducing me to my spouse, who had just finished a yearlong fellowship at the Foundation.

Nancy then left the Northeast to join the South Florida Workforce Board, building and leading the public policy department that served as the research arm of the organization. This position provided her with an opportunity to practice applied sociology in her specialties of immigration, labor, and organizations, but also required her to attain additional skills in program evaluation and public policy.

After Florida, Nancy returned halfway back to New York, to Washington, DC, where she initially developed the strategic management division of a consultancy for federal government agencies and then ran a unit of a membership organization that provides research on human resource strategy to senior corporate executives. These positions provided her opportunities to continue to put her sociological background in labor and organizations into practice. For her future career as the ASA Executive Officer, they also importantly allowed Nancy to refine her expertise in strategic management and planning for both public and private organizations. At the same time, DC represented a period of important personal advancement for Nancy when she met her husband, and together they started a family.

An Advancer of the Scholarly Enterprise

In 2008, Nancy returned to advancing the scholarly enterprise, first as Associate Director for Research Initiatives for the National Communication Association

(NCA), then, since 2009, as its Executive Director. She is credited with helping the discipline of communication achieve greater prominence within and outside academia and with establishing a variety of programs to support NCA members’ teaching, research, and career development.

Colleagues and associates at the NCA give us a preview of what ASA members can expect of Nancy as the ASA Executive Officer. Dawn O. Braithwaite, a past President

of NCA, describes Nancy as someone who “thinks big and creatively” and “constantly looks to take meaningful action.” Carole Blair, another past President of NCA, “applauds the ASA’s wonderful sense to ‘steal’ her from us” and comments on Nancy’s ability to “rise above conflict and chaos in the most professional, gracious, and competent of ways.” Trevor Parry-Giles, NCA’s current Interim Executive Director, fondly appreciates Nancy’s ability to “create an atmosphere of goodwill and frankness,” and Wendy Fernando, NCA’s Director of External Affairs and Publications, observes how Nancy was “kind, empathetic, and committed to both her colleagues and the members of the organization.”

Peers from other professional associations similarly point to

Nancy’s leadership and collegial qualities. Steven Wheatley, Vice President of the American Council of Learned Societies, notes that “leading a scholarly association requires many qualities including intelligence, energy, diligence, and dedication. Nancy has these in abundance.” James Grossman,

Executive Director of the American Historical Association, reflects on how much he has turned to Nancy for advice and benefitted from her “good judgement, integrity, and thorough professionalism.”

Executive Director of the American Historical Association, reflects on how much he has turned to Nancy for advice and benefitted from her “good judgement, integrity, and thorough professionalism.”

The New Executive Officer of ASA

Now Nancy has returned to sociology. Her path has not been a straight line connecting two dots, but rather a circuitous route enriched by diverse academic and work experiences uniquely suited to her new role at ASA, which inevitably led her back to her home discipline. We are fortunate to have someone with such a deep understanding of, appreciation for, and experience advancing all facets of the sociological enterprise—research, teaching, public and applied scholarship, and advocacy for the social sciences. Our professional association is in good hands.

Invited Sessions Proposals Solicited for the 2018 Annual Meeting

The substantive program for the 2018 Annual Meeting continues to develop under the leadership of President-Elect Eduardo Bonilla-Silva and the 2018 Program Committee. The meeting’s theme of “Feeling Race: An Invitation to Explore Racialized Emotions” invites participation across the discipline and provides many opportunities to bring together a variety of sociological work in diverse program formats. Proposals for invited sessions are due by February 6, 2017. They include Special Sessions, Regional Spotlight Sessions, courses, workshops, as well as nominations of books for Author Meets Critic Sessions. All proposals must be submitted through the online member portal. For more information, see www.asanet.org/annual-meeting-2018/member-suggestions-2018

America’s Poverty and Inequality Course

Stephanie Garlow and David B. Grusky, Stanford University

How much does the average person in the U.S. know about domestic poverty and inequality? The best evidence is ... not much. When asked, for example, to characterize the amount of wealth inequality in the U.S., most people vastly underestimate how much inequality there is.

It’s not only that the average level of knowledge is low. It’s also that access to information about poverty and inequality is unequal. For a college student who wants to learn more, it’s a matter of taking a course, as almost every college has one. With about six percent of Americans in college, what about everyone else? How can they learn about the takeoff in income inequality, the stalling-out of long-term declines in gender inequality, the rise of concentrated poverty, and all manner of other basic facts about poverty, inequality, and their causes?

In response to these information problems, the Stanford Center on Poverty and Inequality developed a comprehensive online course, which tackles key questions about domestic poverty and inequality: What types of inequality are increasing?

What types are declining? What accounts for these changes? And what types of institutional changes, interventions, or policies might affect the amount of poverty and inequality?

What Is an Online Course?

The typical online course is a video of a professor delivering a lecture. Rather than relying on the traditional lecture format, we traveled all over the country with a roving production team, visiting the country’s top scholars and asking them to present their own research in self-contained micro-lectures (about five minutes long). We asked the scholars to describe the question that motivated their research, how they set out to address that question, and the key findings and the implications of those findings.

The course instructors, David Grusky and Lindsay Owens, introduce each of the eight topical areas with a video that addresses theoretical and empirical issues, the ways in which those issues have been approached, and how the upcoming contributions fit into the larger scientific literature. For students who want to learn more, the videos are paired with suggested readings. In addition, reactions and ideas can also be shared in the discussion

forum or via the class wiki.

In addition, we will be releasing the videos as stand-alones that can be embedded in a course lecture. Instead of summarizing the work of Kathy Edin, Matt Desmond, Bill Wilson, or Devah Pager, why not embed a 5-minute presentation by the scholars themselves? This approach breaks up the lecture, helps convey the excitement of the process of discovery, and exposes students to the diversity of the field’s leading scholars.

The course debuted on October 11 and runs through December 15 on the Stanford Online course platform (thepovertycourse.lagunita.stanford.edu). It was developed with support from the American Sociological Association, the Stanford University Institute for Research in the Social Sciences, the Canadian Institute for Advanced Research, the U.S. Department of Health and Human Services (Office of the Assistant Secretary for Planning and Evaluation), and the Elfenworks Foundation.

Why Create This Course?

By offering a course that is both free and open to the public, we have broadened the possible audience beyond the traditional college student, opening it up to anyone who wants to learn more. We hope to reach a wide audience of high-school students, non-traditional students, employees in the social services sector, professionals who address issues of poverty and inequality in their work, and the public more widely.

We have tried to satisfy the differing aims of our broad audience. For example, undergraduates seeking a credential to list on their resume can complete the entire course and earn a certificate, while journalists, industry professionals, policymakers, and scholars can tune in to the videos that cover topics they find most relevant.

What’s Different about This Course?

If there’s a unifying theme to our approach, it’s that we view the course as a native video product, more akin to a Vice video or *New York Times* documentary than a traditional classroom lecture. Available research on online videos shows that most students stop watching at about the seven-minute mark. Despite such evidence, most online course videos last between 20 and 45 minutes, as they are typically produced by filming an existing brick-and-mortar class and turning it into an online course.

We have also attempted to build an online course that is stylistically and visually appealing. We developed the graphics in-house and hired a top producer, Ashley Tindall, to take the lead in filming, editing, and producing our videos. This approach resulted in high production quality videos that catch—and hold—your attention.

To learn more, check out the course website (thepovertycourse.lagunita.stanford.edu). The course is offered annually and the videos are also available on our website (inequality.stanford.edu/publications/media/video).

2017 Annual Meeting Call for Papers

The 2017 Annual Meeting Call for Papers Online Submission system is now available at www.asanet.org/annual-meeting-2017. The Submission System opened on November 1, 2016. Authors may submit their scholarly work to Regular Session, Section Paper Sessions and Roundtables, and Open Refereed Roundtables. The deadline for all submissions is January 11, 2017.

Council Highlights

At its August 23-24, 2016, meetings in Seattle, ASA Council welcomed six new Council members: President-Elect Eduardo Bonilla-Silva, Vice President-Elect Christopher Uggen, and Council Members-at-large Nina Bandelj, Mabel Berezin, Monica McDermott, and Andrew J. Perrin. Pending Council approval and online posting of the full minutes, the following is a brief overview of key decisions.

Minutes. Meeting minutes for March 12-13, July 25, and July 28, 2016, were approved and are now available online at www.asanet.org/about/Council_Minutes.cfm.

Audit. The audited financial statements for 2015 were approved and are now available online at www.asanet.org/about/audit.cfm.

Awards. Approved a change in policy allowing members of award selection committees to broadly encourage nominations and disseminate information about the award.

Membership.

- Approved offering JSTOR access as a member benefit for a trial period of three years (2017-2019).
- Approved adding the option to self-identify as LGBTQ during membership renewal and application.
- Approved gift section membership availability through July 31 each year.
- Approved the establishment of a Task Force on Membership to research the possible internal and external reasons for the recent membership decline—from a desire for different benefits to financial considerations and from feelings of exclusion to new perceptions of how best to associate professionally—and identify potential ways to mitigate those issues. In addition, the task force will investigate how to better reach out to sociologists who might benefit from membership and contribute to the vitality of the organization (e.g., contingent faculty, sociologists working in applied settings, high school teachers, and others). The task force will inquire into what has kept those populations from

joining (e.g., membership costs) and how ASA can be made more appealing to them.

Annual Meetings.

- Approved registration fees for the 2017 Annual Meeting and supported continuing the discounted registration rate for non-members outside of the U.S.
- Directed that instructions provided to the incoming President-Elect about how to organize the Program Committee include advice that the President-Elect consider ways of making participation in the invited portion of the program as inclusive as possible by, for instance, considering whether to limit participation in invited panels to one appearance per individual.
- Directed that the Council Liaisons serving on the Committee on Sections (COS) communicate that sections be encouraged to offer teaching workshops/sessions as part of their section programs.
- Approved development of an option in the online submission site for members to volunteer to serve as a presider or discussant for paper sessions and to provide information on their areas of expertise for reference by session organizers.
- Defined the preferred dates for future Annual Meetings so that, whenever possible, ASA meetings will be held in the second week of August. When that is not possible, priority will be given to the first week of August, followed by the fourth week of August. The intent is for ASA to avoid meeting in the third week of August.
- Directed that ASA consider the feasibility of meeting in the U.S. South and Southwest.
- Selected Chicago as the site for the 2021 Annual Meeting and affirmed a date preference over the second weekend of August 2021 (August 13-17).

Publications.

- Authorized the Executive Office

to proceed on negotiations with SAGE for a contract to continue publishing *Contexts* with terms that will allow for greater public dissemination of scholarship.

- Accepted the Committee on Publications report to appoint a three-member subcommittee to review the publications portfolio annually, with membership including one newly-elected member of the Committee on Publications, one senior voting member of the Committee on Publications, and the Secretary as chair.
- Approved no increase in member rates for journal subscriptions, which remain at 2010 levels, and a routine 5-6% increase on institutional subscription rates for 2017 as negotiated with our publishing partners.

Committee Appointments.

- Accepted the recommendations of the Committee on Committees, ASA Secretary, and ASA Executive Officer for 2017 appointed Association positions.
- Approved President-Elect Eduardo Bonilla-Silva's recommendation of the following members for the 2018 Program Committee: Marlese Durr (Wright State University), Nicholas A. Jones (U.S. Census Bureau), Amanda Lewis (University of Illinois-Chicago), Susan Palmer (Walla Walla Community College), John Solomos (University of Warwick, England), Alford Young (University of Michigan), Ann Morning (New York University), Mary Romero (Arizona State University); and ex-officio members Christopher Uggen (ASA Vice President-Elect), David Takeuchi (Secretary), and Nancy Kidd (Executive Officer).
- Voted to approve in principle placing before the membership an ASA bylaws amendment to remove "and Status Committees" from Article V, section 8, and give current status committees an opportunity to respond to the proposed change before the final

Council vote at the next Council meeting.

- Approved the continued membership and work of all Status Committees through 2017, and designated review of the continuation of three status committees (Status of Women in Sociology, Status of Racial and Ethnic Minorities in Sociology, and Status of People with Disabilities in Sociology) to occur at the Council meeting in August 2017.

Sections.

- Set a one-year moratorium on establishing new sections in order for the Committee on Sections (COS) to work on evaluating guidelines for establishment.
- Approved requiring COS, as part of its annual review of sections, to submit a list of sections to be considered for probationary status based on several conditions, including having less than 300 members.
- Amended the Council policy on section awards to specify conditions for permitting cash awards.

Town Hall. In response to issues raised in the town hall meeting in Seattle about social inequalities within our discipline, Council developed activities to undertake in the coming months and a plan for preparing to have a thoughtful and informed conversation in March, during which a longer-term agenda will be developed.

Campus Carry. Set up a subcommittee to propose whether and in what ways ASA might address the issue of guns in college classrooms.

Recognition.

- Approved a resolution of commendation and acknowledgment for Mary Romero's strong leadership as Secretary.
- Approved a resolution thanking Sally Hillsman for 14 years of exceptional service to the Association.
- **Next Council Meeting.** The next Council meeting will be held on March 4-5, 2017, in Washington, DC. 

Sections Collaborate to Explore Disability as an Overlooked Axis of Intersectionality and Inequality

Sara Green, University of South Florida, and Tom Gerschick, Illinois State University

According to the U.S. Census Bureau, approximately 19 percent of the civilian noninstitutionalized population of the United States lives with disability. As baby boomers age and live longer, the percentage continues to increase and is already larger than that of many of the racial and ethnic groups that we as sociologists intensively study. Yet, disability has often been overlooked in scholarship on inequality and intersectionality. This seems *inexplicable* given the life circumstances of people with disabilities which rival those of the most disadvantaged groups in the United States on almost every measure of well-being. The ASA Status Committee on Persons with Disabilities in Sociology is collaborating with the ASA sections Disability and Society; Medical Sociology; Aging and the Life Course; Race, Gender and Class;

Body and Embodiment; and Peace, War and Social Conflict to address this gap. We plan to increase these collaborations and encourage interested scholars to join us.

Over the last several years, with the support of ASA staff member Margaret Weigers Vitullo, the Status Committee has been systematically examining the positionality of disability within sociology while also actively mentoring, supporting, and encouraging disability scholarship and disabled scholars. As part of this effort, Sara Green and Sharon Barnartt co-edited, *Sociology Looking at Disability: What Did We Know and When Did We Know It?, Research in Social Science and Disability, Volume 9* (forthcoming). It includes chapters by both junior and senior scholars that address aspects of this history and suggest avenues for future research. The volume demonstrates that disability as a category of analysis and as a social process underlying

inequality is poorly represented within mainstream sociology. For instance, disability is entirely missing from highly regarded published histories of our discipline and is poorly represented in elite journals. A literature search in *The American Sociological Review* and *American Journal of Sociology* using "disability," as a keyword located nine total publications: two in the 1960s, two in the 1970s, two in the 1980s and two more in the 1990s, none in the 2000s and one in 2010.

Given sociological commitments to understanding social inequality, the time to take disability as a social category seriously is now. While much remains to be done to improve the positionality of disabled scholars and disability scholarship in the discipline of sociology globally, some encouraging progress has been made. The formation of the ASA Section on Disability and Society in 2011 was one major progressive step. Its existence guaran-

tees a place for disability scholarship in the annual conference program, thereby increasing the visibility of disability in the discipline. It also provides a formal mechanism for mentoring and networking among disability scholars. With the help of this section, the Status Committee continues to advocate for changes that enhance the inclusion of scholars with disabilities as well as disability scholarship throughout the discipline.

These two bodies, though, can't do this alone. In fact, doing so would further marginalize disability scholarship and disability scholars. Thus, the Disability and Society section co-sponsored sessions with Aging and the Life Course and Medical Sociology in 2015 and 2016. In 2017, the section will collaborate with three other sections on co-sponsored sessions that directly address disability as an axis of inequality and intersectionality: 1. *Disability as a Dimension*

Continued on Page 7

2017 ASA Annual Meeting in Montréal (August 12-15)

Don't Miss It / C'est à ne pas manquer!!

Michèle Lamont, 2017 ASA President

As one of the rare Québécoise to serve as President of the American Sociological Association, if not the only one, I am thrilled that ASA's 2017 Annual Meeting will be held in Montréal. I very much hope you will join me there and encourage your colleagues and graduate students to attend as well.

There are many reasons to attend, foremost of course is to learn about the research of our colleagues and to reflect together upon a theme of urgent importance, "Culture, Inequalities and Social Inclusion across the Globe." The program committee has created a particularly exciting and strong set of invited sessions. And the local committee is busy dreaming up all kinds of interesting events and activities (circus anyone?). You can find additional details about programming

and registration at www.asanet.org/annual-meeting-2017. The call for papers was recently posted, with a January 11 deadline.

But there are many more reasons to attend the 2017 Annual Meeting, and some have to do with how special Montréal is during the summer. Anyone who knows about Québec society is aware that its population spends a good part of the year cooped up inside. When summer arrives, the terraces of restaurants are filled to the brim as locals and tourists take their fill of the magical city that is Montréal. Not only is the food amazing, but the stylish clothing and shoes are remarkable, and the Canadian dollar makes everything quite affordable. Given the exchange rate, Québec will be the perfect destination for your summer vacation.


In addition, the dates for the 2017 ASA Meetings correspond to

Canada Fierté/Pride week, which will be held in Montréal at the same time that the city will celebrate its 375th anniversary and the country will celebrate the 150th anniversary of the Canadian Confederation. There will also be countless street festivals, as is always the case in Montréal during the summer. Of course, we want ASA members *inside* the walls of the Palais des congrès, attending sessions during the conference, but I encourage you to come early or stay a few days after the meetings (which are scheduled earlier than is typically the case).

Another reason for the sociologically curious to attend ASA 2017 is that Québec society is an amazing social laboratory, with an exceptionally strong "social economy," universal health care, daycare available from \$7 per day for the less well-off to \$25 a day for the highest incomes, as well as a leading

video gaming industry (this means excellent fieldtrip opportunities for teenagers). I would also mention that Montréal is the most trilingual city in the Americas, but this is enough boosterism already.

Foreign students and members without passports should start the procedures for obtaining a visa and/or a passport early. Information about travel requirements can be found at www.asanet.org/annual-meeting-2017/travel-housing. ASA staff can assist you by providing letters indicating your participation in the meeting.

One important detail to mention is that we have a special registration rate of \$215 for non-ASA members attending the 2017 Annual Meeting from outside of the United States. This seems like the perfect year for our non-member Canadian (and other) colleagues to take advantage of this special rate. 

Call for ASA Award Nominations

ASA members are encouraged to submit nominations for the following ASA awards. Award selection committees, appointed by ASA Council, are constituted to review nominations. These awards are presented at the ASA Annual Meeting each August. The deadline for submission of nominations is January 31, 2017. For more information, visit www.asanet.org/news-events/asa-awards

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

This award honors scholars who have shown outstanding commitment to the profession of sociology and whose cumulative work has contributed in important ways to the advancement of the discipline. The body of lifetime work may include theoretical and/or methodological contributions. The award selection committee is particularly interested in work that substantially reorients the field in general or in a particular subfield. Nominations should include a copy of the nominee's CV and letters in support of the nomination. Compelling nomination packages contain five to eight letters from a variety of individuals able to speak to the qualifications of the nominees.

Distinguished Book Award

This award is given for a single book published in 2015, 2016, and in the month of January in 2017. Nominations must come from members of the Association and should include the name of author, title of book, date of publication, publisher, and a brief statement about why the book should be considered for this award.

Distinguished Contributions to Teaching Award

The award honors outstanding contributions to undergraduate and/or graduate teaching of sociology. The award recognizes contributions that have made a significant impact on the manner in which sociology is taught at a regional, state, national, or international level. These contributions may include preparation of teaching- and curriculum-related materials and publications, participation in the scholarship of teaching

and learning, development and communication of innovative teaching techniques, leadership in teaching-related workshops and symposia, involvement in innovative program development, and contributions to the enhancement of teaching within state, regional, or national associations. The award typically is given for a series of contributions spanning several years or a career, although it may recognize a single project of exceptional impact. Nominations should include a CV and a one- to two-page statement explaining the basis of the nomination with evidence of contributions from the nominee's CV, as well as relevant supporting materials.

Distinguished Career Award for the Practice of Sociology

This award honors outstanding contributions to sociological practice. The award may recognize work that has facilitated or served as a model for the work of others; work that has significantly advanced the utility of one or more specialty areas in sociology and, by so doing, has elevated the professional status or public image of the field as a whole; or work that has been honored or widely recognized outside the discipline for its significant impacts, particularly in advancing human welfare. The recipient of this award will have spent at least a decade of substantial work involving research, administrative, or operational responsibilities as a member of or consultant to private or public organizations, agencies, or associations, or as a solo practitioner. Nominations should include a one- to two-page statement and the vita of the nominee. The most compelling nomination packages contain three to four letters from a variety of individuals able to speak to the qualifications of the nominees.

Excellence in the Reporting of Social Issues Award

The Award for Excellence in the Reporting of Social Issues honors individuals for their promotion of sociological findings and a broader vision of sociology. The ASA recognizes the contributions of those who have been especially effective in disseminating sociological perspectives and research. The ASA is cognizant of the fact that there are many professionals (e.g., journalists, filmmakers) whose job it is to translate and interpret a wide range of information, including sociological perspectives and research, for the general public. This award is intended to promote a broader vision of sociology and gain public support for the discipline. Nominations should include a full detailed nomination letter explaining why the individual should win the award based on the above award criteria, with detailed explanation where to find the evidence supporting the claims made in the nomination letter(s).

exemplary contributions to advance the public understanding of sociology, sociological research, and scholarship among the general public. The award may recognize a contribution in the preceding year or for a longer career of such contributions. Nominations should include the nominee's vita and a detailed one- to two-page nomination statement describing how the person's work has contributed to increasing the public understanding and knowledge of sociology. The most compelling cases contain five to eight letters from a variety of individuals able to speak to the qualifications of the nominees.

Jessie Bernard Award

The Jessie Bernard Award is given in recognition of scholarly work that has enlarged the horizons of sociology to encompass fully the role of women in society. The contribution may be in empirical research, theory, or methodology. It is presented for significant cumulative work done throughout a professional career. The award is open to women or men and is not restricted to sociologists. Only members of the ASA may submit nominations for the Jessie Bernard Award. Nominations should include a narrative letter of nomination, the vita of the nominee, and three supporting letters.

Dissertation Award

The Dissertation Award honors the best PhD dissertation from among those submitted by advisors and mentors in the discipline. Dissertations from PhD recipients with degree awarded in the 2016 calendar year will be eligible for consideration for the 2017 ASA Dissertation Awards. Nominations must be received from the student's advisor or the scholar most familiar with the student's research. Nominations should explain the precise nature and merits of the work. To be eligible, dissertations must be publicly available in Dissertation Abstracts International or a comparable outlet.

Send nominations to: American Sociological Association, c/o Governance, 1430 K Street, NW, Suite 600, Washington, DC 20005; e-mail governance@asanet.org by the January 31, 2017. For more information, visit www.asanet.org/news-events/asa-awards

Award for Public Understanding of Sociology

This award is given annually to a scholar or scholars who have made

On the Value of Diversity in Higher Education

Stephanie A. Bohon,
University of Tennessee

On April 22, 2016, the Tennessee legislature voted to cut all state appropriations for the Office of Equity and Diversity at the state's flagship university. This move came as a blow to a university struggling to create a more welcoming gender, religious, and racial environment for students, faculty, and staff in Central Appalachia—a region with a long history of intolerance. Since the April decision, students, faculty, and staff at the University of Tennessee have repeatedly rallied in protest. These campus protests have drawn further attention to the issue of diversity, and they have forced those of us in the Department of Sociology at the University of Tennessee to better articulate the value of diversity to our students, their families, and the press.

An important explanation for why diversity matters in U.S. colleges and universities is that attending a diverse university will better prepare students for the future labor force. Some projections suggest that by 2050 half of all U.S. workers will be people of color, and the percent of Muslim adherents in the U.S. population will double (Stafford and Griffis 2008). Yet children today still grow up in racially segregated and class homogeneous places where they play, go to school, and attend religious services with others who are like them. College is often the first opportunity young people have to interact with people who are different, and these interactions make them worldlier and better prepared for a globalized work force. Research has shown that diversity experiences are associated with increases in civic attitudes (Bowman).

For the university, diversity is also important. Diverse views, which arise from divergent human

experiences, stimulate innovation. For most college professors, research is an important component of their work. Organizational researchers have consistently shown that new ideas are better fomented in diverse work teams, so faculty members who are surrounded by a great variety of colleagues with whom they can collaborate often have a creative edge. This is one reason that federal funding agencies like the National Science Foundation put a premium on projects that involve a diverse set of investigators.

Diversity begets diversity.

Minority students and faculty will scrutinize opportunities at less diverse institutions more carefully than opportunities at fully

integrated institutions. Taking a faculty position at a college where minority assistant professors are regularly tenured and promoted is less risky than taking a chance at a more homogeneous institution. Thus, colleges and universities with a strong record for attracting and retaining diverse students and faculty may be attracting the best candidates, overall. At the University of Tennessee, cutting funding for the Office of Equity and Diversity sends a message that diversity is not a priority.

A less common, but equally important argument for the value of diversity in higher education is that there is diversity in diversity. A misguided perception of racial diversity (just one form of diversity), is that people of one race bring a different perspective to an environment than people of another race. While it may be assumed that it is important to have viewpoints from all races, this perspective fails to recognize that, although we can see differences in the averages across groups, individual members of a group are unlikely

to be average. Thus, in reality, there is a great diversity of perspectives within members of the same race, the same ethnicity, the same gender orientation, and the same religion. Witnessing these differences is important. Clearly, there is value in learning first hand that all Latinos are not immigrants, all African Americans do not share the same political perspectives, and all gay men do not act alike. Despite the decades that have passed, I vividly remember a freshman year conversation with an African student from Ghana who revealed (quite surprisingly to me) that he felt he had little in common with the African American students on campus. I had assumed that race was a great connector and was surprised that other factors may matter more.

In a diverse college, students who were raised with deep-seated prejudices may learn that they have surprisingly similar beliefs and interests with students who appear, on the surface, different from them. Developing shared understandings among people of different races, religions, gender orientations, and identities goes a long way toward reducing prejudice and increasing tolerance. Reducing hate-related violence by enhancing understanding is a laudable goal of any institution of higher learning, especially in our current era of divisiveness and

mistrust.

Universities can be sites for important social change. The historical images of the desegregation of universities in Alabama, Arkansas, and Georgia are iconic reminders that public institutions of higher learning were some of the first sites of U.S. integration. At the same time, universities can reproduce inequalities. Numerous campus protests recently at Princeton, Harvard, Missouri, Brown, Yale, Cincinnati, Tennessee, and elsewhere have drawn attention to the ways in which university conditions can promote fear, injustice, violence, and abuse. At the same time, we can be hopeful that the act of protesting can help to bring attention to and change these environments. Universities can and should foster an atmosphere where tolerance and understanding are generated through safe spaces where interactions between different people are the norm.

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Disability

From Page 5

of Intersectionality and Inequality (open session co-sponsored by Disability and Society, Race, Gender and Class, and Body and Embodiment); 2. *Feminist Disability Studies: Advancing Intersectional Analyses* (invited session co-sponsored by Race, Gender and Class, and Disability and Society); and 3. *Disability, War/Social Conflict, and Inequality* (open session co-sponsored by Disability and Society, and Peace, War and Social Conflict). The Status Committee and the Section on Disability and Society are also negotiating special journal issues focusing on the intersection

of disability and other categories of inequality.

We are encouraged by these collaborations and trust that they will advance our discipline from a past in which disability was viewed as an individual tragedy to a future in which disability takes its place as a powerful analytic category. It is clearly worthy of sustained theoretical and empirical interest in its own right and in intersection with other locations of disadvantage and oppression. The ASA Status Committee encourages broad participation among ASA scholars and sections in this collaborative effort, and we hope to see a wide range of submissions to the 2017 co-sponsored sessions.

ASA Awards Eight Community Action

The ASA Spivack Program in Applied Social Research and Social Policy announces the recipients of the 2016 Community Action Research Initiative (CARI) awards. This small grants program encourages and supports sociologists in bringing social science knowledge, methods, and expertise to address community-identified issues and concerns. Each applicant proposed pro bono work partnering with a community organization or local public interest group. CARI provides up to \$3,000 for each project to cover direct costs associated with the community action research. The principle investigators are listed below along with a description of their funded proposals.

Amanda Cheong, Princeton University, with *Latin American Legal Defense and Education Fund*.

The project, "Citizenship from the Grassroots: Local Identity Cards, Integration, and Access to Mainstream Institutions among Undocumented Immigrants in Mercer County," will run a series of focus groups to assess the impacts of the Mercer County Area Community Identity Card Program on the social, economic, and civic integration of undocumented immigrants. In recent years, municipal identity card initiatives have launched across the U.S. as a local-level response to federal immigration policies. The goal of the project is to: 1) produce evaluative evidence for policymakers and civil society stakeholders about the individual- and community-level impacts of the ID card program; 2) contribute theoretically and empirically to the study of immigrant-state relations below the federal level; and 3) highlight the voices, challenges, and everyday contributions of undocumented immigrants within their local communities in a time of high anti-immigrant sentiment and mass deportations.

Stephanie A. Malin, Colorado State University, with *Rocky Flats Downwinders*.

This project will provide financial and research support to the Rocky Flats Downwinders to enhance their capacity to conduct a community-based health study examining community-wide exposure to radioactive contamination from the

Rocky Flats Nuclear Weapons Plant. The project has two main goals: 1) to assist Rocky Flats Downwinders in executing their health study and collect oral histories of residents; and 2) to build a support network for Rocky Flats Downwinders by building regional research capacity and by cultivating relevant collaborations among northern Colorado social scientists and public health practitioners. This research will be based on community needs and assessments, from research design to interviewing and data analysis.

Collin W. Mueller, Duke University, with *Alliance Medical Ministry, Raleigh, North Carolina*.

With the project "Addressing Unmet Health Needs and Understanding Social and Economic Hardships among Uninsured Residents of a Southern City," Mueller aims to enhance the quality of health-promoting resources provided to uninsured residents of North Carolina by Alliance Medical Ministry (AMM), a faith-based primary care clinic in Raleigh's healthcare safety net. The project will closely examine how uninsured community members take on strategies to overcome everyday hardships (e.g., food insecurity, unreliable transportation), and how healthcare access barriers are experienced within and across patients' kinship networks. In-depth qualitative interviews in conjunction with survey and medical record data will be systematically analyzed using inductive and geospatial modeling techniques. These efforts will enable the researchers to better understand patients' perspectives and map social conditions of interest to improving AMM's delivery of healthcare and health-promoting resources.

Tracy Perkins, Howard University, with *Greenaction for Health and Environmental Justice*.

With her project, "Digital Ward Valley: Nuclear Waste, Solar Farms and the Fight to Protect Tribal Lands," Perkins seeks to demonstrate how scholarly research involving campus-community collaboration can be combined with the field of digital sociology. Specifically, it focuses on construction of an interactive digital archive to document

the success of a decade-long campaign in the 1990s against a nuclear waste landfill in California's Mojave Desert. The project focuses on participation by the Colorado River Native Nations Alliance, consisting of the Fort Mojave, Chemehuevi, Colorado River, Quechan, and Cocopah First Nations. Poor people and people of color have an important role to play in the history of American environmentalism, but their version is largely absent from the popular understanding of the U.S. environmental movement. The goal is to make the Ward Valley campaign visible through storytelling that is widely accessible to a broad audience.

Kevin Riley, UCLA Labor Occupational Safety and Health Program, with *National Day Labor Organizing Network*.

The project, "Documenting the Injury Experiences of Day Laborers in Residential Work Settings," will investigate the injury experiences of day laborers working in residential settings and their efforts to access compensation from employers when work-related injuries occur. Laborers hired by homeowners and residential contractors are often at elevated risk for occupational injury, yet few are able to secure compensation when work-related injuries result in lost work time and/or the need for medical attention. The grant will support the collection and analysis of qualitative data from 25–30 day laborers regarding their experiences with work-related injuries, their efforts to access compensation from employers, and the impact of work injuries on themselves and their families. The findings will lay the groundwork for a subsequent survey of day laborers throughout California.

Daisy Rooks, University of Montana, with *Missoula Area Central Labor Council*


In "Identifying 'Best Practices' in Rural Labor-Environmental Coalitions," Rooks has partnered with the Missoula Area Central Labor Council (MACLC), an organization that represents workers and their unions in four counties in Western Montana. She will conduct qualitative case studies of three labor-environmental coalitions in

the Intermountain West and Great Plains, and conduct a brief literature review of research on "best practices" in labor-environmental coalitions. After identifying some of the barriers to forming these coalitions, and the challenges of sustaining them, she will share her findings with MACLC via two presentations and a technical report.

Jason Eton Scott, University of California, Berkeley, with *College Track*.

With the project, "Evaluating the Effectiveness of a Socio-emotional Learning Intervention in an After-School Setting," Scott will partner with College Track in Oakland, CA, which supports students through every crucial step of high school and college through college graduation. The organization runs out-of-school time interventions for high school and college students from low-income families, with the goal of improving students' educational outcomes, particularly college graduation rates. Scott's work entails designing and conducting quasi-experiments and experiments when possible to measure the impact of interventions conducted by the organization.

Elena Shih, Brown University, and **Bella Robinson**, Executive Director, with *COYOTE Rhode Island*.

The project, "Policing Modern Day Slavery: Sex Work and the Carceral State in Rhode Island," will examine the efficacy of legal initiatives to combat modern-day slavery. Prior to 2009, Rhode Island was one of two states in the U.S. to have legalized indoor prostitution. Following pressure from anti-trafficking advocacy groups, the state re-criminalized prostitution to protect victims of sexual exploitation. This study focuses primarily on the impact of the 2009 re-criminalization on Rhode Island sex workers and asks: How have contemporary anti-trafficking efforts generated new forms of policing? How do they build off existing policing of racial and sexual minorities and immigrant communities? And, how has re-criminalization impacted the levels of violence and exploitation that sex workers experience? The CARI grant will support in-depth follow-up interviews with prior survey respondents and public dissemination of completed research findings. 

Awards

From Page 1

Glen H. Elder Jr. was selected as the recipient for the 2016 W.E.B. DuBois Career of Distinguished Scholarship Award for his



Glen H. Elder

outstanding career, which spans five decades. After receiving his Ph.D from the University of North Carolina-Chapel Hill (UNC) in 1961, Elder completed a postdoctoral fellowship, funded by the NIMH. From there he served on the faculties of University of California-Berkeley and Cornell Universities before returning, in 1984, to UNC, where he remains the Howard W. Odum Distinguished Professor of Sociology. Elder is also a Fellow at the Carolina Population Center. His areas of research interests are broadly defined as the sociology of education, political sociology, world society, and organizations.

Elder has published a dozen books and more than 200 scholarly articles. His work has substantially reoriented sociology to examine how changing environments shape individuals and groups. Like DuBois, he has also impacted disciplines outside of sociology. His development of the life course perspective, which includes a methodological approach that situates people in relation to their social contexts, histories, and places, has served as a critical platform for multiple lines of interdisciplinary inquiry. His studies of human development within a social context have integrated psychological and sociological perspectives in ways that reflect C. Wright Mill's challenge to make sociology "the study of biography, of history, and of the problems of their intersection within social structure." For example, his farm crisis studies reveal how economic adversity reverberates through our "linked lives." Through the use of longitudinal surveys and cohort analysis, he challenges the taken-for-granted use of the individual as the key unit of analysis, and he is eloquent in

his ability to link individuals to the impact of changing environment like the Great Depression or WWII. Elder's magnum opus—*Children of the Great Depression*—was published in 1974 and republished in 1999 in honor of its 25th anniversary. The work shows how the impact of the Great Depression on individual well-being depended on class position, social ties, and social context. His work has paved the way for a generation of scholars who made increasingly complicated arguments about the way historical change impacts human behavior. As one letter writer reported, "From his classic *Children of the Great Depression* (1974) to his more recent work, Elder has changed the way we think about the life course."

Elder received the William J. Goode Award for his book *Children of the Land* from the section on Family (2002), as well as numerous other prestigious awards from professional organizations. Awards from ASA include the Cooley-Mead Award for a Distinguished Career in Social Psychology (1993), the section on Family's Distinguished Career Award (1998), the Distinguished Scholar Award of Life Course and Aging Studies (1998), and the Award for Distinguished Contributions to Scholarship, Teaching, and Service from the section on Peace, War and Social Conflict (2001).

Elder has also impacted generations with his leadership. He has served as dissertation chair, mentor, or preceptor to a total of 63 predoctoral and postdoctoral fellows. Many of his mentees—including William Corsaro, Robert Crosnoe, Steven Hitlin, Monica Kirkpatrick Johnson, Valerie King, Eliza Pavalko, Stephen Russell, Michael Shanahan, and Andrea Wilson—have gone on to very successful academic careers of their own.

The award committee is honored to congratulate Glen H. Elder Jr. for his outstanding career as a scholar and sociologist.

Distinguished Scholarly Book Award

Sanyu A. Mojola, University of Colorado-Boulder, for *Love, Money and HIV: Becoming a Modern African Woman in the Age of AIDS*

(University of California Press, 2014).

Combining surveys and fieldwork in rural Kenya, Mojola shows why young African women

are so susceptible to HIV-AIDS in a region where the epidemic is at its worst. Her research uncovers several paradoxes, and she answers them with sociological explanations.

The sexual causes of the disease are well known, through official warnings and educational programs. Deaths are frequent among young women, and they typically experience funerals for those who died. Nevertheless, neither official information nor personal experience affects young Kenyan women's risky sexual behavior.

Another paradox is that young women with more schooling have higher HIV risk. The explanation is that school is where they learn to be modern, especially the Western culture of consumption in female adornment and cosmetics. Education increases their demand for money. But the rapid expansion of secondary education has generated "qualification escalation" (also known as credential inflation) and "certificate devaluation." The result is that educated young women combine higher demands for consumption with weak income prospects; thus they turn to the sexual market.

It is well known among the local population that migrant workers and sojourners along the truck routes of this part of Africa are the main carriers of HIV/AIDS, with their multiple sexual partners and far-flung networks. But young women prefer them to the young men their own age, who carry less risk of HIV, because they have more money. Informants also say that older men are better sexual partners because they are more experienced in the techniques of sex. The emphasis on sexual pleasure denigrates the use of condoms, regarded as un-erotic. Preference for older men is reinforced by the custom of men giving gifts to their girlfriends. Traditional tribal culture blends with modern consumer culture



Sanyu Mojola

here, since older men with multiple sexual partners traditionally had prestige, while young and monogamous men did not.

Even attending funerals for other young women like themselves is not a deterrent for these sexual practices. Funerals display the omnipresence of death, and thus individuals who attend a lot of them become inured to the risk. In the tribal culture, funerals are festive rituals, colorful and exciting gatherings; and even places to meet new sexual partners. (In the U.S. in the 1960s, the lore among hippies was that V.D. [venereal disease] clinics were good places to meet new sex partners.) What an outsider might think would be a deterrent to risky sex can be an incentive and opportunity for an insider.

Mojola's analysis is the most advanced yet done on the sociology of HIV/AIDS. Her work makes several key points with wider application. Education is not a panacea, especially as seen through the eyes of officials, who miss the unintended effects on youth culture. Many of the aspects of informal culture in Kenya that provide an aura of excitement—"where the action is," in Goffman's term—are paralleled elsewhere, such as the attraction of hanging around the "narco-cartels" in Mexico to many young women. The theoretical assumption that everyone wants to minimize risk is inaccurate; we need more sociological analyses like Mojola's to show under what social and cultural circumstances individuals do extremely risky things, in clear consciousness of what they are doing.

Distinguished Contributions to Teaching Award

Helen A. Moore, University of Nebraska-Lincoln.

Helen Anne Moore, the Aaron Douglass Professor of Sociology and Teaching Excellence at the University of Nebraska-Lincoln, is the 2016 recipient of the ASA



Helen A. Moore

Continued on Page

Awards

From the Previous Page

Distinguished Contributions to Teaching Award. Moore earned her BS, MA, and PhD degrees in sociology at the University of California–Riverside.

At the University of Nebraska–Lincoln (UNL) since 1979, Moore has been a dedicated advocate of teaching within her department and institution as well as the discipline. Her institution honored her with a Distinguished Teaching Award in 1985, followed by several additional awards for teaching and service to students, including a Nebraska System Outstanding Teaching and Creativity Award in 2000. Her mentorship of graduate students and McNair scholars has won additional recognition. She was one of the co-sponsors of the initial National Science Foundation grant enabling UNL to establish its Preparing Future Faculty program. She has remained involved with that program, while also teaching graduate courses in pedagogy. She has a long history of providing support, both in terms of mentoring and institutional advocacy, for students from diverse backgrounds. In the 1980s and 1990s, Moore authored a series of reports on experiences of women and people of color at UNL and in Nebraska generally. In 2013, Moore presented to the NSF ADVANCE program on how diversity may skew assessment.

On the disciplinary level, Moore has been a frequent participant in workshops and conferences on pedagogical topics and has contributed to the interdisciplinary scholarship of teaching and learning community. Her service to the Midwest Sociological Society (MSS) includes terms as chair of the Women in the Professions Committee, chair of the Scholarship of Teaching and Learning Committee, and President of MSS. Moore's most notable service to ASA is her term as editor of *Teaching Sociology* (1999–2004).

Moore has published widely on gender in academe, graduate student training, and race in education, with a particular focus on Native American experiences. Her three books, *Schooling Girls/*

Queuing Women (2011), *The Sociology of Women* (1998, with Jane Ollenburger), and *Feminist Ethics in Social Science Research* (1988, with a team of co-authors), demonstrate her deep commitment to the scholarship of gender inequality. In addition, she has published pedagogical pieces on multimedia in the large lecture classroom, responding to student resistance in the sociology classroom, strategies for instructors of color, and emotional labor.

Moore's nominators praise her continued commitment to innovative developments in teaching and learning. For example, she spearheaded a program in which graduate students had extended involvement at an HBCU so as to improve future faculty members' understanding of diversity in education. She also organized (with John Stanfield II) a special issue of *Teaching Sociology* on teaching sociology at HBCUs, the first of its kind. Nominators also praise her mentoring and training of the next generation of sociologists.

As her nominator Julia McQuillan wrote, "When it was difficult, unpopular, unappreciated, and hard, Helen Moore pushed herself and others to create better courses, mentoring, opportunities, and environments for students and instructors in sociology learning settings. She has also consistently institutionalized her efforts so that she personally did not need to be present to make a difference."

The Distinguished Contributions to Teaching Award is not just an award for good teaching, it is an award for contributions to the teaching of sociology that go beyond the individual institution, and Moore exemplifies exactly these sorts of contributions. What is particularly notable about Moore's career is her dedication not only to developing mentorship and support for teacher training within her department but institutionalizing these practices on a university-wide level and contributing to their diffusion across the discipline and beyond.

Distinguished Career Award for the Practice of Sociology

Hugh Mehan, University of California–San Diego.

Hugh "Bud" Mehan has focused his 40-year career on linking sociological research and educational practice. From the time he

received his PhD in sociology from UC–Santa Barbara in 1971 until 1995, he studied challenges to educational equity manifested in classroom interaction, educational testing encounters, tracking practices, and the distribution of access to computers in schools. For the past 20 years, he has turned his attention more toward building equitable educational environments for low-income students of color.

Mehan was instrumental in establishing the Preuss School on the UC–San Diego campus. Preuss, a grade 6–12 charter school, accepts (by lottery) low-income students who would be first generation college students. Mehan worked with the school's inaugural faculty and administration to install the school's signature detracking program augmented by extended learning time. The mission of the school is to prepare its graduates to attend four-year colleges and universities. More than 95 percent of the school's graduates have been accepted at 4-year colleges; an average of 82 percent enroll. This commendable record has contributed to the designation of Preuss as the "most transformative high school in the U.S." for three years.

Mehan also directed the Center for Research on Educational Equity, Access, and Teaching Excellence (CREATE) at UCSD for 10 years. During his tenure as director, he guided participatory action research on the progress of Preuss students and a range of equity-minded projects.

Mehan also helped construct Gompers Preparatory Academy in Southeastern San Diego modeled after The Preuss School. The development of a college-prep school for low-income students of color in this impoverished neighborhood was contentious. He guided a coalition of university colleagues, community members, and educators to con-

vince the San Diego school board to approve this innovative charter school. In his letter of support for this award, the director of Gompers Prep stated that Mehan was "instrumental in getting the GPA charter written, supported by our community, and approved by the San Diego Unified School District in March 2005." His work at Gompers directly impacted many low-income students, one of whom wrote a letter to support his nomination for the Practice of Sociology Award. Several other students were quoted in his letters of support, citing his service as a mentor for many low-income and first-generation high school and university students. He has served on the school's Board of Directors since its opening in September 1995.

Professor Mehan has authored seven books, and written more than 100 journal articles and book chapters that have greatly influenced the Sociology of Education. His most recent book, *In the Front Door: Constructing a College Going Culture*, describes his research on the political struggles, culture, and organization of The Preuss School and Gompers Preparatory Academy in their efforts to provide an excellent and equitable education to underrepresented youth.

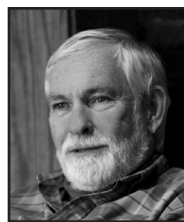
In addition to the Practice of Sociology Award, Mehan has been elected to the National Academy of Education, awarded the George and Louise Spindler commendation for outstanding contributions to Anthropology and Education by the American Anthropological Association, a Lifetime Achievement Award by the American Educational Research Association, and the Roger Revelle Medal for a Lifetime of Achievement to the University by UC San Diego.

Excellence in Reporting on Social Issues Award

Ta-Nehisi Coates, *The Atlantic*.

It is not often that a consensus develops around an award recipient. But for the ASA Award for the Reporting of Social Issues such a tidal wave developed supporting our 2016 awardee. Literally hundreds of ASA members urged our committee

Continued on The Next Page



Hugh Mehan

Awards

From the Previous Page

to select Ta-Nehisi Coates, and the committee heartily agreed.

Ta-Nehisi Coates is a young (born 1975) writer, journalist, memoirist, and public intellectual. He is national correspondent for *The Atlantic*. His many contributions to that magazine include the 2014 article, "The Case for Reparations," which earned him great attention and set a high standard for a fair and passionate understanding of cross-generational justice.



Ta-Nehisi Coates

Coates is the author of two books. The first, *The Beautiful Struggle* (2008), is a memoir of his growing up and coming of age in West Baltimore. It is both personal and a report in which he sees himself as experiencing distinctively African-American challenges, dangers, hurdles, and opportunities, a kind of sociological history. In it, Coates writes of his young, high school-age self, "I was, still am, a scientist at heart," and there was, still is, a truth to that about his work. He writes in the vein of a memoir, with great passion, and in a rich and evocative style. *The Beautiful Struggle* is tough on others around him but on no one more than on his own adolescent self. He can see and say hard things. He can also decide he was wrong in past opinions and positions; he can change his mind.

Between the World and Me, winner of the 2015 National Book Award for Nonfiction, is again a reflection on race in America, written as a letter to his son, with powerful passages on raising young black men in a world of violence where they are all too likely to become themselves the victims of violence. Impassioned and informed, the writings of Coates bring to life what race means in contemporary American life in a way that is sociologically sensitive, bold, and beautifully crafted.

In reviewing *Between the World and Me* for the *New York Times*, African-American lawyer, civil

rights litigator, law professor, and author of *The New Jim Crow*, Michelle Alexander, spoke of the book with great admiration, including her appreciation that the book is written specifically to and for an African-American audience. But she also acknowledged that she wanted more from it, that she wanted it not to conclude simply that African-Americans can expect little to change in the institutional and cultural racism so centrally and deeply located in the American heritage, but that the struggle against this must go beyond consciousness-raising to political action. The work of Ta-Nehisi Coates does not evoke only admiration, awe, and assent, but also discomfort and objection and conversation—often all from the same reader.

Coates has received important honors for his work. In 2015 Coates received a John D. and Catherine T. MacArthur Foundation "genius grant." His blog and other writings for *The Atlantic* and contributions to other magazines and newspapers brought him the Sidney Hillman Prize for opinion and analysis journalism (2012); a National Magazine Award for essays and criticism in 2013 for "Fear of a Black President" (*The Atlantic*); and the George Polk Award for commentary in 2014 for "The Case for Reparations."

Coates attended, but did not graduate from, Howard University. He has gone on to teach in the writing program at MIT as a visiting professor 2012–14 and to serve as a journalist-in-residence in 2014 at the City University of New York.

Cox-Johnson-Frazier Award

Thomas Pettigrew, University of California–Santa Cruz

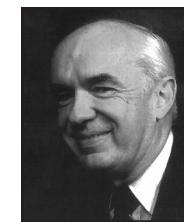
Thomas "Tom" Pettigrew is the 2016 recipient of the ASA Cox-Johnson-Frazier Award. Pettigrew continues the legacy of Oliver Cromwell Cox, Charles S. Johnson and E. Franklin Frazier in the relentless use of academic scholarship in the service of social justice. Through his research, teaching, and service to the profession and the world, Thomas Pettigrew embodies the tradition of critical analysis of inequality, segregation, and race. As one of the first public sociologists, he brings rigorous analysis and the-

ory to bear on the problems gripping modern society. He communicates the insights of his analysis through both his work and actions to professional and lay audiences.

Thomas Pettigrew earned his PhD and MA in social psychology from Harvard University in 1956, after receiving his BA from the University of Virginia in 1952. He is also the recipient of two honorary doctorates—Governors State University in 1979 and Germany's Philipps University in 2008. For more than 60 years, Thomas Pettigrew has crafted a career that demonstrates the ability of sociology to influence and impact changes in policy, science, and social consciousness.

Pettigrew's contributions to the study of racial inequality have been transformational both within and outside of sociology. His pioneering research often combined media with traditional sociological methods to provide new insights into the madness and consequences of racial segregation. As a child of the American South, he represents the rare sociologist who knew in the words of Atlanta's hip-hop group *Outkast*, "The South has got something to say." And say things he did. Take for example his television series in the 1960s: *Epitaph for Jim Crow*, where he combined his personal and sociological knowledge of the American South to make public the racial realities and practices many dared not mention, much less publicly broadcast. Among his many contributions, including his use and development of the concept "relative deprivation," are "Racially Separate or Together," "Racial Discrimination in the United States" and "The Sociology of Race Relations: Reflections and Reform".

Professor Pettigrew is indeed a change agent, who time and again risked his own privilege and career to emphasize that black lives matter and racial inequality stagnates and damages American progress. Pettigrew's work has fundamentally shaped our understanding of the political, social, and economic ram-



Thomas Pettigrew

ifications of racial segregation and prejudice, and he has relentlessly pursued a progressive agenda that aims to make racial inequality visible while aiding in its amelioration.

The Cox-Johnson-Frazier Award Committee enthusiastically and unanimously commends Professor Pettigrew for his groundbreaking intellectual agenda and uncompromising commitment to racial and social justice and public sociology. World-renowned, Pettigrew and his work are a national and disciplinary treasure of the highest order. His commitment to scholarship, mentorship, and activism continues the legacy of this award's namesakes and serves as an example to us all.

Award for Public Understanding of Sociology Award

Joel Best, University of Delaware.

Joel Best is the recipient of the 2016 Public Understanding of Sociology award for his accomplishments and commitment to promoting public awareness of sociological ideas and scholarship. He is Professor of Sociology and Criminal Justice at the University of Delaware. He has published extensively, including 25 books and over 80 articles and book chapters. His work demonstrates analytical rigor but is also accessible for audiences beyond the field and academia. It covers a wide range of issues that are both fascinating and important, for example on moral panics, fads, the student loan crisis, statistical claims, and the study of social problems. He has breached the confines of the academy, contributing to the broader public discussion through venues like NPR, Showtime, MTV, Fox News, NBC, and others and in so doing has enhanced the quality of the debate around the varied topics, that have been the focus of his research and attention.

Best's work is relevant, well-written, and consistently has popular appeal. As one of his recommenders put it, he has been doing public

Continued on the Next Page

Awards

From Page 11

sociology long before the term came into use. His series of books on statistics, *Damn Lies and Statistics*, *More Damn Lies and Statistics*, and *Stat Spotting*, which addresses the misuse of quantitative data in media and politics, have been quite popular. The books are widely used within academia but have also been of interest to general readers. They have been reviewed in major periodicals such as the *New York Times* and *Wall Street Journal*, and he has discussed his findings in interviews with ABC News and made appearances on local public radio shows. He has also been invited to talk about statistics and critical thinking for statisticians, statistical software users, educators concerned with quantitative literacy-numeracy, legislators, judges, and journalists.

Best's approach to studying moral panics and social problems has ensured his ongoing access to audiences beyond sociology while contributing to his becoming a leading figure in this area of the field. While the constructionist approach was once on the margins of the discipline, it is now recognized as a major framework, and his work in this area has made him one of the paradigm's pioneers and leading practitioners. With the publication of "The Razor Blade in the Apple" in the journal, *Social Problems* in 1985, he showed that there was little evidence that trick-or-treaters were at risk due to contaminated treats, but rather such persistent concerns represented an urban legend reflecting growing fears about crime and child safety. In the same year, he summarized his findings in *Psychology Today* and they were reported in major news periodicals. For each of the 30 years since, he has given interviews based on updated research for televised venues from NBC's *Today Show* to Bill O'Reilly's show, on radio shows like NPR's *All Things Considered*, for magazine articles, and for hundreds of newspapers articles. His book, *Threatened Children*, which was the recipient of the Charles Horton Cooley Award, offered a reasoned discussion of moral panics and media framing of violence and dan-

ger. His numerous empirical studies of social problems and his edited collection, *Images of Issues* are mainstays in constructionist work. Best has also been active in professional organizations within the discipline. On the list of positions in this capacity, he has served as President of the Society for the Study of Social Problems and as editor of the journal *Social Problems*.

The topics Best's work covers are interesting and his research and scholarship are meaningful and accessible. He has been widely influential, having left an indelible mark on students, scholars, sociologists, and, more generally, on the larger public discourse.

Jessie Bernard Award

Ronnie J. Steinberg, Vanderbilt University

The Jessie Bernard Award is given in recognition of scholarly work that has enlarged the horizons of sociology to encompass fully the role of women in society. It is presented for significant cumulative work done throughout a professional career. The winner of the 2016 Jessie Bernard Award is Ronnie Steinberg, Professor Emerita of Sociology and Women's Studies at Vanderbilt University.

Steinberg is a distinguished scholar who devoted her career to promoting the status of women in society. A pioneer in the study of comparable worth, she developed innovative theoretical and methodological approaches to understanding the economic impact of job segregation on women. She then provided expert testimony to lawmakers throughout the United States and Canada, resulting in pay raises for thousands of women. This work continues to benefit workers in race- and gender-segregated jobs. Her indefatigable advocacy—expert testimony, consulting, speechmaking, report-writing—has kept the cause alive, laying the groundwork for the current resurgence of equal pay and pay equity initiatives, including in Seattle, where she



Ronnie Steinberg

received this Award.

Steinberg was not only at the forefront of pay equity. Throughout her career she's shown a penchant for anticipating and leading the field, as witnessed by her early studies of emotional labor, care work, and work and family. She recently investigated the systems of eldercare in this country, a topic that disproportionately affects women because they retire with limited income and generally outlive men.

Steinberg began her professional career in 1977 as Research Director of the Center for Women in Government at SUNY Albany. In that capacity, she organized a conference on existing equal pay and equal opportunity policies for the European Economic Community's member states that were required to pass such laws. This project culminated in her first edited book, *Equal Employment Policy for Women*. Starting in 1985, she worked at Temple University for 10 years, where she was a popular professor and a strong advocate for women's studies. Later at Vanderbilt she directed the women's studies program and introduced a major in women's studies and a graduate certification program. In 2001, as chair of the Tennessee Economic Council on Women, she founded and directed the Women's Social Policy and Research Center at Vanderbilt University. During her tenure as director, she oversaw the publication of reports on the impact of the state's income tax law and housing policies on women. Although officially retired, she continues to engage in international discussions with feminist scholar-activists in Europe and Japan, and in local campaigns on topics including health care restructuring and immigrant incorporation.

Steinberg played an instrumental role in building the field of feminist sociology, and with it, a community of scholars. She initiated and edited the first book series on gender, titled *Women in the Political Economy*, with Temple University Press. In the 1970s and early 1980s, many publishing companies were uncertain about navigating this new scholarship on women, and most reviewers were not familiar with feminist research questions and methods.

The field needed an advocate, which it found in Professor Steinberg, an academic insider with knowledge of the emerging field. Her book series published dozens of canonical texts in the sociology of gender, while promoting the careers of a generation of feminist scholars. In this series, as in her own research, Steinberg promoted an intersectional approach, focusing on gender in the context of class and racial/ethnic inequality.

The Jessie Bernard Award committee expresses our deepest appreciation for Steinberg and her many lasting contributions to improving the lives of working women, both inside and outside the academy.

Dissertation Award

Michael Rodríguez-Muñiz, Brown University, for "Temporal Politics of the Future: National Latino Civil Rights Advocacy, Demographic Statistics, and the 'Browning' of America."



Michael Rodríguez-Muñiz

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

Employing mixed methods (qualitative interviews, media content analysis, and participant observation), Rodríguez-Muñiz's dissertation focuses on five national Latino civil rights organizations and their leaders. In doing so, he reveals how demographic "facts" about Latina/o population growth are constructed, the classificatory wars waged around this process, and how Latinas/os attempt to translate this demographic knowledge into political influence. His field work covers approximately five significant years in the recent political history of Latina/o advocacy and mobilization, beginning with the planning for the 2010 census and

Continued on The Next Page

Awards

From the Previous Page

ending in the post-2012 election period.

The first empirical chapter of Rodríguez-Muñiz's dissertation focuses on the politics of consent, driven in large part by Latina/o advocates surrounding the conceptualization of the "Latino demographic" used in the 2010 census. Recognizing that census data represent the potential for political recognition, Rodríguez-Muñiz astutely frames this process as consent building bracketed by the politics of desire. The second empirical chapter examines the framing of the results from the 2010 census by mainstream media, both in terms of

Renzulli

From Page 1

charter schools. This distinction may explain another distinction: she is a ubiquitous presence in *Sociology of Education*, being one of only two sociologists who have published in the journal five times since 2005.

When I asked sociologists of education to describe Linda Renzulli, the responses I received tell us why Linda makes a compelling choice for editor of *Sociology of Education*: "Creative." "Energetic." "Driven." "Both effective and efficient in leadership as well as management." "Top, top, top scholar." "Superior communication skills and follow-through on decisions large and small, whether easy or not." "Phenomenal ability to build consensus while also standing her ground and expressing her stance clearly." "Pays utmost attention to ethics in research and professional ethics at large." "Ridiculously productive."

In describing his enthusiasm for Linda's selection as *SOE* editor, Richard Arum, chair of the ASA Sociology of Education section, commented that:

"Renzulli's expertise in both organizational dimensions of schooling and social inequality in education outcomes

"present" demographic change and future predictions of the same. The chapter convincingly argues that media outlets, without employing explicitly racist or xenophobic language nonetheless contributed to what Rodríguez-Muñiz terms "demophobia", or racialized fear of demographic change. In response, Latina/o advocacy groups attempted to reframe the seemingly explosive growth of the Latina/o population as a benefit to the U.S. as opposed to a threat, engaging in "Latino spin" to portray the group in the most palatable, non-threatening manner. The third and final empirical chapter focuses on the 2012 presidential election and how Latina/o advocates, armed with census data, used specific statistics

prepares her well for taking on this important editorial responsibility for the subfield. She has a long track record of being a dedicated scholar, mentor, and citizen."

The most reassuring sign, though, is the unequivocal support of her editorship by her predecessors. As David Bills, *Sociology of Education* editor, 2010–2013, noted:

"As a former Editor of *Sociology of Education*, I was thrilled when I learned that Linda Renzulli had been chosen as the new Editor. Like Barb Schneider before me and Rob Warren after me, editors develop a real affection for their journal. More than anyone, former editors understand how delicate the whole operation is, and how crucial it is to have someone at the helm who will be decisive, smart, dedicated, humble, and absorbed in the well-being of authors, reviewers, and readers, I've known Linda for a long time, and she brings all of this and more to *SOE*."

Linda plans to continue the journal's movement toward greater methodological and substantive diversity. In her proposal for the editorship, she lauded previous

to demonstrate the political power of the group as a voting bloc in that election and future elections. While the claims behind the power of the Latina/o vote in deciding the 2012 election were eventually somewhat undermined by post-election statistics, demographic projections of Latina/o population growth continue to exert a strong influence on ideas surrounding the political influence of the group.

This dissertation is timely given both the current, racially charged presidential election of 2016 and the fact that the U.S. Census Bureau is considering changes to how Latinas/os will be counted in 2020. It also provides two important theoretical contributions to the discipline. First is the articulation

of editors for changing "the reputation of *SOE* from being a journal for quantitative scholars only" and emphasized her commitment to "publishing work with these broader theoretical and substantive foci, and with methodological diversity." To accomplish this goal, she plans to promote scholarship that focuses not only on schools, but also on education, defined very broadly. As she writes:

"To be clear, I believe that schools are formal organizations worthy of study in their own right, yet education is also a more diffuse project that occurs in and across multiple social organizations... We can do much better sociologically speaking by highlighting the fundamental nature of education as a social institution—an institution embedded with a larger social, cultural, and institutional complex."

To that end, she hopes to see more submissions—and, in turn, more publications—that link education to insights from literature on social movements, political sociology, family sociology, social psychology, culture, and organizations, among others. Continuing to further expand and diversify *Sociology of Education* will increase the journal's visibility, making the journal a must-read not only for

"temporal politics" – Rodríguez-Muñiz's original concept of political action driven by changing demographics. Second is the advancement of the analytical tool, "racial projects." This work, solidly situated in the tradition of the sociology of knowledge, is likely to influence how sociologists and political scientists alike understand processes of racial and ethnic identity formation, Latina/o social movements, and Latina/o political action.

Rodríguez-Muñiz completed this work at Brown University under the supervision of Gianpaolo Baiocchi, José Itzigsohn, Michael Kennedy, and Anne Morning. He currently joins the sociology faculty of Northwestern University.

scholars of education, but also for sociologists in other subareas.

A clear signal of Linda's leadership and inclusive vision of *Sociology of Education* is her selection of a terrific team of Deputy Editors: Katerina Bodovski, Associate Professor of Educational Theory and Policy in the Department of Education Policy Studies at The Pennsylvania State University, whose interests are in comparative and international education, family and education, and cultural capital; Thurston (Thad) Domina, Associate Professor of Educational Policy and Sociology in the School of Education at the University of North Carolina-Chapel Hill, whose areas of interests are in empirical methods, sociological theory, and educational inequality; Jennifer C. Lee, Associate Professor and Director of Graduate Studies in the Department of Sociology at Indiana University, whose areas of interest are in racial/ethnic disparities in education, immigration, Asian-American studies, and quantitative methodology; and Karolyn Tyson, Professor and Associate Chair in the Department of Sociology at Indiana University, whose areas of interest are in racial/ethnic disparities in education, special education, and qualitative methodology.

Victor Lidz, Drexel University College of Medicine, and **Helmut Staubmann**, University of Innsbruck, Eds., *Talcott Parsons, Winston White: Values of American Society. Manuscripts from the American Society Project I* (LIT, 2016).

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

Dawn R. Norris, University of Wisconsin-La Crosse, *Job Loss, Identity, and Mental Health* (Rutgers University Press, 2016).

Shirley Sun, Nanyang Technological University-Singapore, *Socio-economics of Personalized Medicine in Asia* (Routledge, 2017).

Kazuko Suzuki, Texas A&M University. *Divided Fates: The State, Race, and Korean Immigrants' Adaptation in Japan and the United States* (Lexington, Rowman & Littlefield, 2016).

Bhoomi K. Thakore, Elmhurst College, *South Asians on the U.S. Screens: Just Like Everyone Else?* (Rowman & Littlefield, 2016).

A. Javier Treviño, Wheaton College, Massachusetts, *The Anthem Companion to Talcott Parsons* (Anthem Press, 2016).

Guobin Yang, University of Pennsylvania, *The Red Guard Generation and Political Activism in China* (Columbia University Press, 2016).

Other Organizations

University of Southern California (USC) has welcomed the inaugural cohort of its recently launched PhD program in Population, Health, and Place and is now accepting applications for fall 2017. The programs primary goal is to position graduates among the leading scholars and practitioners working to clarify the role and significance of "place" in shaping human health and well-being in the future. For more information contact Myles G. Cockburn at myles@med.usc.edu, Jennifer Hook at hook@usc.edu, or John P. Wilson at jpwilson@usc.edu. For more information, visit www.spatial.usc.edu/index.php/doctoral-programs/.

New Publications

Journal of Health Politics, Policy, and Law, "Bringing the Social Sciences to Health Policy: An Appreciation of David Mechanic" is a special issue dedicated to the discipline and a tribute to David Mechanic who has been a pioneering leader in the social and behavioral sciences of health, health services and health and mental health policy for almost years. Twenty-three interdisciplinary scholars reflect the diversity of David's policy-relevant scholarship in examining major policy challenges. For more information, visit www.jhplp.dukejournals.org/.

Journal of Positive Sexuality (JPS), a multidisciplinary, peer-reviewed online journal with a large and diverse readership that includes both academics and nonacademics. We prefer short articles that may be of interest across disciplines, and there is no cost to authors for publication. JPS is produced by the Center for Positive Sexuality and is co-sponsored by the National Coalition for Sexual Freedom (NCSF) and the Community-Academic Consortium for Research on Alternative Sexualities (CARAS). For more information, visit: www.journalofpositivesexuality.org.

Editor. Editor with PhD in sociology from Berkeley and author of three books provides editing of book manuscripts. Reasonable rates. Sixteen years experience. Can improve writing, clarity, and flow. References and sample edits available. Tom Wells: wells.tom.lee@gmail.com, (720) 230-7243, www.tomleewells.com.

Summer Programs

Schusterman Center Faculty Fellowship: The Summer Institute for Israel Studies, a competitive fellowship program that gives faculty the foundation to teach about Israel in any discipline. The Institute begins at Brandeis University with a two-week multidisciplinary seminar taught by world-class faculty from Israel and the U.S., during which fellows create a syllabus to teach at their home institution. The program continues in Israel with a 10-day study tour of Israel, where fellows meet with leading personalities in public life, the academy, and the arts. The Summer Institute provides a stipend of up to \$2,500, travel, accommodations, and most meals. Summer Institute fellows enjoy a wealth of pedagogical resources, opportunities for ongoing professional development and an ever-expanding, international network of Institute alumni. Explore the complexity of Israeli society, politics and culture. information, visit: www.brandeis.edu/isrealcenter/siis.

Deaths

Chester Britt, Iowa State University, a professor and chair of the Department of Sociology, died August 23 at the Israel Family Hospice House in Ames.

Leslie Stanley-Stevens, Tarleton State University and Texas A&M University, a full professor of sociology and System Regents Professor, died on June 22 at the age of 55.

Obituaries

James A. Davis
1929-2016

James A. Davis died on September 29, 2016, in Michigan City, IN, after

a brief illness. He was the founder of the General Social Survey (GSS) and was a principal investigator from 1971 to 2009. When he won the 1992 American Association for Public Opinion Research Award for Exceptionally Distinguished Achievement, he was cited for "his innovations in teaching, his prodigious scholarship, [and] his creation of the General Social Survey."

Davis received a BS in Journalism from Northwestern University in 1950. He then obtained his MA from the University of Wisconsin in 1952 and his PhD from Harvard University in 1955. In 1957 Davis came to the University of Chicago as an assistant professor and National Opinion Research Center (NORC) researcher. While he moved back and forth between Chicago, Dartmouth, and Harvard over the next 50+ years, he never left NORC. From 1971 to 1975 he served as NORC's Director.

Also, in 1971 Davis came up with an idea for a National Data Program for the Social Sciences. Reflecting the social indicators movement of that time, it called for the annual monitoring of social change across a range of important social matters such as inter-group relations, gender roles, and civil liberties and the distribution of that data to all interested researchers without delay. The Russell Sage and National Science Foundations supported the proposal and so the GSS was launched in 1972.

In 1984 the cross-national International Social Survey Program (ISSP) was founded by the GSS and similar programs in Australia, Germany, and Great Britain. The ISSP has conducted a survey annually since 1985, has involved 60 nations, and has done over a million interviews around the world.

As his winning of the ASA Teaching Award, Warren E. Miller Award for Meritorious Service to the Social Sciences from the Inter-University Consortium for Political and Social Research, and the AAPOR Distinguished Achievement Award attest, Davis' career has been marked by many well-deserved recognitions. But for the real reward of survey research, Davis can speak for himself. As he noted in *Sociologists at Work* (1964):

"There is a lot of misery in surveys, most of the time and money going into monotonous clerical and statistical routines, with interruptions only for squabbles with the client, budget crises, petty machinations for a place in the academic sun, and social case-work with neurotic graduate students. And nobody ever reads the final report. Those few moments, however, when a new set of tables comes up from the machine room and questions begin to be answered; when relationships actually hold under controls; when the pile of tables on the desk suddenly meshes to yield a coherent chapter; when in a flash you realize

you have found out something about something important that nobody ever knew before — these are the moments that justify research."

Tom W. Smith, *NORC at the University of Chicago*

Susan Archer Mann
1950-2016

Susan Archer Mann, beloved mentor, dear friend, and Professor of Sociology at University of New Orleans, died on April 8, 2016, after several years' struggle with breast cancer.

Susan received her BA from the University of Maryland in 1972, her MA in sociology from American University in 1975, and her PhD in sociology from the University of Toronto in 1982. She spent more than three decades actively writing, teaching, and mentoring at the University of New Orleans (UNO), a place she came to love, doing the work that so engaged her passions and intellect even as she suffered from her illness.

In her early work, Susan attempted to explain the uneven conversion of agricultural production to a capitalist wage-labor system. She and James Dickinson laid out the arguments that became known as the Mann-Dickinson Thesis, positing that intrinsic features of agricultural production made it relatively risky and unattractive to capital. Susan later applied this theory to explain U.S. farm labor in her 1990 book *Agrarian Capitalism in Theory and Practice* (1990). Her final book, *Peasant Poverty and Persistence in the 21st Century: Theories, Debates, Realities, and Policies*, co-edited with Julio Boltvink (Zed Books, 2016), offers new theoretical and historical perspectives on the continued existence of peasant agriculture and its links to global poverty.

Susan extended her theoretical insights to domestic labor and its ramifications on family life and the social position of women in a chapter, co-authored with Emily Blumenfeld, in *Hidden in the Household: Women's Domestic Labour under Capitalism* (Women's Education Press, 1980, edited by Bonnie Fox). Her Marxist-based theoretical contributions to our understanding of production (in agriculture) and reproduction (of labor power through the family) complemented one another and laid the foundation for her later feminist theory work.

Susan found her political groundings and activist interests in Marxist feminisms of the 1970s and feminist theories of the so-called second wave, but she never ceased to be fascinated and energized by the schools of thought that emerged subsequent to her own training. She immersed herself in theories of the third wave, intersectionality, queer theory, postmodernist and poststructuralist feminisms, and trans-

national feminisms, publishing on the connections and innovations in theory across decades in *Science and Society*, *Sociological Inquiry*, *Journal of Feminist Scholarship*, and a co-authored special issue of *Race, Gender, and Class*. Her 2012 book, *Doing Feminist Theory: From Modernity to Postmodernity* (Oxford University Press), constitutes an exhaustive yet digestible compilation of feminist theories, criticisms, and counter-criticisms, innovatively (and helpfully) positioning them within modernist and postmodernist epistemologies. In 2015, Susan published *Reading Feminist Theory*, a companion reader co-edited with Ashly Suzanne Patterson (Oxford University Press).

Susan mentored several generations of Marxist and feminist students, providing gentle but formidable critiques. She was one of the "founding mothers" of the UNO Women's Studies Program and the UNO Women's Center. She also served as Interim Director of the UNO Women's and Gender Studies Minor; Associate Chair and Chair of the Department of Sociology; and Chair of the ASA Race, Gender, and Class section.

Susan was highly regarded as an excellent teacher and mentor for both students and colleagues at the University of New Orleans. For her colleagues and the department she was a leader who not only brought treats to meetings and offered to help solve the most recent predicament (personal or academic), but also shared her deep analytical thinking and strong theory construction to improve others' work. Regarding her students, Susan was an agent of social change and innovation. She received the campus-wide Seraphia Leyda teaching award and the teaching award bestowed by the College of Liberal Arts. In fact, she won every teaching award offered at UNO. Since her passing, hundreds of students have given testimonials of how her theory and gender classes were "life-changing"; those who knew Susan best know she would be happiest about this impact.

Susan's soft-spoken voice and affable personality belied her ability to offer pointed and cogent intellectual critiques but made her a favorite mentor to students for her approachability and warm encouragement. Though she enjoyed sailing, good food, and a strong drink, Susan loved nothing more than sharing an intellectual conversation with colleagues of all ages. She will be remembered for the contributions she made to her family, friends, students, colleagues, and to the larger academy.

Sara Crawley, D'Lane Compton, Gwen Sharp, Mike Grimes, Rachel Luft, and James Dickinson

Leslie Stanley-Stevens
1961 – 2016

Leslie Stanley-Stevens, Professor of

Sociology and Texas A&M University System Regents Professor at Tarleton State University (TSU), Stephenville, TX, died quietly at home on June 22 surrounded by family. She was a beloved and inspiring teacher and colleague, an accomplished researcher, and an internationally recognized scholar.

Faculty, alumni, and students at University of North Texas (UNT-Denton) are celebrating the life of Leslie, whose rise to a star alumnus was predicted when she was admitted unconditionally into the sociology PhD program in 1989. Her intellectual capacity, determination, and positive attitude made her a great student both inside and outside the classroom. The birth of fraternal twin sons, Forrest and Parker, and co-parenting with spouse Christopher, while working towards her PhD, contributed greatly to her interest in parenting, family, and gender. Leslie was one of the few independent teaching fellows who taught upper-level advanced courses plus she swept all appropriate university and department awards by the time she graduated with her doctorate in 1994.

Faculty, alumni, and students at TSU, where she diligently served on the faculty for 20 years, are also celebrating Leslie's life. Leslie served as principal, co-principal, or consultant on more than 30 grant-funded research projects. She was the first professor at TSU to earn a Research Leave. Recently, for an international project, she interviewed couples in Sweden who equally shared parenting challenges. She authored a book, scholarly journal articles, book chapters, plus magazine and news pieces. She founded the TSU Sociology Club and an Alpha Kappa Delta chapter plus led the effort to establish a pre-ministry program. Leslie's outstanding performance in all these roles were acknowledged with many awards. Leslie's great and varied experiences in academia as a student, teacher, researcher, scholar, and author led to her being nominated for, and receiving in 2015, the pinnacle TSU faculty award: Texas A&M University System Regents Professorship.

Leslie's colleagues in the International Sociological Association (ISA) Committee on Family Research (CFR) attending the ISA's 3rd Forum in Vienna, Austria in July were shocked and deeply saddened to learn of her untimely death. Her death stimulated recurring reflections about her bravery, optimism, tenacity, and shared experiences and challenges. Leslie was part of the CFR family, as a great collaborator and enhancer in shared projects building on practices started while a UNT student and continued at TSU.

Leslie's persistence complementing writing and scholarly skills is illustrated by her efforts to get a book published based on her research on new parent's expectations: In 1999, she interviewed expectant mothers and fathers about

their values, expectations, and practices regarding paid work and family work. Follow-up interviews of the same parents, now with small children, were completed five years later. Informative and insightful findings from these interviews were the basis for several academic papers and journal articles, but Leslie was determined to reach a broader audience outside of sociology. Her background, resources, and research synergized into ideas, practices, and exercises that would help expecting and new parents. The book, *What They Didn't Know When They Were Expecting ... and How They Became Better Parents* (2012), documented and explained parent behavior plus suggested practical applications to deal with challenges along the way. Leslie accomplished something highly touted but not often achieved by social researchers, that is, applying research results in real-world situations. Her research had an impact outside of sociology. To help new parents further, Leslie started a successful Facebook

group, complementing her research and book.

Leslie's zest for life went beyond academia. She frequently shared high adventures with family and colleagues. Some recent challenges included hiking the Grand Canyon during the winter, mountain biking in New Mexico, and hiking the peaks and valleys of the Swiss Alps.

Anyone interested in acknowledging and extending Leslie's Legacy is encouraged to make a donation to the Dr. Leslie Stanley-Stevens and Dr. W.H. Stanley, Sr. Scholarship Fund at TSU. Make a check payable to Tarleton State University with reference to Leslie Stanley-Stevens Scholarship in the memo line and send to: TSU, Box T-0260, Stephenville, TX 76402, USA. Donations may also be made by credit card online at www.tarleton.edu/giving/ and following the prompts to Give Now.

Rudy Ray Seward, University of North Texas

FAD Grant

Application Deadlines: June 15 & 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 funds 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 sociological 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 conference for sociology as a discipline. Specific evaluation criteria include:

- Innovativeness and promise of the research.
- 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.
- Plans for analysis of data.
- Plans for dissemination of results.
- Appropriateness of requested budget.
- Conference proposals should include a discussion of activities that will lead to networking, new paradigms, and dissemination.

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 <http://www.asanet.org/career-center/grants-and-fellowships/fund-advancement-discipline-fad>.

Contact: For more information, visit the Career Center at www.asanet.org. For questions, contact the ASA Research Department at research@asanet.org or call (202) 383-9005.



American Sociological Association
1430 K Street NW, Suite 600
Washington, DC 20005

call for nominations

ASA HONORS PROGRAM

*Deadline: February 15
2017 American Sociological Association Annual Meeting
August 12–15, 2017*

The American Sociological Association seeks applications from exceptional undergraduate students who wish to be considered for the **2017 ASA Honors Program**, which is highlighted at the ASA Annual Meeting.

Honors Program students come to the Annual Meeting and experience a laboratory on the profession. They participate actively in special sessions designed just for them, and develop **valuable networks** with their peers as well as meet prominent professionals in the discipline. Taking part in the ASA Honors Program provides a significant and meaningful early experience in the careers of the next generation of sociologists.

Participation in the Honors Program requires nomination and later, sponsorship, by a sociology faculty member at your college or university.

Interested students and prospective faculty sponsors are encouraged to consult the ASA website at www.asanet.org (click on "Teaching & Learning" and then "Undergraduate Students") for additional information and an application form. Questions? Contact: Dennis M. Rome, Director, ASA Honors Program (rome_dennis@columbusstate.edu).

For Members Only

The ASA website is open for 2017 membership enrollments and renewals. Log in to your ASA account to renew your membership online at www.asanet.org.

ASA has a few reminders to members.

- **Online access to all ASA journals.** All regular, associate, and student members select one journal included with the membership. All members have free online access to all 10 ASA journals. Emeritus and international associate members have the option of purchasing a print subscription, but they have automatic online access to ASA journals.
- **Early Pre-Registration for the 2017 ASA Annual Meeting.** ASA offers the convenience of annual meeting pre-registration with online membership renewals. If members plan on participating at the 2017 Annual Meeting in Montreal they should take advantage of the pre-registration discount.
- **Pre-Pay Option Available for 2018 and 2019 ASA Membership.** Current ASA members with a 12/31/2017 expiration can pre-pay their membership and included journals up two years in advance. Great opportunity to lock in 2017 membership rates for 2018 and 2019.
- **ASA Express Renewal:** This option simplifies online member renewals for the 2017 calendar year. If the contact information and the membership selections remain the same, you can advance to the payment page to complete the 2017 membership renewal. Individuals with lapsed memberships before 2016 will have to use the regular online renewal system.
- **Membership ID Cards** are included with the Member Resource Guide. The Resource Guide highlights important ASA member benefits for your reference. The ID cards are individualized with the member name and the login information to access the online "My ASA" member portal. Members can also review the ASA *Code of Ethics* online by visiting www.asanet.org/membership/code-ethics. A PDF version is also available for download.

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

Membership in ASA benefits you!